

**The Role of English in Linguistic Structuration of the
Public Space Vis-à-vis Local Languages in
Multilingual Ecologies and its Use in Language
Teaching**

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ABSTRACT

Linguistic landscape (LL) as a teaching resource is not a well-researched area in Pakistan. The photos of signboards from three commercial locations in the Islamabad city and one location in the neighbouring town, Fateh Jang, were collected to examine the role of English in relation to local languages in the linguistic structuration. To understand the motives behind the choice of languages on the signboards, twelve shop owners were interviewed to gain insight into language dominance. To gain insight into teachers' awareness and their perception about using LL text as an additional teaching resource, 50 teachers from universities, public and private schools with MA to PhD degrees in English with a minimum five-year teaching experience were selected for the interview. Signboard pictures containing unilingual, bilingual and multilingual texts captured from the four locations were shown to the teachers to reflect on whether they could be used as a teaching resource. This purposive sampling helped to get reliable, valid and authentic data. The purpose of the teachers' interviews was to gain insight into teachers' perceptions of LL as a teaching resource, their reactions to locally constructed words, and to exploit LL text for teaching different aspects of language. The findings revealed that English language dominated the signboards in the city, while transliteration was more visible in the neighbouring town. Ninety-six percent teachers fully or partially agreed that LL could contribute to ELT. Teachers' perceptions showed theoretical implications of this study; however, the professionals may put LL text into practice.

Keywords: Linguistic Landscape, Language Dominance, Teachers' Perception, Teaching Resource, Two Locations Comparison

ÖZ

Bir öğretim kaynağı olarak dilsel manzara (DM), Pakistan’da yeterince araştırılmamış bir alandır. Bu çalışmada İngilizcenin yerel dillere göre dilsel yapılandırmadaki rolünü incelemek amacıyla, İslamabad şehrindeki üç ticari bölgeden ve komşu kasaba Fateh Jang’da bir bölgeden tabela fotoğrafları toplanmıştır. Tabelalardaki dil seçimlerinin nedenlerini anlamak için, toplamda on iki dükkân sahibiyle dil hâkimiyeti hakkında fikir edinmek amacıyla görüşmeler yapılmıştır. DM’nin ek bir öğretim kaynağı olarak kullanımına dair öğretmenlerin farkındalık ve algılarını anlamak amacıyla, üniversiteler, devlet okulları ve özel okullarda çalışan, İngilizce yüksek lisans veya doktora derecesine sahip ve en az beş yıl öğretmenlik deneyimi olan 50 öğretmen mülakat için seçilmiştir. Dört yerden toplanan tek dilli, iki dilli ve çok dilli metinler içeren tabela resimleri öğretmenlere gösterilmiş ve bunların bir öğretim kaynağı olarak kullanılıp kullanılamayacağı sorulmuştur. Bu amaçlı örnekleme, güvenilir, geçerli ve gerçek veriler elde etmeyi sağlamıştır. Mülakatlar, öğretmenlerin DM’yi bir öğretim kaynağı olarak nasıl algıladıklarını, yerel olarak oluşturulmuş kelimelere verdikleri tepkileri ve DM metinlerini dilin farklı yönlerini öğretmek için nasıl kullanabileceklerini anlamayı amaçlamıştır. Bulgular, şehirdeki tabelalarda İngilizcenin hâkim olduğunu, komşu kasabada ise transliterasyonun daha belirgin olduğunu ortaya koymuştur. Öğretmenlerin yüzde doksan altısı, DM’nin İngilizce öğretimine katkıda bulunabileceğini tamamen veya kısmen kabul etmiştir. Öğretmenlerin algıları, bu çalışmanın teorik çıkarımları olduğunu göstermiştir; ancak, profesyonellerin DM metinlerini uygulamaya koyabilmeleri de mümkündür.

Anahtar kelimeler: Dilsel Manzara, Dil Hâkimiyeti, Öğretmenlerin Algısı, Öğretim Kaynağı, İki Yerin Karşılaştırılması

DEDICATION

TO My Family and My Friends

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TABLE OF CONTENTS

ABSTRACT.....	iii
ÖZ	iv
ACKNOWLEDGEMENT	vi
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF ABBREVIATIONS	xiii
1 INTRODUCTION	1
1.1 Background of the Study.....	1
1.1.1 Linguistic Landscape Definition	2
1.1.2 Linguistic Landscape Expansion	4
1.1.3 Concept of Identity	8
1.1.4 Language Policy and Planning	10
1.1.5 LL as Pedagogical Tool.....	12
1.2 Statement of the Problem	15
1.3 Purpose of the Study	19
1.3.1 Objectives	20
1.3.2 Research Questions.....	20
1.4 Significance of the Study	21
2 LITERATURE REVIEW.....	22
2.1 Linguistic Landscapes Studies	22
2.2 LL and Public Space	29
2.3 Signs and Signboard Language	30
2.4 Researchers' Views on LL	38

2.5 LL in Advertisements.....	39
2.6 LL Research Conducted in Different Regions	41
2.7 Actors in the Linguistic Landscapes	44
2.8 LL Studies in Pakistan.....	46
2.9 LL as ELT Resource	47
2.10 Students or Students-Teacher-Led Projects in LL	57
2.11 Benefits of LL in Language Learning	64
2.11.1 LL as Input.....	69
2.11.2 LL and Pragmatic Competence	69
2.11.3 LL and the Acquisition of Literacy Skills	71
2.11.4 LL and Multicompetence.....	71
2.11.5 LL, Symbolic and Affective Factors	71
2.12 Concept of Identity.....	72
2.13 Language Identity.....	75
2.14 Identity Verification	78
2.15 Identity Change	79
2.16 Language Policy and Planning.....	82
2.17 Language Policy and Planning in Pakistan	84
3 METHODOLOGY.....	93
3.1 Theoretical Framework	93
3.2 Research Design and Data Collection Tools Used in LL Studies.....	95
3.3 Importance of Signboards' Photographs in LL Studies	100
3.4 Research Design in the Current Study	101
3.5 Data Collection Locations.....	102
3.6 Data Collection Tools.....	103

3.7 Participants' Profile.....	107
3.7.1 Teachers' Interviews – Participants' Profile	108
3.7.2 Shop Owners' Interviews – Participants' Profiles.....	114
3.8 Data Classification and Processing	117
4 DATA ANALYSIS.....	121
4.1 Analysis of Signboard Photos	122
4.1.1 Brief Introduction of the Locations	123
4.2 Comparison Between the City and the Town Signboards.....	145
4.3 Shop Owners' Interviews	146
4.3.1 Themes of Shop Owners' Interviews	146
4.3.1.1 Impact on Business of Language Choice	147
4.3.1.2 Number of Languages on Signboards.....	148
4.3.1.3 Language Preference for Signboard.....	149
4.3.1.4 Prioritising Language Out of Two or Three.....	150
4.3.1.5 Views About Using English Language on the Signboards	151
4.3.1.6 Preference for English Names for Business Outlets	152
4.3.1.7 English Names in Urdu Script.....	153
4.4 Teachers' Interviews	154
4.4.1 Description of Statistical Analysis	160
4.4.2 Analysis of Themes	162
4.4.2.1 LL's Contribution to ELT	162
4.4.2.2 LL as a Resource for ELT	165
4.4.2.3 Teaching of Vocabulary Through LL	169
4.4.2.4 Teaching of Grammar Through LL.....	172
4.4.2.5 Teaching of Semantics Through LL	175

4.4.2.6 Teaching of Pragmatics Through LL	179
4.4.2.7 Negative Effects of Orthographic and Lexical Errors in LL.....	184
4.4.2.8 Positive Effects of LLs’ Awareness on Learners	190
4.4.2.9 Positive Effects of Transliteration on Learners.....	196
4.4.2.10 Exploitation of Transliteration Text Beneficially	201
4.4.2.11 Teachers’ Positive Reactions to Words Like ‘Petrol Pump’	204
5 CONCLUSION	212
5.1 Three Categories of Teachers’ Views’ Comparison	218
5.2 Critical Analysis of Orthographic Errors on Signboards	220
5.3 LL Text Application in ELT Classroom	222
5.4 Limitations	223
5.5 Implications.....	225
REFERENCES.....	226
APPENDICES	281
Appendix A: 100 Photos from Four Locations (25 from each)	282
Appendix B: Semi-Structured Interview Questions for Teachers About Pedagogical Implications of Linguistic Landscapes.....	290
Appendix C: Fifty Teachers’ Interviews Transcript	291
Appendix D: Semi-Structured Interview Questions for Shop Owners about Their Choice of Language on Their Signboards.....	360
Appendix E: Shop Owners’ Interview Transcript.....	361
Appendix F: Four Experts’ Views on Interview Questions for Teachers and Shop Owners	368
Appendix G: Teachers and Businessmen’s Interview Consent Forms	370
Appendix H: Interview Questions for Businessmen in Urdu.....	372

LIST OF TABLES

Table 1: Twenty participants from universities	108
Table 2: Fifteen participants from public schools.....	110
Table 3: Fifteen participants from private schools.....	112
Table 4: Twelve shop owners' interviews from four business locations	115
Table 5: Frequency/percentage of language display on signs.....	118
Table 6: Business domains.....	129
Table 7: Language display on signs	130
Table 8: Fifty participants' perceptions of LL themes as teaching tools	157

LIST OF FIGURES

Figure 1: Language status profile.....	85
Figure 2: Language vitality profile	86
Figure 3: Aerial view of blue area (from google images).....	123
Figure 4: Shopping blocks of blue area (from google images).....	124
Figure 5: Block of supermarket (from google images).....	125
Figure 6: Block of supermarket (from google images).....	125
Figure 7: Centaurus mall external view (from google images).....	126
Figure 8: Centaurus mall internal view (from google images)	127
Figure 9: Shopping street, fateh jang (from google images).....	128
Figure 10: Shopping street, fateh jang (from google images).....	129
Figure 11: Public funny message	132
Figure 12: Warning sign.....	133
Figure 13: Advertisement for a watch brand.....	134
Figure 14: Advice during corona pandemic	135
Figure 15: Request message at the mosque door	136
Figure 16: Advertisement for a workout gadget	137
Figure 17: Instruction sign (top-down)	138
Figure 18: Direction sign by the mall management	139
Figure 19: The warning and fine sign	140
Figure 20: Signboard outside a private school	142
Figure 21: Signboard for rent a car service	143
Figure 22: Signboard for hajj and umrah service.....	144

LIST OF ABBREVIATIONS

CNE	Report of the Commission on National Education, 1959
Const.	Constitution
ELT	English Language Teaching
EMU	Eastern Mediterranean University
FBR	Federal Board of Revenue
LL	Linguistic Landscape
LLs	Linguistic Landscapes
MSA	Modern Standard Arabic
PEC	Pakistan Education Conference, 1952
RQ(s)	Research Question(s)
SS	Sociolinguistic Symposium

Chapter 1

INTRODUCTION

This first introductory chapter shows the background of the study, introduces different definitions of linguistic landscape (LL), delineates historical background of LL studies, describes the role of LL in ELT, portrays the concept of identity and language policy and planning. Statement of the problem, research questions and purpose and significance of the study are also part of this chapter.

About two centuries ago, written language was available in the form of books or in the form of newspapers/magazines to a limited population. With the passage of time, business in the different fields expanded and people's living standards improved. These factors, among others, made the businesspeople more innovative and they found and introduced a variety of ways to advertise their business and products to make them familiar and accessible to a larger population. The inception of electronic means recently spread the business globally and more effectively.

Designing signboards in very attractive and different ways and to choose catchy phrases to write on the signboards are rampant. The language used on these signboards, advertisements etc. is called LL. The LL in a locality reflects on its community and this LL text can be used for language teaching.

1.1 Background of the Study

Language that is displayed on traffic signs, posters, shop windows, official notices, commercial signs, etc. in textual form was not paid attention by the people most of the time. However, an increasing number of researchers have started to take

a closer look and study the language texts that are present in public space in recent years (Gorter, 2006b). We observe language in LL or signs on the streets, roads, or squares only when we need directions to reach somewhere unfamiliar for us. Language on signboards and billboards gives us information about the products and the motto of the proprietors. Children are more attracted emotionally to the coloured images and teenagers find attractions in catchy phrases written on the signboards. The chief purpose of signwriters is to grab the potential customers' attention through pragmatic meanings of the words and puns.

English is considered as the symbol of modernity, status, and internationalism in many societies of the world irrespective of whether they had been a British colony or not. English language and English names on signboards and advertisement hoardings add global and local value to the products. The choice of language on the signboards is the evidence of the community's attitude to the language. Top-down signboards show the government language policy while the bottom-up signboards are designed by individuals or companies and they are free to choose the language; however, they do take care of religious and cultural sensitivities of the community. Correlation between the language policy of the government and the people's choice of language is not necessary.

1.1.1 Linguistic Landscape Definition

The study of LL has developed as a subfield of sociolinguistics and of language policy. In bilingual or multilingual urban spaces, the choice of language mainly attracts the researchers. Many scholars have shown their interest over the last three decades in investigating casually or systematically the urban public verbal signs and labelled it, awkwardly though yet attractively, as 'linguistic landscape'. The term 'cityscape' could be preferred to 'landscape' for this sort of study (Spolsky, 2008).

The most quoted definition of LL is described 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’ (Landry & Bourhis, 1997, p. 25). In this definition, written language in a variety of places is addressed. The overall picture of language which is used for communication is also referred to as ‘linguistic landscape.’ In this overly broad meaning, the term ‘linguistic landscape’ can be synonymous with the terms linguistic market, linguistic mosaic, ecology of languages, diversity of languages and linguistic situation. Sometimes the history of languages or different degrees of language skills can also be involved in the semantic field of the term (Gorter, 2006b). A ‘linguistic landscape’ can perhaps be best defined as simply a study of linguistic objects that mark the public space (Ben-Rafael et al., 2006). ‘Linguistic landscape refers to linguistic objects that mark the public space, i.e., inscriptions – LL items – that may refer to any written sign one finds outside private homes, from road signs to private names to names of streets, shops or schools’ (Ben-Rafael, 2008, p. 40). Sometimes the meaning of LL is extended to include a description of the history of languages or different degrees in the knowledge of languages, language internal variation in parts of just one language, in particular in relation to its vocabulary, but also in other elements even the words used in therapeutic communication (Fleitas, 2003). Shohamy and Gorter (2008) describe LL as attention to language in the environment, words and images displayed in public spaces. According to Stroud and Mpendukana (2009) LL is the language used in signage for public display, performance and interaction on a certain space, place or territory. Backhaus (2007) considers sign as ‘any piece of written text within a spatially definable frame’ (p. 66).

The basic definition is quite broad; it combines everything, from handwritten labels to huge commercial billboards, stickers on the front doors, floor mats with letters or botanical plates with explanations on the trees. Furthermore, it is physical rather than semantic. Each sign regardless of its size is regarded as one item. In many studies dedicated to LL a similar definition is used directly or indirectly. Later, this definition was broadened by Shohamy and Gorter (2008). To them the notion of LL includes different sorts of other items for example images, icons, graffiti, slogans, and mottos which are inscribed or displayed in public spaces. Beley (as cited in Oliinyk, 2013) notes that there are some other meanings of LL, such as ‘list of languages which are used in the country on the whole’, as ‘the area that includes the territory of several countries with different languages to communicate’, as a ‘dialect continuum of one language’, as ‘state marking of toponyms’ (p. 2). The LL includes all visual representations of verbal language in print signage, posters, labels, awnings, murals, brochures, t-shirts, etc. on public display and demarcated within the frame or border of the sign (Blackwood, 2010). The LL is on traffic signs, shop awnings, billboards, posters, and street advertisements (Gorter, 2006b). This definition has had as its complement the much broader scope of ‘inscriptions of all kinds appearing in society, such as those on clothing, newspapers and personal items’ (Wienold, 1994, as cited in Barrs, 2013, p. 6). Cenoz and Gorter (2006) suggested that the texts displayed on one shop front or business are considered as a single item of LL however if the business has a variety of fronts, they are counted as separate items of LLs.

1.1.2 Linguistic Landscape Expansion

The field of LL has kept on expanding its horizon from multilingualism (Backhaus, 2006; Gorter, 2006b; Landry & Bourhis, 1997; Lawrence, 2012) to the

roads of big city centers, (Backhaus, 2007; Čeljo & Zolota, 2018), market, street (Lawrence, 2012), ethnic neighbourhoods and mini towns to other large public spaces, for instance, public monuments (Abousnnouga & Machin, 2010), business and tourism (Kallen, 2008; Moriarty, 2011), apartment buildings (Jaworski & Yeung, 2010), education sites e.g. schools (Auliasari, 2019; Brown, 2011; Dagenais et al., 2008; Dressler, 2015; Laihonon & Tódor, 2017), university campuses (Choi et al., 2021; Haynes, 2012; Jing-Jing, 2015; Mahemuti, 2018; Nosiani et al., 2019; Ulla, 2019), train stations (De Los Reyes, 2014; Lock, 2003), airports (Heinrich, 2010; Woo & Riget, 2022), variants of English (Huebner, 2006), minor and major languages (Lawrence, 2012), typology (Reh, 2004), semiotics (Jaworski & Thurlow, 2010; Pennycook, 2008; Poveda, 2012) and diversity in contemporary urban settings, for example, Tokyo, Japan (Backhaus, 2007), Rome, Italy (Barni, 2008), Malmö, Sweden (Hult, 2008).

These studies addressed LL at different places only while some more studies in the last decade addressed different ideas, for instance, identity construction in multi-ethnic and multilingual countries (Curtin, 2008; Wang et al., 2017), language policy (Dal Negro, 2008), language vitality (Supramani et al., 2013), societal multilingualism (Backhaus, 2007), creation of tourism spaces (Thongtong, 2016) and ethno-cultural identity in association with colonial legacies (Taylor-Leech, 2012). Some scholars paid their attention to particular types of LL items. For example Benwell and Stokoe (2006); Lynn and Lea (2005); Papen (2012); Pennycook (2008); Piller (2010) graffiti, Schlick (2003) shop signs and proper names, Tufi and Blackwood (2010) trademarks, Jaworski (2010) language of tourist postcards, Hanauer (2008) science lab bulletin board notices, Monaghan (2020) banners and placards at sporting events, Ivkovic and Lotherington (2009); Jones (2010); Troyer

(2012) cyberspace, (Reh, 2004) items inscribed on stationery and other movable objects and Tulp (1978, as cited in Aomoush, 2016) billboards.

Students or students-teachers-led projects for pedagogical potential of LLs were conducted in different regions. For example, Sayer (2010) in Oaxaca, Mexico, Rowland (2013) in Chiba, Japan, Dagenais et al. (2008) in Montreal, Quebec and Vancouver, British Columbia, Canada, Burwell and Lenters (2015) in Calgary, Canada, Chesnut et al. (2013) in Seoul, Korea, Clemente et al. (2013) in central coast area, Portugal, Hancock (2013) in Edinburgh, United Kingdom and Malinowski (2016) at the University of California, Berkeley, San Francisco, California, United States.

The work on LL is not geographically limited rather it is addressed in different regions in Asia such as Japan, Backhaus (2007); Kallen and Ní Dhonnacha (2010); Rowland (2016), China, Wang (2012); Xia and Li (2016), Korea, Malinowski (2010), Taiwan, Curtin (2008), Hong Kong, Jaworski and Yeung (2010); Lai (2013), Singapore, Tang (2016), Cambodia, Kasanga (2012), Malaysia, Manan, David, Dumanig, et al. (2015); Coluzzi and Kitade (2015) and Indonesia, Macalister (2012).

By further tracing the field of LL, it was found that not only were books, articles and theses published in the area as a construct of the public space but also a series of workshops and conferences were held in various parts of the world. It would not be possible to cover all the above-mentioned scholarship within this short space; just to share some details of workshops in order to establish its significance as an area of inquiry. The researcher found that workshops were convened at different places in three continents such as Tel Aviv, Israel, 2008; Siena University for Foreigners, Siena, Italy, 2009; University of Strasbourg, Strasbourg, France, 2010;

Addis Ababa University, Addis Ababa, Ethiopia, 2012; University of Namur, Namur, Belgium, 2013; University of the Western Cape, Cape Town, South Africa, 2014; University of California, Berkeley, California, USA, 2015; Liverpool University, Liverpool, England, 2016. Other than these workshops, some conferences had the specific sessions about LLs, for example, the European Second Language Association Conference in Spain, 2002; the International Association of Applied Linguistics in USA, 2005; the 16th Sociolinguistic Symposium (SS) in Ireland, 2006 and the 19th SS in Germany, 2012 (Huebner, 2016; Loth, 2016).

The LL field, which is still underexplored, has qualities which make the study of multilingualism useful if the qualities such as ‘the social layering of the community, the relative status of the various societal segments, and the dominant cultural ideals’ enumerated by Reh (2004, p. 38) and ‘patterns representing different ways in which people, groups, associations, institutions and government agencies cope with the game of symbols within a complex reality’ pointed out by Ben-Rafael et al. (2006, p. 27) are paid close attention. The linguistic regime of a space is the representation of views of practices of language use (Backhaus, 2007).

The study of LLs has addressed several aspects such as language decline, language death or language vitality. It also discusses language policy, language identity, language power, language diversity and minority languages. Error analyses of signs, multiculturalism, cultural policy, globalisation, politeness and individual perceptions have been the favourite topics of the researchers in the field of LL. Along with the publication of books, articles and theses about LLs, conferences in which papers about LLs were presented, workshops and symposia were also held at different times in different regions across the globe. All this shows the importance and expansion of LL field which is gaining its roots deeper and deeper with the

passage of time. As the process is continuous, it may bring some more topics in its ambit.

1.1.3 Concept of Identity

In 1997, Norton defined identity as ‘how people understand their relationship to the world, how that relationship is constructed across time and space, and how people understand their possibilities for the future.’ (p. 410). Her research interest was in the area of second language learning, but she made identity as her focal point. According to Eckert (1998), ‘Phonological variation, or nuances of pronunciation, can signal important information about the aspects of speakers’ social identity – about such things as class, age, ethnicity and gender’ (p. 64). It means that spoken language is one of the main factors to show or observe one’s social identity.

The commitment to an identity consists of quantitative and qualitative aspects. These aspects show the evidence of an individual’s position in the social structure. The number of people an individual is tied to through an identity is called the quantitative aspect. The strength or depth of ties to others is called the qualitative aspect. The identity gets more prominent when the ties to others are stronger through identity (Stryker & Serpe, 1994; 2011). The concept of identity links social structure and individual action. The relationship between self and social structure is analysed to forecast the behaviour. The roles provided by the society are the basis of self and identity while the self is an active creator of social behaviour (Stryker, 1982). A role provided by the society is the set of expectations that determine the behaviour which is considered compatible by others (Simon, 1992).

In social identity theory, the knowledge of an individual about his social category or group is labelled as social identity. Social identity formation involves two important processes which are social comparison and self-categorization

(Abrams & Hogg, 1998). A social group is a set of individuals who hold a common social identification or view themselves as members of the same social category. Through a social comparison process, persons who are similar to the self are categorised with the self and are labelled the in-group; persons who differ from the self are categorised as the outgroup (Turner et al., 1987). Self-categorization is the result of perceived differences between self and out-group members, and the perceived similarities between the self and other in-group members. The result of the social comparison is the self-esteem of an individual when he evaluates the out-group and in-group. This accentuation occurs for all the attitudes, beliefs and values, affective reactions, behavioural norms, styles of speech, and other properties that are believed to be correlated with the relevant intergroup categorization. The dimension of evaluation is that in-group is to be judged positively, and out-group is to be judged negatively (Stets & Burke, 2000). In every society, there are groups of people who are termed with some particular characteristics for example, their outlook on life, physique, food, eating habits, ways of living, family bonds, customs on marriage/death ceremonies and cultural particularities. These kinds of groups are observed in Pakistani society as well, but the characteristics ascribed to these social groups are not necessarily altogether true.

LL denotes, especially in bilingual or multilingual environments, which language or languages are more significant in the eyes of policymakers and sign writers whether top-down or bottom-up. Linguistic landscapes, whether public or private spaces, show the prominence of languages of the neighbourhood population. (Dagenais et al., 2008).

1.1.4 Language Policy and Planning

Language policy was called a ‘multilayered onion’ by Ricento and Hornberger (1996). Language policy is defined as ‘language practices, beliefs and management of a community or polity’. The study of language policy includes the analysis of ideologies or beliefs about language, the analysis of language practices and the analysis of efforts to modify or influence those practices through any kind of language intervention, planning or management. Ideology means what people think about language, practice means what people do with language and by efforts it means what people try to do to language (Spolsky, 2003, p. 9). Ricento (2000) mentioned that language policy and planning field is devised by three principal factors: epistemological, macro-sociopolitical and strategic. Moreover, the writer divides the history of language policy and planning into three phases:

- Macro-sociopolitical age which is chiefly characterised by structuralism, decolonization, and pragmatism.
- Inadequacy of critical sociolinguistic, access and modernization.
- An era when linguistic human rights, a new world order and post-modernism are clearly visible and notable.

Kloss (1969) and Cooper (1989) enumerated three traditional subareas of language policy as follows:

- Status Planning (This is concerned with the functions of language)
- Corpus Planning (This is about the forms of language)
- Acquisition Planning (This relates to the teaching and learning of language)

Family language policy depends upon the decisions and actions taken by the parents or caretakers. For ‘status planning’, they decide when to use English or Spanish with their children; for ‘corpus planning’, they decide about the variety of

Spanish for the particular types of literacy activities; and for ‘acquisition planning’, they decide when and how to teach a language formally or informally (Caldas, 2006; King & Fogle, 2006; Zentella, 1997). The family language policy is designed in relation to the language use at home within the members of family and it is overt and explicit planning. Family language policy is drawn from, and it contributes to, the fields of child language acquisition and language policy which are two distinct areas of study.

As stated by Fishman (2006) and Canagarajah (2005a; 2005b), the language policy and planning demand holistic approach and it needs to consider language complexity and its use for multiple purposes. In the views of Fishman (2006), language planning has political motives and the authorities like ‘language academies’, ‘language boards’ and ‘language committees’ are involved to address these motives. The power relation roles in developing some specific policies about language are shown by these kinds of involvement. Ricento (2005) states that the language policy research means to look for reparations; how language policies whether implicit or explicit are reinforced or opposed in the social and economic inequalities related to political, regional, cultural, religious, tribal, ethnic and gender differences.

The aforementioned views make the language policy and planning a complex process especially in a multilingual and multi-ethnic country like Pakistan. Political dimensions and tensions among different social groups play roles in language policy. In Pakistan, Urdu was declared as the national language and later the planning was to make it an official one as well. A few steps like compiling a dictionary of scientific and technical terms by the National Language Authority and to teach Urdu as a compulsory subject from grades 1 to 12 across the country were taken but because of

the lack of holistic approach and the lack of planning and implementation simultaneously at multiple levels, this language policy failed. Urdu could not achieve official status; however, it retained the national language status. King (2001) quoted an example from the Andean nation of Ecuador in the 1980s and 1990s when they declared their indigenous language of Quechua as official language of the country, they developed a dictionary and grammar, and the language was introduced to teach in primary schools by developing new intercultural bilingual education programs.

The LL of an area is the evidence of the status of different languages used in the society and it also shapes the perception and use of a language by the surrounding population. The study of a specific area shows the language group or groups that inhabit that geographical space (Cenoz & Gorter, 2006). The LL is the reflection of the language policy of a government, or a country and it also exhibits the proper implementation of the devised language policy (Lu, 2019). Order of languages on the signs could reflect the official policies of the government (Backhaus, 2007).

1.1.5 LL as Pedagogical Tool

English language teaching syllabi are designed and implemented by the governments and the teachers have to follow the contrived material to teach language. With the advent of the Internet and many other technological developments and their use in academia, the teachers have been feeling the need for and importance of using authentic material in the classroom to minimise the gap between classroom situation and language exposure in the real world so that the learners could meet the challenges in real life. Teachers prefer using newspapers and magazines excerpts or audio/video clips from websites like BBC Learning English etc. as authentic material. LL especially in the multilingual countries where English is dominant like the situation in Pakistan is the example of authentic material. There

is not much awareness of using LL as a pedagogical tool in Pakistan. Chern and Dooley (2014) suggested that learners could be motivated and encouraged in observing environmental print on streets, roads, and city centres for four resource models, i.e., text use, code breaking, text analysis and text participation. This model would form a connection between LL environment and the English language classroom situation where generally contrived materials were used. Bever and Richardson (2020) reported that classroom activities related to LLs were a stimulus for learners' analytical thinking and creativity; and learners' competence in their symbolic, multimodal, and linguistic fields were also enhanced.

LL presents new ways to educators to engage the learners to observe and comprehend linguistic and non-linguistic resources that convey meanings together which are embedded in socio-cultural values. These synchronic and diachronic perspectives of LLs form a connection between language, power, and ideology of a community. According to Hancock (2013) 'the construct of LL has in its favour an important educational function.' (p. 2) and a few studies focused on the key pedagogical role of LL. As proposed by Malinowski et al. (2021) what we need is to know how to adopt and use LL sites for diverse kinds of pedagogies like multi-literacy, classroom activities based on community and project learning to maximise pedagogical values of LLs.

A study was conducted by Ying (2019) in China with the perspective of learners by using quantitative and qualitative methods. He selected the three groups of students classified as postgraduate, undergraduate and senior high school students. He conducted semi-structured interviews of the students to collect qualitative data and disseminated a questionnaire among them to collect quantitative data. The major aspects of the questionnaire were the perceptions of English, the attitude towards

pedagogical value of English and the attitude towards schoolscape construction of LLs in China's city context. He concluded that the three groups of students showed their beliefs about the pedagogical values of LL but with different ideology of 'standard' English, learning methods and knowledge base. However, the groups had a positive attitude about English in the LL and approved that English displayed on signboards was an authentic resource for learning. The teachers should use this authentic material for classroom activities.

LLs are not designed in an orderly way. This very disordered nature of LLs does not convey unanimous meanings and understandings, and sometimes quite different meanings are attributed to these signs (Ben-Rafael et al., 2010). If the learners are assigned a meaningful project about LLs in their community, this will arouse their curiosity, and they will feel challenged to grapple with learning in the real world. When LL is used as a pedagogical tool, this will replace the traditional abstract lecture method which is based on theoretical and content knowledge. The relationships between LL and pedagogy are reported in a number of studies. For example, Dagenais et al. (2008) conducted a project for school children about out-of-class interactions with text in different languages in Montreal, Québec, and Vancouver, British Columbia, Canada. The authors concluded that LL sites were promising avenues and could be used as pedagogical tools to teach literacy and language diversity in the real world from a critical perspective. Sayer (2010) conducted a research project in Oaxaca, Mexico and reported that an LL project led by students could form connections between the real world and the classroom content. Language learners obtain more awareness about their own community sociolinguistic contexts. Rowland (2013) also enumerated the benefits of photographs of English used on LLs in Japan and concluded that pedagogical LL

projects led by the learners had value for EFL learners through which the students could develop their literacy skills and symbolic competence. These studies and some others involved the students and reported the findings from the perspectives of the researchers. Elola and Prada (2021) conducted a study about LL awareness for language pedagogy in Texas where the case of Spanish was discussed. Their objective was to encourage students to develop critical awareness about linguistic and cultural products and behaviours. There was not much information about the learning processes through which the student-researchers were equipped with better language awareness and literacy skills.

1.2 Statement of the Problem

Pakistan is a multicultural, multi-ethnic, and multilingual country. Urdu is officially declared as the national language; it is taught as a compulsory subject in schools and the people can interact in Urdu all over the country irrespective of their local languages. English is also taught as a compulsory subject from grade 1 to degree levels. It is used as the language of instruction in medical and engineering colleges as well as in the universities. It is also used in power domains like administration, superior courts, corporate sector etc. Written tests and interviews for competitive exams are also conducted in English. All written correspondence whether in public or private sectors is conducted in English. Furthermore, speaking and writing in English has become a status symbol which signifies financial well-being, higher level of education and modernity. Though people use their regional languages such as Pushto, Sindhi, Punjabi, Balochi, Kashmiri, Balti etc. when they communicate with the people of their own region, however when a Punjabi speaker visits a Pushto speaking region or vice versa, then Urdu is the only major source of communication.

A comparison can be drawn with Israel where according to Ben-Rafael et al. (2006), English is gaining growing importance in the current era due to intense globalisation. English is taught as a compulsory subject in all types of high-school graduation, it is a condition for academic studies in all fields and a requirement for all jobs middle-rank up. English has so much influence as an additional language in all areas of life that it is hardly considered as a 'foreign language' rather it is a 'non-foreign language'. Huebner (2006) while conducting a study in Bangkok's LL commented that the medium of instruction in most Thai schools is Standard Thai but English is a required subject from upper elementary school. It is the language of specialised knowledge at the higher levels of education, and it is considered as a symbol of modernity. Gorter (2006a) says that although Japan is known as the prototype of a monolingual society, the LL of Tokyo shows a surprising degree of multilingualism as the study by Backhaus (2005a; 2005b) makes clear. Moreover, English has a high prestige there and its increasing presence in the visual scenery of the streets of Tokyo has become part of everyday Japanese life. Another example of prestige of English language in a society quoted by Piller (2002; 2003) and Cenoz and Gorter (2006) is that the use of English in commercial signs could be interpreted as informational mainly for foreign visitors, but it is obvious that its increasing presence has a strong symbolic function for the local population as well in both Friesland and the Basque Country. The use of English could be perceived as more prestigious and modern than using the local languages. Sayer (2010) claimed in his study in Mexico that the English language still has status in the area and EFL classes are popular for all ages and levels.

Teachers in Pakistan follow the contrived syllabus, memorization is encouraged, and increased practice and drills of that particular content are

emphasised so that the learners could score high marks in their final examinations. Thus, the students as well as their parents are happy and satisfied with their performance, but this is parrot-fashion learning without critical thinking. The result is that the classroom teaching can hardly form any link with the real-life situation. Teachers particularly at primary and middle level have hardly any awareness of using additional learning material. Those teachers who are conversant with the additional learning aids such as English teaching/learning websites, and with their significance cannot do that because of time constraints or administrative pressures at many places. Moreover, many teachers and students are not well aware of and well trained in using technology and accessing the learning websites in a proper way. Internet accessibility, power outage crisis and cultural sensitivities are a few of the hindrances.

LLs such as signboards on business outlets, advertisement hoardings, leaflets, writing on automobiles, shirts, home gadgets etc. are easily accessible almost everywhere around the city. The problem is that in Pakistan using LL as a pedagogical tool is almost completely neglected and as a result this easily available and accessible resource is not being utilised as additional support and source of teaching/learning English language. LLs do not cover all aspects of language teaching and cannot be the main element for language learning, but it can be a helpful and significant sub-element in limited areas for ELT. According to Algryani and Syahrin (2021) the use of public signage for translation and language learning is underutilised. As stated by Chesnut et al. (2013), the field of LL 'is being used as a form of pedagogy in practice' (p. 103). Recently, LL field is being explored with reference to employing it as a pedagogical tool and finding its potential as an

additional language learning resource (Barrs, 2013; Chern & Dooley, 2014; Hancock, 2013; Rowland, 2013; Sayer, 2010).

One of the challenges for the teachers in using LL materials as pedagogical tools is that lexical and orthographic errors are observed in the LLs in Pakistani context. In Pakistan, signboards, whether designed and installed by government agencies or private companies and individuals, are written in English. The signboards in small towns use transliteration like ‘Cloth and General Store’ (کلاتھ اینڈ جنرل سٹور) or ‘Cosmetics and Boutique’ (کاسمیٹکس اینڈ بوتیک). This transliteration is a source of learning English words, but the learners may learn inappropriate pronunciation because, for example, Urdu does not have the vowel sound that exists in the word ‘cloth’. Moreover, the signboard writers use locally constructed words instead of more proper words, for example, ‘medical store’ for ‘pharmacy’ or ‘drugstore’. Thus, students may learn inappropriate pronunciation of words and unacceptable lexis through language display in public places. The errors in LL texts were investigated by Mohebbi and Firoozkahi (2021) both in top-down and bottom-up signs in Tehran, Iran and found errors in LL text in the areas of translation, spelling, grammar and transliteration. They concluded that the errors were the results of L1 interference and influence. Shang and Xie (2019) conducted a study about ‘poor’ English in the LLs of China. They quoted the examples of errors like ‘Slip Carefully’ instead of ‘Caution’ and ‘Special for Deformed’ instead of ‘Handicapped Only’.

This study aimed at creating awareness among the teachers and learners about the significance of noticing the language in the LL in their surroundings and utilising it as an additional teaching and learning tool which was easily available, accessible and supportive. Even if there were errors in spellings or non-standardized spellings, inappropriate, unacceptable, or inaccurate words or phrases, awareness to the LLs

would benefit the students when they notice errors in the LL and bring those issues in the class. That noticing and sharing of issues would generate a new discussion in the class and as a result learning could be multiplied. Algryani and Syahrin (2021) concluded that the awareness to the LL provided chances to the students to identify language inappropriacy or inaccuracies. This proved during the online sessions when the students pointed out a number of grammatical and lexical inaccuracies. This identification of mistakes caused enhancement of foreign language proficiency of the learners. Learning through LLs would make the learners autonomous, and they would be able to form a link between textbook/classroom teaching and the language displayed in the real world. Students would enhance their observation trait and critical thinking through LL's awareness.

1.3 Purpose of the Study

The purpose of the current study was to systematically study the LLs of three business hubs (Blue Area, Super Market and Centaurus Mall) in the Islamabad city and one shopping street in the neighbouring town, Fateh Jang through photo clips with special focus on comparison/contrast between LLs of the city and the neighbouring town, English language status/dominance on signboards, transliteration, lexical and orthographic deviations/variations and English names of the business outlets with the varied kind of surrounding population. Another focus of the study was to find out the views of the teachers through the interviews of English language teachers who were teaching at public/private high schools and universities whether the texts in LLs could contribute to ELT and be utilised as a pedagogical tool as an additional source in ELT classrooms. Furthermore, business owners from each location were also interviewed to get insight about their motives behind creation

and display of language on their signboards. The interviews also showed the attitudes of the customers that caused the language production on signboards.

1.3.1 Objectives

1. To investigate the nature and visibility of English in the linguistic landscapes of selected locations.
2. To find out the representation of English words and phrases vis-à-vis Urdu in the linguistic landscape of selected locations.
3. To know the motives of business owners behind language production on signboards.
4. To find out whether English displayed on public places conform to or deviate from International English orthographically, lexically, and semantically.
5. To explore the pedagogical implications of English displayed on the linguistic landscape.

1.3.2 Research Questions

1. What is the nature of linguistic landscapes in the selected multilingual ecologies with various configurations?
2. What is the representation of English vis-à-vis local languages in the selected linguistic ecologies?
3. What are the motives of language producers behind the language production on the signboards?
4. How far are the local practices of language use in the public space in congruence with the International English?
5. How do teachers view the potential of using the visibility of English as an educational tool and what pedagogical approaches and tools they think would be employed?

1.4 Significance of the Study

Research in the area of LL in Pakistan seems to have been gaining a foothold gradually for some time now, for example, a survey of commercial public signs by Nikolaou and Shah (2019), the glocalization of English in public signs by Manan, David, et al. (2017), bilingual advertisements from two magazines by Javaid (2017), public signs of cinema by Kirk (2018), LL data as photographic documentation by Tahir and Bidin (2019), traffic signboards on highways by Shahzad et al. (2020), LL and public spaces in Gilgit-Baltistan by Ali (2020) and scripts on signboards in three cities by Atta (2021). All these studies focus on LL on signboards in urban areas/highways concerning language presence and status. The use of LL as a pedagogical tool and as an additional teaching/learning resource of English language teaching is not a much-explored area in Pakistan. The current study adds a different flavour to the existing stock of scholarship in Pakistan since it offers an opportunity to explore the possibility of using LLs as an additional teaching resource. For this purpose, 50 ELT teachers from public/private high schools and universities were interviewed. Moreover, 12 shop owners from four locations (three from each location) were interviewed to know the motives behind language production on their signboards. Furthermore, the current study was different in the sense that it compared and contrasted the LLs of Islamabad city and the neighbouring town, Fateh Jang through signboard photographs.

Chapter 2

LITERATURE REVIEW

This chapter presents literature review in detail that covers historical background of linguistic landscape (LL) studies, portrays the meanings of public space, sign, and signboard language, describes researchers' views about LL studies, enumerates LL studies conducted in different regions of the globe and depicts the role of sign writers in forming LLs. The role of Pakistani researchers in the field of LL, the use of LL as pedagogical tool, students or students-teacher-led projects on LL as ELT tool and benefits of LL in language learning are also outlined in this chapter. Moreover, identity verification, identity change, language identity and language policy and planning with reference to Pakistan are abstracted in the end part of this chapter.

2.1 Linguistic Landscapes Studies

To construct or interpret a place, the term *linguistic* is one element out of many. Linguistic as 'written discourse interacts with other discursive modalities: visual images, nonverbal communication, architecture and the built environment' (Jaworski & Thurlow, 2010, p. 2). *Landscape* indicates a vast area in the open such as deserts, mountains, forests, plain fields, grassy lands, peripheries, agriculture crop fields etc. or 'a picture depicting a scenery on land' or a landscape 'with its dual meaning of a tract of land as well as a painted representation' (Gorter, 2006a, pp. 82-83). Linguistic landscapes (LLs) are the study of language visibility in public spaces. The word 'scape' is used as a suffix with many words to coin a field of studies. Five

‘scapes’ such as technoscapes, ethnoscapcs, finanscapes, mediascapes and ideoscapes are suggested by Appadurai (1990) when he authored a paper on globalisation. He proved that these ‘scapes’ paved the way for global cultural flows. Some other terms such as ‘the decorum of public life’ (Ben-Rafael et al., 2006, p. 10), ‘environmental print’ (Huebner, 2006, pp. 31-32) and ‘multilingual cityscape’ (Gorter, 2006a, p. 83) are also used instead of ‘linguistic landscape’. In this study, the main focus of linguistic landscape (LL) is on urban areas’ public places. Since this term is widely used in this sense, for example, Landry and Bourhis (1997); Backhaus (2005a; 2005b), Huebner (2008); Ben-Rafael et al. (2006), so the researcher is also using the term *linguistic landscape*.

As stated by Landry and Bourhis (1997), the LL is ‘the visibility and salience of languages on public and commercial signs’ (p. 23). Their most quoted definition in the literature is ‘the language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings combine to form the linguistic landscape of a given territory, region, or urban agglomeration’ (p. 25).

The much-quoted definition of LL presented by Landry and Bourhis (1997) is comprehensive but according to Gorter (2013), because of technological advancements, the things like ‘electronic flat-panel displays, LED neon lights, foam boards, electronic message centres, interactive touch screens, inflatable signage, and scrolling banners’ are not included in this definition (p. 191). Sebba (2010) considers that moving signs like protest banners, advertisements on moving vehicles etc. should be the part of LL studies while Landry and Bourhis’ (1997) definition considers only static inscriptions. Other researchers like Shohamy and Waksman (2008) have suggested that spoken words and how people interact with the signs

should be included in the studies rather than only written texts. Gorter (2018) labelled Landry and Bourhis' (1997) definition as 'list definition' as it has those common items which are associated with public spaces and textual signs. It is appealing because six sign types are enumerated in it, and it would not be difficult to add more sign types. LL signs and objects are vaster than those enumerated by Landry and Bourhis in their much-quoted definition. The phenomena like graffiti (Pennycook, 2008), postcards (Jaworski, 2010), science lab bulletin board notices (Hanauer, 2008), placards and banners on sporting events (Monaghan, 2020) and cyberspace (Ivkovic & Lotherington, 2009; Jones, 2010; Troyer, 2012) are common interests of many researchers.

In the study of sociolinguistics, LL plays two roles, that is, it marks language boundaries between neighbouring linguistic communities, and it gives information about the sociolinguistic composition of an area. Furthermore, LL is an important sociolinguistic factor which shows the exuberance of competing linguistic groups in multilingual settings (Bourhis, 1992, as cited in Landry & Bourhis, 1997). Some researchers selected two or more separate locations for their studies to make a comparison and contrast of sociolinguistic factors and dominance of social groups of the surrounding larger society.

To understand the development of LLs, Ben-Rafael et al. (2006) and Ben-Rafael (2008) specified four structuration principles which are *presentation of self*, *good reasons*, *collective identity*, and *power relations*. We encounter these constitutive elements of LL in almost every large urban area or at least in the central urban areas of the contemporary world.

The *principle of presentation of self* arises from a highly competitive LL environment. It refers to aspirations and representation of selves to show themselves

as different from others. This principle evinces an actor's uniqueness on behalf of which he or she calls for passers'-by attention, insisting on 'what I have or am and others don't or aren't' (p. 46). In this way, the 'individual, corporate and public actors who all participate in the formation of LL are bound to use LL items to attract the attention of potential clients' (p. 44).

The *good reasons principle* refers to how the items in LLs communicate or speak to the public. This is illustrated through painting images of prestige, status, and ease in the context of consumerist culture. The actors engaged themselves in foreseeing the potential clients' motivations and rational contemplations when aspiring to sell something to them. The actors of LL may take the advantage of the diversity and complexity of commercial opportunities which cause ambiguity in what is more 'reasonable' and what is less. Thus, they play their roles as 'guides' to confused clients. In fact, actors compete over the attention of the same crowd.

Collective identity refers to the act to 'attract potential clients on the basis of common fellowship or likeness' (p. 46). It emphasises to whom the actor belongs, and ethnic, regional, or religious factors play a vital role to produce the sense of belonging such as food stores that display the words like 'Kosher' or 'Hallal' set unambiguously who their customers are and target them by identifying through collective identity.

The *principle of power relations* may come about through the stronger party's imposition on weaker actors of a given language, or kinds of wordings or styles, thereby limiting the weaker in their use of linguistic resources of their own. Power relations wherever they emerge as factors of regulation of social and political reality refer to the extent to which given actors are able to impose patterns of behaviour on others. It refers to the 'differential uses of linguistic resources in LL which carry

prints of dependence relations that may exist between groups of actors' (p. 48). In a context or setting where English language is dominant and the symbol of higher education, status, power and riches, the actors of LLs prioritise the English language to attract those customers who have the feelings of power and status. Such customers identify themselves with the educated and well-mannered businesspeople.

LL of a specific geographic entity tells us about the languages we are supposed to know, it gives us perspective on the coexistence and competition of different languages and their interaction and interference with each other (Backhaus, 2007). The notion of LL refers to linguistic objects that mark the public space, that is, inscriptions or LL items which include any written sign found outside private homes, road signs, and names of streets, shops, or schools. The study of LLs focuses on analysing these items according to the languages utilised, their relative saliency, syntactic or semantic aspects. These language facts are social facts that relate to more general social phenomena. In this sense, the study of the LL focuses on the articulation by actors of these linguistic symbols that mould the public space (Ben-Rafael et al., 2010).

LL is a field of study that reflects the real use of language in a community and shows the creators' attitudes, power relations and dominance of a language. The real practices of language can be noticed in different LLs. Blommaert (2013) says that LL study is analytical, descriptive and has the potential that offers 'a first-line sociolinguistic diagnostic of particular areas' and can help a researcher 'move into more profound investigations into the sociolinguistic regime, and feed those back to the diagnosis' (p. 2). He further explains that whether the areas are multilingual or monolingual, LL study is a user-friendly toolkit for the fieldworker to detect the primary features of sociolinguistic ecologies.

LL is not only the manifestations of social structure and dynamics but also an arena through which various agendas are being battled, negotiated and dictated. Thus, the issues in LLs relate to the social and political levels of the public space such as how, and if, certain groups are included or excluded by displaying different LL texts (Kress et al., 2001). To create meaning and to comprehend and interpret LL texts, the deep understanding of socio-political factors of a society plays significant roles (Shohamy & Waksman, 2008). The study of LL usually focuses on the presence or absence of languages in public spaces spoken by the particular community that surrounds that particular area or region. A systematic pattern is followed to find out the social phenomena whether the visibility of languages in public spaces and the languages spoken by the community conform to or collide with each other (Shohamy & Abu Ghazaleh-Mahajneh, 2011). LL research is based on understanding the language around us in multiple public settings that we come across in our routine life. The careful analysis of ‘language texts that are present in public space’ is promoted through LL research (Gorter, 2006b, p. 1). LL research also focuses on the evaluation of social relationships between majority and minority language groups (Hanauer, 2008). Many scholars, for example, Ben-Rafael et al. (2006) in Israel; Cenoz and Gorter (2006) in the Basque Country in Spain; Huebner (2006) in Thailand; Spolsky and Cooper (1991) in Friesland in the Netherlands conducted research studies in such kind of places. The study of signage in LLs can provide ‘a fine method for studying an important aspect of the sociolinguistic ecology of a city’ (Spolsky, 2008, pp. 25-26). LLs, in fact, introduce the society through the dominance of a language to the local visitors from other cities and foreign tourists. In the case of the big shopping malls in Islamabad city, Pakistan, the

dominance of English shows better educational and financial levels of the inhabitants.

The LL study provides intricate insights between language policies by the state and language practices by the community. The LL research investigates how sociolinguistic context is constituted through written languages. Furthermore, this research enables us, with applicable methodologies, to analyse visual literacies, how languages are experienced by the people and how languages are visually processed in the contexts which are linguistically diverse (Burmark, 2002; Gee, 2014; Kress, 2003; Luke, 1994). The study of LL can give us information about linguistic vitality (Landry & Bourhis, 1997). Linguistic vitality means the use of a language in various modes such as speaking, listening, reading, and writing among a particular population (Valerio, 2018). LL is an interdisciplinary field which encircles, among other fields, ethnography (Blommaert, 2013; Blommaert & Maly, 2016), sociology (Ben-Rafael, 2008), semiotics (García et al., 2013, as cited in Valerio, 2018) and critical discourse analysis (Martín Rojo, 2012, as cited in Valerio, 2018).

Pioneering studies on LL were conducted in urban areas as they were densely populated and had a variety of businesses, more language visibility and a variety of LL was easily available in bilingual or multilingual structuration by most of the researchers, for example, Landry and Bourhis (1997) in Montreal; Spolsky and Cooper (1991) in Jerusalem; Tulp (1978, as cited in Coulmas, 2008) in Brussels. This variety of LLs attracted the attention of some other researchers like Backhaus (2007) in Tokyo; De Los Reyes (2014) in Metro Manila; Edelman (2010) in Amsterdam and Friesland; Koschade (2016) in Hahndorf; Pavlenko (2010) in Kyiv; Said and Rohmah (2018) in Andalusia. Thus, the LL was, in fact, a cityscape in multilingual settings. However, the study of LLs was not confined to the cities only,

the rural areas were also addressed by some researchers like Banda and Jimaima (2015); Du Plessis (2012); Kotze and Du Plessis (2010); Loth (2016) who took up rural areas' LLs as their research studies which showed the expansion and a variety of the LL field.

The phenomenon of LL is multi-faceted, and it covers a multitude of disciplines and perspectives. Some research studies focus it through sociolinguistics or applied linguistics disciplines, and they include language policy in their studies. Many researchers confine themselves to a particular geographic area like a street, a neighbourhood or a country and they include the comparison of such two or three locations. Other researchers include 'advertising, education, economics, history, media, semiotics, sociology, and urban geography' (Gorter, 2013, p. 192). The current study also focuses on four locations, three in the city, Islamabad and one in a neighbouring town, Fateh Jang to compare and contrast the phenomena of LLs. It further gives the socio-economic perspectives of the surrounding populations.

2.2 LL and Public Space

LL carries emblematic importance to the passers-by as it constructs the decorum of the public space. In this way, LL can be referred to as symbolic construction of the public space (Ben-Rafael et al., 2006). 'Public sphere' could be viewed from different angles but in the process of analysing LL, the term 'public space' is used, and the focus is on its territorial-geographical dimension. 'Public space' includes every space in the society or the community which is not private property, for example, parks, streets, or public institutions. In LL analysis, public space could be a geographical area such as one definite set of streets or one or two squares, small localities, or several large areas in big cities (Ben-Rafael, 2008). Different formulations of the notion of 'public space' were offered by Habermas

(1991) such as in modern societies, the public sphere is a buffer between private life and state life. Civil society shapes up as a driving force of the wider public. Coffee houses, charities, the press, public libraries, associations of all kinds etc. are counted in the public domain.

Shohamy (2005) observes that ‘the public space is therefore a most relevant arena to serve as a mechanism for creating de facto language policy so that the ideological battles that are taking place in the new nation-state can be turned into practice’ (p. 110). The choice of languages used on signs in the public space can be of great symbolic importance, in particular in bilingual or multilingual countries or regions. For instance, the language used to indicate place names has been a regular issue of linguistic conflict in many areas (Puzey, 2008).

‘The public space is a shared domain which is embedded in history, culture, ideology, geography as the meaning of place is also of “identity of relations and of history”’ (Augé, 2008, p. 52). It is argued by many scholars that the ‘public space’ is a partial and contested field. LL is the spectrum of languages of a community, and it shows the individuals’ political ecology of those languages (Shohamy & Waksman, 2008). The notion of public space refers to areas that are open and accessible to the public at large. They include streets, town squares, parks, as well as built premises of official agencies or public libraries (Miles, 2007).

2.3 Signs and Signboard Language

What makes a sign? Or what should be considered as a sign? In this case, Cenoz and Gorter (2006) considered the whole storefront as a single item of a sign. If a sign is not the part of a storefront, then it should be considered a separate entity. They further analysed these tokens as their type, such as type of store like clothing store, bookstore, food store etc. They coded non-storefronts in their study as ‘graffiti,

commercial and non-commercial posters’ (p. 71). Backhaus (2006) defines a sign as ‘any piece of written text within a spatially definable frame’ (p. 55). He pointed out some of the potential problems with that definition and further clarified that ‘the underlying definition is rather broad, including anything from handwritten stickers to huge commercial billboards’ (p. 55). ‘One may say that the LL refers to linguistic objects that mark the public space. But the question is what constitutes such an object or sign’ (Gorter, 2006b, p. 3). Ben-Rafael et al. (2006) following Landry and Bourhis (1997) closely, included in their study ‘street signs, commercial signs, billboards, signs on national and municipal institutions, trade names, personal study plates or public notices’ (p.10). The cities are covered with a variety of signs such as names of stores and streets, texts and symbols for the directions, texts on T-shirts and backpacks, peddling products, and texts for promoting politicians (Sayer, 2010). These signs are written texts and called ‘linguistic landscape’ by Ben-Rafael et al. (2006) and Shohamy and Gorter (2008) and ‘environmental English’ by Sayer (2010).

Hoey (2001) put forth a definition of sign that is ‘the visible evidence of a purposeful interaction between one or more writers and one or more readers, in which the writer(s) control the interaction and produce characteristically most of the language. The interaction between the writer and reader can be called a discourse’ (p. 11). Backhaus (2007) defined public signs as ‘an inscribed surface displayed in public space in order to convey a message of wider concern to a non-specified group of readers’ (p. 5). The first definition suggested by Hoey is targeting the interaction and discourse between the sign producers and the sign readers. The second definition presented by Backhaus is more descriptive and defining sign only and how the message is conveyed to a wider, non-specific group of readers. Spolsky (2008)

defines the sign in the words: ‘the result of a process with several participants... the initiator or owner of the sign, the sign-maker and the reader’, as well as ‘a language management authority, whether a national or local government or perhaps religious or ethnic authority which sets a specific policy on language choice’ (p. 31). He disagrees that sign writing is free reign rather many factors like government, religious and ethnic authorities play their role in the choice of language on the signs by the sign writers.

Landry and Bourhis (1997) differentiated official and nonofficial signs in detail with examples such as commercial signs on storefronts and business institutions like retail stores and banks, commercial advertising on billboards, and advertising signs displayed in public transport and on private vehicles are labelled as private signs. However, the signs like road, place, street names, and inscriptions on government buildings including ministries, hospitals, universities, town halls, schools, metro stations, and public parks are bracketed as government signs. The two categories of LL signs, official and non-official, are named differently by different scholars. For example, Scollon and Scollon (2003) called them ‘municipal signs’ and ‘commercial signs’, Calvet (1993, as cited in Backhaus, 2007) labelled government related ‘in vitro’ and government non-related ‘in vivo’ items and Ben-Rafael et al. (2006) classified the items as ‘top-down’ and ‘bottom-up’ signs. Backhaus (2007) also classified public signs as ‘top-down’ and ‘bottom-up’. The signs related to the government are called top-down while all other signs are labelled as bottom-up.

As stated by Landry and Bourhis (1997), LL plays two major roles which are informational and symbolic. The informational function as ‘the linguistic landscape serves to inform in-group and out-group members of the linguistic characteristics, territorial limits, and language boundaries of the region they have entered’ (p. 25).

The symbolic function as ‘having one’s own language enshrined on most private and government signs should contribute to the feeling that the in-group language has value and status relative to other languages within the sociolinguistic setting’ (p. 27). Both roles are important in their own place. Symbolic function of the language on the signs is significant in the sense that it shows how the community feels about the languages, and this has effects on the people who come across this language visibility.

The presence of diversity in a community is signified in the visibility of multilingual or bilingual signboards. The dominating language on these signboards represents its status and power over the other competing languages (Bourhis, as cited in Landry & Bourhis, 1997). The priority of a language, that is, its place on the signboard, its font size, its colour, and design signify its dominance in a region or local community and this dominance is the symbol of its power and status in the respective locality or community.

The study of language on signs enables us to conclude ‘among other factors, the social layering of the community, the relative status of the various societal segments, and the dominant cultural ideals of the community’ (Reh, 2004, p. 38). According to Backhaus (2007), an LL item is written in a frame which is spatially defined. Sociologists like Ben-Rafael et al. (2006) studied the language choice on the signboards and the forces behind the authorship of these choices. They collected around 1000 signs as a sample across Israel from eight locations. The analysis showed that Hebrew was a dominant language in Jewish areas while Arabic was widely used in Israeli Palestinian areas. They found that there could be the following three forces behind that:

- The dominance of one language over another was observed through the type, size, colour of font and the position of language on the signboard and that dominance showed the power relations between the groups of that society or locality.
- LL was the marker of a community identity and the presentation of self.
- Expected influence on the consumers played a vital role in choosing the language on the signboards.

They concluded that LL reflected socio-political status of languages and ‘LL analysis allows us to point out patterns representing different ways in which people, groups, associations, institutions and governmental agencies cope with the game of symbols within a complex reality’ (p. 27). LL is evidence of the status of languages in a society. It also shapes how languages are perceived and used by the surrounding community (Gorter, 2013). Different language groups in a particular setting reflect power and status among them through LLs and the languages on visual signs influence their perception of the status and power (Chesnut et al., 2013).

Language is closely tied to culture and functions as a symbol of national identity (Curtin, 2008). The language or languages written on signage in public places have been the major interest in the LL research. The choice of language on signboards helps to map the ecological system, which is formed by the languages, of a selected urban location (Hult, 2008; Shohamy, 2005; Spolsky, 2008). ‘The tangible evidence of the multiliterate ecology of cities informs the readers of signs about the range, status and vitality of languages whilst at the same time LL has the potential to influence the readers’ views of multilingual settings’ (Hancock, 2013, p. 2). One of the assumptions of language on signs is that it influences the status of languages and affects the linguistic behaviour. English is associated with modernity, technological

development, internationalism, or what Rosenbaum and Nadel (1977) called ‘snob appeal’ (Gorter, 2013). Language on the signboards is selected carefully by the owners of the company or business so that it should give a positive message pragmatically. But despite all that care, as it is for the general public with very different education levels and cultural diversity, these names can be interpreted differently. Names and signs on LLs can be subjective and ‘what a sign might mean to an individual, to a group, to a community must be addressed’ (Tufi & Blackwood, 2010, p. 200).

In places which are frequently visited by older people, signs with explicit messages are common such as ‘pizza’ on the signboard of a restaurant. On the other hand, in the places where younger generations visit, the information is conveyed implicitly such as a ‘heart’ on the signboard of a café (Chesnut et al., 2013). It means the sign writers or image creators sensitively consider the age of shoppers while choosing the names for their shop fronts. Ben-Rafael (1996) stated that actors were bound to respect the sensibilities, values, propensities, and tastes of the clients.

Barni and Bagna (2010) conducted a study in specific urban areas in Italy with the objective to analyse the relationship between language presence, vitality, and LL; they concluded after analysis of data that no direct relationship between LL and language visibility and vitality was found. This relationship depends on various linguistic, extra-linguistic and contextual factors. The findings of the study conducted by Ben-Rafael et al. (2006) in Israel among Arab and Jewish communities show that the language used by the individuals in their speech and the language written on public spaces does not conform to each other. This pattern leads to the new insights that languages written in LLs are representation of symbolic construction of the public space. Further interpretation of these findings within the

theories of collective identity, self-presentation and rational choice were made. Sayer (2010), as an EFL teacher in Oaxaca, Mexico, noted and wondered why most of the sign writers chose English language for their signboards while an average Oaxacan on the street was hardly proficient in understanding the content. However, it is not surprising that shopkeepers, advertisers and even graffiti artists prefer English on the signboards as it is a global language. There is much similarity between Oaxaca, Mexico and Pakistani cities where an ordinary Pakistani is not good at English, but he always encounters English signboards in the main bazaars and markets. English is taught in schools as a compulsory subject, but everyone is not educated and even if someone had been to school, could not remember that English which he learnt during his academic period. In the Pakistani context, top-down signs' designs, images, and the choice of language are approved by the state authorities. The officials who implement it are bound to follow the state policy. However, bottom-up sign writers are free in their choice of designs, images, and choice of language but with some shackles like cultural and religious constraints. Any culturally or religiously annoying image or language can raze their image and business.

The presence or importance of English language on the signboards was studied in different parts of Europe, for example, Dimova (2007) in Macedonia; Griffin (2004) in Rome; McArthur (2000) carried out this sort of study in Zürich, Switzerland and Uppsala, Sweden and Schlick (2003) in three European cities which are Klagenfurt (Austria), Udine (Italy) and Ljubljana (Slovenia). All these studies show the familiarity of European citizens with English and its impact on their daily lives. It shows the status of English as an international language when people from non-English speaking regions are quite familiar with English and give it some roles in their daily lives. Commodification is a relationship of exchange with an instrument

and the language commodification is also labelled as exchangeable commodity. English as a global language could be a threat to the linguistic ecologies in many countries and may cause social injustice (Guo et al., 2020). In Pakistani cities, it is commonly observed that English language has been dominating the LLs as Pakistan had been a British colony for 90 years, till 1947. English is mainly a foreign language but its existence on signboards at a large scale gives symbolic messages like status, modernity, fashion, wealth, education and the like. Business and product names are English, written in English or transliterated, thus belittling the status of local languages. LL ecologies in the main cities are overwhelmed by English and it seems unfair with the national language, which is Urdu and other local languages like Punjabi, Pushto, Sindhi, Balochi, Kashmiri, Balti etc.

A person in public space observes the language written on signboards, shop fronts or pamphlets. He examines and finds linguistic objects. This study of linguistic objects in a specific location is labelled by some sociolinguistic researchers as the research of the LL. This sort of study in a selected bilingual or multilingual location or area provides us a chance to ascertain the status of these languages, language policies, correlation between spoken and written languages and the attitude of the people of the selected locality towards these languages (Anderson et al., 2020). In this sense, anyone who observes the language in the LLs whether for its informational or symbolic function can be considered as LL researcher.

The languages written in public spaces convey different meanings as they are written in different ways. The characteristics of language written in public spaces are different from the language written in educational institutions as the latter is produced by the students, and hence is less professional (Gorter, 2018). The children and teachers' visual literacy, language ideologies and hidden curriculum about

language values are reflected in schoolsapes (Laihonen & Szabó, 2016). The schoolscape of a Romanian village which is Hungarian speaking addresses the issues of relationship between global, national, and local identities (Laihonen & Tódor, 2017).

2.4 Researchers' Views on LL

The general definition of LL is that it 'incorporates all those displayed and interwoven 'discourses'-what is seen, what is heard, what is spoken, what is thought' (Shohamy & Waksman, 2008, p. 313). The importance of LL studies is highlighted in this definition where readers are provided a crucial resource if there is willingness on their part. The language as a tool on the signboards in LL has foremost importance where the participants are invited to negotiate or assert themselves where they notice the suitability. LL is, as viewed by Lou (2016) 'all visual forms of language present in the public space of a predetermined geographic area' (p. 2). Such findings and possibilities are perhaps not surprising given that LL is 'an ideologically loaded space shaped by both local and global forces and displaying a full range of communicative modalities. It exists as an authentic, dynamic, public mega-text. It serves real world purposes; it is constantly changing; and it is accessible to all' (Rowland, 2013, p. 503). LL text as 'any piece(s) of writing composed by the same actor with a focal content related to that actor and displayed on a circumscribed support in the public space'. The words 'any piece of writing' broaden the contribution of actors to their environment (Rodríguez, 2009, p. 5). LL as 'a discursively constructed public space, which results from human action and is thus subject to various kinds of political and ideological logics and innovations' (Pietikäinen et al., 2011, p. 279). These views of scholars show the nature of LL, its

characterization, and the influence of humans in its creation. It is a malleable space that is used and shaped to continue individual agenda.

LL is shaped by local and global forces, displays the full range of communicative modalities, presents dynamic, authentic public mega text, changes constantly, serves real world purposes and is accessible to all. Moreover, LL has a holistic interpretable perspective, represents wide social values and policies, is a representation of a community at a micro level and is a repository of individual choices. Thus, researchers and language learners can benefit from this visible and accessible text in public spaces and can design LL projects which may suit the students, contexts, and pedagogical targets (Rowland, 2013). According to these researchers, a large variety of texts in different contexts is easily available and accessible for the general readers and the students. Teachers can use these texts as teaching tools in the classrooms or they can design students or student-teachers-led projects about LL for pedagogical or sociolinguistic purposes.

LL research informs us that the languages in print around us give us ‘information about the population of their neighbourhood, it signals what languages are prominent and valued in public and private spaces and indexes the social positioning of people who identify with particular languages’ (Dagenais et al., 2008, p. 254).

2.5 LL in Advertisements

Advertising messages play a leading role in shaping the LLs especially of the high-density urban markets. ‘To say that advertising has become a ubiquitous form of message-making in today’s global market culture is an understatement-it is estimated that the average American is exposed to over 3000 advertisements a day’ (Danesi, 2004, p. 256). According to Piller (2003), ‘English is thus not used to

associate a product with an ethno-cultural stereotype, but with a social stereotype. Internationally, English has become a general symbol of modernity, progress, and globalisation.’ (p. 175). In advertising messages collected in rural India by Bhatia (2000, as cited in Piller, 2003), English language is mixed with local languages or a language to give the sense of glocalization that carries combining features of localization and globalisation. Thus, the use of mixed language on advertisements makes English nativized and maximises the appeal and strength of their messages. As stated by Kelly-Holmes (2005), technical and scientific lexicon is one of the causes of dominance of English on advertisement hoardings in scientific and technical domains. However, its dominant use could be driven by English-speaking countries, or it could be commercially motivated.

Advertisements on public spaces are one of the parts of LLs. The artefacts of this genre of LL mean multiple purposes and functions. Crystal (1997, as cited in Kelly-Holmes, 2005) enumerated following five functions of the language displayed on advertisements:

- The expressive function i.e., to express feelings and emotions.
- The directive or vocative function i.e., to offer advice and recommendation or to persuade.
- The informational function i.e., to inform, to report, to describe or to assert.
- The interactional or phatic function i.e., to create, maintain and finish contact between addresser and addressee e.g., small talk.
- The poetic function i.e., to communicate meaning through a code which could not otherwise be communicated (p. 8).

2.6 LL Research Conducted in Different Regions

Backhaus (2006) conducted a study in the streets of Tokyo, Japan. The focus of his attention was bottom-up and top-down multilingual signs. Top-down signs are generally considered as the reflection of the government policy about the language while bottom-up signs show the people's attitude in general towards languages. Marten (2010) conducted a study in Latvia in seven different areas in a city and compared the written language on signs. Quantitative and qualitative methods for data analysis were employed. The focus of the study was on four main linguistic research categories which were as follows:

- Linguistic competence: It shows the competence of sign creators as well as the surrounding population.
- Usage/Function: It shows the context in which that language appears.
- Attitudes: The language on signs reflects the opinion of the sign creators and the population about that language.
- Legal provision: It reflects how laws impact linguistic behaviour.

The standardisation of Chinese-English translation in LL of a Chinese province was investigated and analysed by Lu (2019) and some suggestions were put forward to form the quality monitoring system to improve translation quality and to bring harmony for future constructions. Qualitative data in the form of interviews were analysed through content analysis while quantitative data in the form of survey questionnaires were analysed through descriptive statistics that were frequency, percentage, mean and standard deviation. Mohebbi and Firoozkahi (2021) investigated errors in LLs, both in top-down and bottom-up signs, in Tehran, Iran and found errors in the areas of translation, spelling, grammar and transliteration. They concluded that errors occurred because of L1 interference and influence.

English is taken as the symbol of fashionable, well-to-do, educated and cosmopolitan in many parts of the world thus it signifies a cosmopolitan lifestyle. Lawrence (2012) conducted a study in Korea in which he claimed that the use of English in LL was the symbol of modernity, luxury, and youth. A similarity can be found in Pakistani LLs where sign producers prefer English names for their business outlets keeping in mind the same reasons that are to give a touch of modernity and cool.

Lanza and Woldemariam (2008) conducted a research study on LLs in a regional capital of Ethiopia and concluded that English was the most frequently found language in the field. Orthographic and syntactic mistakes were rampant in English language signs. During the interviews of the shop owners of the region, it was found out that English names in the signage were considered the symbols of modern age. Many shop owners were of the view that frequent use of English was functional to attract foreign as well as local customers. Hence English had a significant symbolic value and communicative intent in the shop name. A comparison can be easily drawn between the LLs of Islamabad, the capital city of Pakistan and the regional capital of Ethiopia as the English language is rampant in the LLs of Islamabad and the people take it as the symbol of advancement and modernity.

Shang and Xie (2019) conducted a study about ‘poor’ English in the LLs of China. They quoted examples such as ‘Slip Carefully’ instead of ‘Caution’ and ‘Special for Deformed’ instead of ‘Handicapped Only’. In their data analysis, they reported that 82% of the participants, who were professional teachers, believed that the rampancy of English on signage was evidence of economic progression in the cities. It showed that English in the environmental print was considered as a socio-

economic status index of a city, location or region and the participant teachers acknowledged the economic value of English.

Language and society can never be isolated. The visibility of language on the signboards reflects the characteristics of the society. According to Huebner (2008), there is ‘a barometer of the relationship between language and society’ (p. 84). Du Plessis (2010) conducted a case study in Bloemfontein, South Africa and concluded that ‘a change in regime can bring about a change in the linguistic landscape’ (p. 74). Shibliyev (2014) studied the LLs of post-Soviet Baku, Azerbaijan and concluded that there was a visible change in LLs in the post-USSR regime. The use of Russian ‘practically disappeared as a shop name and it maintained its use only in subsidiary roles’ (p. 222). Sloboda (2008) conducted a study on LLs in post-communist Belarus, Czech Republic and Slovakia and gave comparative analysis of three locations during and after the Soviet regime. It was obvious in the studies that there was a complete change in LLs as compared to the regime of the Soviet era. Keeping in view the above studies, it can be safely claimed that LLs of a society or a city are concrete indicators of regime change.

De Klerk and Wiley (2010) conducted a LL study in two suburban shopping communities in two cities near Metropolitan Phoenix in Arizona, USA. In assessing the socio-economic and political factors of the linguistic vitality of community languages, the points such as number and density of speakers, supply through immigration, closeness of homeland, attitude towards homeland, stability of immigrant community, socio-economic mobility of the group, economic stability of the group, economic utility of mother tongue, level of education in the mother tongue and intensity of group identity with mother tongue were considered.

Cruz and Andrés (2017) explored critical awareness in a group of eight EFL pre-service teachers in Colombia. In this qualitative case study, the LL was used in a pedagogical intervention designed to push participants to critically reflect on the non-neutrality of LL texts. This study indicated positive changes in student teachers' understandings of the hidden messages about language in the community around them.

2.7 Actors in the Linguistic Landscapes

The language choice for signboards by their originators is intended to communicate a message and they further intend to influence the readers' response. Thus, the signboards are a physical manifestation of a dialogue between the writer and the reader who play a constitutive role and work out social meanings (Soukup, 2016). Businessmen want to give such a name to their business outlets that have attraction for the customers and this attraction would cause the success of their businesses (Akbari, 2019). Businessmen label their business with such a commercial name that can attract customers. For some companies, naming is so important that they hire the services of some linguists and marketing experts to ensure an appropriate name for their business which has no undesirable connotation. Synchronic significance determines the commercial names for the business outlets (Sjöblom, 2011). However, as Syrjälä (2017) suggests, it is difficult to predict the linguistic interpretation of commercial names by the general public. Ben-Rafael (1996) stated that actors were bound to respect the sensibilities, values, propensities, and tastes of the clients.

LL study investigates the signs, who initiates them, who creates them, who places them and who reads them (Marten et al., 2011). Businesspeople and individuals play the role in shaping the LLs to promote and sell their specific

commodities and services. Private people also play the role when they send their social or political messages across or to inform about an event through posters, placards, stickers, or banners etc. Graffiti i.e., writing on the wall which are considered anti-social, but it forms the part of LL. Government institutions such as municipalities contribute the major share in forming LLs in top-down domain (Edelman & Gorter, 2010).

Names on the shop fronts mirror the social, cultural, economic, and linguistic backdrop of the community (Akbari, 2019). Shop signs represent goods and services they offer, and they also give information, real or imagined, of a business holder's identity (Woldemariam & Lanza, 2015). Cities are thronged with signs which are deciphered, read, and interpreted by citizens who participate in the consumption of the moving, literary spectacle of the metropolis (Dagenais et al., 2008). According to Spolsky (1998), 'the close intertwining of linguistic and social facts is crucial to a sociolinguistic approach' (p. 4). Business owners are conscious of implicit meanings and negative interpretation of the names by the society, so they choose the names that suit the values of the community, appealing to the readers and give positive sense to the general public. Syrjälä (2017) points out that language choice by the owner for the signboards indicates the business holder's identity. According to Malinowski (2008), signboard language performs the communicative as well as symbolic functions. It means that commercial names are pragmatic and the language visibility in urban commercial locations reflects the socio-cultural background of the community. These are some of the major actors who construct and perceive LLs in the urban area markets.

Pakistan is a multilingual country. In the current study, three different locations were chosen in the capital city, Islamabad where a variety of shoppers were

expected to visit. The fourth location of my study was a neighbouring town where the majority of customers were from surrounding rural areas. The focus of my study was the choice of language on the signboards and the same interest had been of many LL researchers in the cities in a multilingual setting. There could be a reciprocal relationship between the visibility of languages and ethnolinguistic vitality on the signboards. To find out the reasons behind the language choice on the shop front signboards, shop owners' interviews were conducted from each location.

2.8 LL Studies in Pakistan

Research in the area of LL in Pakistan seems to have been gaining a foothold gradually for some time now, for example, the survey of commercial public signs in district Swat which were analysed on the basis of language composition on the signs (Nikolaou & Shah, 2019), the glocalization of English in public signs in Quetta city and the dominance of English was found (Manan, David, et al., 2017), traffic signboards on highways in all provinces and how they promote Urdu, English and Mandarin languages and sign language (Shahzad et al., 2020), public signs of cinema in Lahore city in a specific area to examine the connections between language of the public and the cinematic built environment (Kirk, 2018), data as photographic documentation were collected from two public parks in Islamabad city and were analysed as text, social world and the physicality of the signboards (Tahir & Bidin, 2019), scripts on signboards in three cities, Islamabad, Rawalpindi and Wah Cantt were analysed to find out hybrid identity in urban areas (Atta, 2021), bilingual advertisements from two magazines in Pakistan were analysed and it was found that English stands at a prestigious position in this multilingual country (Javaid, 2017), LL and public spaces in Gilgit-Baltistan, a tourist place of natural beauty, were analysed about presence and dominance of languages like English, Urdu and

Chinese. The use of English in the LLs of Gilgit-Baltistan region was perceived as the socio-economic capital by the local shop owners, and they thought it as a business gimmick to attract local and foreign tourists (Ali, 2020). Some of the researchers also collected data in the form of the interviews of shop owners and passers-by to find out their opinions about the language choice on their signboards.

All the studies mentioned above focused on LL on signboards in urban areas concerning language presence and status. The current study added a different flavour to the existing stock of scholarship in Pakistan since it offered an opportunity to explore the possibility of using LLs as an additional teaching resource. For this purpose, the interviews of English language teachers who were teaching at public/private schools and at the universities were conducted to find out whether LLs in urban areas could be used as a teaching tool in this specific context where English language on the signboards was rampant. Furthermore, the current study differentiated itself from the previous ones in the sense that it compared LLs of three locations in Islamabad, the capital city of Pakistan, and one location in a neighbouring town Fateh Jang with the help of photographs of signboards by considering the attitude of surrounding populations, language choice of the sign writers on their shop fronts, English names and scripts and transliteration. For the purpose of knowing the opinions of sign writers about language selection and the attitude and status of the surrounding population in their views, the interviews of shop owners from all four locations were conducted for further investigation.

2.9 LL as ELT Resource

Literacy theorists and practitioners in the USA have felt the importance of the language written on street signs, billboards, and food packages since the 1970s. This language helps to improve the emergent reading skills of children and adults

(Goodman, 1984, as cited in Malinowski, 2010). For the applications of LL for educational purposes, a number of recent studies point to the linguistic, social, and political importance of understanding the myriad inscriptions written into the urban environment (Malinowski, 2010). LL field has been approached through a variety of perspectives by different scholars, for example, Backhaus (2007); Ben-Rafael et al. (2006); Gorter (2006a); Kasanga (2012); Shohamy and Gorter (2008); Spolsky (2008) focused LL through sociolinguistics and applied linguistics perspectives. They paid attention to language ideology, identity, policy and language use and its awareness in the public sphere. LL study has its roots in different academic disciplines, for example, sociolinguistics, sociology, applied linguistics, cultural geography, anthropology, and psychology (Ben-Rafael et al., 2010). The LL study can attract and help all those people who are interested in these social science subjects and the students can develop their literacy skills in second language learning. The themes like hidden language ideologies, multilingualism, social status, language policy, identity construction, translingual mixing, power hierarchies, ethnic groups, minority languages contestation, scaled mobility etc. have been academic pursuits of many researchers in the field of LLs (Gorter et al., 2011; Shohamy et al., 2010; Van Mensel et al., 2016). Studies have been conducted on LL with sociolinguistic perspectives but recently scholars are looking for and demonstrating the pedagogical potential of LLs as an ‘authentic, dynamic, public mega-text’ (Rowland, 2013, p. 503).

Sayer (2010) says that EFL and ESL researchers are exploring the opportunities that can be provided by the LLs to develop learners’ acquisition and learning skills. After conducting a research project on social functions of language in

LLs in Mexico, he suggests the following projects that could suit the students' level, age and learning context:

- The students find all the examples of English words on electronic appliances/gadgets which are used in their homes and discuss their meanings and their existence.
- A critical analysis of English language used on backpacks and T-shirts could generate the discussion about the gendered messages and the usage of English as the symbol of social status.
- The learners observe non-standard grammatical forms of English and try to find out the standard ones.
- The learners can identify the loan words which are now becoming the part of their L1 (pp. 10-11).

LL as teaching materials offers the learners an opportunity to develop their knowledge of genre and language use in social domains as the LL consists of diverse texts in a variety of formats. Moreover, these texts are identity-oriented and provide knowledge to educators about the community that can be analysed to question such texts in socially responsive ways. Thus, the learners and the educators can understand the culture and history of a specific zone through LLs.

Cenoz and Gorter (2008) outlined five potential benefits which accrued from the local LLs for EFL/ESL learners. Those benefits are as follows:

- LL texts offer incidental language learning to students.
- LL texts perform different social functions, and the analysis of these texts helps in developing pragmatic competence of the students.
- As these texts are in different forms, they help in acquiring multimodal literacy skills.

- The texts on LLs stimulate language learners' multi-competence as the interaction between multilingual input and learners' linguistic competence in their L1 is occurring simultaneously.
- These texts inculcate in students an appreciation of the symbolic and affective power that language percolates through connotation.

LL is not only a significant tool for documentation and inquiry but also a powerful vehicle within a framework of critical pedagogy, activism, and language rights (Shohamy & Waksman, 2008). Utilising LLs in language learning provides new opportunities for educational practices (Kim & Chesnut, 2021). Attempts were also made to explore the field keeping in view educational and pedagogical purposes. Recently, LL field is being explored with reference to employing it as a pedagogical tool and finding its potential as an additional resource for language teaching/learning. There are many prominent researchers, for example, Barrs (2013); Cenoz and Gorter (2008); Chern and Dooley (2014); Chesnut et al. (2013); Clemente et al. (2013); Gorter and Cenoz (2015); Hancock (2013); Hewitt-Bradshaw (2014); Malinowski (2015); Roos and Nicholas (2019); Rowland (2013); Sayer (2010); Shohamy and Waksman (2008); Wiśniewska (2021) who worked in this field and chose the theme of English language learning through LLs and reported how LLs could be used as a pedagogical tool in the classroom. Many scholars like Burwell and Lenters (2015); Malinowski (2016); Rowland (2013) examined the productive language practices through LLs while Malinowski (2010) started important critical discussions regarding these educational practices.

Due to globalisation and networked technologies, the classrooms and cities are diversified. This diversification encouraged the teachers to pave the new ways for the students to learn the second or foreign language (Malinowski et al., 2021).

Benson and Reinders (2011) and Nunan and Richards (2015) suggested that the students should learn ‘beyond the classroom’ while Dubreil and Thorne (2017) and Wagner (2015) stated that the learners should learn ‘in the wild’, that is, unplanned social interaction, and Chesnut et al. (2013) pointed out that the field of LL ‘is being used as a form of pedagogy in practice’ (p. 103).

The scholars whose motive was to see LL as an educational and pedagogical tool noted that the signboard language was ubiquitous and played the role of affordances for language environment. The semiotic resources in public spaces could be used for pragmatics, language awareness and learning in the classrooms. The researchers who were in favour of this idea, followed the notions like ‘situated learning’ (Lave & Wenger, 1991), ‘experiential learning’ (Moon, 2004), or ‘community-based learning’ (Owens & Wang, 1996), and they recommended the environmental print to use as a pedagogical tool. These studies clearly showed that the use of LL material as a teaching tool had not been a neglected field rather it was recognized in many regions of the globe. In many studies, students at different levels were involved in collecting LL material for teaching purposes and classroom discussions. The students showed a positive attitude during and after working on the LL projects.

Diverse linguistic and multimodal resources in public spaces which are called LL, and their analysis of meaning-making practices increasingly attracted the attention of educators in second language education (Gorter, 2013). But it remains underexplored how such practices in LLs can be integrated effectively into lessons, courses and in language programs. Connecting students’ identities and experiences with authentic cultural and linguistic materials beyond the classroom setting holds

enormous potential for language instruction because of the cognitively engaging and meaningful learning possible in these contexts (Lozano et al., 2021).

LL material, which is in learners' immediate community, is familiar to the learners; its accessibility, practicality, and authenticity makes it more convenient and easier for language learning and teaching. Previous studies reveal that language/languages used in public spaces such as shops and advertisement hoardings enhance language learning. Language learning material is not confined to the classrooms only; rather it exists in the form of LL outside the classroom and can be employed as a language teaching tool. The integration of language learning and LL is a practical approach in language teaching. LL is a functional tool and makes the learners aware of their surroundings, environmental print, and the practical use of language in real life (Dumanig & David, 2020). LL as an educational tool permits learning out of the classroom and forms a link between the students' school life and their community life and is beneficial for authentic literacy activities (Hewitt-Bradshaw, 2014). The students feel confident when they can link classroom knowledge with the knowledge in their immediate environment, and the LL, if used intelligently for teaching purposes by the teachers, can serve this practical purpose.

Several studies were conducted in the field of education, for example, in schools Auliasari (2019); Brown (2011); Dagenais et al. (2008); Gorter and Cenoz (2015) and at university campuses Haynes (2012); Jing-Jing (2015); Ulla (2019) but Valerio (2018) conducted a research study on 'the street and the classroom'. What made his study different from others was its same neighbourhood community context. The school where he collected schoolscape data and the avenue where he gathered streetscape data were only a few metres away from each other. Studying the language ecology of school and the neighbourhood helped to understand the idea of

correlation of two types of LLs, and it formed a quick link between classroom instructions and streetscapes.

LL is ‘a powerful tool for education, meaningful language learning, towards linguistic activism’ (Shohamy & Waksman, 2008, p. 326). They suggested that education was one of the social institutions where research on LL could be conducted in the future and they clearly mentioned that the items of LL in public spaces had a pedagogical function. According to Gorter and Cenoz (2015), there were many interesting issues in LL studies in the domain of education especially where more than one language was spoken and taught. Applying LL as a pedagogical resource created relevance to the students and teachers. This is clearly applicable to the Pakistani context where two or three languages are taught in schools.

LL texts in public places are multimodal and multi-genre which have the potential of literacy and language development. Educators can use these texts as a resource in teaching for learners’ meaningful experiences as the texts provide social context and language use. Texts in public spaces provide authentic literacy material to the learners and bring them out of school and classroom walls and link learners’ school life with the community life. Students also develop the skills of critical analysis and pragmatic competence of information which they come across from diverse sources as a variety of sign writers such as politicians, advertisers and businesspeople influence the texts in LL. What teachers need to do is to integrate curriculum content to LL, design and use activities based on visible texts on public spaces and measure the impact on students’ language development. As these texts reflect authentic language use, the students may find these literacy resources more engaging and motivating (Hewitt-Bradshaw, 2014).

The need for text for educational practices for language learning based on LL is still felt. The text should enable teachers to envision these practices as part of their teaching. These pedagogical practices can extend their geographical and socio-cultural repertoire. For this purpose, the potential of digital technology which is ‘virtual linguistic landscapes’ can be tapped into to enrich literacy practices. This term refers to digital representations of publicly visible texts such as billboards, shop front signage, menus, street signs, and other general signage originating within particular places and curated in a particular manner by those who create these virtual LLs. Curation emphasises that images of signs are created through digital means and presented in particular ways. It is believed that the use of virtual linguistic landscapes can contribute to the learning of vocabulary, grammar and a variety of skills required operating between languages (Kim & Chesnut, 2021).

English in the LL in a Chinese city is emblematic of modernization, economic development, and internationalisation. English on signboards can be used as a teaching resource but the content should be carefully selected according to the levels of the learners, and schoolscape construction should be professionally designed to get the maximum benefits of language visibility (Ying, 2019). Recently, scholars have been suggesting linking the classroom education with an out-of-class environment to provide opportunities for language learning. The environment is equipped with billboards, barn advertisements, lawn signs, street signs, mobile signs, street furniture, banners, digital signage, truck, or bus side advertising; all these items collectively construct the LL of a particular space or place (Wiśniewska, 2019). Bever and Richardson (2020) suggested the incorporation of LL into formal teaching material through a series of landscape-related activities/tasks. In this way, the

students' horizons of symbolic, linguistic, and multimodal competence would be widened.

Lee and Choi (2021) recommended for future researchers that the projects like geolocative LLs should be facilitated for additional pedagogical materials for language learning and teaching. The materials such as hands-on classroom activities for learning vocabulary, grammar and idiomatic expressions from the investigation of LLs could be prepared for the students' practice in the classroom. Longitudinal study might prove more meaningful as it showed the linguistic shifts in a given context.

LL is a source of language material which is authentic, closely linked to the learners' cultural and linguistic context, provides diverse and flexible texts and ensures learners' autonomy and chances of lifelong learning. The teachers should encourage the students to have their learning experience outside the classroom and apply that experience to formal instructions in the classroom and vice versa. Thus, a link is developed between the formal situation in the classroom and the real-world environment in the community (Wilton & Ludwig, 2019). It is a commonly accepted fact that for second language acquisition, exposure to it and its practice are two indispensable factors but in most foreign language classes around the globe, learners lack the exposure and practice factors outside of the classrooms. As a teacher of English as a foreign language, one must always attempt to find out the ways where students can connect language lessons with the real world which they encounter in their everyday life (Sayer, 2010).

Learning outside school environments is labelled differently by different scholars, for example, Little and Thorne (2017) called it 'learning in the wild', Benson and Reinders (2011) named it as 'informal learning' and Rogers (2017)

labelled it as ‘incidental learning’. Language learning is not exhaustively explained by social or cognitive analyses; rather it should be approached as ecology where multimodal affordances of the environment and social embodied interaction are intertwined with subjective processes. Learning a language beyond the classroom instructions and ‘learning in the wild’ is an important dimension of language education. Learning in the wild does not refer to social verbal interaction between human agents only; rather it comprises the variety of contexts and environments where human languaging is present in different modalities (Szabó & Dufva, 2021).

Shohamy and Waksman (2008) provided a foundation for the connection between language learning and LLs by analysing how ecological linguistics supports the proposition that language learning must take account of the larger context in which that learning occurs. They argue ‘for a very broad view of linguistic landscape,’ since they say all texts are ‘situated and displayed in a changing public space which is being redefined and reshaped’ (p. 328). In their opinion, the LL is not something fixed or static; rather it is ever changing, dynamic and evolving. Advertisements or billboards displayed in public spaces are not fixed for a longer time; rather they are replaced periodically according to the new requirements. For them, the LL is part of the ecology of a place and its study reveals the differences in the language use and ideologies are also conveyed through the choice of the language. The geography of the LL items makes them different from each other. They posit that the LL of any place can be used in education to instruct students about the multiple layers of an LL text and the learners should be taught to notice and be aware of ‘the multiple layers of meanings displayed in the public space’ (pp. 327-328). Malinowski (2015) emphasised the importance of analysing the function of the LL by looking specifically at how we can make use of it pedagogically.

Chesnut et al. (2013) looked at how LL projects can be used for language learning in the classroom. Gorter and Cenoz (2015) laid the foundation for investigating translanguaging in the LL including all available linguistic forms and modalities.

2.10 Students or Students-Teacher-Led Projects in LL

Various projects have demonstrated how language learners benefit from tasks and activities that involve the documentation and interpretation of the LLs. Raising awareness about the language on signage in public places can be made productive for language learning as suggested by Cenoz and Gorter (2008) and Malinowski (2015). The introduction of LL in the classroom has the potential ‘to lead students to critically juxtapose their experiences reading about, observing, and walking amidst the signs on the city streets’ (Malinowski, 2015, p. 97). The language in the LL is used as a teaching tool. Materials from signage are brought into school by the teachers or students or students can be given a project to explore LL outside the school or both techniques can be combined. Hence LL is used as a powerful pedagogical tool to answer questions about language awareness, multilingual literacy, multimodality, identities, ideologies, or the functions of signs (Gorter, 2018). The student-led projects about LLs enable the learners to think about language issues creatively and critically. These thoughts foster literacy skills of the foreign language learners. Some researchers, for example, Chesnut et al. (2013); Clemente et al. (2013); Dagenais et al. (2008); Rowland (2013); Sayer (2010), among others, conducted student-led projects to find out learners’ language awareness, skills, and competencies in the context of English as a foreign language.

Sayer (2010) conducted a small-scale study as an LL student-led project in Oaxaca, Mexico to find out the social meanings of ‘environmental English’ and to connect classroom language to the language visible in the streets of the learners’

community. The social meanings of English in the LL of Oaxaca, Mexico include ‘advanced and sophisticated’ and ‘modern and fashionable’. English is considered ‘cool’, and gentlemen’s clubs are named in English. For expressions of love such as ‘Love at First Sight’ and for demonstration of subversive identities such as social protests, English is used. After that, the pedagogical benefits of such a project were discussed. He asked EFL learners to analyse the use of English in the LLs in their own environments. He concluded that this sort of project had two advantages:

- The learners formed connections between the community and classroom.
- The students were encouraged ‘to think creatively and analytically about how language is used in society’ (p. 153).

He claimed that there was a difference between the classroom content and the language displayed in the real world. The student-led LL projects on a small scale gave the learners awareness about this difference and they got more familiar socio-linguistically with their surroundings. The project also showed the LL effects on the classroom pedagogy.

Rowland (2013) followed Sayer’s (2010) model to conduct a student-led project in Chiba city of Japan. He selected 27 2nd-year Japanese multilingual university students, aged 18-21 with varied language levels between 4.5 and 6.5 on the IELTS scale and formed nine small groups. He assigned them to find out the frequency of occurrence of English on the signboards. The study reported that the students categorised photographs heavily based on their perception of functions that the English language performed on the signs. They categorised the functions, for example, informational functions (shop names, addresses and opening/closing times), regulatory functions (No Parking or No Bicycle Parking; it was important to avoid automobile accidents and disorder in the city), persuasive functions (Cheapest

Goods, Best Quality; it was important to persuade customers to enter the shop to buy). This practice raised the students' sensitivity to pragmatic issues in English language and they formed connections between social context, linguistic forms displayed on the signboards and the communicative intentions of the sign writers. It was further registered that the students built their language awareness in context, recognized linguistic diversity patterns, found linguistic inequality, and developed their critical faculties. Rowland selected 2nd-year multilingual university students while Dagenais et al. (2008) chose the elementary grade-5 multilingual learners in Montreal and Vancouver, Canada for student-led LL project. They aged between 10-11 years but surprisingly the insights of both the age groups were similar. The latter concluded that 'attending to the LL in language awareness activities provides a promising avenue for teaching about language diversity and literacy practices from a critical perspective' (p. 266). Hancock (2013) conducted a study project about LL in Edinburgh, United Kingdom where students of secondary education aged 11-12 years participated in a 'camera safari' to be familiar with their multilingual community. It was an awareness raising technique 'in order to prepare student teachers for the reality of multilingual schools' (p. 9). He concluded that this project heightened the students' awareness about linguistic diversity of their community.

Freire and Macedo (1987) conducted a study project on young learners. The comments of young learners showed that their awareness of English around them in their worlds was raised because of that activity. Their awareness was also raised about some aspects of power relationships, the potential of LL as a learning resource for English as a foreign language, both in a narrow sense that was learning English lexis as well as in a wider sense that was learning about the world. Clemente et al. (2013) conducted a student-led study project in a primary school in Portugal. Twenty

grade-1 students (12 boys and 8 girls) were chosen for the project; they were six years old. The purpose of the study was to ‘read the world’ by employing a language ecology approach through LL and to understand the linguistic and cultural diversity and to develop a variety of literacy competence like linguistic, environmental, and artistic. It was evidenced from the data that those young students achieved the ability to recognize LL, to observe the diversity and complexity of the world and understand interactions between human activity and natural phenomena.

Burwell and Lenters (2015) conducted a teachers-students-led project ‘Word on the Street’ in Calgary, Canada. Students’ investigation comprised the following two questions:

- ‘What is the identity of the Brockton Community?
- How is that identity revealed through the language, texts and symbols used in its public spaces’ (p. 211)?

The findings of the project proved that LL influenced them, how they knew the world, how they got the meaning by interpreting it. It formed a kind of interactive and dynamic background through city spaces. Moreover, LL provided excellent items of study especially to urban youth as they had constant and multiple contacts with messages, discourses, and texts in public spaces.

Lozano et al. (2021) conducted student-centred LL projects which allowed them to consider socio-cultural-constructed and dynamic spaces outside of the classroom from critical perspectives, thereby presenting them with the possibility of using those spaces for language learning. In doing so, students came to understand what was profoundly meaningful for the communities who currently resided there. Likewise, LLs were often sites for culture and collective memory for communities that were no longer physically present but that had deep socio-cultural and historical

connections to those LLs. As such, students engaged with and learnt from other communities while also thinking critically about dimensions of multimodality and interculturality for language learning and for connecting with other disciplines.

Chern and Dooley (2014) conducted a study in Taipei, Taiwan. They arranged an 'English literacy walk' inside and outside the classroom for teaching and learning about written English. The study of LL gave the students awareness about linguistic diversity, multimodality and that deepened their understanding of diversity and multilingualism if not for learning and teaching of English per se. Hewitt-Bradshaw (2014) conducted a study in the Caribbean LL and concluded that it had the potential to motivate the Caribbean students and it appealed to the learners to learn the language. She observed during her study 'the fact that texts in landscape are visible does not mean that students always see them, pay attention to them, read them, or understand how they work' (p. 171). LL in Caribbean societies was not only motivating for the students, but it also provided the learners opportunities to link language and culture and thus they could indigenize their educational resources.

Bruzos (2021) conducted a student-led project on LL in five areas in the centre of Madrid, Spain where they explored cultural meanings of LLs in those five selected areas. The data collected and interpreted by the students suggested a dynamic and conflictual understanding of contemporary Spanish culture and society. The data showed differences from the essentialist and normative approach common to language teaching textbooks and tourism discourses. Kweldju (2021) conducted a study in an Indonesian university on how the words in LL could help the first-year university students to learn morphology courses effectively. It was pointed out how the words like Tokopedia, Cakeversity, Fullhardy etc. in the LLs were coined to give pragmatic meanings in local context. For example, Cakeversity was the name of a

baking school. They derived the second part ‘versity’ from the word ‘university’ which was a place of higher learning. Thus, they wanted to convey the idea that this school was the seat of higher learning in the baking field.

Algryani and Syahrin (2021) conducted online research by using monolingual and bilingual public signs as a pedagogical tool to develop learners’ language awareness. They held four 50-minute sessions with the objective to connect learners to the linguistic realities they came across outside the classroom and to see how pedagogically beneficial this technique was. During these online sessions, the students pointed out a number of grammatical and lexical inaccuracies. It proved that the awareness to the LL provided chances to the students to identify language inappropriacy or inaccuracies. This identification of mistakes caused enhancement of foreign language proficiency of the learners. Moreover, the students expressed their willingness to participate in any attempt that aimed to improve the quality of LL in their local communities. The researchers concluded on the basis of their observation and the learners’ responses to the questionnaire that using public signage for translation and language learning was underutilised, but the learners were convinced that LL provided learning space as well as linguistic diversity which was a reflection of the community image.

Malinowski (2016) conducted a student-led study project with sophomore students at University of California, Berkeley. The students found out the function of English as a global language and the role of minority languages in their community. Maxim (2020) presented an LL project carried out by intermediate learners of German language during their study abroad program. Chesnut et al. (2013) carried out an LL project at Hankuk University of Foreign Studies, Seoul, South Korea on adult learners and concluded that adult learners were more aware ‘of the possibilities

of examining the languages they see around them' (p. 113). LL projects were implemented in a series of teacher training workshops in Hamburg, Germany by Scarvaglieri and Salem (2015, as cited in Gorter, 2018), and they named them as 'educational landscaping'. The teachers had to collect the materials relating to LL of their own institutions and had to reflect on it for their own linguistic practices. After conducting an interview with the teachers, the researchers concluded that this project was helpful for active engagement of the teachers, and it enhanced their language awareness.

The LL projects furnished the evidence of critical reflection as transformative potential, multiliteracies pedagogy, creative media production and community and agency participation in urban youths' lives (Berry et al., 2014; Jocson, 2012; Kinloch, 2009). This is an interesting way of learning for students to correlate their classroom content knowledge of word formation with the words in real life in the form of LL (Lazdiņa & Marten, 2008).

The LL projects mentioned above showed that the students or students-teachers-led projects were experimented in different parts of the world, with different age groups of students and with different levels of students from elementary to university. All the groups in different projects invariably showed positive attitudes during and after working on the projects. They found that these projects created language awareness in them. These projects brought the study of LLs as a teaching tool from a theoretical domain to a practical arena. The students' feedback on those projects proved that the underutilised resource in the form of LL could be utilised as a teaching tool in the classroom, no matter if the material was collected and brought in the classroom by the teachers or by the learners.

2.11 Benefits of LL in Language Learning

LL is the blend of multi-modal and multi-genre texts which are visible in public spaces. These sorts of texts can gear up literacy and language development. The educators can utilise these texts as a teaching tool for meaningful learning. The authentic texts in the broader social context at public spaces can engage the learners in the learning activities beyond school boundaries and textbooks which usually cannot address the needs of all the learners. These activities may enhance the effectiveness of the teaching programme and the development of literacy of the learners. The diverse texts in a variety of formats on signs in the urban areas written in social domains can develop genre knowledge and language appropriateness of the learners. Teachers can assign contextualised projects to the learners where local languages are in competition with global languages, for example, English. Teachers can foster learners' national, collective, and individual identities through community texts by reading, understanding, and analysing them. These texts, which could comprise local languages, familiarise the learners with their history and culture. Language and literacy resources from diverse texts in public spaces or on the Internet and other electronic media can be indigenized by the teachers and these resources may enable the learners to analyse the language in these texts critically (Hewitt-Bradshaw, 2014, pp. 159-160).

Ideally, the 'language that is visibly and audibly present in public spaces is itself becoming a pedagogical object, available to the learner as input, demonstrating the contextualised pragmatics of speech acts, and provoking the learner to sociopolitical awareness and action' (Malinowski, 2015, p. 96). The major challenge for the teachers who agreed to the potential benefits of using LL as a teaching tool was how engagement and meaningful interaction with the LL could be integrated

into language teaching curricula (Hernández-Martín & Skrandies, 2021). Several scholars like Cenoz and Gorter (2008); Chesnut et al. (2013); Malinowski (2015); Rowland (2013); Sayer (2010) explored the potential benefits of using the study of LLs in language teaching and learning. The point of departure for many authors was that the guided observation of LLs allowed language learners to make connections between their classroom language learning and the ‘real world’ environments outside the classroom, while they might also become more familiar with the sociolinguistic situation and the local contexts of public language use in their immediate daily surroundings.

The theory of action expresses the hypothesised chain of mechanisms that follow from the assumption that learners’ exposure to LL is important for language learning. These hypothesised connections among LL images, language learning materials, teachers’ and students’ responses, and professional values and action suggest many potential research questions (Chapelle, 2021). According to Hewitt-Bradshaw (2014), LL can assist learners to develop language comprehension, language awareness and communicative competence. To Malinowski (2015), LL is ‘a site of language and literacy learning’ (p. 96). Wiśniewska (2021) investigated the relationship between LL, murals, and language learning. He found out that ‘the linguistic landscape provides verbal and visual input for language learning’ (p. 429). He concluded that the LL items and murals were a source for learners through which they were able to enhance their language skills. These materials generate discussions among learners and invite their thinking skills within their socio-cultural context. These learning sources result in ‘combining language learning, content learning, and development of social, political, and art awareness’ (p. 441). Gorter (2018) points out that ‘the linguistic landscape in an educational context provides a promising way to

teach about languages, multilingualism, language awareness and literacy practices’ (p. 84).

The literature in LL studies such as Chesnut et al. (2013); Malinowski (2010; 2015; 2016); Rowland (2013); Sayer (2010), among others, primarily focused on university students and adult EFL learners but some scholars also focused on different age groups, for example, Clemente et al. (2013) first-grade students in elementary schools, Dagenais et al. (2008) and Pakarinen and Björklund (2018) fifth-grade students and Burwell and Lenters (2015) tenth-grade students. LL can have an impact on children’s attitudes towards their language when their language is marginalised (Landry & Bourhis, 1997). The LL of the surrounding communities can raise the linguistic awareness of school children (Dagenais et al., 2008). There are some spaces that can be opened up in education to incorporate marginalised languages (Brown, 2011; Leung & Wu, 2012). Malinowski (2015) further theorised how conceived, perceived, and lived spaces in the LL can be incorporated in education. Furthermore, there is a relationship between education language policies as shown by Gorter and Cenoz (2015) and the use of the marginalised language in the LL of schools. LLs exist in the community as well as in the academic settings. There are many reasons for studying both of them to find out co-relations between them.

Any display of written language that is visible refers to the LL. The LL of any educational campus can play the role of a connection between a classroom and the world outside the classroom (Gorter, 2013). The multilingual ecologies vary from one campus to another because of growing numbers of international students. An educational institute’s textual landscape consists of multilingual ecologies depending on language practices of all students and the members of the school community. The

language display in all the classrooms can be a resource of greater learning, clearer imaging, deeper thinking, and academic language (Collins & Valerio, 2015). Teachers can enhance language awareness of the students by using environmental print (Dressler, 2015).

In the research study of Shang and Xie (2019) conducted in China, six contributions of English in the LL towards English pedagogy in the classroom were gathered from the English language teachers in China through a survey questionnaire. The contributions are listed below:

- ‘Raising students’ awareness of contextualised English.
- Helping students’ incidental learning.
- Serving as a valuable resource for English teaching.
- Improving students’ English literacy.
- Fostering students’ critical thinking abilities.
- Providing an authentic English environment for EFL learners’ (p. 9).

The study of LL provides the chances of physical engagement with the local landscapes that contributes to a variety of experiences such as haptic, ocular, and sonic learning. It is a multi-literate learning that covers all aspects of text such as gestural, written, oral, visual, or aural (Cope & Kalantzis, 2015). Mahemuti (2018) conducted research for his doctoral dissertation about the students’ perceptions of a multilingual learning environment and concluded that the international students were aware of a multilingual LL environment through which they could improve social interaction and represent their identities. He recommended that teachers could use LL’s data as teaching tools inside and outside of the classroom for better impact on students’ learning.

A study was conducted by Roos and Nicholas (2019) in Germany at German primary schools to find out how EFL learners used language environments or LL for their learning. The aim of the study was how the learners engaged themselves with English texts displayed in public spaces in their communities. They concluded that LL was the source of providing them with authentic materials for learning, and reflecting on the language that was used in their local LL in their local communities produced awareness about linguistic diversity among the learners. LL provided authentic learning materials and ‘opportunities to learn about the “foreign” language in ways that contribute to their general (language) learning, about their own culture and language as well as about themselves and their (cultural) identity’ (p. 108). ‘Popular culture and everyday life’ were considered ‘as public pedagogies’ (Sandlin et al., 2011, p. 6). LL was the essential part of everyday life and popular cultures; hence that could be considered as public pedagogy. LL aroused students’ observations of text, multilingualism, and diversity of language (Dagenais et al., 2008).

Chesnut et al. (2013) conducted a study in Hankuk University of Foreign Studies, Seoul, South Korea and found that LL developed learners’ intercultural communicative skills and created more impact on language learning. In his study about LL, Gámez (2015) found that learners’ language was developed when they were exposed to English in public spaces. Kasanga (2012) concluded that exposure to the LL helped students get awareness about the languages used on public signboards. Rowland (2013) conducted a study about using LL as a pedagogical tool and found six different dimensions which were developing students’ critical literacy skills, improving students’ pragmatic competence, increasing the possibility of incidental language learning, facilitating the acquisition of multimodal literacy skills,

stimulating students' multi-competence and enhancing students' sensitivity to the connotational aspects of language. Shohamy and Waksman (2008) considered LL as a powerful and meaningful tool for language learning. LL projects developed language awareness, and that awareness could be used as pedagogical application of language.

When LL-based activities are used as a support for language learning purposes, five aspects become the part of second language learning. These aspects are 'LL as input, pragmatic competence, acquisition of literacy skills, multi-competence, and symbolic and affective factors' (Cenoz & Gorter, 2008). The details of these aspects are given below:

2.11.1 LL as Input

After the formulation of 'Input hypothesis' by Krashen (1985; 1994, as cited in Cenoz & Gorter, 2008), the role of input in second language learning became popular. Noticing, in the process of second language input, has its own importance (Schmidt, 1995, as cited in Cenoz & Gorter, 2008). Cenoz and Gorter (2008) explain that learners unconsciously learn new vocabulary while observing and noticing the LLs. Thus, they are undergoing incidental learning, that is, learning without the intention to do so, such as when learners read a story book for pleasure but incidentally, they are learning new lexis. The learners do not go to city streets with the intention to learn from these texts, but they experience incidental learning while being exposed to the variety of text.

2.11.2 LL and Pragmatic Competence

'Actional competence is defined as competence in conveying and understanding communicative intent, that is, matching actional intent with linguistic form based on the knowledge of an inventory of verbal schemata that carry

illocutionary force (speech acts and speech act sets)' (Celce-Murcia et al., 1995, p. 17). Thus, actional competence is closely related to interlanguage pragmatics which has been defined as 'the study of normative speakers' uses and acquisition of linguistic action patterns in a second language' by Kasper and Blum-Kulka (1993a, as cited in Celce-Murcia et al., 1995, p. 17). 'Pragmatic competence can further be divided into pragmalinguistic and sociopragmatic competence. Pragmalinguistic competence refers to the linguistic elements used in the different languages to perform speech acts, whereas sociopragmatic or cultural competence is related to the link between action-relevant context factors and communicative action' (Kasper, 2001, as cited in Cenoz & Gorter, 2008, p. 275).

Cities are viewed as texts that 'must be deciphered, read and interpreted by citizens who participate in the consumption of the moving, literary spectacle of the metropolis' (Dagenais et al., 2008, p. 255). Texts in public spaces are represented as a single word, a group of words or utterances or sometimes full sentences that use indirect language and metaphors (Cenoz & Gorter, 2008). 'Language can, of course, have various functions and may be used for a wide variety of purposes for example to express feelings and emotions (the expressive function); to offer advice and recommendations or to persuade (the directive or vocative function); to inform, to report, to describe or to assert (the informational function); to create, maintain and finish contact between addresser and addressee, for example small talk (the interactional or phatic function); to communicate meaning through a code which could not otherwise be communicated (the poetic function)' (Crystal, 1997, as cited in Kelly-Holmes, 2005, p. 8). A variety of texts, that is, meanings, functions and intentions make the LL of an area, and this text diversity is the source of appropriate input that develops pragmatic competence.

2.11.3 LL and the Acquisition of Literacy Skills

LL combines printed and visual texts, thus providing a multimodal platform with the complex literacy skills to acquire a second language. LL texts have close relations to the development of second language literacy skills. Kress and Street (2006, as cited in Cenoz & Gorter, 2008 and Tjandra, 2019) mention that literacy should not be considered as a static skill but should be treated as multiple literacy practices. In the opinion of Goddard (2002), it is not only the verbal text that helps the readers in processing the meaning-making rather it is the accompanying images that play their role in creating meanings.

2.11.4 LL and Multicompetence

The people who are multilingual do not have the same level of competence in all those languages they know. They use those languages for different purposes and the phenomenon of code-switching is also employed for efficient communication (Cook, 1992; 2005). The information provided in different languages on the signboards is not necessarily the same. Thus, the LL has the characteristics of multilingualism. On the signboards especially the commercial ones, utterances, formulae, words, chunks, and phrases are used in English along with visuals and icons. These multilingual and multimodal texts provide appropriate input to develop multilingual competence (Cenoz & Gorter, 2008).

2.11.5 LL, Symbolic and Affective Factors

The attitudes towards languages and language learning are labelled as affective factors which influence second language acquisition (Gardner, 1985, as cited in Cenoz & Gorter, 2008 and Tjandra, 2019). The individuals have different affective relationships with different languages (Javier, 2007, as cited in Cenoz & Gorter, 2008).

When the subcontinent, which is now three countries, i.e., India, Pakistan, and Bangladesh, was colonised by the British rulers, the people of the sub-continent especially the Muslims did not like to learn or speak English as they considered it the language of the colonisers. They thought that learning the English language meant accepting the language and accepting the rule of the foreign occupiers. Thus, the Muslim community lagged behind in learning English and consequently remained back-benchers in the course of development and financial well-being. In my country, Pakistan, and in many others, teachers and students heavily depend on the contrived materials provided in the textbooks. It is perhaps because of the existing educational system that innovation is discouraged. As the student of today is more exposed to the world and better equipped and well-conversant with modern technology as compared to the student of 50 or 100 years back, he should not be confined to only one source of learning, that is, a textbook. The studies such as Dumanig and David (2020) which explored the incongruities in the contrived materials and the use of English in real life suggested how language understanding and learning issues outside of school could be incorporated in the classroom situation. Learners also learn outside the classroom settings and the learning environment can help to develop students' critical thinking, language awareness and pragmatic and symbolic competence (Gorter & Cenoz, 2015; Rowland, 2013; Sayer, 2010; Wiśniewska, 2021).

2.12 Concept of Identity

In a society or a social structure, individuals play different roles, and these roles are assigned a set of meanings, and these meanings are called identity (Stryker, 1987; 2001). Identity can be labelled as role identity, group identity and person identity. The role an individual is playing is named as role identity, the group an individual is attached to is labelled as group identity and how an individual sees

herself/himself is called person identity. The responses of individuals to these identities are called meanings, for example, if a woman plays her role honestly and responsibly in a political party and she is considered a reliable person by her party leaders, then her person identity is morally principled, her role identity is a responsible hard worker and her group identity is as a reliable member of the group. So reliable, principled and responsible are the meanings attached to her identity (Burke & Stets, 2009). The person's self-concept which is inferred from the association of social groups, or the emotional importance attached to the association of the group is called identity (Tajfel, 1974).

When identity theory got merged in social identity theory, it brought in a strong social psychology which was divided into three levels namely micro-level, meso-level and macro-level of social processes. The person, the role and the group were analysed at micro-level, and it might help to make out motivational processes, for example, authenticity, self-efficacy, and self-esteem. The dedication to the role identity within a group and taking part in social movements were examined at macro-level. The relations within a group and the relations with other groups are studied at meso-level. The identification of a group member could increase or decrease because of the roles, which depended on power and status, assigned to him. Furthermore, these roles could cause hostility with inter-group members. The verification of person identities generally provides the people satisfaction in their association with the groups and gives confidence in their assigned roles (Stets & Burke, 2000). The use of a specific language or language combination in public spaces is the symbol of affiliation with a collective or specific social identity. To include or exclude a language in the LLs means to manifest the dominance or marginalisation of sociolinguistic groups (Loth, 2016).

Other than the roles of an individual in a society, food also plays its part in establishing relationships with identity as is evident from the statement ‘we are what we eat’. Food is the identity of different ethnic groups we are attached with, and it determines ‘the known’ and the ‘other’ (Möhring, 2008). Food is not taken out of our daily lives, and it is considered deeply rooted in one’s societal culture (Billig, 2009). Some researchers like Tran (2021) chose the topic of food like Pho, a prominent Vietnamese dish, as their research study. Pho is the emblem of national identity of Vietnam in the LL of multiethnic context of Edmonton, Alberta.

Bourdieu (1977) explains that the speaker and his large social relationship networks are quite important to understand his speech. As the social world is large and space and time ascertain our relationship in this large network, we have to negotiate and renegotiate our sense of self when we speak. In this negotiation of identity, our ethnicity, social class, race, gender, and some other properties are implicated.

Many researchers left a profound influence on the research field, that is, the relationship between learner identity and literacy. Some prominent names are Barton (2007); Blommaert (2008); Hornberger (2003); Kress et al. (2004); Martin-Jones and Jones (2001); Prinsloo and Baynham (2008). The scholars who work on language and identity were interested in learners’ identities and their process with texts, and those texts could be multimodal, oral, or written. When the learners got engaged in textual practices, the comprehension and the construction of the text were interposed by the learner’s identity and investment. These scholars also observed the conditions available for the learners to interact or speak.

2.13 Language Identity

The presence or absence of one's own language on the signboards creates the feelings in one's mind as a member group of that language especially in a multilingual or bilingual setting and this choice of language refers to symbolic function (Bourhis as cited in Landry & Bourhis, 1997). The members of that language group perceive the status and value of their language through the presence or absence of their language on the signboards in public places. For example, if the language of a minority group is banned or devalued in school education, this act will create the feelings of lower status and power of that language in the members of that language group. As a result, the next generation will not pay attention to learn or master that language (Tjandra, 2019).

Language is closely tied to culture, and it functions as a symbol of national identity (Curtin, 2008). Many texts in the LL are the representation of a community and the teachers have a chance to engage the students to read, understand and analyse these texts in socially responsive ways as they are the local sources of knowledge about the self and the whole community. In this way, the language in LL can be observed that it is the representation of national, individual, and collective identities. Through this observation of language that surrounds them, the students get familiarity with their culture and history (Hewitt-Bradshaw, 2014). Trumper-Hecht (2008) focuses on the mixed city of Upper Nazareth: the legal battle for the representation of Arabic on public signs and the story of Arabic on private signs in the city's mall. The case of Upper Nazareth shows how through language, Jews and Arabs construct their respective national identities and define the national identity of the public space they share.

The students are given the opportunity to explore their identity, which is a part of foreign language learning process, through using LL in the classroom and they are provided the chances to create meaning that directly links to them and express the collective identity of a given area (Wilton & Ludwig, 2019). Dagenais et al. (2008), following Norton's (2000) articulation of language learning and identity relationship, investigated how children think of languages of their neighbourhood and form their identities in relation to them. LL denotes, especially in bilingual or multilingual environments, which language or languages are more significant in the eyes of policymakers and sign-writers whether top-down or bottom-up. It shows the social positioning of the population with a particular language.

The visibility of minority languages in public spaces has special meanings to the speakers of that language. For example, in Pakistan, there is a modern public transport system in a city where Pushto speakers are dominant. Pushto is included along with Urdu and English on many services provided by that system. The Pushto speakers can speak and read Urdu, but the information is also provided in Pushto for its symbolic and affective functions. Languages are the symbols of national or regional identities. In Pakistan, Urdu is the national language, but different regions of the country have their own local languages. They communicate in their own local languages and if someone is using the national language, he is not accepted; rather people may make fun of him because language has a symbolic value for them, and it is symbolically linked to that ethno-linguistic group. However, they communicate in Urdu when people from different regions meet. The use of languages in public spaces like public transport systems clearly reflects that language is related to affective and symbolic factors.

Age, sex, social class, and ethnicity are broad and fixed social categories on which identity is perceived by the researchers. These categories highlight variations in a community and different types of people show these kinds of variants. Language and identity have correlational approaches (Trudgill, 1997). Hornberger (2010) presented the following three common assumptions for qualitative research projects on language and identity:

- much identity research rejects the point of view that any research could be unbiased or objective.
- identity research scholars aim to investigate the complex relationship between social structure and human agency without resorting to deterministic or reductionist analyses.
- identity researchers seek to better understand how power operates within society, constraining or enabling human action.

The qualitative research method rather than quantitative on the relationship between language and identity is preferred. This kind of research draws on sociolinguistics and linguistic anthropology, critical ethnography, and feminist poststructuralist theory to determine questions and methods (Cummins, 2000; Fairclough, 2001; Janks, 2010; Pennycook, 2007). According to Bucholtz (1999), individuals are judged and labelled for the whole of their lives by their possession of specific social identities by virtue of their position in the social strata. It means that speakers' identity is judged through their language as the language is fixed by certain social factors.

My home country, Pakistan, is a multilingual country and Urdu has the status of national language. When people from different regions meet, they interact in Urdu. The listeners who are also Pakistanis can easily judge from their interlocutor's

conversation, their choice of words and their pronunciation and accent that which individual belongs to what region and what is his mother tongue. A particular social structure is evident through language which also helps in identifying socio-economic background of the speakers.

2.14 Identity Verification

Identity verification is a significant concept in identity theory. Identity verification means the congruence between the way an individual sees herself/himself in a situation and the way others perceive that individual in that situation. This congruence means that the identity is verified (Burke & Stets, 2009). The three types of resources which are personal, interpersonal, and structural have been operationalized by the theorists to verify people's identities. To further facilitate identity verification, more resources are used. The beliefs that an individual has about himself are considered personal resources. The processes which arise out of relationships, for example, taking the role of others are called interpersonal resources. The processes that form greater influence in the social structure and interactions are labelled as structural resources (Stets & Cast, 2007). Stets & Serpe (2013) claim that a feedback loop is shaped according to the perceptual control model when the identity of an individual is activated in a given situation. This feedback loop has five major components:

- Identity standard: The standard or self-meanings that an individual associates with his identity.
- Perceptual input: Perceptual input means the way individuals see themselves and how they are perceived and get feedback from others in a situation. This is also called reflected appraisals.

- Comparator: This is a comparing process between identity standard meanings and the perceptual input meanings.
- Emotion: Emotion shows the degree of correspondence between identity standard meanings and the input meanings. Negative emotions are the result of non-correspondence in meanings while positive emotions are the result of correspondence in meanings.
- Output: Output is the behaviour shaped by the meanings carried to the environment. It has two sides:
 - meanings consistent with the identity standard guide the individuals in the direction of behaviour.
 - behaviour/output performs the function of comparison between identity standard meanings and the perceptual input meanings.

The non-correspondence between identity standard meanings and the perceptual input meanings will modify the output in a situation when an attempt is made to change input meanings to match identity standard meanings.

2.15 Identity Change

In identity theory, it is assumed that the process of change of identity continues gradually, and this gradual change changes the meanings of identity with the passage of time (Burke & Stets, 2009). This slow-paced change may not be noticeable by the individuals themselves in days or weeks, but months and years may make that change noticeable. However, others especially who have not met you over a large span of time, may feel that change in you and express their opinion which could make you conscious of that change. Identity change is so strong that even conscious resistance may fail to hamper the change in identity. Burke (2006) enumerated three ways which play a role in identity change. They were as follows:

- Identity meanings may change with the change in the situation.
- Conflict in multiple identities in a situation may cause change in identity.
- Conflict between behaviour meanings and identity meanings could modify both the meanings.

James (1890) presented the notion of multiple identities as any individual could have multiple selves. It means that identities are not stagnant; rather they are multiple. A person comes across multiple kinds of people in different roles during his life span. Others perceive that person in that particular role. During this process of meeting people, our multiple identities are appropriately activated that suit the particular situation. Researchers propose that in the situations where identities' meanings are identical, then multiple identities are activated, for example, a woman has two identities such as, as a feminine gender and as a mother. In this case, both the identities have identical meanings namely care and nurturance and both these identities will be activated simultaneously in a particular situation (Deaux, 1992; Stets, 1995).

Identity theory is attached with sociological theory and social identity theory is considered a psychological theory. The relationship between the individual social behaviour and the social structure or society is interposed by the dynamic construct of socially constructed 'self' and the structure and function of this relationship are addressed in both the theories (Hogg et al., 1995). Identity theory proposes that more committed and more salient identities have less chances of changing as compared to the less committed and less salient identities (Stets & Serpe, 2013).

In the social identity perspective, Tajfel and Turner (2004) and James (1890) described the distinction between the social self and the personal. The aspects which were affiliated with group membership were called social self while the individual's

characteristics which were allied to him idiosyncratically were considered personal.

Several assumptions were generated by this distinction:

- Social identity theory claimed that all connections or dealings between persons or groups were situated on an intergroup or interpersonal sequence (Tajfel & Turner, 2004). It could be interpreted that salient social self would be more prominent than notably significant personal self in group-related behaviour. For example, as an airhostess, an individual's social identity was prominent and influential while her personal shyness identity would move back and become less significant.
- The members of a group depersonalised themselves when their social identity was prominent as group members. It was inferred that when group members discern each other through the lens of their membership, the personal relationships whatever they had formed with one another would recede.
- It was supposed that the social context regulated the identification of a group member even if the group memberships or individual differences as social categories were salient. Consequently, changes in the context might produce considerable changes in the identification levels.

Identity is considered a dynamic phenomenon rather than a fixed or stagnant one. A speaker can manipulate linguistic resources to create identities and to reflect on an individual's social position, thus language is considered as constitutive of social identity. This statement is contrary to earlier studies in this field where reflection of social position was prominent (Llamas et al., 2007). Bucholtz and Hall (2004) explain that the given construction of identity could be deliberate and intentional, could be habitual and less fully conscious, could be the outcome of the

perception and representations of others or could be an effect of ideological processes and material structures which might become relevant to interaction.

2.16 Language Policy and Planning

In 2015, Manan, David and Dumanig referred to Professor Naana Jane Opoku-Agyemang, the Federal Minister for Education of Ghana who expressed her views in 2014 that incongruence between the socio-cultural ecology of children and the English medium policy caused challenges and new dilemmas. She further explained that replacement of mother tongue with English left negative effects on children especially in their first three years of education. The language, which was not understood by a child, the language which was not used by the community and the parents and the language which gave challenges to the teachers could reverse the learning process of a child. The Minister was quite positive about the mother tongue that could be successfully used for the learning process at elementary levels. Importance should not be given to the competition among parents about the speaking skills of their children, rather the important thing should be that your child was taught in a language that he knew.

LL research gives insights about diverse levels of prestige and status a language or languages enjoy in a society (Coluzzi, 2016). The choice of language, its position, and its font size on the signboards reflect the status and prestige phenomena. According to Landry and Bourhis (1997), ‘the predominance of one language on public signs relative to other languages can reflect the relative power and status of competing language groups’ (p. 26). As Spolsky (2003) states, ‘the real language policy of a community is more likely to be found in its practices than its management’. (p. 222). Languages symbolise nationhood, identity equality and inequality, and they are promoted and used on the bases of these symbols. The

popular concepts of identity politics can affect language policy and planning, and the source of discord may be the theoretical composition of language policy. In a social community, the themes of ideology, ecology and agency play incredibly significant roles in implementing, negotiating, and advancing the language policy (Hornberger, 2000; 2006). According to Cenoz and Gorter (2006), signs displayed by government agencies are called top-down signs while the signs displayed by a private establishment, or an individual are called bottom-up signs. Official language policy is reflected in top-down signs while language practices by the community are reflected in bottom-up signs.

LL is not a natural activity; rather official language planning, rules and regulations consciously shape it. The comparison of Tokyo and Quebec linguistic landscaping revealed that there was similarity in form but difference in content, so the status and corpus planning issues were addressed by rules and regulations (Backhaus, 2008). Pavlenko (2010) conducted a study in Kyiv with the objective of examining the language use in LL and spoken interaction in different eras in Kyiv history. The factors that shaped language in Kyiv's LL were also discussed. During the time of the USSR, the russification took a three-pronged approach, that is, status planning, acquisition planning and corpus planning. Status planning means promotion of Russian as a language necessary for a true Soviet citizen; acquisition planning refers to efforts to make Russian an obligatory language in non-Russian schools; and corpus planning refers to efforts aimed at bringing grammars and lexicons of national languages closer to Russian.

'We speak and listen, write and read not only *about the world* but *in the world*, and much of what we understand depends on exactly where we and the language are located in the world' (Scollon & Scollon, 2003, p. ix). These words

show the significance of LL in sociolinguistic research. Among the factors which help to understand the people's attitude to a language and the language policy of a state are the displays of a language in a locality and our presence in that locality.

2.17 Language Policy and Planning in Pakistan

Pakistan appeared on the world map on the 14th of August 1947. The Indian troops forced the Pakistan army to surrender East Pakistan (now Bangladesh) on the 16th of December 1971. The then West Pakistan is now Pakistan. This remaining Pakistan comprises a highly diverse multiethnic and multilingual population. According to the Ethnologue (2023), Pakistan is a country in Asia that is home to 225,200,000 people, and out of them, 59% are literate (2017 UNESCO). English and Urdu are listed as two principal languages which have working function at the nationwide level whether this is by statute or is the de facto situation. The number of the established living languages listed for Pakistan is 78. Out of them, 69 are indigenous and 9 are non-indigenous. Furthermore, 4 are institutional, 24 are developing, 30 are vigorous, 16 are in trouble, and 4 are dying. Unestablished languages are 9 and macro languages are 3. The following two graphs taken from the Ethnologue (2023) show the 'Language Status Profile' and the 'Language Vitality Profile' in Pakistan.

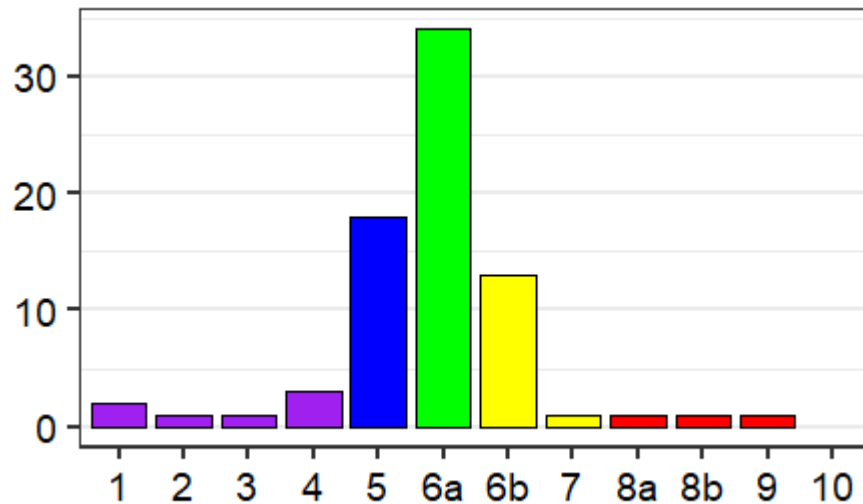


Figure 1: Language status profile

Key:

EGIDS: Expanded Graded Intergenerational Disruption Scale

Purple = Institutional (EGIDS 0-4)

The language has been developed to the point that it is used and sustained by institutions beyond the home and community.

Blue = Developing (EGIDS 5)

The language is in vigorous use, with literature in a standardised form being used by some though this is not yet widespread or sustainable.

Green = Vigorous (EGIDS 6a)

The language is unstandardized and in vigorous use among all generations.

Yellow = In trouble (EGIDS 6b-7)

Intergenerational transmission is in the process of being broken, but the child-bearing generation can still use the language so it is possible that revitalization efforts could restore transmission of the language in the home.

Red = Dying (EGIDS 8a-9)

The only fluent users (if any) are older than child-bearing age, so it is too late to restore natural intergenerational transmission through the home; a mechanism outside the home would need to be developed.

Black = Extinct (EGIDS 10)

The language has fallen completely out of use, and no one retains a sense of ethnic identity associated with the language.

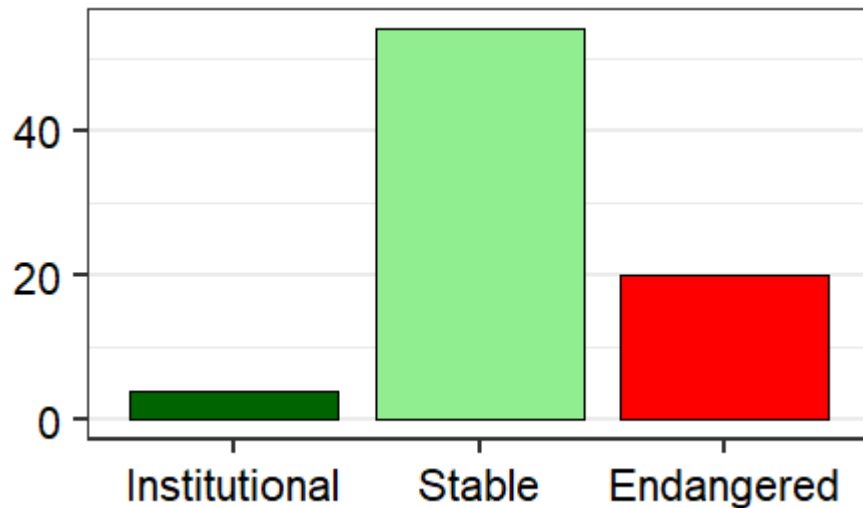


Figure 2: Language vitality profile

Key:

EGIDS: Expanded Graded Intergenerational Disruption Scale

Dark green = Institutional (EGIDS 0-4)

The language has been developed to the point that it is used and sustained by institutions beyond the home and community.

Light green = Stable (EGIDS 5-6a)

The language is not being sustained by formal institutions, but it is still the norm in the home and community that all children learn and use the language.

Red = Endangered (EGIDS 6b-9)

It is no longer the norm that children learn and use this language.

After the inception of this newly born multilingual and multiethnic country, the need for national unity was felt deeply by the concerned quarters. Language could play a key role to achieve this purpose. The language policy was founded at the first conference on education which was held at Karachi from 27th of November to 1st of December 1947. In this conference, Urdu was adopted as the national language and the language of common interactions of the Pakistani nation. Moreover, Urdu was declared as a compulsory subject to be taught at schools (Pakistan Educational Conference, 1952). However, Urdu was not imposed as the language of instruction at schools. In East Pakistan (now Bangladesh), 98% of the

population was Bengali speakers and the introduction of Urdu as a national language in the very first conference on education was a good reason to hurt the feelings of the Bengali-speaking population. As a result of this decision, the Bengali Language Movement started in Dacca. To cool down the Movement, an Urdu Committee under the chair of Abdul Haq, known as ‘Baba-e-Urdu’ (the father of Urdu), was formed by the Advisory Board of Education in 1948. In 1950, the Committee decided that Urdu would be the medium of instruction in schools in Punjab, North Western Frontier Province (NWFP) (now Khyber Pakhtunkhwa) and federally administered areas of Karachi and Baluchistan as a starting point. Urdu would become an optional medium of instruction from 1952 at intermediate level in colleges affiliated with Karachi, Punjab, and Peshawar universities. To replace English by Urdu as the language of instruction at the university level was one of the terms of reference of this Committee. The ruling class used Urdu and Islam as the symbol of integration and Urdu helped to foster national identity and to reduce ethnic identities. The apprehension was that discord based on regional languages might disintegrate this newly born multilingual state along ethnic lines (Rahman, 1998). Rulers and policymakers were not confident of implementing the uniformed language policy across the country, so they decided to do that piecemeal. Regarding the implementation of language policy, Imam (2005) claimed that the introduction of Urdu as a national language by ignoring a large population of Bengali speakers was one of the many reasons for a national independence movement in East Pakistan.

In the first conference on education which was held at Karachi in 1947, the following two main objectives were set about language policy in Pakistan:

- To declare Urdu as a national language and the language of common interaction between the people who speak different regional languages.

- To replace English by Urdu gradually as the medium of instruction.

The first objective was achieved to a large extent, but the second objective was not achieved because the national policy on language remained confused about the inclusion or exclusion of English in the education system of Pakistan. The Ministry of Education, Government of Pakistan's (1959) Report of the Commission on National Education (CNE), which is generally labelled as 'Sharif Report', put forward the recommendation that the English language should not be taken out of the Pakistani education system as it was the language of modern science and technology. Furthermore, the CNE recommended that English should be taught as a compulsory subject from grade-six to graduate levels and as a functional language. However, English as literature should remain optional for those who want to specialise in English language or literature.

The Pakistani military junta, which was pro-English because of its British training background, usurped powers in 1958 and the preference for English was expressed explicitly. The Sharif Report recommended that English would remain functional as the language of instruction at tertiary levels; however, Urdu should be the medium of instruction from primary to secondary levels. Many education policies ensued but the status of English remained stable. In 1973, the Federal Constitution was approved by the parliament. It was pledged that English would be replaced by Urdu as the official language as well as the language of instruction at all academic levels. For this purpose, meaningful steps would be taken to complete the process within 15 years. However, the Constitution recognized the rights of speakers of regional and minority languages and the provincial governments were given freedom to work for the development of their regional/local languages (Shamim, 2008).

Once again, the Pakistani military junta seized powers by ousting the democratically elected government in 1977. In 1979, the Muqtadra Quami Zuban (National Language Authority) was established for the development of Urdu. The Authority started working on compiling an Urdu dictionary and the equivalents of English scientific/technical terms were coined in Urdu. Urdu was preferred in state circles like official meetings, parliament, and public speeches during the military regime (Shamim, 2008). Article 251, Section 2, of the Constitution of the Islamic Republic of Pakistan says that the use of English for official purposes is allowed until the arrangements are made for its replacement by Urdu. The timeframe of 15 years to replace English with Urdu was to finish in 1988. However, the English language has been promoted as a medium of instruction in private English-medium schools and the use of English as official language has continued over the years for multiple reasons.

The reasons for the continuation and acceptance of English were the pro-English stance of different governments, though they never expressed their stance openly in language education policies for public discussion. But at the same time, they never put their unwritten, unexpressed stance into practice and thus the confused situation continued. This was evident that all the governments felt the importance and need of the English language, but they failed to make English accessible to the masses. In the Federal Constitution of Pakistan, 1973, Urdu was declared as the national language and English as the official one. In the current scenario of language hierarchy, English occupies the top position, Urdu holds the second position, and other local languages enjoy almost equal status after the two major languages (Manan, Dumanig, et al., 2017). The use of English in civil services, judiciary, corporate sector, higher education and in other power domains made it powerful and

dominant (Rahman, 1996). English language has been the guarantee of financial well-being and social status as compared to local languages. The attitude of people changed in favour of English because of this perception (Mahboob, 2002; Manan & David, 2014; Manan et al., 2016; Mansoor, 1993; 2005; Rahman, 2005).

In the language policy history of Pakistan, it has been a constant dilemma whether English or Urdu should be the medium of instruction in academic institutions. The languages taught in the schools and the languages spoken in the community have never been conformed with each other. The language policies imposed by different governments did not address Sharif Report's (1959) recommendations and those policies were also contradictory to each other, such as promoting Urdu for Muslim identity and nation-building or promoting English to compete in the modern world in the field of science and technology. All the governments could never dare to oppose Urdu because of public sentiments and at the same time they could not ignore the importance of English because of its modern and international language status. Practically, English was promoted for the betterment of the individual and the nation and it was introduced from grade 1 instead of grades 4 or 6 (Shamim, 2008).

English, the language of power corridors in Pakistan, has been the symbol of status, power and prestige and it holds the highest pedestal in the comity of languages spoken in Pakistan. Parents dream of their children to be successful in their lives and a good command of English could be a guarantee of their success. These dreams are exploited by the private school owners and the people with low income prefer to send their children to those schools where English is introduced from the kindergarten level (Ayres, 2003; Mansoor, 2005; Rahman, 1995; 2005).

English is considered not only the guarantee of individual economic betterment and modernization of self but also the assurance of a country's development in the field of science and technology. Consequently, these improvements could provide better chances of advancement in life (Shamim, 2008). Mahboob (2002) also agreed with the vital roles of English in social prestige and socioeconomic development in Pakistan and he further contended that there was hardly any bright chance for development in Pakistan without the English language.

Urdu was declared the national language but could not be adopted as an official one. Some resemblance with the situation in Tunisia could be found in this process. Ben Said (2010) conducted a study about 'Urban Street Signs in the Linguistic Landscape of Tunisia: Tension in Policy, Representation and Attitudes'. Tunisia, after her independence from France in 1956, adopted Arabization policy to secure Muslim identity, heritage, and culture. Modern Standard Arabic (MSA) was declared as the official language in their national constitution. He concluded that there was a discrepancy between linguistic policies and language practices. Daoud (1991) claimed that Arabization was considered a vital means to eliminate the vestiges of colonialism, but these footprints permeate the public and education systems as well as the social and cultural arena. Ben Ayed (1993, as cited in Ben Said, 2010) claimed that the state-sponsored Arabization policy implemented in Tunisia since 1970 was contradicted by the flourishing circulation of French and English. Many intellectuals in Africa criticised the use of English in post-colonial Africa. For example, Mazrui (2004) expressed his views that one of the fallacies in the African experience was to consider English and Western cultural legacy a symbol of modernity. Many African policymakers are prone to assume that being westernised in language and culture improves the chances of 'development'. The

policymakers in Ethiopia intentionally promoted English through instruction in the schools and through public services. The local language users promoted the use of English through the displays in the LL.

The issue of language teaching and the language of instruction in schools has always been contentious since the introduction of the first language policy in 1947 (Fayyazuddin et al., 1998; Rahman, 1997; 2002). The inconsistent stance of different governments on the language issue and the lack of continuity of educational policies have been the main causes of this language controversy. However, the previous government from August 2018 to April 2022 introduced uniformed core syllabi including English as a language for the three main tiers of academic institutions, that are, public schools, private schools and Madrassas (religious seminaries). They had devised uniform syllabi for the three aforementioned tiers and had already implemented it for grades 1-5 from academic year 2021. They had been planning to devise and implement the same uniform syllabus at higher grades in phases. English language and Mathematics were introduced from the kindergarten (Nursery) level. The books of Mathematics, Science and Social Studies were in English while the books of Islamic Studies were in Urdu. Urdu as a language and subject was also introduced from kindergarten. Thus, the state of Pakistan recently gave equal importance to both Urdu and English languages. But unfortunately, as usual, once again the Pakistani military junta on the behest of the USA covertly intervened and ousted the legitimate government before time. These unconstitutional military interventions in the civilian government affairs, covert and sometimes overt role of the military establishment in national policies, and instable civilian governments are a few of the main reasons for the discontinuity of policies, including language policy. Thus, the issues remain alive on the solution chart.

Chapter 3

METHODOLOGY

This chapter mentions the theoretical framework adopted to analyse signboard photos and interviews, refers to research designs and data collection tools in the field of linguistic landscape (LL) studies taken up by different researchers and highlights the importance of data collected in the form of signboards' photos displayed in public spaces. Research design models followed in the current study, research context, detailed participants' profiles in tabular form and data classification and processing are also annexed in this chapter.

3.1 Theoretical Framework

Data in the form of photos were collected by following the model presented by Backhaus (2007). According to him, the choice of sampling domain is determined by the purpose of the study in LL research. The nature and content of a sign is affected by its placement and its readers' orientations. He further suggested following three fundamental principles:

- the geographic limits of the survey area.
- the determination of the survey items and their linguistic properties should be determined before collecting the sample of signs.
- the sample should be representative of the city or area where the signs are collected.

The variety of photos collected from four locations provided information about language dominance, language attitudes, language policy and unilingual/

bilingual signboard texts. Moreover, the data paved the way for the researcher to make a comparison between the signboard texts of the capital city and the neighbouring town. The data were analysed by following the model introduced by Ben-Rafael (2008) that is a sociological framework formed by four structuration principles which are *the presentation of self*, *good reasons*, *collective identity*, and *power relations*. Derived from social theory, these principles explain the processes and agents which engage in constructing LL.

- Presentation of Self: LL items relation to actors is the basic focus of this principle. This principle applies where the participants are divided by aspirations and contrast from others.
- Good Reasons: This principle basically orientates around LL items' relation to clients and the perceptions of the motives revealed by them. In other words, LL items should speak to the public with actors' anticipated rational attitudes.
- Collective Identity: The focus of this principle is on the eventuality that LL items convey meanings in terms of identity markers. The specific segments of the public identify themselves with the meanings conveyed by LL items.
- Power Relations: The differential uses of linguistic resources in LL carrying the prints of dependence relations existing between groups of actors is the main focus of this structuration principle.

LL contents as a teaching tool were analysed on the bases of the following theories presented by different scholars at different times:

Rogers (1969) views that personal involvement of learners in any learning event plays its role. According to Kolb (2014), *Experiential learning theory* is the mixture of cognition, experiences, behaviour, and perception. According to this

theory, experience plays a central role in learning. Waite (1994) suggests that learners need to take charge of their own learning in order to make the most of available resources, particularly outside the classroom. In the current study, it is perceived that the students' awareness of LL personally involves them in perceiving and experiencing the LL display in public places. For this purpose, 50 experienced and qualified teachers were interviewed.

The interview contents of teachers and shop owners were transcribed verbatim and analysed following the thematic analysis pattern proposed by Braun and Clarke (2006). This was arguably the most influential approach, in the social sciences at least, probably because it offered such a clear and usable framework for doing thematic analysis. This model distinguished between a top-down or theoretical thematic analysis, that is driven by the specific research question(s) and/or the analyst's focus, and a bottom-up or inductive one that is more driven by the data itself. The analysis in this study was driven by the research questions and was more top-down than bottom-up.

3.2 Research Design and Data Collection Tools Used in LL Studies

Synchronic approach means the study of signage data collected from a territory from a specific location in a specific time in one survey campaign. Diachronic approach means the study of signage data of older times, compared with the signage data of the current era collected from a single location at different times which show the changes and highlight the dynamics of language contact in terms of levels or degrees of visibility and rootedness. Data can be analysed synchronically or diachronically (Bagna & Barni, 2006, as cited in Barni & Bagna, 2008). The combination of synchronous and diachronous models strengthens the data as it shows ephemeral and stratification of traces. Synchronic or diachronic approach is

employed for the studies of LL as Du Plessis (2012) and Pavlenko (2010) adopted a diachronic approach for the studies of LL.

Mixed methods research design combines quantitative and qualitative approaches by including both quantitative and qualitative data in a single study. As stated by Gay et al. (2011) ‘the purpose of mixed methods research is to build on the synergy and strength that exists between quantitative and qualitative research methods to understand a phenomenon more fully than is possible using either quantitative or qualitative methods alone’ (p. 483). Cohen et al. (2011) claimed that ‘mixed methods research recognizes the fact that the world is not exclusively quantitative or qualitative; it is not an either/or world, but a mixed world’ (p. 22). Leech and Onwuegbuzie (2009, as cited in Cohen et al., 2011) suggested that conducting mixed methods research involved ‘collecting, analysing, and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon’ (p. 22). The major benefit of using a mixed method for data collection and analysis is that this data will complement each other. The research project participants should meet practical criteria for example willingness to participate, geographical proximity, easy accessibility, and availability (Dörnyei, 2007). Yin (2006, as cited in Cohen et al., 2011) argues that the stronger the mix of methods and their integration at all stages, the stronger is the benefit of mixed methods approach.

The field of LL has kept on its expansion. The researchers focused on the LL of a street, a city or several cities and made comparisons of samples collected from different spaces, a neighbourhood, a school, a university, federal states, nation states or provinces. To gather and analyse data for LL studies, qualitative, quantitative, and mixed method research were adopted by different scholars in the past.

The scholars used the quantitative, qualitative, or mixed method procedures to analyse the data collected for LL studies. The scholars like Aiestaran et al. (2010); Angermeyer (2005); Backhaus (2008); Ben-Rafael et al. (2006); Ben-Rafael and Ben-Rafael (2010); Blackwood (2010); Coluzzi (2009); Du Plessis (2010); Edelman (2006); Gorter and Cenoz (2015); Huebner (2006; 2011); Lado (2011); Lai (2013); Lüdi et al. (2010); Muth (2011), and many others applied quantitative methodology and quantitative data analysis technique to analyse the data to show the number and type of signs and provided comparison between demographic data for the speakers of particular languages.

Some scholars like Reh (2004) and Scollon and Scollon (2003) employed a qualitative approach. Bogatto and Hélot (2010) employed qualitative procedures for data analysis while studying the LL of the Quartier Gare neighbourhood in Strasbourg, France. Atabekova et al. (2016) and Klapwijk and Van der Walt (2016) employed questionnaires and online surveys to collect qualitative data. The questionnaires focused on students' perception of language learning, language identities on multiple levels while the online surveys focused on students' views on foreign as well as their own culture.

Backhaus (2007) adopted mixed method procedures when he conducted a comprehensive study in Tokyo. Mitchell (2010) employed a triangulation method that is discourse analysis of a newspaper clipping, the spoken languages on streets and a quantitative analysis of the signage in a neighbourhood of Pittsburgh, Pennsylvania. Ying (2019) conducted research by using quantitative and qualitative methods. He conducted semi-structured interviews of the students as qualitative data. He disseminated a questionnaire among the students to collect quantitative data. The major aspects of the questionnaire were the perceptions of English, the attitude

towards pedagogical value of English and the attitude towards schoolscape construction of LLs in China's city context. Sheng and Buchanan (2019) conducted a study of LL in China. They selected an old traditional linguistic culture street and the other urban commercial street. They interviewed different groups of people like sign owners, business owners, sign readers, local residents and domestic and foreign visitors. The participants were of different ages and education levels. They also conducted questionnaire surveys to gather additional data. Then they compared and analysed two different LLs. For the analysis of face-to-face interviews, they adopted a qualitative-descriptive approach.

Guo et al. (2020) visited three places, Nimmanhaemin Road, Chiang Mai International Airport and the Inner City in Thailand and especially observed business, service, and tourism localities to find out English, Thai and Chinese relationship and where commodification of Chinese was occurring in the LLs of public spaces. To get further insights of multilingual ecologies, they conducted interviews of local Thais who wanted to learn Chinese and how that display of Chinese in public spaces could help them learn Chinese. Data in the shape of photo clips of store signs, printed materials, and public signage of three localities were collected by their cell phone and later analysed the presence of languages and their relationship on the signboards and the functions of those signboards in those three particular domains.

The researchers like Shohamy and Gorter (2008) and Spolsky (2008) pointed out that sign writers and consumers should also be included in the LL studies. Ben Said (2011) gave special importance to the role of qualitative data analyses. He explained in his words that 'voices from the people as an essential part of the interpretation of the linguistic landscape' (p. 68). Edmond (2017) conducted LL

analysis of migration and assimilation in Cary, North Carolina and he adopted ethnographic observation, interviews, and socio-historical information besides the clips of signage. Aomoush (2016) took up interviews and questionnaires along with photo clips of signage in his study of LL of some locations in Jordan. Fekede and Gemechu (2016) also utilised the interviews of sign writers or shop owners and the residents of the towns in addition to signage pictures in their studies in selected towns in Oromia: Adama, Jimma, and Sabata. Szabó and Troyer (2017) conducted participant-led research and collected data in the form of photographs, audios, texts, videos and walking interviews. The meta-analysis of such data gave insight into how researcher-participant interaction shaped data generation and analysis. The examples of integrating data of LL collected by photos/clips with the interviews of shopkeepers and store owners were found in the studies such as Malinowski (2008) and Troyer et al. (2015). However, Gorter (2013) was of the view that multidimensional research tools could cause an inherited research weakness as a result of utilising non-random selective empirical data that made it difficult for the studies to be replicated and come up with generalisations in other parts of the globe.

A qualitative approach in LL studies was adopted by many researchers like Cenoz and Gorter (2008) who found it as a potential source of authentic input in language acquisition, especially pragmatic competence, and multimodal literacy skills. Malinowski (2010) conducted interviews of Korean shop owners and combined interviews and shop fronts signs to interpret the authorship of Korean, English or both in the signage. Leeman and Modan (2009) focused on the meanings of the languages on the signs and Taylor-Leech (2012) examined iconic, indexical, and visual grammatical features and found the links between wider social, economic, political context and LLs. Edelman and Gorter (2010) conducted a study in

Amsterdam, selected five shopping districts comprising retail stores and service providers on a street or a square mall and the data in the form of pictures were analysed quantitatively. Gorter (2006b) categorised the features of signs and suggested the researchers to follow the sign coding scheme which could have the elements; for example, ‘how language appears on the sign, the location on the sign, the size of the font used, the number of languages on the sign, the order of languages on multilingual signs, the relative importance of languages, whether a text has been translated fully or partially’ to make their work more elaborate (p. 3). The quantitative data was often supported by qualitative data for the research studies (Gorter, 2013).

3.3 Importance of Signboards’ Photographs in LL Studies

Photographs are an important factor of research as it furnishes real time data. For collecting and analysing visual data, photography has become an important source in the studies of LL in recent years (Lou, 2016). According to Deshpande (1983), descriptive, naturalistic, and rich data are provided by the photographic approach. Wu et al. (2020) conducted LL research on Pracha Rat Bamphen Road. They collected data in the shape of photos of signboards on both sides of the road and had informal chats with customers, taxi drivers, passersby, and shopkeepers to get deeper insight about conflicting discourses. Questionnaire surveys of university students or graduates further supplemented the data. Quantitative data were analysed in numbers and percentages. Dressler (2015) collected photo clips in a school and categorised them as top-down and bottom-up. He further categorised them on the basis of languages such as German only, English only or both or multilingual. Rowland (2013) and Waliński (2014) collected data by photographing multilingual signs. They encouraged their participants to observe public spaces for example

shops, cafés, and restaurants to find out linguistic diversity. Shibliyev (2014) collected photos of top-down signs such as state banks, state organs, education etc. and bottom-up signs like shop fronts which were produced by the private people and companies were analysed separately and they were further categorised as monolingual, bilingual and trilingual.

3.4 Research Design in the Current Study

This study adopted a synchronic approach with a synchronic perspective of current signage in three business hubs which were Blue Area, Super Market and Centaurus Mall in Islamabad, the capital city of Pakistan; and one shopping street in a neighbouring town, Fateh Jang. The data collection domain of the study was confined to commercial areas as it was practised in previous studies like Backhaus (2006); Hult (2008); Leeman and Modan (2009); Stroud and Mpendukana (2009). A variety of data of store fronts of different businesses and graffiti, menus, directions etc. were collected by my cell phone in the respective locations in a short span of time to avoid momentary possible change. There was a minimal likelihood of any sudden change in LL though. A synchronic characterization of a specific place engaged in the studies of LL as the items on public space had very short life and they were consistently in a state of flux so these items should be captured in a particular point of time. This study of four different locations offered a description of local-global phenomena.

Many studies on LL have taken up questionnaires, interviews, or other useful approaches in addition to clips of signage for their studies. Keeping in view the approaches adopted in previous studies, 100 photo clips of a variety of businesses such as Services, Clothes/Dresses, Leather Goods, Gadgets, Instructions, Directions, Public Messages, Warnings, Eateries, Grocery, Cosmetics, Electronics and Sports

etc. were collected from four locations. The interviews of 12 shop owners (three from each location), who were one of the creators of signage language, were conducted face-to-face to obtain their views in choosing the language on the signboards. The interviews of 50 English language teachers from public schools, private schools and universities were conducted face-to-face on their campuses to obtain their views/perceptions about using LL texts as pedagogical tools in ELT classrooms. The three kinds of data complemented each other to reach a logical conclusion whether signboard language or LL texts could be utilised as an additional teaching/learning tool in the ELT classroom.

Teachers and shop owners' interviews data were transcribed verbatim and analysed qualitatively following the thematic analysis pattern proposed by Braun and Clarke (2006). Teachers' interviews data were also shown in percentage, mean and standard deviation. Data in the form of photo clips were analysed quantitatively and shown in frequency/percentage method as adopted by Anderson et al. (2020).

3.5 Data Collection Locations

To obtain detailed information about LL, its use in ELT and to compare the LL of a main city and the neighbouring small town, photo clips of a variety of signboards were collected from three main shopping centres (Blue Area, Super Market and Centaurus Mall) in Islamabad and one shopping street in the neighbouring town, Fateh Jang which is situated 45 kilometres (km) away from Islamabad. In the Islamabad city, Blue Area is horizontally designed and almost three km in length, and it has business outlets all around that face the main roads. Super Market is a square-shaped shopping mall situated in the centre, with houses all around it. Centaurus Mall is designed vertically. Four of its floors are reserved for

commercial purposes while the rest are for residential purposes. Foreigners and educated customers visit these shopping malls.

In Fateh Jang, the neighbouring town, an almost one-kilometre-long shopping street with a variety of shopping outlets on both the sides of the street was selected for data collection. Shoppers in Fateh Jang hail from thickly populated surrounding areas. Gorter (2006b) suggested that while doing research on LLs, it is advisable for a researcher ‘to limit himself to one city or area, as Huebner and Backhaus did in their study of the linguistic landscape of Bangkok and Tokyo respectively’ (p. 2). The advantage of limiting oneself as a researcher to one city or area is that it gives deeper insight of the LLs and the community of that particular area or city. In the current study, three locations in a city and one shopping street in the neighbouring town were selected for signboards’ photos collection to see the comparison and contrast in language choices, visibility of languages, dominance of a language and ethnographic aspects in both the locations. Ben-Rafael et al. (2006) and Huebner (2006) selected neighbourhoods to reflect the diversity and variation of the communities they intended to describe. Cenoz and Gorter (2006) compared language use patterns of the central shopping districts of two provincial European cities.

3.6 Data Collection Tools

Three fundamental principles:

- the geographic limits of the survey area.
- the determination of the survey items and their linguistic properties should be determined before collecting the sample of signs.
- the sample should be representative of the city or area where the signs are collected.

The choice of sampling domain is determined by the purpose of the study in LL research. The nature and content of a sign is affected by its placement and its readers' orientations (Backhaus, 2007). One hundred photos in different business domains from four locations were collected to see the visible contents of LL text whether it can be used for English language teaching purposes (Photos are attached at Appendix A).

Fifty teachers from public/private schools and universities were interviewed face-to-face on their campuses to get their perceptions about using LL text as a teaching tool. Interview questions for teachers were adapted from two sources: Shang and Xie (2019) in China and Pujara (2018) in Nepal to make the interview more comprehensive and reliable. One source had four questions while the other had six. The language of the questions was adapted to make them more explicit and the questions at serial numbers 2, 7 and 8 were added to make them more relevant to my context. Two sources were chosen because of their different contexts. One was an article published in 2020 in Chinese context while the other was a Master's thesis submitted in 2018 written in Nepalese context. This selection of two sources made my interview questions more reliable and comprehensive. (Interview questions for teachers are attached at Appendix B and the interview transcripts are attached at Appendix C).

Interview questions for teachers were piloted by the researcher at the language university in Islamabad, Pakistan. Two participants were interviewed. The first interview lasted for five minutes while the second lasted for six minutes. Both the participants were male, aged 41, holding Ph. D degrees in Linguistics with 17 and 20 years of teaching experience. The questions were discussed with three other people. One was a professor and Dean of Languages Department at the university,

possessed a degree in Linguistics and had a sound research background. The other was a lecturer at the university with his doctoral degree in Linguistics. The third one was a Ph. D scholar at the University of Auckland, New Zealand. His dissertation topic also related to linguistic landscapes. One of the experts suggested that the level of learners should be specified and preferably that should be delimited to the university level. Other than this, no observation was noted by the participants as well as the experts. However, demographic information was made more comprehensive and participant-friendly after pilot study feedback. For example, instead of asking the exact number of age, the age block of five years was made and the options to tick for other information was given, where possible.

Moreover, 12 shop owners or sign creators from four locations were also interviewed to know their reasons and motives behind the choice of language on their signboards (Interview questions for shop owners are attached at Appendix D and the interview transcripts are attached at Appendix E). Interview questions for shop owners were adapted from the source Sheng and Buchanan (2019) in the context of China.

The interview questions for teachers and shop owners were also sent to four professors, who had a sound research background, for their expert opinion on the validity and reliability of the questions (Four experts' opinion is attached at Appendix F). This three-pronged data complemented each other to reach the conclusion whether LL texts could be used as an additional resource for English language teaching.

The interviews of teachers and shop owners were conducted on different dates as it depended on the availability of the researcher and the availability and convenience of the participants. The participants were contacted telephonically and,

in some cases, face-to-face to seek their appointment for the interview. The consent forms for teachers and businessmen were shown to the participants and their written consent was sought prior to the interview (Consent forms for teachers and businessmen are attached at Appendix G). They were also requested orally to grant permission for audio recording of their sound prior to conducting the interview. (Requests for permission of participants' sound recording and their consent are orally recorded at the beginning of each interview.) All the interviews were conducted face-to-face at the teacher participants' campuses and the shop owners' business outlets.

Interviews of the teachers were conducted in English as they held university degrees and had been teaching English language for a minimum of five years while the shop owners were given the option of interviewing in English or Urdu. All shop owners opted for the Urdu language. Urdu versions of the questions and demographic information were prepared for shop owners before the conduct of the interviews (Urdu version of questions and demographic information for shop owners is attached at Appendix H).

Following Backhaus' (2007) three fundamental principles, the area of data collection was geographically limited to four different locations for more balance and representative coverage of locations under investigation. Linguistic properties of survey items which were to find out their impact on ELT were determined before data collection. Photo clips were representative of all four locations.

Backhaus (2006) surveyed the areas surrounding the stops on a Tokyo train line to provide a single 'multilayered picture of the centre, including business and shopping districts, and less busy sites such as parks and residential areas' (p. 54).

3.7 Participants' Profile

It was a purposive sampling. Only those teachers from the universities were selected who had MS/M. Phil. or Ph. D degrees with minimum five years of teaching experience in the area of English language teaching, literature or linguistics. Only those teachers teaching at public or private schools were selected who had the qualification of Masters or MS/M. Phil. degrees with minimum five years of teaching experience. Teachers' age range was mentioned in the participants' profile as demographic information, but this was not my variable as none of the teachers had personal experience of colonial rule. Even a 60-year-old teacher was born after 18 years of independence.

Total 50 teachers from public/private schools and universities agreed to participate in the study. Semi-structured interviews with open-ended questions were conducted with 20 English language teachers from the universities, 15 from public schools and 15 from private schools. Among them, 30 were male and 20 were female possessing M. A. to Ph. D. degrees in Linguistics, Literature or ELT disciplines with 5 to 32 years' experience in ELT or teaching of literature. The ages of the participants ranged between the years 26 to 60. The minimum time spent for a participant's interview was 3:02 minutes while the maximum duration of a participant's interview was 14:51 minutes. Detailed participant teachers' profile is shown in Table 1, Table 2 and Table 3 below:

3.7.1 Teachers' Interviews – Participants' Profile

Table 1: Twenty participants from universities

Participants	Gender	Age	Highest Academic Degree	Discipline	Teaching Experience	Mother Tongue	Interview Date/Duration
TA01	Female	36-40	M. Phil	Linguistics	12 years	Punjabi	23.11.2022 4:55 minutes
SA02	Female	36-40	M. Phil	Linguistics	16 years	Punjabi	23.11.2022 4:02 minutes
NI03	Female	26-30	M. Phil	Linguistics	6 years	Urdu	22.11.2022 4:31 minutes
AN04	Female	26-30	M. Phil	Literature	5 years	Urdu	22.11.2022 4:37 minutes
AM05	Male	41-45	Ph. D	Linguistics	22 years	Pushto	22.11.2022 8:12 minutes
AA06	Male	36-40	M. Phil	ELT	15 years	Punjabi	22.11.2022 8:34 minutes
HR07	Male	46-50	M. Phil	Linguistics	22 years	Pushto	22.11.2022 8:24 minutes
AK08	Male	46-50	Ph. D	ELT	22 years	Pushto	22.11.2022 14:51 minutes
JA09	Male	41-45	Ph. D	Linguistics	22 years	Punjabi	08.07.2021 4:55 minutes

‘Table 1 (cont.)’

HN10	Male	36-40	Ph. D	Linguistics	10 years	Punjabi	21.11.2022 10:07 minutes
ZU11	Male	46-50	Ph. D	Linguistics	17 years	Punjabi	16.11.2022 10:22 minutes
RK12	Female	26-30	M. Phil	Linguistics	6 years	Pushto	16.11.2022 9:08 minutes
FR13	Male	41-45	M. Phil	Linguistics	10 years	Urdu	16.11.2022 5:48 minutes
SA14	Female	51+	Ph. D	Linguistics	25 years	Other	07.11.2022 6:06 minutes
SF15	Female	36-40	Ph. D	Linguistics	16 years	Punjabi	05.09.2022 11:08 minutes
AR16	Male	51+	Ph. D	Linguistics	20 years	Other	16.11.2022 5:08 minutes
QA17	Female	31-35	M. Phil	Linguistics	5 years	Urdu	25.03.2022 10:29 minutes
AJ18	Male	41-45	Ph. D	Linguistics	13 years	Pushto	25.03.2022 9:51 minutes
GA19	Male	41-45	M. Phil	Linguistics	13 years	Pushto	25.03.2022 7:51 minutes
KS20	Male	41-45	Ph. D	Linguistics	20 years	Punjabi	08.07.2021 6:05 minutes

Table 2: Fifteen participants from public schools

Participants	Gender	Age	Highest Academic Degree	Discipline	Teaching Experience	Mother Tongue	Interview Date/Duration
FH21	Female	36-40	Ph. D	Literature	16 years	Urdu	22.11.2022 3:52 minutes
RM22	Male	51+	M. Phil	Literature	25 years	Other	16.11.2022 3:52 minutes
MH23	Male	36-40	Ph. D	Literature	5 years	Punjabi	16.11.2022 4:53 minutes
MS24	Male	26-30	M. Phil	Literature	5 years	Punjabi	16.11.2022 5:02 minutes
MA25	Male	41-45	Ph. D	Linguistics	17 years	Punjabi	07.11.2022 4:36 minutes
HH26	Male	31-35	M. Phil	Linguistics	7 years	Other	07.11.2022 5:25 minutes
JI27	Male	31-35	M. Phil	Linguistics	6 years	Pushto	07.11.2022 9:33 minutes

‘Table 2 (cont.)’

HS28	Male	36-40	M. Phil	Linguistics	10 years	Punjabi	03.09.2022 7:36 minutes
AA29	Male	36-40	M. A.	ELT	13 years	Punjabi	16.11.2021 6:28 minutes
NA30	Male	41-45	M. Phil	Linguistics	16 years	Punjabi	16.11.2021 7:34 minutes
ES31	Male	51+	M. A.	Literature	32 years	Punjabi	16.11.2021 7:47 minutes
SE32	Male	51+	M. A.	Literature	30 years	Punjabi	10.11.2021 5:02 minutes
ED33	Female	31-35	M. Phil	Linguistics	10 years	Urdu	06.11.2021 5:11 minutes
KI34	Female	26-30	M. A.	Linguistics	5 years	Urdu	06.11.2021 5:04 minutes
AS35	Female	26-30	M. Phil	Linguistics	5 years	Urdu	08.11.2021 6:50 minutes

Table 3: Fifteen participants from private schools

Participants	Gender	Age	Highest Academic Degree	Discipline	Teaching Experience	Mother Tongue	Interview Date/Duration
ND36	Male	31-35	M. Phil	Linguistics	7 years	Other	23.11.2022 3:43 minutes
MA37	Female	26-30	M. Phil	ELT	6 years	Kashmiri	23.11.2022 5:03 minutes
AR38	Female	31-35	M. Phil	Linguistics	5 years	Other	23.11.2022 3:02 minutes
MA39	Male	31-35	M. Phil	Linguistics	8 years	Other	23.11.2022 2:46 minutes
MA40	Male	31-35	Ph. D	Literature	5 years	Balochi	23.11.2022 3:26 minutes
AE41	Male	36-40	M. Phil	Linguistics	12 years	Punjabi	23.11.2022 4:49 minutes
FH42	Female	41-45	M. A.	Literature	18 years	Urdu	23.11.2022 4:29 minutes
HR43	Female	36-40	M. Phil	Linguistics	15 years	Urdu	23.11.2022 4:00 minutes

‘Table 3 (cont.)’

FK44	Female	36-40	M. Phil	Linguistics	10 years	Urdu	23.11.2022 4:52 minutes
IK45	Male	36-40	M. Phil	Literature	20 years	Sindhi	21.11.2022 7:23 minutes
SZ46	Female	36-40	M. Phil	Literature	6 years	Punjabi	21.11.2022 6:50 minutes
ZJ47	Female	31-35	M. Phil	Literature	7 years	Pushto	21.11.2022 6:02 minutes
BA48	Female	36-40	M. Phil	Linguistics	15 years	Punjabi	25.03.2022 5:07 minutes
AA49	Male	36-40	M. Phil	Linguistics	6 years	Punjabi	21.11.2022 7:18 minutes
AW50	Male	36-40	Ph. D	Literature	10 years	Other	07.11.2022 6:39 minutes

The purpose of interviewing the teachers was to obtain information about the views/perceptions of teachers and their awareness about LLs, how the language displayed on public spaces could be exploited for English language teaching and how LLs could contribute to the English language classrooms.

3.7.2 Shop Owners' Interviews – Participants' Profiles

Total 12 shop owners from four business hubs agreed to participate in the study. Semi-structured interviews with open-ended questions were conducted with three shop owners from Blue Area, three from Super Market, three from Centaurus Mall, Islamabad city; and three from a shopping street, Fateh Jang, a neighbouring town. All the participants were male as it was rare in Pakistan that women were doing business directly in the market business outlets; however, women were doing jobs as the shop owners' employees. The participants were selected randomly and, by chance, all of them were educated. Thus, their opinions can be considered more reliable. The participants' education level was from high school certificates to university degrees with five to more than ten years of business experience in the relevant business domain. The ages of the participants ranged between the years 26 to 55. The minimum time spent for a participant's interview was 2:18 minutes while the maximum duration of a participant's interview was 3:16 minutes. Detailed participants' profile is shown in Table 4 below:

Table 4: Twelve shop owners' interviews from four business locations

Location	Participant	Gender	Age Block	Mother Tongue	Education Level	Type of Business	Business Experience	Interview Date/Duration
Blue Area	BA1	Male	26-30	Punjabi/Urdu	High School	Pharmacy	5 years	21.08.2022 3:00 min.
Blue Area	AS2	Male	46-50	Urdu/ Other	High School	Crockery	10+ years	21.08.2022 2:18 min.
Blue Area	UN3	Male	31-35	Punjabi/Urdu	High School	Electronics	10+ years	21.08.2022 3:13 min.
Super Market	IH4	Male	46-50	Sindhi/ Urdu	High School	Handicrafts	10+ years	21.08.2022 2:36 min.
Super Market	NA5	Male	36-40	Urdu	College	Bags/Shoes	10 years	21.08.2022 2:27 min.
Super Market	YS6	Male	31-35	Pushto/ Urdu	High School	Old Book Shop	5 years	21.08.2022 2:29 min.
Centaurus Mall	MD7	Male	31-35	Urdu/ Other	University	Luggage	10 years	21.08.2022 2:22 min.
Centaurus Mall	AN8	Male	51+	Urdu/ Other	University	Carpet	10+ years	21.08.2022 2:33 min.

‘Table 4 (cont.)’

Centaurus Mall	WA9	Male	26-30	Punjabi/Urdu	University	Chocolate	5 years	21.08.2022 2:37 min.
Shopping Street, Fateh Jang	MJ10	Male	36-40	Punjabi/Urdu	College	Pharmacy	5 years	28.08.2022 2:51 min.
Shopping Street, Fateh Jang	NA11	Male	51+	Punjabi/Urdu	High School	General Store	10 years	28.08.2022 3:16 min.
Shopping Street, Fateh Jang	JA12	Male	41-45	Punjabi/Urdu	High School	Beverages	10+ years	28.08.2022 2:58 min.

The purpose of interviewing the shop owners was to acquire the information about the reasons and motives behind the choice of language on their signboards, how English names of their shops affect the customer's psychology and how English names, words, phrases, and choice of language impact on their businesses.

The purpose of the interviews of a variety of participants like teachers from three domains of education levels and shop owners from four localities was to get in-depth details which might not be gathered through photos/clips alone. The responses of the participants proved helpful in eliciting the purpose behind designing the LLs, motives behind selecting the language, shops' names, pictures, and phrases for their signboards. Moreover, teachers' views about exploiting LL texts for ELT and how it contributes to or affects English language teaching were garnered through teachers' interviews.

3.8 Data Classification and Processing

Data for the current study were collected in the form of commercial signboards' photos and the interviews of teachers and shop owners. One hundred photos of signboards from different business domains such as services, eateries, groceries etc. were collected from following four locations:

1. Blue Area, Islamabad City
2. Super Market, Islamabad City
3. The Centaurus Mall, Islamabad City
4. Shopping Street, Fateh Jang

The variety of photos collected from the four above-mentioned locations provided information about language dominance, language attitudes, language policy and unilingual/bilingual signboard texts. Moreover, the data paved the way for the researcher to make a comparison between the signboard texts of the capital city and

the neighbouring town. The data were collected and analysed by following the model introduced by Ben-Rafael (2008) derived from social theory that is a sociological framework formed by four structuration principles which are *the presentation of self*, *good reasons*, *collective identity*, and *power relations*.

The photos/clips data were categorised in following 14 sectors of business:

- | | | | |
|-----------------|--------------------|--------------------|-----------------|
| 1. Services | 2. Clothes/Dresses | 3. Leather Goods | 4. Gadgets |
| 5. Instructions | 6. Directions | 7. Public Messages | 8. Warnings |
| 9. Eateries | 10. Grocery | 11. Cosmetics | 12. Electronics |
| 13. Sports | 14. Education | | |

The rationale behind collecting data from different locations and from different business domains was to get a variety of texts displayed in public spaces and to find out language dominance, language attitudes, language policy and language vitality. Moreover, the data provided a chance to compare and contrast the language texts between a city and a neighbouring town.

The data were processed quantitatively. The results are shown in frequency/percentage of the use of English, Urdu and transliteration as shown in the following Table:

Table 5: Frequency/percentage of language display on signs

Unilingual (English)	Bilingual (English/Urdu)	Transliteration	Unilingual (Urdu)	Total
60 (60%)	25 (25%)	10 (10%)	5 (5%)	100

Fifty qualified and experienced teachers from public/private schools and universities were interviewed to get their perceptions about using LL texts for ELT. Eight open-ended interview questions which covered the link between LL and ELT

were asked from the teachers. After repeatedly reading the interview transcripts of the teachers, 11 themes were worked out. The themes were shown in the categories of 'Agree', 'Partially Agree' and 'Disagree'. The mean and the standard deviation were also calculated for the participants' responses. Furthermore, the teachers' responses were also analysed qualitatively. This two-pronged analysis gave the insight about using LL text for English language teaching and learning.

Twelve shop owners from four locations (three from each) were also interviewed to know their opinions and motives behind selecting the language on their signboards. They were asked seven open-ended questions which covered the reasons for choosing and prioritising language on their signboards. The responses of the participants were worked out in seven themes and analysed qualitatively.

The data in the form of signboard photos and the interviews of teachers and shop owners complemented each other and this three-pronged data collection helped the researcher to reach the conclusion whether publicly displayed LL text could contribute to ELT and be used for English language teaching and learning.

The research questions (RQs) 1 'What is the nature of LLs in the selected multilingual ecologies with various configurations?' and 2 'What is the representation of English vis-à-vis local languages in the selected linguistic ecologies?' were answered through the data in the form of photos from four locations. The transcripts of the shop owners' interviews answered the RQ 3 'What are the motives of language producers behind the language production on the signboards?' The transcripts of the teachers' interviews answered the RQs 4 'How far are the local practices of language use in the public space in congruence with the International English?' and 5 'How do teachers view the potential of using visibility

of English as educational tool and what pedagogical approaches and tools they think would be employed?’

Chapter 4

DATA ANALYSIS

In this fourth chapter, the triangulated data in the form of photos, shop owners' interviews and teachers' interviews are analysed. Four locations, where the data in the form of photos were collected, are briefly introduced with the help of photographs from Google Images. Three photos from each location were chosen for further detailed analysis, and comparison and contrast between the Islamabad city's and the Fateh Jang town's linguistic landscape's (LL's) text was made. Shop owners' and teachers' interviews are analysed thematically by following Braun and Clarke's (2006) model.

LL studies were conducted in different regions of the globe by bringing a variety of topics like multilingualism, variant of English, typology, semiotics, language policy, language vitality, education or teaching tool for ELT etc. under its ambit. The studies on LL were also conducted in Pakistan on the topics like survey of commercial public signs, traffic signboards on highways, public signs of cinema, bilingual advertisements, the status and dominance of English etc. but the studies like LL as a teaching tool with reference to Pakistan were not found in the existing literature. The current study gave a different flavour and focused on using LL text as a teaching tool. For this purpose, data were collected in the following three forms:

- One hundred photos of signboards from four locations were collected. (Three locations in Islamabad city and one location in the neighbouring town, Fateh Jang). The data answered RQs. 1 and 2.

- Twelve shop owners' interviews were conducted. (Three shop owners from each location). The data answered RQ. 3.
- Fifty teachers' interviews from public/private schools and universities were conducted. (15 teachers from public schools, 15 from private schools and 20 teachers from universities). The data answered RQs. 4 and 5.

This triangulated data complemented each other to prove the proposition whether LL texts in Pakistani cities could be used for English language teaching and learning purposes.

4.1 Analysis of Signboard Photos

Scollon and Scollon (2003) introduced geo-semiotics/place-semiotics approach in the study of LL. Language selection, its representation visually, its placement on the sign such as middle, top or bottom contributes to the meanings of signs. In the current study, the data were collected and analysed by following the model introduced by Ben-Rafael (2008) that is a sociological framework formed by four structuration principles which are *the presentation of self*, *good reasons*, *collective identity*, and *power relations*. Derived from social theory, these principles explain the processes and agents which are involved in constructing LL.

One hundred photos of signboards from different business domains such as services, eateries, groceries etc. were collected for the current study from the following four locations:

1. Blue Area, Islamabad City
2. Super Market, Islamabad City
3. The Centaurus Mall, Islamabad City
4. Shopping Street, Fateh Jang, the neighbouring town

The variety of photos collected from the above-mentioned four locations provided information about language dominance, language attitudes, language policy and unilingual/bilingual signboard texts. Moreover, the data paved the way for the researcher to make a comparison between the signboard texts of the capital city and the neighbouring town.

4.1.1 Brief Introduction of the Locations

1. Blue Area, Islamabad City

Blue Area, Islamabad is a horizontally designed shopping mall almost three kilometres in length. It has wide streets on both the sides covering four residential sectors, that are, G-6/G-7 and F-6/F-7. Two photographs from Google Images are reproduced below for better understanding of the location:



Figure 3: Aerial view of blue rea (from google images)



Figure 4: Shopping blocks of blue area (from google images)

2. Super Market, Islamabad City

Super Market is a square-shaped shopping area located in F-6 Markaz surrounded by residential areas. It has several blocks with multiple shopping floors. Two photographs from Google Images are reproduced below for better understanding of the location:



Figure 5: Block of supermarket (from google images)



Figure 6: Block of supermarket (from google images)

3. The Centaurus Mall, Islamabad City

The Centaurus Mall, one of the main shopping centres in the city, is situated at the main Constitutional Avenue. The mall is vertically designed. The first three floors are designed and specified for shopping outlets while the 4th one is reserved for eateries where intercontinental foods are available. All other floors are for residential purposes. External and internal photographs of the mall from Google Images are reproduced below to get a better picture of the mall.



Figure 7: Centaurus mall external view (from google images)



Figure 8: Centaurus mall internal view (from google images)

4. Shopping Street, Fateh Jang, the Neighbouring Town

Fateh Jang is a neighbouring town, almost 45 kilometres away from Islamabad city. It is situated on the main highway that connects four major cities. The town is surrounded by thickly populated rural areas and has one long shopping

street with congested shops on both the sides. Two photographs from Google Images are reproduced below to have a better introduction of the location:



Figure 9: Shopping street, fateh jang (from google images)



Figure 10: Shopping street, fateh jang (from google images)

The signboards' photos were categorised in the following 14 business domains and the number of photos taken from each domain are shown in Table 6 below:

Table 6: Business domains

SV	CD	LG	GT	IN	DN	PM	WG	EY	GY	CC	EC	ST	ED	Total
10	11	7	6	6	5	6	5	10	8	8	7	6	5	100

Key:

SV: Services

GT: Gadgets

PM: Public Messages

GY: Grocery

ST: Sports

CD: Clothes/Dresses

IN: Instructions

WG: Warnings

CC: Cosmetics

ED: Education

LG: Leather Goods

DN: Directions

EY: Eateries

EC: Electronics

The photos were further categorised according to the language display as shown in Table 7 below:

Table 7: Language display on signs

Unilingual (English)	Unilingual (Urdu)	Bilingual (English/Urdu)	Transliteration	Total
60 (60%)	5 (5%)	25 (25%)	10 (10%)	100

The shoppers or the visitors, even security staff, managing staff and the shop owners and their workers are from different regions of Pakistan speaking different local languages like Punjabi, Pushto, Sindhi, Balochi, Kashmiri and other small local languages, however Urdu is a lingua franca among all the regions as Urdu is a national language and taught as a compulsory component of academic syllabi from grades 1-12. English is also taught as a compulsory subject from grade-1 but there is hardly any interaction in English among the people even if both of them are good at spoken English. People interact in their local languages at home, but they learn Urdu when they start schooling. However, many families especially living in urban areas start speaking Urdu with their children from the very beginning alongside their local language.

The high percentage (60%) of ‘only English’ signs in the LL of commercial areas shows the dominance of English while ‘only Urdu’ signs are just 5%. Bilingual signs are 25% and even in this case English is written first which shows the preference and the status of English, however in top-down signs as shown in Figs. 28, 90 and 96 in Appendix A, Urdu is written first and then English. Transliteration is 10% and that was found largely in the town.

Pakistan remained a British colony for 90 long years. Even after 77 years of freedom on 14th of August 1947, the deeply ingrained effects of the English language

both on top-down and bottom-up signs are plainly evident. De Los Reyes (2014) conducted a study on LL in Metro Manila, Philippines by following geo-semiotics theory postulated by Scollon and Scollon (2003). He studied LLs of two major train stations (Recto-LRT Station and Taft-MRT Station) and found dominance of English and Filipino on the signs. He further reported that English is the preferred language over Filipino as more than 50% signs contain only English as compared to only Filipino signs. Moreover, English was preferred on bilingual signs (English-Filipino) as English was highlighted in different ways such as putting it at top, middle or left position of the sign or circling, underlining or capitalising it. According to Anderson et al. (2020) assorted studies of LL in different cities of Africa showed the dominance of English on the signs. This was the reflection of the colonial history of the continent. However, Fekede and Gemechu's (2016) study in Ethiopia was not surprising where they reported high ethno-linguistic vitality of Amharic which had the value score 874, English was getting second position which showed 605 while Afaan Oromoo was at third position with 321 value score. This could be because of their lack of colonial past. The results of these studies conducted in different regions showed some similarities with the Pakistani situation.

Due to the limited space in the document, three signboards' photos from each location related to different business domains were selected for the analysis.

1. Blue Area, Islamabad City



Figure 11: Public funny message



Figure 12: Warning sign

The signboard shown at Figure 11 was a unilingual public message conveyed in a light funny way. It is said that funny emotions are best conveyed in mother tongue but in the LL of this shopping area, the funny message was also conveyed in English. This was a bottom-up sign, and the sign creator did believe that visitors or shoppers in this area were good at understanding English, and they would enjoy and laugh during their shopping trip.

The warning sign for the public shown at Figure 12 was a bilingual sign. English was given priority, written in large fonts while Urdu was written after and in relatively small fonts. It showed the subsidiary position of Urdu at public places in bottom-up signboards. This is the evidence that people give priority to English and take it as a symbol of modernity, hence the sign creators follow the public pulse.



Figure 13: Advertisement for a watch brand

This was a unilingual sign shown in Fig. 13. Citizen is an international brand, but this advertisement is displayed outside a shop in the Islamabad city where Urdu has been declared as national language and people speak multiple languages including Urdu. This is the evidence of sign creators' belief that people understand English, and they get impressed by English. Writing signs in Urdu may devalue their product and their sales might decrease.

The language displayed on the signs in this shopping area represents the *structuration principle of presentation of self*. For example, the actors of these signs showed that they were modern, educated, and good at English. They could convey their humorous feelings in English. The *structuration principle of good reasons* could be noticed in Fig. 13 where an international brand of watches was displayed. International brands attract the clients as they trust them more than the local brands. Moreover, internationalism is the symbol of prestige and status. The sign writer gave

an English name to his shop and that was written in English. The reason is obvious that the English language is a symbol of modernity and status in society. The *structuration principle of collective identity* applies contradictorily to the signs of this shopping vicinity. Pakistanis interact with each other in Urdu, and they are at ease in reading Urdu on the signboards but the language on these signs is English. The bilingual sign displayed at Fig. 12 showed Urdu but that is at the second position with relatively small fonts as compared to English. However, the actors of these signs address the specific segments of the public who identify themselves with advancement and a higher education level. The *structuration principle of power relations* is also evident in the signs of this shopping locality. The groups of actors depend on foreign brands and English language as well as Urdu to show modernity and localism. The English language is a symbol of foreignness and Urdu is the national language. So, unilingual (only English) and bilingual (English/Urdu) signs are displayed in the commercial zones of the city.

2. Super Market, Islamabad City



Figure 14: Advice during corona pandemic



Figure 15: Request message at the mosque door

The unilingual sign shown at Fig. 14 was displayed in another shopping area in Islamabad city. This was a piece of advice for wearing a mask during the corona pandemic. This was advice for the general public, but this important advice was also in English. This shows how much the sign writers trust the general public's competence in English, or their belief is that advice in English could be more effective.

A bilingual request sign shown at Fig. 15 was displayed at the door of the mosque in the shopping market. The request was made to avoid disturbance of phone calls during the prayer. English was typed and written at the first position while Urdu translation was hand-written and given the second position. The sign's text is evidence of the importance and priority of English and English is the symbol of the high education standard of the sign writer. Moreover, the sign writers claim that they write English for the ease of foreigners who cannot read Urdu.



Figure 16: Advertisement for a workout gadget

The unilingual sign for a workout gadget shown at Fig. 16 is written in English. These unilingual signs written in English show that the advertisers and sign writers in Islamabad commercial areas believe that people/customers in the city are educated and can understand English or they think that most of their customers are foreigners, and the English language will be easy for them to read. Moreover, their belief could be that English is the symbol of modernity and advancement.

Super Market is another shopping area in Islamabad city where two instruction signs recorded by us, as shown at Fig. 14 and Fig. 15, are largely meant for the locals but one is unilingual (only English) while the other is bilingual (English/Urdu). The English language is preferred in bilingual signs. The sign shown at Fig. 16 displays an international brand of a workout gadget. The aforementioned four structuration principles are evident in this shopping zone of the city as well.

3. The Centaurus Mall, Islamabad City

Federal Board Of Revenue
REVENUE DIVISION
GOVERNMENT OF PAKISTAN

REDRESSAL OF COMPLAINTS / GRIEVANCES

The Chief Commissioner-IR, Regional Tax Office, Islamabad has assumed additional quasi-judicial responsibilities of the Inland Revenue Ombudsman in order to resolve taxpayers grievances / complaints within the territorial jurisdiction of Regional Tax Office, Islamabad.

Taxpayers may approach office of the Chief Commissioner on Tuesday and Thursday of each week during office hours for redressal of their grievances / complaints.

Taxpayers can also register their complaints through the following modes:-

- Calling office of the Chief Commissioner-IR, Regional Tax Office, Islamabad at **051-9070183**
- E-mailing at rto.isb.ombudsperson@gmail.com
- By addressing a letter to the Chief Commissioner-IR / Inland Revenue Ombudsperson, RTO, Islamabad.
- Complete record of your complaints will be maintained till their resolution and you will be informed accordingly.

Figure 17: Instruction sign (top-down)



Figure 18: Direction sign by the mall management

Federal Board of Revenue (FBR) is a state institution that is responsible for tax collection from the whole country. The sign of ‘Redressal of complaints/grievances’ shown at Fig. 17 is displayed by the FBR. All the instructions, which are for the business owners, are in English. It means all the business owners in the mall, or the visitors of the mall and the shoppers can read and understand English well. According to Merriam-Webster Dictionary, the word ‘redress’ is used as a verb as well as a noun and it does not show the word ‘redressal’ in its entries, however Google Dictionary shows this word. The spelling of the word

‘grievances’ is correct in the subject but is written like ‘grivances’ in the text but it is only a typo. The word ‘redressal’ is acceptable, but the spelling errors are not.

The direction sign shown at Figure 18 displayed by the management of The Centaurus Mall is also a monolingual sign. All the directions having been written in English show that the management of the mall thinks that the visitors can read the directions in English and follow them. At the end of this signboard, it is written ‘Male Prayer Area’ and ‘Female Prayer Area’. It looks inappropriate but acceptable. Preferably, it should be ‘Gents’ or ‘Men’ for ‘Male’ and ‘Ladies’ or ‘Women’ for ‘Female’.

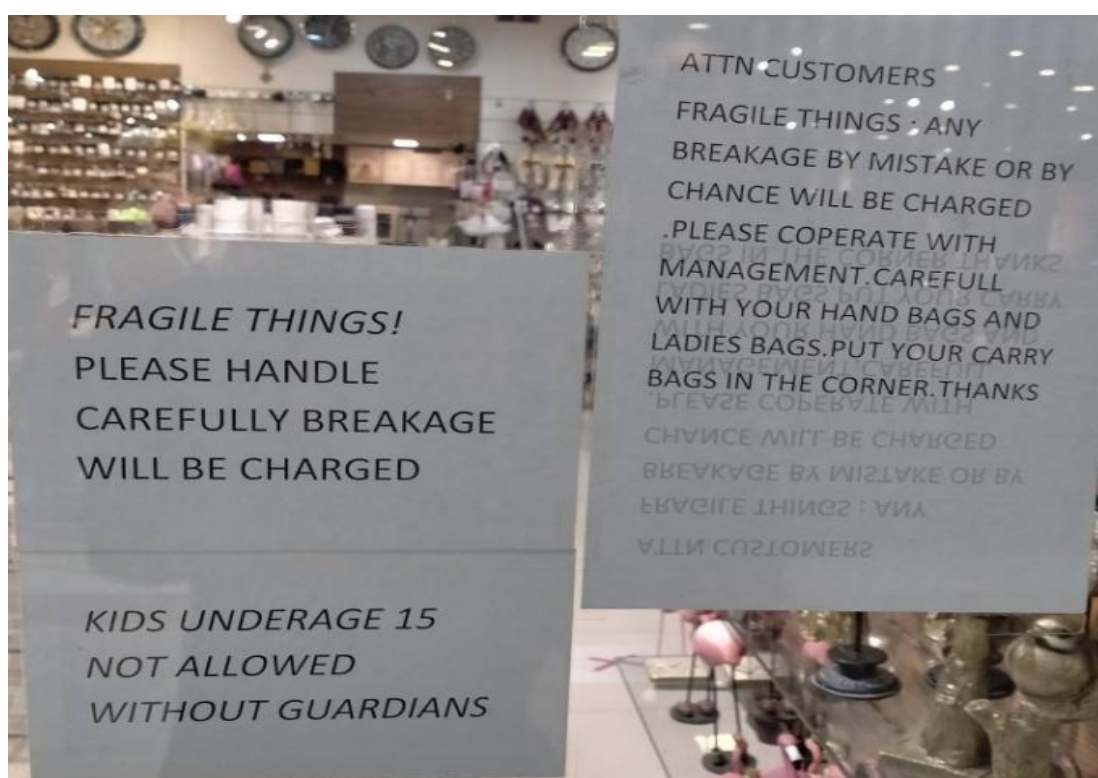


Figure 19: The warning and fine sign

The unilingual warning sign shown at Fig. 19 is displayed on the glass door of a glassware and fragile items shop. The whole text is written in English. The owner and the management think that everyone who visits their shop or buys here

can read and understand English. The typos like ‘coperate’ instead of ‘cooperate’ and ‘carefull’ instead of ‘careful’ can be noticed in the text. This monolingual English sign shows the dominance of English displayed at public places.

The Centaurus Mall in Islamabad city is the shopping mall of international standard due to its location, building structure, shops, sale items, continental food and the customers. Financially well-off local customers and international customers visit this mall. All the signs are unilingual that show the foregoing structuration principles. For example, the actors of signs in this mall show one-upmanship and try to present themselves differently from the other shopping areas in the city (*presentation of self*). The reasons behind displaying unilingual (only English) signs are obvious. Their customers are either foreigners or highly educated local customers. Thus, they orientate to their clients through LL items (*good reasons*). The focus of the sign actors in this mall is not the whole population of the country or the city rather they address the specific segments of the public who are educated, well-heeled and modern or the foreign community who identify themselves with the meanings conveyed by LL items (*collective identity*). The groups of actors in the other shopping areas in the city and in this mall have dependent relations in terms of status competition, standard of sale and food items and sophisticated clients (*power relations*). Thus, the application of four structuration principles is quite visible on sign actors of this mall.

All the signs analysed so far are from the three different locations in Islamabad city. One common feature in all these three locations is the dominance of English. The questions like why people choose English language for their signboards or what are the motives behind preference of English are answered in the interview transcripts of the shop owners. The answers to the issues like negative effects of

orthographic and lexical errors on the signboards are given in the teachers' interview transcripts while asking the questions about using signboards' language for ELT.

4. Shopping Street, Fateh Jang, the Neighbouring Town



Figure 20: Signboard outside a private school



Figure 21: Signboard for rent a car service

In the transliterated bilingual sign displayed outside a private school shown at Fig. 20, the name of the school ‘NICON (English Medium) High School of Excellence’ is transliterated. The words written in the box are in Urdu but the words ‘students’ and ‘counselling’ are transliterated. The names of business on signboards in the Islamabad city are in English and the names of business on signboards in the town are also in English but they are transliterated.

The signboard shown at Fig. 21 was displayed outside a rent-a-car service. They used Urdu words, but they chose English script. The words in the top line ‘MEHFOOZ’ means ‘safe’, ‘ARAMDEH’ means ‘comfortable’ and ‘ON BUDGET’ means ‘economical’. The words ‘ON BUDGET’ are English words but the sign writer treated them as Urdu words. Large font words in 2nd and 3rd lines ‘SAFAR SUB KE LIYE’ means ‘travelling for everyone’. The words in 4th and 5th lines ‘ABHI APP DOWNLOAD KRAIN OR ENJOY KARIEN APNI PEHLI RIDE’ means ‘download the App now and enjoy your first ride’. They used English script

for Urdu words, but they used three words of English which are ‘download’, ‘enjoy’ and ‘ride’. The words ‘KRAIN’ and ‘KARIEN’ are used in exactly the same meaning, but the sign producer used different spellings in the English script. It shows carelessness of sign writers in all kinds of LL. Writing Urdu words in English script is totally a different phenomenon. The shop owners defended Urdu transliteration for those who could not read English script but none of them pointed out this phenomenon.



Figure 22: Signboard for hajj and umrah service

The signboard shown at Fig. 22 was Hajj and Umrah services. The shop owner named his business ‘Zam Zam’ after the name of the special water in Makkah-tul-Mukarrimah, Saudi Arabia. The next words ‘Group Private Limited’ are English words but they are transliterated in Urdu. ‘Hajj License Number’ and ‘Hajj/Umrah Services’ are also transliterated. The sign writers could not find suitable English

words for ‘Hajj/Umrah’, so they adopted them as original, however all other English words were written in Urdu script.

The language displayed on the signs on the shopping street, Fateh Jang, the neighbouring town are the transliteration. In Fig. 20 and Fig. 22 English words are written in Urdu script while in Fig. 21 Urdu words are written in English script. The sign writers in the town use English words in competition with the sign actors in the city but use Urdu script for the ease of their customers. The language of the sign shown at Fig. 21 is Urdu words written in English script to present themselves as more modern. Thus, the *structuration principle of presentation of self* is applied. The sign actors in the town orientate themselves to their clients through LL items which are Urdu script that should speak to the public. Thus, the actors follow the *structuration principle of good reasons*. The segments of the public that surround the town are from rural areas and are relatively less educated. The signwriters identify themselves through LL items to their customers. Thus, the *structuration principle of collective identity* is applied. The groups of actors in the town and in the city use different linguistic resources in LL that depend on the customers. Thus, the *structuration principle of power relations* is applied.

In a final summation, it can be claimed that the four structuration principles posited by Ben-Rafael (2008) obviously work in the formation of LL in the four selected locations in the Islamabad city and the neighbouring town.

4.2 Comparison Between the City and the Town Signboards

The international brands like Hardee’s, Studio Empoli, DOCKERS, MÖCCAINI, CHARLES & KEITH, SKECHERS, ARQS etc. were commonly visible in the three locations in the city LLs while such brands names were hardly visible in the town LLs. The more display of international brands in the city showed

the economic status of the surrounding community and the dominance of English on signs showed the education level of the shoppers. The lack of display of international brands and relatively less English script in the town gave the opposite evidence.

The sign writers in the city gave English names to their business and they printed those names in English script while the sign writers in the town also preferred English names, but they used Urdu script. In the signboards of the town, Urdu is more visible; unilingual Urdu signboards are observed as compared to the city's signboards where Urdu unilingual signboards are hardly displayed. English has a snob appeal and is the symbol of modernity, financial well-being, and higher level of education in the city's signboards.

4.3 Shop Owners' Interviews

The current study demands that the views of the shop owners about language choice on their signboards should be included, so that it can be incorporated with the use of signboard language in ELT classrooms. Keeping in view this aim, twelve shop owners from four locations (three from each) were interviewed to know their views about language choice and its importance for their signboards. The transcripts of the responses of these questions answered the RQ-3. Detailed profile of participants is shown in Table 4.

The interview questions for shop owners were adapted from Sheng and Buchanan (2019). The interviews were conducted in Urdu and later their transcripts were translated to English by the researcher. Shop owners' views about the themes are listed below:

4.3.1 Themes of Shop Owners' Interviews

After reading the transcripts of the participants' responses, following seven themes were elicited from the views of the participants:

4.3.1.1 Impact on Business of Language Choice

The shop owners' opinion about the positive effects of choice of language on their business was divided. Those who favoured the idea of using English argued that their customers hailed from other countries and their local customers were also educated so they preferred the English language, and it brought beneficial effects on their business. Their views are:

- choice of language/languages bring good effects on business.
- choice of language especially English gains more trust of customers so we focus on English only.
- customers from other countries are attracted by English so our choice is English.
- most of the customers are educated so we choose English language for them.
- international language i.e., English is preferred for everyone to understand.
- we are influenced by both foreigners and the English language.
- selection of language whether Urdu or English, it affects business.
- we write English as well as Urdu for those who cannot read English.
- Urdu especially for those who come from far away, from villages has good impact on business.

The above-mentioned responses of the participants clearly show that the choice of language brings a good impact on their business, and they follow customers' whims while choosing language for their signboards. The shop owners in the city prefer the English language as their customers are either foreigners or educated local customers. However, the shop owners in the neighbouring town prefer Urdu because their customers belong to rural areas and Urdu would be easy for them to follow.

The shop owners who claimed that language choice whether English, Urdu or any other language had no effects on their business, their views are:

- there is no effect on business because of language whether it is Urdu or English.
- selection of language is not important for impact on business.
- I do not think language choice has any effect on the business.
- it makes no difference whether it is Urdu, Arabic or English.
- I never felt any difference in my business just because of language.

These respondents do not care much about choice of language as the language on the signboards has nothing to do with their business. There are many other factors which enhance the daily sales. However, these respondents are fewer than those who give weightage to the choice of language. It can be claimed that shop owners give importance to the choice and preference of language on their signboards, and they prefer English.

4.3.1.2 Number of Languages on Signboards

Some shop owners preferred two languages which are English and Urdu to attract both kinds of customers while others preferred only English because of the demand of their business or only Urdu for the ease of the customers. The views of shop owners are summarised below:

- We prefer at least two languages, one international language that is English because a lot of foreigners visit this location and the other national language that is Urdu for our local customers.
- our choice is only one language and that is Urdu because it is our national language.

- we would like to write only one language that is English because we and our customers trust it.
- we prefer three languages which are English, Urdu and Chinese for our international as well as local customers and we have a lot of Chinese customers as well.
- English and Urdu are in vogue and popular among the people in our area, so we prefer both.
- we write English only because this is the demand of our company and business.
- I prefer Arabic, and English is not required at all for the signboards.

The above-mentioned responses show that the shop owners choose two languages but the votes in favour of English are more than the national language that is Urdu.

4.3.1.3 Language Preference for Signboard

When the shop owners were asked about their preferred language on signboards, most of them preferred English and their responses are:

- we prefer English because it is in vogue in our society and then Urdu.
- we deal in English brands; our customers are foreigners, and local customers are educated so we prefer English thus we increase our daily sale.
- we prefer English for our international and Chinese customers.
- customers give importance to English language, so we have to prefer English on our signboards.
- we prefer English because everyone can understand it.
- we prefer English because it is an international language and renowned one.
- our company allows only one language for the logo and that is English.

- both English and Urdu are preferred languages for us to attract all types of customers.

The shop owners mentioned above prefer English on their signboards because of the nature of international brands of their sale items, customers' preference and confidence and the global nature of their company. It means that linguistic structuration is not a free float rather it is structured intentionally keeping in view the people's choice and local as well as global cultural factors.

The unanimity about language choice was not found in the participants' responses. The views of shop owners who preferred Urdu are listed below:

- the signboard of my shop is in English, but we should prefer Urdu because it is our national language.
- Urdu has preference for me because my customers are from rural areas.
- I prefer Urdu on my signboard because it is our national language and easy for everyone to read.
- the residents of this locality are at ease in reading Urdu, so I prefer Urdu.

These responses show that some shop owners sympathise with Urdu as it is their national language and others prefer Urdu because of their customers' needs and choice. Moreover, preference for Urdu is more common in the responses of the neighbouring town's shop owners.

4.3.1.4 Prioritising Language Out of Two or Three

The shop owners were asked what language you would like to write first if you choose two or three languages for your signboards. In response to that, eight participants stated that they would write English first, three preferred Urdu while one participant voted for Arabic at first place on his signboard. Reasons for writing the language at first positions were not explicitly stated because they were not asked in

the question. Eight participants out of 12 prioritised English in bilingual or multilingual signboards which showed the dominance of English.

4.3.1.5 Views About Using English Language on the Signboards

The shop owners were asked about their views about using English language on their signboards while most of the people interact in their local languages or in Urdu which is the national language. Their responses are summarised below:

- people use English on signboards because of foreign customers' visits in the area.
- there is nothing special in English, but people follow it like a hobby.
- most of the brands' names are in English so people prefer English language.
- English is international language, so people are more prone to it.
- customers give importance to English, so people are forced to follow customers' choice.
- most of the customers who visit this shopping area are educated and they like English.
- this is the culture of today, people prefer modern language whatever it is.
- English language is easy for the foreign customers to understand.
- English language is popular because of its universality even in Middle East, Arabic is written but English is compulsorily written along with it.
- English is not required but people follow it like a fashion.
- it depends upon people's choice, and they follow English otherwise Urdu is sufficient on the signboards.

The responses show that the sign creators follow the customers' preference of language. English is preferred because of its universality and modernity. However,

few responses show that people prefer English just like fashion, otherwise no reason can be gathered about preference of English.

4.3.1.6 Preference for English Names for Business Outlets

When shop owners were asked about writing English names for their business outlets, they gave different reasons which are summarised below:

- English names bring good effects on business, and they are easy for foreign customers to read while Urdu names can be read only by Pakistani or Indian customers.
- it is psychological, people think that their business will flourish because of English names.
- most of brand names like Black & Decker, Phillips, Kenwood, Panasonic etc. are in English, customers trust these names and we follow their trust to increase our sale ratio.
- international as well as local customers are attracted by English names.
- world language that is English gets importance among people.
- we are influenced by foreigners and impressed by English language, so we choose English names.
- people want to show their efficiency and standard otherwise there is no reason to give English names.
- I can't see any reason why people use English names, there is nothing wrong with local names.
- some people prefer Urdu, and some prefer English names depending on the nature of their business and ways of doing it.

English is taken as the symbol of fashionable, well-to-do, educated and cosmopolitan in many parts of the world thus it signifies a cosmopolitan lifestyle.

Lawrence (2012) conducted a study in Korea in which he claimed that the use of English in LL is the symbol of modernity, luxury, and youth. A similarity can be found in the current study and the study mentioned above about English as the symbol of modernity and fashion.

4.3.1.7 English Names in Urdu Script

The shop owners were asked about using Urdu script for English names or words on their signboards. Their responses are:

- Urdu script is used for the ease of local/common or less educated customers to read and understand.
- people just follow their hobbies otherwise there is no need or importance of giving English names and then writing those names in Urdu script.
- it depends on people's choice, some people like Urdu script.
- the reason for using Urdu script could be that there is no Urdu equivalent available for English names/words for example camera, television, computer etc.
- frankly speaking, I could not understand why people use Urdu script for English names.
- the people's approach is to impress others by using English words.

As stated by Huebner (2008), the actors write signs in English script as their addressees are both foreigners as well as the educated local Thais who are proficient in both the languages. But as comparatively few foreigners speak Thai with any proficiency hence Thai lexicon or syntax in English script in multilingual Thai/English signs are not required.

Some comparisons and similarities can be found between the LLs of Islamabad, the capital city of Pakistan, and a regional capital of Ethiopia; Taipei,

Taiwan; Korea and Thailand (Curtin, 2008; Huebner, 2006; Lanza & Woldemariam, 2008; Lawrence, 2012; Malinowski, 2010). In Pakistani LLs, sign producers prefer English names for their business outlets keeping in mind the same reasons that are to give a touch of modernity and cool. The sign creators in the Islamabad city use English language on their shop fronts to facilitate the foreigners. The educated local customers visit these localities, and English language is not a problem for them at all as they are proficient in English.

4.4 Teachers' Interviews

To get insight into the teachers' perceptions about using LL text as a teaching tool, interviews were arranged with English language teachers teaching at three domains and levels, that is, public schools, private schools, and universities. The interview questions were adapted from two sources: Shang and Xie (2019) in China and Pujara (2018) in Nepal for authenticity. Three questions at serial numbers 2, 7 and 8 were added by the researcher to make the interviews more comprehensive according to the context of this study. Later, the questions were piloted for their further reliability. The pilot process was conducted at the language university in Islamabad, Pakistan. Two participants were interviewed. First interview lasted for five minutes while the second lasted for six minutes. Both the participants were male, both were aged 41, holding Ph. D. degrees in Linguistics with 17 and 20 years of teaching experience. Furthermore, the questions were discussed with three other people. One was a professor and Dean of Languages Department at the university, possessed a degree in Linguistics and had a sound research background. The other was a lecturer at the university with his doctoral degree in Linguistics. The third one was a Ph. D scholar at the University of Auckland, New Zealand. His dissertation topic also related to linguistic landscapes. One of the experts suggested that the level

of learners should be specified and preferably that should be delimited to the university level. Other than this, no observation was noted by the participants as well as the experts. However, demographic information was made more comprehensive and participant-friendly after pilot study feedback. For example, instead of asking for an exact number for the age, age blocks of five years were made and the options to tick for other information were given, where possible.

Then, the interview questions were sent to four professors for their expert opinions on the validity and reliability of the questions. (Four experts' opinions are attached at Appendix F). Moreover, these questions were approved by the Board of Scientific Research and Publication Ethics of the EMU (Eastern Mediterranean University) to avoid any ethical implications. The overall purpose of the interviews was to know the views and perceptions of English language teachers to utilise the language displayed in LL as a teaching tool and as an additional support to improve the English language of the students. The questions at serial numbers 1, 6, 7 and 8 were main questions while the questions at serial numbers 2, 3, 4 and 5 were subsidiary questions of question number 1. The transcripts of the responses of these questions answered the RQs. 4 and 5.

The interviews were conducted on different dates as it depended on the availability of the researcher and the availability and convenience of the participants. The participants were contacted telephonically and, in some cases, face-to-face to seek their appointment for the interview. The consent form (attached at Appendix G) was shown to them, and their written consent was sought prior to the interview. They were also requested orally to grant permission for audio recording of their sound prior to conducting the interview. (Requests for permission to record and their

consent are orally recorded at the beginning of each interview.) All the interviews were conducted face-to-face at the participants' campuses.

It was a purposive non-random sampling as the researcher wanted to know the views of qualified and experienced teachers teaching at different levels and domains. All the participants of this study were teaching at the secondary level, that is, at grades 9-12. The detailed profiles of the participants are given in Tables 1, 2 and 3.

The total number of teacher participants were 50. Among them, 20 were from universities, 15 from public schools and 15 from private schools. The names of the participants were coded to hide their identity. After transcribing teachers' interviews, reading their opinions, and analysing them, the data were divided into 11 major themes and analysed quantitatively. The teachers' views about each theme were labelled as 'Agree', 'Partially Agree' and 'Disagree'. Those participants who did not give their clear views about some themes, their responses were considered as 'Vague Reply' and labelled as 'NA'. The responses of the participants to every theme were calculated in percentages, and then mean and standard deviation were calculated for each theme. The responses labelled as 'NA' were left out from the calculations. Table 8 below shows the responses and the percentages of each response, and means and standard deviations for each theme:

Table 8: Fifty participants' perceptions of LL themes as teaching tools

Participants	LL's contribution to ELT	LL as a resource for ELT	Teaching of vocabulary	Teaching of grammar	Teaching of semantics	Teaching of pragmatics	Negative effects of orthographic and lexical errors in LL	Positive effects of LLs' awareness on learners	Positive effects of transliteration on learners	Beneficial exploitation of transliteration	Teachers' positive reaction to the words like 'petrol pump'
TA01	A	A	A	D	A	A	D	A	A	A	A
SA02	A	A	A	D	PA	A	A	A	A	A	A
NI03	A	A	A	D	A	A	D	A	A	A	A
AN04	A	A	A	NA	A	A	A	A	D	D	A
AM05	A	A	A	A	A	A	A	PA	D	D	A
AA06	PA	A	A	A	A	A	A	D	D	D	D
HR07	A	A	A	D	A	A	A	A	D	A	A
AK08	A	A	A	A	A	A	D	PA	D	A	A
JA09	PA	PA	A	PA	A	D	D	A	A	D	A
HN10	A	PA	A	D	A	A	A	A	PA	A	A
ZU11	A	A	A	A	A	A	PA	A	PA	D	A
RK12	A	A	A	D	A	A	A	D	D	A	A
FR13	A	A	A	A	PA	PA	A	A	D	D	A
SA14	A	A	A	D	A	A	A	A	PA	A	A
SF15	PA	PA	A	D	A	PA	A	PA	D	D	A
AR16	A	A	A	D	A	D	A	PA	NA	NA	A
QA17	A	A	A	A	A	A	A	PA	NA	A	A

‘Table 8 (cont.)’

[illegible]

‘Table 8 (cont.)’

MA40	A	A	NA	NA	PA	PA	A	PA	A	NA	A
AE41	A	A	A	A	NA	NA	A	A	D	A	A
FH42	A	A	A	A	A	A	A	A	A	NA	A
HR43	A	A	A	NA	A	A	A	PA	PA	NA	A
FK44	A	A	A	D	A	NA	A	A	PA	A	A
IK45	A	PA	A	D	A	A	A	PA	D	A	A
SZ46	A	A	A	A	A	A	A	PA	PA	A	PA
ZJ47	A	A	A	D	A	A	A	PA	A	A	A
BA48	A	A	A	D	A	A	A	A	A	A	A
AA49	A	A	A	A	A	A	A	PA	D	D	PA
AW50	PA	A	A	D	A	A	A	PA	PA	A	A
A%	82.00%	80.00%	96.00%	46.00%	78.00%	74.00%	80.00%	50.00%	30.00%	50.00%	92.00%
PA%	14.00%	8.00%	2.00%	2.00%	12.00%	12.00%	8.00%	42.00%	22.00%	0.00%	4.00%
D%	2.00%	4.00%	0.00%	46.00%	4.00%	6.00%	10.00%	8.00%	32.00%	26.00%	4.00%
Mean	0.91	0.91	0.99	0.50	0.89	0.87	0.86	0.71	0.49	0.66	0.94
SD	0.22	0.24	0.07	0.49	0.25	0.28	0.32	0.32	0.43	0.47	0.22

A: Agree

PA: Partially Agree

D: Disagree

NA: Vague Reply

SD: Standard Deviation

4.4.1 Description of Statistical Analysis

The researcher mapped 'Disagree' to a value of 0, 'Partially Agree' to a value of 0.5 and 'Agree' to a value of 1 while 'Vague Reply' was not given any value and left out of the calculations. Mean is the arithmetic average of all the responses from each research participant. The greater the mean, the larger the number of people who agree to the theme. The lower the mean, the fewer the number of people who agree to the theme. Standard deviation is a measure of the dispersion of responses around the mean. The lower the standard deviation, the less varied the responses are and the mean is more representative of all the participants. The greater the standard deviation, the more varied the responses are, and the mean is less representative of all the participants.

Teachers' interview transcripts were analysed qualitatively as well. To check the credibility of the data, member-checking process was adopted. This is a process where data transcripts are presented to some or all of the participants for feedback (Varpio et al., 2017). It is viewed as another process where participants are involved in the research process (Birt et al., 2016). The interview transcripts were sent to the ten participants whose email addresses were available with the researcher. Five of the participants responded and they did not add or eliminate any information given earlier during the interviews.

There are six common learning theories which are labelled as behaviourism (Skinner, 1965), cognitivism (Gagné, 1984), constructivism (Piaget, 1964), experiential (Kolb, 2014), humanistic (Huit, 2009) and social-situational (Bandura, 1977).

In *behaviourism*, a change in action is observed, a teacher is the fountain of knowledge, and a student is a passive recipient. However, the knowledge gained

through this process is considered as absolute, objective, and factual. In *cognitivism*, the learners are active participants and are expected to experiment, explore, question, manipulate and find out the answers by themselves (Gagné, 1984; Harzem, 2004). In *constructivist learning theory*, learners construct knowledge rather than acquiring it through experience in their cultural, social, and contextual conditions (DeVries & Zan, 2003; Piaget, 1964). Wray and Lewis (1997) pointed out important aspects of *constructivist learning theory*; one of them is that learning is a social, situated, and metacognitive process and a process of interaction between what is known and what is to be learnt. *Experiential learning theory* is the mixture of cognition, experiences, behaviour and perception. In this theory, experience plays a central role in learning (Kolb, 2014). *Humanistic learning theory* prioritises the person as a whole, its needs, interests and its growth over the lifespan (Huitt, 2009; Kurtz, 2000). *Social-situational learning theory* emphasises that learning occurs in social relationships, learners observe other people in a social setting (Merriam et al., 2006). According to Rogers (1969), personal involvement, that is, feelings and cognitive aspects of learners whether young or old are involved in any learning event. Teachers can only play a facilitative role in the process. All these theories, except the behaviourist theory, emphasise on positive effects of group workings and observation (Guney & Al, 2012).

When the teachers give awareness of LLs to the students, when teachers use LL text in the classroom for teaching purposes and when the students start learning from the LLs, then the *cognitivism*, *constructivist learning theory*, *experiential learning theory*, *social-situational learning theory* are at work. Personal involvement of learners in any learning event plays its role (Rogers, 1969). Autonomous learning is more effective than other approaches to learning (Naiman et al., 1978). Learners

need to take charge of their own learning in order to make the most of available resources, especially outside the classroom (Waite, 1994). Learners' autonomy is also ensured in learning through LLs. Thus, the combination of four major learning theories will have a positive impact on students' learning.

4.4.2 Analysis of Themes

The interview contents were transcribed verbatim and analysed qualitatively by following the model proposed by Braun and Clarke (2006).

4.4.2.1 LL's Contribution to ELT

In response to the theme whether LL contributes to English language teaching, 82% of the participants agreed to the notion, 14% partially agreed while only 2% disagreed. The mean score is 0.91 and the standard deviation is 0.22. The calculations showed that a larger number of respondents agreed to the theme, and they were in favour of the idea that LL could contribute to English language teaching.

The views of the participants who are in favour of the theme are:

- LL can contribute a lot and can be helpful in language learning.
- LL has great significance in ELT and has positive impact on language learners.
- LL provides very valuable material and increases the vocabulary of learners.
- LL is a source of authentic material, real life language data and a real-life communication exposure.
- LL provides a chance to connect academic setting with the society, exposes the learners to the language of everyday life and they go through a diverse range of experimentation.

- students learn Standard English in the class, and they may learn some of the deviations from it through LL.
- learners learn words in the context to associate the meanings.
- seeing or observing is more effective than just teaching and students go through both the experiences through LL exposure.

Seven participants partially agreed in the following words:

AA06:and to some extent it [LL text] can contribute to language teaching and learning in ELT classrooms. For example, a teacher can take some snaps to his or her classroom and such instances can be used to teach students as a comparison that how language should be used and how language is actually used in our community and such instances can be presented to students or language learners as a comparison not for teaching primarily (LL 39-44 of teachers' interviews transcript attached at Appendix C).

JA09: I think to some extent because usually these public places, they are not read very attentively. They are taken for granted. Usually, what happens people just pass by but sometimes obviously they are registered by people who are passing by (LL 71-73) ... so I think to some extent in terms of collocations and spellings probably they can play some role (LL 75-76).

SF15: Well, yes, I think to an extent it [LL text] can contribute to the learning of English, I would not say that particularly in ELT classroom but in general (LL 128-129).that depends upon the reliability as far as the correct language is concerned, yes, they can contribute (LL 133-135).

KS20: Yes, of course, to some extent I do agree (L 184).

ES31: In my opinion, it [LL text] can contribute to some extent (L 247). These wrong spellings bring negative effects on students' vocabulary. However, we can use linguistic text in ELT to some extent (LL 249-250).

SE32: Yes, I think, to some extent it is true. It [LL text] can serve but not to a great deal because it doesn't have that scope with respect to the ELT classes. To some extent, it is good. It can serve (LL 253-255).

AW50: Yes, to some extent it [LL text] could help to contribute to English language teaching in the classroom (LL 371-372).

The above-mentioned seven participants agreed to the theme, but they had some reservations like wrong spellings, incorrect language, or limited scope etc. However, they could not deny the importance of LLs' contribution to ELT or English language in general.

One participant AJ18 disagreed to the LL contribution to English language teaching but he was in favour of its contribution in learning English as it could be evident from his own words:

I don't think these signboards in any way can be contributing to English language learning and teaching in ELT classroom but outside the classroom they do have their effects, people do learn things especially from the signboards (LL 159-161). English written along with those signs, it is very contributing towards learning English but when it comes to English language learning teaching in the classroom, I don't think they [signboards] are very effective (LL164-166).

Keeping in view the views of the experienced teachers, it can be safely claimed that LL can play an effective role in ELT if the teachers are given autonomy to use LL as an additional material in English language teaching. A similar quantitative study was conducted by Shang and Xie (2019) in China. In their survey, 295 respondents participated. They reported that 77.3% of the participant teachers agreed that LL provided an authentic and conducive environment for learning English in China while only 5.4% disagreed whereas 17.3% remained neutral. When asked about the role of English on signs as incidental learning, 86.1% of the participant teachers agreed that English in LL helped students in incidental learning, 4.1% disagreed while 9.8% did not give their opinion. Pujara (2018) worked on a similar study in Nepal where teachers' interviews were conducted. The teachers

pointed out that the language in the LL could play a role as a motivational force for the students. They further pointed out that students could get familiar with the concept of multilingualism and learn the script of other languages through LLs. In the current study, a participant from a university QA17 also pointed out the motivational force of language in the LL. Another participant from a public school AS35 informed that the students could learn the words from other languages. Cenoz and Gorter (2008) relate that the learners do not go to city streets with the intention to learn from the texts displayed in the streets, but they experience incidental learning while being exposed to the variety of text. Rowland (2013) found six different dimensions in his study and one of them was the possibility of incidental language learning of the students. These studies reinforce the notion in the current study that LL can contribute to English language teaching and learning whether intentional or incidental.

4.4.2.2 LL as a Resource for ELT

A large majority of teachers and students in Pakistan limit themselves to the contrived syllabi due to certain reasons like linear syllabi, time constraints, administrative pressures etc. When asked whether language displayed in public spaces, LL texts and multilingual signboards could be exploited as an additional resource for English language teaching, 80% of the participants agreed, 8% partially agreed while 4% disagreed with this idea. The mean was calculated as 0.91 while the standard deviation is 0.24. The calculations showed that a larger number of respondents agreed to the theme and claimed that the linguistic text displayed at public places could be utilised as ELT material.

The participants who agreed to the theme were of the view that exposure to these signboards' language played a pivotal role. In their views, signboards' texts are very helpful for the teaching and learning process and:

- can be used for teaching purposes.
- broaden the perspectives of the learners.
- can be exploited to spread awareness among language learners about how the general public makes grammatical mistakes in the use of language, faulty use of lexemes etc.
- can be exploited for multiple purposes like task-based or activity-based instructions.
- teachers can utilise them in their classrooms for English language teaching.
- can be used for different purposes like grammatical structures, words, sounds etc.
- can be exploited for different words and different kinds of terminologies and improve reading skills.
- provide innovative ideas in English language learning.
- facilitate the students to understand new concepts, new terms, vocabulary items of second language.
- a teacher can design certain vocabulary, or grammatical exercises based on them or analyse those boards' text linguistically.
- identify certain word formation processes.
- understand various languages and their structures and meanings.
- can enhance the vocabulary of the students and the teacher can contextualise certain vocabulary items.
- introduce functional aspects of language like order and directions.

- connect three or more languages with each other and help to perceive the concept of all the languages present on the signboards simultaneously.
- can be utilised in comparative analysis.
- provide first-hand practical experience.
- help understanding different associative meanings.
- give a comparison between classroom language and real-life language on the signboards.

Four participants partially agreed on the plea that just ordinary shop billboards which contained ungrammatical expressions could not be helpful as a teaching resource; however, the text like verses, quotations and sayings could be exploited for teaching purposes. Some of the signboards or advertisements which could relate to the teaching topic and carefully selected by the teacher could be exploited to some extent. Multilingual signboards, which contain English as well as the native or national language of the learners, could be helpful and be exploited to an extent as a resource for English language teaching or learning. Multilingual signboards could create confusions in the learners' mind. They might focus on translation and the translation could become a tricky way of learning a language, however English signboards definitely could be exploited as a teaching resource.

Some of the words of these participants are reproduced below:

JA09: I personally don't think so that it [linguistic landscape] should be exploited because it is not a standard model (LL 447-448). They [signboards] are highly ungrammatical, highly indigenously written (LL 449-450). Sometimes, there are, you can say, different verses, different quotations, and sayings so in that context, they can be exploited but ordinary, you can say signboards or billboards, they may not be very good stuff to be used (LL 454-456).

HN10: It all depends upon the selection of those signboards (L 467). You as a teacher will have to select such signboards which can help you and which can

relate the topic of your discussion so in that way, I believe to some extent it can be a helping hand (LL 468-470).

SF15: Multilingual signboards as a translanguaging resource can be very helpful (LL 508-509). I think yes, it is helpful to an extent (L 512).

IK45: We usually have English signboards, and they definitely help us. Multilingual signboards create a bit of confusion because then students are involved in translation, and translation becomes a tricky way of learning language (LL 720-722).

One participant SE32 disagreed on the plea that the LL text and teaching materials had different targets and purposes so there was hardly any possibility that we could use LL texts for teaching purposes. The participant expressed his views in the following words:

SE32: No, I think that these two are at cross purposes. They don't have the same target so it will not be that helpful as we can manage it (LL 645-646).

The other participant MA39 disagreed but he focused only on multilingual signboards. In the opinion of this participant, when the text on multilingual signboards would be translated to English, it would be disturbing for the learners. The original words of this participant are reproduced below:

MA39: I guess when we translate that it diminishes the basics of it, so it disturbs (L 686).

The answer of the participant showed that he disagreed with the idea of translation of multilingual signboards. As the answer is noticeably short, it is difficult to construe that he may agree if the English text is directly used for English language teaching in the classroom.

The teachers' views evidenced clearly that the language in written text displayed on signboards in the LL can be exploited for language teaching for multiple purposes. It depends on the teachers how innovative and painstaking they are, how much freedom and autonomy they have in utilising additional material; they can exploit the LL text for a variety of teaching purposes in the classroom. Shang and Xie (2019) claimed that examination-oriented classroom-based English language teaching practices were in vogue in China and the teachers were dissatisfied with the existing practices. To know the views of teachers about using LL text as an additional resource for language teaching, they asked this question in their survey from the teachers in their quantitative analysis study. In response to this question 84.1% of the participant teachers agreed to the notion, 5.4% disagreed while 10.5% remained neutral. Thus, they perceived environmental English as a likely additional resource for students' English learning. A similar study was conducted by Pujara (2018) in Nepal where teachers' interviews were recorded. It was concluded that the participant teachers had unanimous views about using LL materials as English language teaching resources in the classroom. Keeping in view the perceptions of teachers in the current study and the results in the previous studies mentioned above, it can be safely claimed that LL text can be utilised as an additional resource for language teaching, but the teachers will have to volunteer for some extra efforts in selecting the most useful and relevant materials from these signboards for discussion in the class.

4.4.2.3 Teaching of Vocabulary Through LL

English, like any widely spoken language, has four skills and systems like lexis, grammar, phonology, etc. Teaching and learning vocabulary are part of the English language system and are considered particularly important in language

competence and performance. When I ask my students to write in their own words or interact with their fellows in English, their general response is ‘I cannot speak or write English because my vocabulary is weak’. Keeping in view the importance of vocabulary, this question was also made part of the interview. In response to the question whether vocabulary can be taught through LL texts, 96% of the participants favoured the idea, 2% of the participants partially agreed while nobody disagreed. The mean is 0.99 and the standard deviation is 0.07. The low standard deviation indicates that the responses are less varied, and the mean is more representative of all the participants.

The participants who agreed to the idea that vocabulary could be taught through LL texts expressed their views in different words such as:

- the text can contribute to the vocabulary and help in improving learners’ vocabulary.
- signboards’ text can play a vital role in enhancing vocabulary and it can be taught effectively.
- vocabulary teaching can be more useful than any other aspect of language.
- students can learn novel words easily.
- vocabulary can be taught to a greater extent through signboards’ text.
- the text is a useful source for learning and enriching students’ vocabulary.
- language teachers can point out various lexical mistakes.
- the lexical items generally represent different aspects of our society.
- mainly lexical aspects could be brought into English language teaching.
- different grammatical entities, different words, code-mixed and code-meshed language can be taught through these advertisements.

- the texts do add a lot of terms into learners' vocabulary that can be used in teaching and learning in ESL or ELT classroom.
- the texts can teach them the use of adjectives, inculcate different kinds of vocabulary for developing writing and reading skills as well.
- language teachers can rely on these LL texts for vocabulary learning specifically.
- teachers can teach different word formation processes like compounding, coinage, blending through these signboards' texts.
- vocabulary and spellings can be taught as they (signboards' texts) are very expressive.
- vocabulary can be taught surely as signboards' language focuses more on vocabulary than any other language aspect.
- if teachers take certain steps for example they can make use of those words in the sentences, this lexis could be more effective.
- signboards' text is more related to vocabulary enhancement than grammar.
- content words like different nouns, adjectives, adverbs can be taught through LL text.
- morphology deals with word structures and word formation which can be very helpful for the students to learn vocabulary.
- signboards' texts are the best way to improve learners' vocabulary.
- mostly vocabulary items can be taught to our students through these signboards.
- words are usually displayed on these LL texts and the teachers can give some tasks to students to learn some of the words, some jargons and specific vocabulary etc.

One participant from a public school SE32 partially agreed without tendering any reasons. His actual words are reproduced below:

SE32: Only vocabulary can be taught through this thing [LL] and that also to a little extent not to that language vocabulary but if we give some weightage to vocabulary, yes, it is true as far as vocabulary is concerned (LL 1009-1011).

Keeping in view the data, there is 100% agreement on using LL for improving learners' vocabulary. The question about teaching of vocabulary through LLs was asked by Pujara (2018) during the study of Master's dissertation at Tribhuvan University in Nepal. The teachers who participated in the study agreed that vocabulary could be taught effectively through different LLs as the items and their names were combined on the signboards' texts. Participants of the survey conducted by Shang and Xie (2019) in China also agreed that LL helped learners in improving their vocabulary. Kim and Chesnut (2021) expressed their belief that the use of virtual linguistic landscapes could contribute to the learning of vocabulary, grammar and a variety of skills required operating between languages. On the basis of the teachers' views in the current study and in the previous studies, it can be quite safely claimed that LL texts on the signboards can be a great help in learning and enhancing vocabulary.

4.4.2.4 Teaching of Grammar Through LL

Teaching grammar is an important component of language teaching. In countries like Pakistan, grammar teaching is emphasised in educational institutes especially at school levels. More than 50% of the exam questions are based on grammar aspects like correction of incorrect structures, fill in the blanks with appropriate prepositions, verbs, articles etc. The teachers who are good at grammatical explanations are labelled as 'good teachers' and they become students'

favourites. Keeping in view the importance of grammar, the participants were asked about using LL for teaching grammar in ELT classrooms. The participants' opinions were divided on this aspect of language teaching. Forty-six percent (46%) agreed, only 2% partially agreed while 46% disagreed. The mean is 0.50 and the standard deviation is 0.49 which indicates a high dispersion around the mean, and therefore a great variety in responses.

The participants who favoured the idea of teaching grammar through LL, their views are summarised below:

- deviations and differences between LL and classroom setting can be highlighted by the teachers.
- grammatical mistakes that language learners usually make can be pointed out and discussed in the class.
- grammatical aspects like the structures which are followed in the signboards can be incorporated in ELT.
- imperative expressions are frequently used in advertisements so imperatives and adjectives can be taught through LL.
- elisions and omissions of structural words like auxiliaries or prepositions etc. are common in the LLs so these items can be brought and discussed in the class.
- students can be asked to bring some lexical items from the LLs, then to use them in their own sentences and then sentences can be changed into positive, negative or interrogative structures depending upon the level of the students.
- the functional part of the language like parts of speech including adjectives, nouns and verbs can be practised in the class.

- content words like nouns, adjectives and adverbs can be used for teaching different aspects of grammar.
- many aspects of grammar for example syntax and morphology can be taught through LLs.
- identification of correct and incorrect English in the LLs can be exercised in the class.

One participant from the university JA09 was in favour of teaching grammar through LL but he was a bit doubtful about it because of the complexity of the grammatical structures. He partially agreed in the following words:

JA09: I think grammar as well as vocabulary, but I am a bit sceptical of grammar because vocabulary is less problematic than grammar. Grammar is more complex than vocabulary. So, both can be exploited, both can be useful, but vocabulary can be slightly more useful (LL 840-843).

The participants who differed on the idea of grammar teaching through LL, their views are wrapped up below:

- LLs are not written or built carefully, and many grammatical mistakes are found.
- the sentences or slogans found on the LLs have their own pattern, the creators of these texts do not bother about their grammaticality.
- there are hardly sentences because of paucity of space.
- only short and specific texts are there in LLs.
- we find phrases or words in larger fonts in LLs while grammar is more than word level.
- grammar is not written down in accurate form.
- no subject-verb-object formation is found generally.

- billboards' grammar is different as compared to the one that we expect from the students.
- we have to correct grammatical structures in order to make them the part of our teaching module.
- the language used in the LLs is not appropriate for grammar teaching.

The participants who agreed or disagreed on grammar teaching through LL had sound reasons behind their claims. The major argument of the teachers who agreed was to bring errors/mistakes and non-standard forms of language in the classroom for discussion and give awareness to the students about the language used in the real world and in academia. Kim and Chesnut (2021) believed that the use of virtual linguistic landscapes could contribute to the learning of vocabulary, grammar and a variety of skills required operating between languages.

The teachers who disagreed, their main supposition was the rampancy of grammatical mistakes in the LL texts which was ultimately not conducive to grammar teaching. According to Ke and Cahyani (2014), understanding different non-standard forms of English should be one of the main goals in ELT classrooms in this globalised world. Students should also be able to decode non-standard English, which they do not come across in textbooks, in the contextualised communication discourse.

4.4.2.5 Teaching of Semantics Through LL

Words, phrases, and sentences can give different meanings according to the context. The creators of signboard language address a large population in general as well as the specific part of the community who could become their potential customers or future customers. So, they choose the words which could convey their message particularly to their target audience. Keeping in view this signboard

language potential, English language teachers were asked about enhancing semantic capabilities of the students through LL. In response to this question, 78% of the participants agreed, 12% partially agreed while 4% disagreed. The mean is 0.89 and the standard deviation is 0.25.

The participants who agreed to idea of teaching semantics through LL, their views are summed up in the following lines:

- semantics can be taught through LL because the signboards are displayed in a specific context and culture and they have specific use in that culture, thus the meanings are well understood, and the context helps learners to associate the meaning of that particular word by these signboards.
- semantics usually deals with the dictionary meanings and the students are able to register and understand them.
- linguistic societies or communities have their peculiarities so those peculiar aspects can be selected from LLs, and they can be used as instances to teach and explain various aspects of semantics to students at various levels.
- some billboards have the word ‘detergent’, and some have ‘surf’ so that would be a nice topic for the language classroom.
- what specific vocabulary items or lexical choices are portrayed on LLs and what kind of different meanings they connote that can be quite helpful to teach semantics effectively.
- for teaching semantic aspects through LLs, a teacher has to select the things very carefully, need to select those ideas, those catchy phrases from the public places which can help to teach that semantic sense which a teacher is actually trying to deliver because that relevance would matter a lot.

- when a student or a learner comes across such words or phrases in the classroom which he has already encountered on a signboard, he not only comes across a phrase or a word but also, he carries a complete context with him which helps him to understand the meanings or concepts of those words.
- semantics is like vocabulary and the learners can learn it through billboards or signboards.
- signboards mostly contribute to the semantic aspect of language.
- semantics through LLs can be taught by asking different questions like what the antonym or synonym of this word is or what is the prototype of this word and by asking these questions, the students would go for meaning making process.
- a lot of semantic content is found on these signboards in written form as well as in pictures so it can be taught through verbal and visual tools.
- semantic elements are associated or linked with the LLs, so the students are able to contextualise these items.
- semantics has meanings with some multimodal aspects, so it helps students to understand the concepts easily.
- LLs are very helpful in giving rich knowledge semantically.
- billboards or such kinds of things are practical examples in the situations that we come across in our personal life and those relevant expressions can be discussed in the class.
- every signboard in every country represents the cultural aspects of that country so definitely semantic aspects are the part of these signboards.

- by giving the cultural contextual background to the students, different elements, different concepts in terms of meaning or in terms of intuitive meaning can be taught through LLs.
- teaching semantics through signboards, we have to differentiate between literal and associative meanings.
- for teaching semantics through LLs, we should select the signboards and then explain them to the students.
- we take examples from the text but once those words and expressions are used in real world through these linguistic signboards, it could help learners to understand different connotations, different meanings in different contexts.

The participants who partially agreed, their views are briefly summarised in the following lines:

- teaching semantics through LL is a bit difficult however the words and their formation can be taught.
- teaching semantic aspects is a bit tricky and if possible, that is only at higher level not at the lower level.
- semantics can be taught to a limited extent.
- semantics cannot be taught at a large scale, but it cannot be denied absolutely.
- it is a bit difficult to explain these terms to common learners, but it might be possible to explain through LL.

One participant NA30 from a public school and another participant AR38 from a private school disagreed to the idea of teaching semantics through LL but they did not give any reason as it was evident from their words below:

NA30: So far as semantics is concerned, I don't think that it can be much helpful (L 1367).

AR38: We cannot teach semantics through LL (L 1423).

The disagreement on teaching semantics through LL is negligible on two grounds. Only two out of 50 participants disagreed, and the participants could not evince any evidence in their claim. Keeping in view the overwhelming number of teachers' claim of teaching semantics through LL, it can be purported that LL text can be exploited in teaching the semantic aspect of language.

4.4.2.6 Teaching of Pragmatics Through LL

LLs like advertisements and signboards etc. have one common feature that is to attract the customers. To achieve their target, they try to impress and convince the general public through the selection of words/phrases which are full of multiple meanings. In reply to the question about using LL for teaching pragmatics in the ELT classrooms, 74% of the participants agreed to the idea, 12% of the participants partially agreed while 6% of the participants disagreed. The mean is 0.87 and the standard deviation is 0.28.

The participants who thought that LL texts could be exploited for teaching pragmatics, their opinions are reprised below:

- pragmatics can be taught through these signboards.
- teachers should do some extra work then they can utilise LLs for teaching pragmatics.
- pragmatics can be taught through the text on the signboards as the text has specific context and use in that particular culture, so it helps people to associate the meaning of that particular word used in that signboard with that particular context.

- signboards' text has an intent and a message so our students should be able to understand those intended meanings so in that sense it would be helpful in teaching pragmatics through LLs.
- the text is peculiar to linguistic societies or communities so those peculiar examples of pragmatic aspects can be selected from LLs and can be used to teach pragmatics to the students at various levels.
- pragmatic competence involves understanding the intent of the speaker or the writer in the given context and how specific vocabulary items or lexical choices can be portrayed on LLs and what kind of different meanings they connote thus pragmatic aspects are quite helpful and be taught effectively.
- pragmatics is all about context or the co-text where the text has been produced so we can activate learners' knowledge through the context in which that text has been produced and then through that context, pragmatics can be taught.
- teachers should select the pragmatic aspects of those ideas and catchy phrases very carefully from the LLs because that relevance would matter a lot.
- a signboard is not just a visual that is displayed in a public space rather it gives a proper context, so this very context helps teaching pragmatics in the class.
- pragmatic aspect means the context in which it is used because one expression may assume different meanings in different context.
- to understand the pragmatic meanings of those words, the learners have to look at the linguistic context as well as physical and social context then obviously LLs do help in developing language learning skills.

- pragmatics is always culturally present, and its aspects are related to advertisement hoardings so pragmatic things can be taught directly or indirectly.
- if the LLs are used in such a way that pragmatic elements are associated or linked with those landscapes then I think students will be able to contextualise the things, they will understand how the things are used in a particular community and in that way, they will be able to get more from those pictures, those ideas or those realia which are displayed in public places.
- LLs have more to do with pragmatic aspects of language because they are used in a particular situation.
- pragmatics is defined as the use of language in a certain context and LLs basically contain linguistic expressions in certain contexts so it can be taught.
- pragmatic aspects can be taught to the students through the language scenario or context in which that signboard is upheld.
- signboards are mostly related to marketing field, and they convince their customers through certain catchy phrases or catchy words and these catchy sentences or phrases show the intended meanings of the writer or of that company so the teachers can study, understand and teach the pragmatic aspects of these phrases to the students.
- pragmatics in LLs is more visible in physical and social context.
- pragmatics is actually reading between the lines and giving more meanings to the words in different situations thus the meaning making practice helps teaching pragmatics.

- some signboards use different shapes, signs, and colours so teachers can use these elements for teaching pragmatics.
- pragmatics can be taught to the students by giving practical examples from the LLs, the examples of such kinds of billboards or such kinds of things which we come across in our personal life and we can talk about different kind of pragmatic expressions relevant to those topics.
- when the students are at advanced level of learning English, they understand pragmatic values of the words and they can discuss these things in the class.
- pragmatic aspects of English can be taught through LLs because there is so much creativity and play with language done through these signboards and billboards and other things.
- students can be taught the pragmatic aspects by analysing how different persuading techniques are incorporated in these linguistic expressions, how it basically plays with their psyche such as in an advertisement what is highlighted and what is hidden so all of these aspects can actually contribute a lot to pragmatic aspects of English teaching.
- pragmatic aspects of language through advertisements can be learnt in a particular environment.
- teachers can teach pragmatic aspects by presenting the vocabulary of that signboard through some social context and by giving some visuals/pictures or by following the norms of that particular area or tribe.
- for teaching pragmatics, we have to come up with different visuals and we have to create the context or the aspect of that particular company whose signboard is displayed.

- for teaching pragmatics, teachers give examples in the classroom taken from the text but once those words and expressions are used in real world through these linguistic signboards, it could help learners to understand different connotations, different meanings in different contexts.

The participants who favoured teaching of pragmatics through LL texts but with certain reservations about its practicality expressed their views which are briefly summarised in the following lines:

- it is possible only at a higher level but even at a higher level, it is a bit tricky because one expression may assume different meanings in different contexts.
- there are some doubts about teaching pragmatics because these billboards are displayed in a particular context.
- pragmatic aspects of language can be taught to limited extent.
- LLs are helpful in teaching pragmatics but not to a large scale.
- pragmatic aspects through LL can be learnt somehow but they are difficult to learn as they are very much related to the context and if the people are unaware of the context, they are unable to know the reality.
- the terms like pragmatics are difficult for common learners but they might be explained through multilingualism.

The participants who were not in favour of teaching pragmatics through LL text expressed their views which are briefly reproduced below to understand their point of view about the notion:

One participant from a university JA09 was not confident enough to teach pragmatics through LLs but he did not justify his claim with any reasons. His words are reproduced below:

JA09: but I am not sure about pragmatic aspects (L 1196) but about pragmatics I am not very sure (LL 1199-1200).

Another participant from a university AR16 showed disfavour in teaching pragmatics through LLs on the plea that the words were displayed without context.

The claim was evident from the words of the participant:

AR16: I think this linguistic landscape mostly contributes to the semantic aspect of language not to the pragmatic aspect because this, for instance, most of the time we come across the words only not the context that is behind it (LL 1260-1262).

A third participant from a university KS20 had certain doubts about teaching pragmatics through LLs but the objections of this participant were not directly related to LLs' stuff rather the doubts were about teachers' competence in the field.

The doubts were expressed in the following words:

KS20:but so far as pragmatic aspects are concerned, I have certain doubts (LL 1299-1300) but when it comes to teaching, maybe even teachers they may not be able to explain them [pragmatic aspects] because as such pragmatic competence has not been taught clearly in our classroom, so I am doubtful about these pragmatic aspects (LL 1303-1305).

Though there is disagreement or partial agreement on the issue of teaching pragmatics through LL texts yet the overwhelming views which are justified by the participants in favour of teaching pragmatic aspects through LLs can encourage to claim that LL text provides sufficient material to teach pragmatics and can be exploited by the teachers to meet the purpose.

4.4.2.7 Negative Effects of Orthographic and Lexical Errors in LL

Spelling errors and unacceptable or inappropriate lexis were found in LL as pointed out by Mohebbi and Firoozkahi (2021) in Tehran, Iran, and Shang and Xie (2019) in China. Lanza and Woldemariam (2008) conducted a research study on LLs in a regional capital of Ethiopia and concluded that English was the most frequently found language in the field, but language mistakes were commonly visible in English

signage. Sayer (2010) conducted a research project on social functions of language in LLs in Mexico and suggested four projects that might suit the students' level, age and learning context. One of the projects was to ask learners to observe non-standard grammatical forms of English in LLs and try to find out the standard ones.

Spelling errors like 'foto' for 'photo' and 'lite' for 'light' and American/British English variant like 'color' and 'colour'; lexical errors like 'footpath' for 'pavement' (British English) or 'sidewalk' (American English) are common in LLs in Pakistan. Keeping in view this point, a question about negative effects of orthographic and lexical errors in LL was included in the interview. In response to this question, 80% of the participants agreed to this idea, 8% partially agreed while 10% disagreed. The mean is 0.86 and the standard deviation is 0.32. The participants who believed that orthographic and lexical errors in the LLs engendered negative effects on viewers/learners expressed their views with cogent reasons. The views of the teachers are synopsized in the following lines:

- continuous exposure to wrong spellings and lexical errors on these signboards may cause internalisation of those errors and they create problems in students' learning.
- students use those errors like 'copy mechanism' instead of 'coping mechanism' in their academic writing.
- the errors taken from LL's signboards are reflected in the academic assignments and exam papers of the students.
- errors in the text on the signboards directly influence students' language especially their spellings, pronunciations, and meanings of the words as well and gradually these errors become the permanent part of students' language then they start writing and speaking in the analogous way.

- lexical or spelling errors create problems for students' learning but if those errors are brought into the class by the teacher or the students, these incorrect expressions can be corrected.
- advertisers use these errors as creative strategy to grab the attention of the customers, but these orthographic and lexical deviations do negatively impact the students.
- orthographic and lexical errors do affect students' learning, in fact they get fixed in learners' mind, and they take it as part of standard English.
- when students come across some grammatical errors or faulty input of language and they are not corrected timely, the errors are fossilised then it will be difficult for the teachers to eradicate those errors.
- as learners we need everything standardised but these lexical errors in LLs just hinder the process of learning.
- inconsistencies or faulty expressions on the signboards are observed and witnessed in students' written and spoken discourse and this is because of negative effects of orthographic and lexical errors to which they are exposed.
- constant exposure to the errors in LLs will become the habit of the students and this will have negative effect on their learning.
- students who come from far flung and less urbanised areas, they pay more attention to these signboards and perceive this language as standard English thus they are impacted negatively.
- it is the trick of the advertisers that they try to deviate the spelling and grammar rules, and this is one of the major concerns for the learners.

- the language on signboards is not written by the linguists or the teachers so the expected errors or spelling mistakes may leave a negative impact on the learners.
- it is evident from the errors committed by students in their academic writings that they are influenced by the language on the signboards.
- orthographic errors such as ‘foto’ for ‘photo’ bring negative impact on the learners.
- lexical, grammatical and orthographic errors are observed in students’ written and spoken discourse and errors in LLs are the cause of it.
- if it is a Pakistani expression, it may help the students learning the language but if it is actually an error or deviation, it will hamper their learning because they might pick up the wrong spelling from the billboards and those changes might become permanent in their repertoire.
- these signboards do not follow standard English so there are chances that students may incur lexical errors.
- specifically, students’ spellings get disturbed because of these orthographic or lexical errors, and we see the effects of these elements in their mid-term and end-term exams.

The participants who partially agreed on the negative effects of orthographic and lexical errors on learners expressed their views which were condensed in the following lines:

- the advertisers intentionally write wrong or different spellings to draw the attention of the readers, but the learners know about the correct form of words, so these errors do not spoil their language completely, but they have some negative impacts on the learners’ linguistic proficiency.

- as a young learner, these errors affect negatively but as a grown-up language user or researcher, these deviations or variations contribute to English language.
- orthographic errors do have an influence but that is not something to be worried about.
- there are some reservations about orthographic and lexical errors, and they might be problematic in the beginning, but the students should know what is actually used in real life situation.

One participant TA01 from a university disagreed with the idea that spelling and lexical errors in LL could have negative effects on English language learners on the plea that the signboard language producers and the Standard English had different intentions and purposes so these deviations from the Standard English could not be rated as negative elements. This participant disagreed in the following words:

TA01: I believe that these are not rated as negative things because you know whenever we people or these brand makers, they design these logos so what actually happens they made them intentionally for example if we talk about 7-up or like that so they want to make unique logos (LL 1523-1526)....I think like standard English is different from these signboards so both have different intentions, both have different purposes behind that so we cannot say that these are creating a sort of negative impact upon students' learning (LL 1527-1530).

Another participant from a university, NI03, called these errors creativity and disagreed with their negative effects. The original words of the participant are reproduced below:

NI03: Ahn, now-a-days it is not considered to be a negative effect because it is creativity; it adds to the creativity of students so if you know a new expression or although it is sometimes considered deviant in academia, but it is still adding to your vocabulary, it is still giving you a creative aspect so (LL 1541-1544).

According to another participant from a university AK08, these errors should not be taken as negative rather they should be treated as deviations from the native speakers' English and they should be taken as a variety of Pakistani English. He further explained that being understandable to the listeners should be the main goal. The actual words of the participant are reproduced below:

AK08:if we look at it from the point of view of English language learning, classical English language learning in which errors were not tolerated and in which it was believed that you need to follow the native language model, this conception has changed during the past 20-30 years. In today's world, it is not desired that you need to come up with the exact pronunciation or the exact grammatical structure, you know comprehensibility or intelligibility or being understandable to the listener has become more important so in this kind of context I believe that rather than calling them errors, we should refer to these as certain deviations from the native speakers' English but these deviations are very much right when we look at it in the context of what we can safely call as Pakistani English so I believe that rather than having a negative effect, I believe that they expose the students to the actual language that they will get exposed to in the context of Pakistan (LL 1594-1605).

Two other participants, one from a university and the other from a public school disagreed with the idea on the basis of developing their indigenous variety and its acceptability in the press as well in the publication sector. Their words are quoted below:

JA09: I don't think so there will be much negative effect because now-a-days in Pakistan the kind of English which we come across, it is accepted by the press, it is accepted even in the publication sector also so, we have developed highly indigenous variety of English which is very much used here [in Pakistan]. And as David Crystal says that communicability is the greatest feature of language so even at international level, if we use pure Pakistani indigenous variety, you will be able to communicate with the people, so I don't think so there is much negative effect (LL 1615-1621).

KI34: we are developing our own variety (LL 1849-1850) When we see the errors and the adjustment of different lexical terms in our own society or our own language, I don't think it has any language effect (LL 1851-1853).

The participants who agreed or disagreed had sound justifications to prove their claims. However, the ratio of the participants who were in favour of negative effects of orthographic and lexical errors on learners was quite high. It can be observed in a similar study conducted in China by Shang and Xie (2019). They reported in their survey that 80% of participant teachers showed their concerns about the negative effects of ‘poor’ English in the LLs on the English language learners. In the survey questionnaire, 34% of the participant teachers were of the view that Chinese characteristics were represented in Chinese English but, on the contrary, 40% of the participant teachers were clearly in favour of following the standard variety of English in the LLs. The Chinese EFL teachers did not recognize Chinese English as a variety of English. They emphasised the accuracy of English and they considered American or British English as a standard variety. Any deviation from this standard was taken as an error and they treated Chinese English, which was deviation from the standard variety, as the smudge of the cities’ image. In the current study, it could be claimed based on the overwhelming views of the teachers who were in favour of negative effects of orthographic and lexical errors on learners that errors in LL had been a problematic issue for the learners as well as for the teachers. It could be concluded from the data that top-down and bottom-up sign writers should avoid these errors to save the young learners from the confusion. However, if the students or teachers bring these errors in the classroom, it would generate discussion, and the students would learn from these errors.

4.4.2.8 Positive Effects of LLs’ Awareness on Learners

Teachers and students depend on specified contrived syllabi in Pakistani context. They hardly think of any additional sources to enhance the knowledge of a related subject. Students are not aware of the importance of LL and the habit of

observing the language displayed at public places is not created or developed among them. When a question about positive effects of LLs' awareness on learners was put to the teachers, 50% of the participants agreed to the notion of positive effects of LL's awareness on learners, 42% partially agreed while 8% disagreed. The mean is 0.71 and the standard deviation is 0.32.

The participants who supported the idea of positive effects of LL awareness on learners expressed their views which were boiled down in the following lines:

- if students get awareness of incorrect English on these billboards it means they have got competence of language and competence means they are improving their language.
- when learners go through these words on billboards, their positive opinion and world view broaden; and they explore so many new things and their vocabulary is expanded thus it contributes to their learning.
- it will actually drive them to learn more and more languages which are actually in the use in their society.
- LLs' awareness can enhance their learning because it can develop a certain kind of a role model for them, and they just copy and follow it.
- observation is the biggest tool of learning for a human and LLs' awareness will increase the observation trait of learners directly or indirectly.
- if the learners are taught about the features of LLs like their purpose, design and their shortcomings, the learners would be able to draw a comparison and contrast between standard English and local English which are individually visible.

- learners' awareness about this specific aspect of language must be clearly conveyed to them by their teachers because it has a deeper effect on their learning.
- students always see the things around them, and LLs' awareness will give them new vocabulary which they can use in their daily life.
- students start learning by comparing and observing different things.
- mostly the LLs' awareness has positive effects on learners but teacher's guidance and his role as a facilitator are very important to achieve positive effects.

The participants who supported the idea of positive effects of LL's awareness on learners but with some reservations expressed their perceptions which were epitomised below:

- it could be positive in the sense if the students are aware of any deviations in LLs' text otherwise there could be hazards and risks of becoming the habit of students using the language the way it is used on different signboards because too much exposure of it could be detrimental from academic point of view.
- in the context of Pakistan if you are teaching students English in a rural environment there will be very little exposure to English LLs and even that English could be spelled and used incorrectly so sometimes it may lead to certain negative effects as well but I believe that the positive aspects of these signboards far outweigh than the negative ones if a teacher uses them intelligently and incorporates the right type of signboards into language teaching or right examples of LLs so it depends on what kind of LLs have the learners been exposed to.

- LLs' awareness does not always leave positive effects on learners but this encounter with LL does have an impact on language learners and that could be positive as well as negative.
- interpretation of semantic and pragmatic aspects of language and the deviations from the standard English in LLs cannot bring positive effects always because students need guided learning however teachers' guidance would make them understand the importance of LLs and how to get the benefits of it.
- not necessarily always positive, it could be negative as well for example especially the spellings of students are problematic now-a-days.
- LLs' awareness could have negative effects as well, it may deviate the students from linear learning and somehow, they can go to cyclic learning through this awareness because this is not a linear way of teaching something like grammar and this awareness can be used as an aid rather than the language itself in a linear way.
- LLs' awareness has positive effects on learners but sometimes a word has specific connotation in standard English, but signboard writers violate it thus it affects negatively.
- first language interference in the LLs may cause negative effects on learners otherwise it has positive effects.
- positive effects of LLs' awareness in terms of language learning, the introduction to a number of new concepts, current ideas and new words but a little negativity is involved as well such as lack of standard English norms, pronunciation and wrong connotation.

- expert teacher can make it very positive but inherently it is not positive absolutely.

One participant from a university AA06 disagreed with the positive effects of LL's awareness on learners on the plea that LL language spoiled students' language grammatically, lexically, and phonologically. The claim of this participant was evident in the following words:

AA06: No, I don't agree with the statement because I think that linguistic landscapes language has more negative effects on students' language learning instead of positive effects because their language is spoiled due to these linguistic landscapes as I have already mentioned that their language is spoiled including grammar, their lexical knowledge and their pronunciation as well (LL 2012-2016).

Another participant from a university RK12 claimed that the words or phrases in the LLs were not the part of Standard English and they got fixed in the learners' brain. Thus, these words played the role as a hindrance rather than a facilitator. The participant explained the claim in the following words:

RK12: Not always because there are many these phrases or these signboards which provide us with phrases or terms which sometimes actually is not adding to our English language learning, it does hinder because we get some meaning which get fixed in brain and that meaning may or may not be the part of the standard English so we hardly try to go beyond that meaning and that is the part where it is a hindrance rather than a facilitator (LL 2054-2060).

Two participants from a public school ES31 and SE32 claimed that LL's awareness could not help in education field, people were not conscious of reading these signboards however this awareness could help in understanding the surroundings and availability of things in that area. The participants' views were reproduced below in their own words:

ES31: This awareness cannot be a major help in the education field. However, this awareness helps in understanding our surroundings and what

things are available in our surrounding areas. As far as English learning is concerned, there is not much advantage in my view (LL 2179-2182).

SE32: Umm I like to remain neutral in this respect. I think it's neither negative nor positive because both are in a different direction and target. People are not even much conscious about them when they are going to the shop, and they don't like to read the signboards, so I don't think that it is that influential. It is not that influential (LL 2185-2188).

Studies were also conducted about LL's awareness in other regions of the globe, for example a similar study was conducted by Shang and Xie (2019) in China where they reported that in response to the question whether English on signs raises students' awareness of contextualised English, 86.4% of the participants agreed, 4.4% disagreed and 9.2% remained neutral. Algryani and Syahrin (2021) reported in their study that the awareness to the LL provided chances to the students to identify language inappropriacy or inaccuracies. This proved during the online sessions when the students pointed out a number of grammatical and lexical inaccuracies. This identification of mistakes caused enhancement of foreign language proficiency of the learners. Dagenais et al. (2008) conducted an action-research LL project aiming at changing pedagogical practice. The students from Montreal and Vancouver schools who participated in LL project developed language awareness activities for the classroom in collaboration with the researchers. Kasanga (2012) concluded that exposure to the LL helped students to get awareness about the languages used on public signboards. Shohamy and Waksman (2008) considered LL as a powerful and meaningful tool for language learning. LL projects developed language awareness, and that awareness could be used as pedagogical application of language learning/teaching. Keeping in view the data in the current study and the previous studies' findings, it can be safely claimed that language on the signboards raises

awareness among learners and that awareness could induce positive effects on their learning.

4.4.2.9 Positive Effects of Transliteration on Learners

Most English consonant sounds exist in Urdu, but the place of articulation is different such as /θ/, /r/, /v/ and /w/. Moreover, the vowel and diphthong sound like /ɔ:/ and /ɔɪ/ do not exist in Urdu. When English words are written in Urdu script, the learners, of course, will read them in Urdu. Thus, they learn an unfamiliar word of English, but they lack in the spelling and the correct pronunciation of the word according to classroom academic setting and standard. Keeping in view this point, the question about the effects of transliteration on learners was made the part of the interview. In response to this question, 30% of the participants agreed to the positive effects of transliteration on learners, 22% partially agreed while 32% disagreed. The mean is 0.49 and the standard deviation is 0.43.

The participants who recommended the positive effects of transliteration on learners viewed transliteration in the words which were outlined in the following lines:

- in the context of Pakistan, we use L1 in order to teach L2 so transliteration expressions can be manipulated or exploited to teach the students.
- transliteration can help out our students to learn the language.
- if it is a novel word for you and you want to add it to your vocabulary, transliteration will enable you to read and understand that word.
- transliteration helps in pronunciation.
- transliteration contributes directly or indirectly to learning and psychologically it is a valuable tool to be exploited for English language

teaching, but teachers will have to guide the students first and then they can get benefit of it.

- transliteration on boards is something convenient for pronouncing a word when it is written in their mother tongue and learners can easily make the connections with the target language.
- transliteration helps the learners to become self-learners rather than getting each and every thing from the textbook or the teacher.
- students always seek effortless ways to learn things thus transliteration on signboards gives learners some options to choose.
- transliteration helps learners if they do not focus on correctness of grammatical structures and vocabulary items.
- transliteration facilitates the beginners who have no understanding of English text so when they see the script in their mother tongue, they feel relaxed.
- transliteration on signboards aids students' learning.

The participants who partially agreed to the positive effects of transliteration on learners viewed those effects in the words which were boiled down in the following lines:

- transliteration has positive as well as negative effects on students' learning but as an instructor you have to bear in mind what kind of transliteration you are bringing in the class and how you would bring relevance between all the stuff.
- transliteration is a two-edged sword; it can be used positively as well as negatively, it is easy to read but it negatively impacts on pronunciation for example English has silent letters while Urdu has rare silent letters so when a word is written in Urdu script, learners misperceive the pronunciation of that

word, furthermore /r/ sound is silent in English language but in Urdu transliteration it is written clearly so like the word ‘furniture’ when transliterated in Urdu /r/ sound is quite clear but when we find its IPA transcription we find that it is ‘funitue’ without /r/ sound.

- transliteration has two issues which are domestication and foreignization; sometimes we amalgamate two words together to get the meanings, the students do face difficulty but at the same time it enhances their learning process as well because if they do not understand the first part of the word, they are able to understand it from the second part of the word so it would be helpful in this way.
- transliteration can have positive effects if the learners pronounce it correctly, for example ‘b o o t’ we say ‘boot’ /bu:t/ but ‘f o o t’ we say ‘foot’ /fʊt/. In these two words, the middle letters are the same, but the pronunciation is different. If these both words are written in Urdu script, we can differentiate between these two sounds.
- transliteration has negative effects on pronunciation especially, we cannot learn correct pronunciation when English words are written in Urdu script for example the word ‘conference’ written in Urdu script, some students might pronounce it as ‘con-fer-nes’ but at the same time I believe that it makes learning process easier for the students to understand.
- transliteration does convey somewhat the meanings of a word, and the students get understanding of it, but it has negative effects on accent and pronunciation.

- sometimes the equivalent word does not exist in our language, and we have directly borrowed it from another language so it may give the negative meanings.
- if we welcome indigenous touch, welcome that variety and accept that as a variety then the transliteration has positive impact but if we are following the standard language and our aim is to train the learners near native speakers then it has negative impact.
- transliteration brings negative impact on the learners' vocabulary and spellings, but we can make the students learn certain words without spellings in target language.

The participants who did not agree to the positive effects of transliteration delineated their views in the following words which were wrapped up in the following lines:

- the exact pronunciation is not present in the other language for example we have 'kaaf' sound in Urdu and Arabic but not in English so when we are going to transliterate, the same essence cannot be conveyed.
- transliteration might affect the spelling of learners and may cause mispronunciations of words.
- language researchers at various levels may utilise the instances from the transliteration on signboards but language teachers are not recommended to do so because this transliteration on signboards has actually spoiled learners' language.
- at times the transliteration is not exactly written, the sign writers go by the sounds so it may help but again it needs exploitation in the language classroom.

- Urdu written in Roman English and English written in Urdu script is quite common in Pakistan, but the teacher should give awareness about the words like ‘cloth’ and ‘house’ in ‘cloth house’.
- transliteration impacts on pronunciation as English and Urdu have different pronunciation patterns, moreover English words written in Urdu script will make the learners think in Urdu instead of English.
- transliteration does not have positive effects on learners as the students in Pakistan have an overly complex way of learning; they think in L1, translate it into L2 then in L3 so transliteration may kill the spirit.
- particularly talking about Pakistani context, transliteration will affect pronunciation of learners because once they read that particular word in their L1, the chances are they tend to learn those sounds which are closely corresponding to their L1 particularly if those sounds do not correspond to the ones that are there in English.
- when something is transliterated in local language, the pronunciation will be disturbed and sometimes the actual meanings are not conveyed.
- transliteration of words means deviation from the script and orthography of the main language, and this is the major cause of spelling errors because of transliteration practice.
- when the learners see a word written in Urdu script, they will give that word their own spellings in English which can be misleading for them.
- transliteration creates a lot of confusion for example there is a word ‘toll plaza’ /təʊl 'plɑ:zə/ but it is transliterated as ‘tool plaza’ /tu:l 'plɑ:zə/ so most of the learners pronounce it as ‘tool plaza’ /tu:l 'plɑ:zə/, moreover we have

‘cloth markets’ /klɒθ 'mɑ:kɪts/ but it is transliterated as ‘klath markeets’ /kla:θ 'mɑ:ki:ts/ so it affects learning negatively.

- transliteration creates linguistic problems about a particular culture and society and the students are unable to get themselves familiar with that particular language, culture and world view so this thing may create problems in that particular language learning environment.

After analysing the transcripts of responses of the respondents about positive effects of transliteration on learners, a clear divide is observed between agree and disagree categories, the ratio of which is 30% and 32% respectively. Moreover, the trend of writing English language on the signboards in three locations in the city was observed while analysing photo clips of the signboards. However, the trend of transliteration on signboards was observed in the neighbouring town. Keeping in view the teachers’ perception and the limited exposure to transliteration, the way to reach a clear conclusion about positive effects of transliteration becomes hazy. The question about teaching of transliteration through LLs was the part of Pujara’s (2018) interview questions also. The participant teachers were of the view that transliteration could be taught fruitfully by displaying various LLs’ text related to transliteration in the classroom.

4.4.2.10 Exploitation of Transliteration Text Beneficially

According to the Constitution of Pakistan, Urdu is a national language, and English is an official one. Signboards are generally written in both the languages, but it is commonly observed that instead of using the Urdu equivalents the same English words are transliterated. When the question about the beneficial use of transliteration text on signboards in English language teaching was asked from the teachers, 50% of

the participants agreed, 26% disagreed while nobody partially agreed. The mean is 0.66 and the standard deviation is 0.47.

The participants who thought that the transliteration could be beneficially exploited stated their opinions in the words which were abstracted in the following lines:

- transliterations can be beneficial for the students in Pakistan, and it can help out the students to learn a language.
- transliteration is quite beneficial for language learning if the learners can read Urdu or any other local language, they will be able to understand and add that word to their vocabulary by reading the transliteration.
- a teacher can utilise transliteration in the class, but it depends on the selection of kind of transliteration text.
- transliteration can be beneficial only if we can adopt not adapt English pronunciation pattern into Urdu.
- learning process can be enhanced through transliteration.
- transliteration can be used beneficially in comparison between two languages.
- transliteration will benefit learning but in Pakistani context the teachers will have to guide the students before utilising it.
- beneficial use of transliteration depends on a teacher's aims and objectives of his lesson plan and his additional efforts.
- transliteration can be beneficial if the students pronounce the words correctly.
- transliteration helps in forming connections with the target language and it makes communication easier.
- transliteration can benefit the learners for better understanding.
- transliteration is beneficial and relaxing especially for the beginners.

- transliteration makes the understanding of new ideas easy.
- transliteration can certainly be beneficially exploited for students belonging to underprivileged classes and areas.
- transliteration can be beneficially exploited in terms of providing them different words, phrases and structures to enable them to use the language accurately.
- transliteration can generate a fruitful discussion in the class which increases the learners' awareness about LLs.
- transliteration can be exploited beneficially by making the students aware of different connotative and contextual meanings.

The participants who were not in favour of beneficial use of transliteration depicted their views in the following words which were summed up in the following lines:

- I am not sure about the beneficial exploitation of transliteration because the exact pronunciation is not possible in another language and the same essence cannot be conveyed.
- transliteration cannot have beneficial impact on learners rather it negatively affects the spellings and pronunciation of the learners and spoil their language.
- I do not think transliteration will be much beneficial rather it deviates from the language script and orthography and cause spelling and phonological errors.
- transliteration is like code-switching and code-mixing and it can hardly be beneficially exploited.

- transliteration cannot be beneficially exploited because when the students read a word in Urdu script, they give it their own spellings which could be misleading for them.

Only 30% of the teachers agreed to the positive effects of transliteration on learners while 50% agreed to beneficial exploitation of transliteration text. Moreover, 32% of the teachers disagreed with the positive effects of transliteration on learners while 26% disagreed with the beneficial exploitation of transliteration text. It can be surmised from the teachers' perceptions that transliteration texts directly had negative effects on students' learning; however, the teachers could exploit the transliterated text in a positive way. As mentioned in the photo analysis, the exposure to transliterated text was limited to smaller locations while English was written in English script in the main cities' LLs. Keeping in view the situation and the teachers' perceptions about transliteration, it was not easy to reach a relatively clear-cut conclusion, so this area remained grey so far as the Pakistani context is concerned.

4.4.2.11 Teachers' Positive Reactions to Words Like 'Petrol Pump' etc.

The words like 'medical store' for 'pharmacy' (BE) or 'drug store' (AE); 'petrol pump' for 'filling station' (BE) or 'gas station' (AE); 'footpath' for 'pavement' (BE) or 'sidewalk' (AE) and 'property dealer' for 'realtor' (BE) or 'real estate agent' (AE) are commonly noticed in the LLs in Pakistani cities. People use them in their daily oral interaction in this sense though these words are not used by native speakers in these meanings. Keeping in view this inappropriate use of words, the researcher included a question about teachers' reaction to these locally constructed words used in a particular sense by the students in their written or oral discourse. In response to the question, 92% of the participants showed their positive reaction and accepted these locally constructed words as part of the English

language, 4% partially agreed to accept while 4% did not accept these words as English words and therefore disagreed with this phenomenon. The mean is 0.94 and the standard deviation is 0.22.

The participants who showed their positive reaction to these locally constructed words stated their views in the following words which were briefed below:

- these words show just a separate variety of English like British English, American English, African or Negros English varieties so I don't mind when people use these sorts of vocabulary items in their written or spoken discourses.
- my response is always positive to these words because they are used in our society or community, and they are not the words from our local languages rather they are English words, and they are equally acceptable at international level as well.
- since we have the idea of global or world Englishes, these locally used words are acceptable as the students are able to convey their ideas.
- seeing English language in a global perspective, these phrases give a kind of local touch, a kind of innovation, a kind of local flavour.
- Pakistani readers and listeners understand these words perfectly and I believe they are quite appropriate to the context in which the students use English language.
- I do not find any problem with these words even if the words like 'petrol pump' or 'medical store' are used at international level. They will communicate the message, so it is good if these words enter the vocabulary of British English.

- these purely indigenous words have been grounded in our own context and they convey quite clear sense to the people, so it is a kind of innovation and addition to our own variety of English.
- it is quite good that Pakistani language learners or language users have introduced these words as a good linguistic contribution to a naturally expanding language.
- these words convey the meanings properly and completely, so they are taken as standard now.
- these words are commonly used in our society so they should not be looked down upon.
- these words have translated the concept into another form of English, and they have indigenized the concepts.
- learners use such kind of words when they are influenced by their local language and society.
- these words add beauty to a language, and I somehow now value these phrases rather than frowning at them.
- if the purpose of communication is fulfilled and the community is at ease while using such kind of words then there is no harm in generating innovative words from the existing ones.
- these are socially accepted phrases by a huge community, and we do not feel anything foreign about them in Pakistani context.
- these words have become the part of Urdu vocabulary now.
- while living in cross cultural communication era, these words bring connection of different languages of different areas and bring innovation and diversity by broadening English language.

- these words are acceptable in our local arena even uneducated people in Pakistan understand the meanings of these words and the functions of these places.
- these words are a good addition to English language, and they have created a very positive and healthy influence on it.
- these words are understood semantically by the local people of Pakistan like ‘petrol pump’ is the petrol pump for me and the ‘medical store’ is a shop where we can get medicines.
- these words are different from the standard variety, and they represent students’ identity as they are speaking Pakistani English so there is nothing wrong with using them as long as the students are communicating with their fellows.
- Pakistani English is considered as a variety of English in world Englishes so these cultural practices and natural expressions in written or spoken discourses by the students are absolutely fine.
- these words are giving different lexical categories to English language, and they may be termed later as Pakistani English.
- these words are not only acceptable but appreciable because they are the examples of language appropriation especially when English is no more confined to English speaking countries so we should not confine or restrict ourselves to the forms which are used in the USA or Great Britain or some other countries.

The two participants SZ46 and AA49 from a private school accepted these locally constructed words but with some reservations. They claimed that in academic institutions the Standard English was taught then these informal words could not be

accepted however these words contributed positively to the enhancement of new versions of English or Pakistani English in our context. Their views are reproduced below in their own words:

SZ46: When I am concerned with teaching Standard English in my classroom and students come up with this kind of terminology, I definitely correct them, and I tell them that this is not Standard English (LL 3063-3065) but on the contrary, it can definitely contribute positively to the enhancement of new version of English or Pakistani English as in our context (LL 3070-3072) definitely we should tell them that it is Standard English, or it is deviation from the Standard English (LL 3075-3076).

AA49: It happens too much in my students' responses. Actually, to me they are informal words and I suddenly get to know they are taken from these 'to let' boards and therefore we have to inform that instead of 'petrol pump' we can have a standard expression that is 'filling station' or something 'drug store' or the 'realtor' so these are informal words to me and these are taken from these 'to let' I mean, boards (LL 3094-3098).

The two participants, AA06 from a university and MA39 from a private school did not accept these locally constructed words and claimed that these words were not the part of standard or formal English language so the students should be taught the correct words to use in their formal written and spoken discourses. Their words are reproduced below:

AA06: I think and I believe that students should be taught the right words so that they can speak and write the exact or appropriate words which are meant for various purposes for example 'petrol pump' should not be used in written as well as spoken language instead of 'petrol pump' they should say and they should be taught as that, this expression has 'gasoline station', 'medical store' has 'pharmacy' and 'property dealer' as 'estate agent' so that they start using it the way it should be used correctly so it doesn't have right effect on students' language learning (LL 2700-2706).

MA39: I believe it's not part of Standard English so when people use it, it disturbs their standard or formal language (LL 3013-3014).

An overwhelming majority of the teachers accepted these locally constructed words, and they presented good reasons for their claim. It could be inferred from the teachers' views that they were well aware of the concept of world Englishes and a nation's identity. Teachers' acceptance of locally constructed words was the evidence of their taking language as a living organism where addition of unfamiliar words and deletion of archaic words had been common phenomena. Sayer (2010) reported in his article 'Using the Linguistic Landscape as a Pedagogical Resource' about the analyses of the social meanings of English and innovative uses of English on signs in Oaxaca, Mexico that 'English becomes increasingly globalised, it also acquires new, local meanings as people in those contexts take it up, learn it, and begin to use it for their own (whether global or local) purposes' (p. 151). It shows that locally constructed words and their social meanings according to the context are being added to the English language in different regions of the world. In the LLs of Pakistani cities, the aforementioned locally constructed words are commonly found. People can read and understand the messages and there is no communication problem for local people. However, it could be problematic for native English speakers or for some foreign nationals who are less exposed to Pakistani LLs.

The three circles proposed by Kachru are the inner circle, the outer circle, and the expanding circle. The USA, the UK, Canada, Australia and New Zealand fall in the inner circle; India, Pakistan, Philippines, Sri Lanka etc. are counted in the outer circle which have passed through extended periods of colonization, while China, Japan, South Korea, Saudi Arabia, etc. are bracketed in the expanding circle. The countries falling within the first two proposed circles are norm-providing and norm developing respectively while the countries falling within the expanding circle are norm-dependent and, thus, are largely reliant on the norms of English usage as

prescribed by the inner circle varieties (Kachru, 1992). The main focus of Kachru's three circles model was the sociolinguistic profile of its speakers. Kachru not only challenged the orthodoxies of English studies, but he also accentuated the centrality of the pluralism of English worldwide. In other words, he dismissed the idea that non-native varieties of English were flawed and stigmatized approximations of standard or native English. Kachru believed that a language is heavily influenced and altered by its immediate ecology where there could be many competing languages around it. Kachruvian paradigm of world Englishes has been taken up by a number of researchers to study different Asian languages with regard to their phonological, morphological, lexical, as well as grammatical aspects. These studies and many others like them suggest that there are indeed shades of English that differ from standard British English as well as General American English (Mahmood, 2022). The responses of the participants in this study are the evidence of awareness of the English language teachers about the concept of World Englishes, and they accepted locally constructed words as a good addition to English lexis.

Further contribution of LLs to English language teaching was added by the participants during the interview. These additions were not part of the interview questions of the researcher. The participants added the contribution of LLs like linking classroom with the real world situation, linking previous knowledge with the new ideas, linking with real world English, introducing words from different languages and spelling variants, helping students to learn English and making up deficiency in competence but with teachers' guidance, giving innovative ideas, diversity and providing a source of comparative analysis, providing motivating factors and awareness of LL to students, adding beauty to language and broadening it through locally constructed words like 'medical store' for 'pharmacy' or 'drugstore'.

LL cannot be the main element for language teaching, but it can become a significant sub-element for ELT.

The sign actors of LL in Pakistani cities seemed to follow the four structuration principles, and the dominance of English language was quite visible on the signs as compared to Urdu and other local languages. During the shop owners' interviews, it was evidenced that English language was preferred on the signs because the clients trust more on English language and foreign brands as compared to the local languages and local brands. The English language teachers observed this dominance of English in LL irrespective of public schools, private schools, or universities. The teachers very clearly expressed their perceptions about LL's contribution to ELT and using linguistic resources on signs as a resource for teaching English in the classroom. The teachers had a truly clear view about teaching vocabulary and semantic or pragmatic aspects of language however they had reservations about teaching grammar through LLs. The analysis of this triangulated data proved that the data complement each other to reach the conclusion that the linguistic structuration could be used as an English language teaching tool.

Chapter 5

CONCLUSION

This brief chapter summarises the results and findings of the study and the limitations of the current study are also mentioned at the end of this chapter. Some cogent suggestions are also tendered for the future researchers in the field of linguistic landscape (LL) especially in Pakistani context.

The major objective of the current study was to gain insight into teachers' perceptions about using LL texts in commercial areas as a pedagogical resource. For this purpose, 50 teachers from public/private schools and universities were interviewed. To investigate a link between LL texts and teachers' perceptions, 100 photos from four different locations, three from the Islamabad city and one from the neighbouring town, Fateh Jang, were collected for the analysis. To find out further relations between signboard language and the views of sign writers/producers/actors, 12 shop owners, three from each location, were interviewed to know the reasons and motives behind the choice and preference of language on their signboards. This triangulated data formed a link between LL texts, sign writers' views and teachers' perceptions about using LL text in ELT classrooms.

After analysing the data in the form of photos of signboards, it was found out that English language dominated the text displayed in public places. Out of one hundred photos, 60% were unilingual 'only English' and 25% were bilingual. Even in bilingual signs, English was written at first position with large fonts. In the Islamabad city's LL text, English names and texts were written in English script

however English names and texts were transliterated i.e., written in Urdu script in the neighbouring town, Fateh Jang. In both the cases, the prioritised and preferred language was English. The possible reasons behind this dominance of English at public places are the colonial past, modernity and status symbol, English as an official language and the language of the corporate sector and English as a compulsory academic subject from grade-1 to degree level. We can find some comparison between the LLs of Islamabad, the capital city of Pakistan and a regional capital of Ethiopia. Lanza and Woldemariam (2008) conducted a research study on LLs in a regional capital of Ethiopia and concluded that English was the most visible language in the area.

After the analysis of 12 shop owners' interview transcripts, it was found out that sign writers in the Islamabad city preferred English language on their signboards on the plea that they had foreign customers and highly educated and financially well-off local customers. They further opined that English language increased the value of their business and products and their daily sales ratio was enhanced. Thus, the English language brought positive effects on their business. The sign writers in the neighbouring town preferred Urdu or used Urdu script on their signboards on the plea that their customers were from rural areas, and they were financially and educationally marginalised. So, the neighbouring town shop owners preferred Urdu or Urdu script on their signboards for the ease of their local customers. There were hardly any foreign customers in the neighbouring town. All the shop owners had unanimous views about the modernity, high standard, and advancement of English language. A similarity can be found in the current study and the study on LLs conducted by Lanza and Woldemariam (2008) in a regional capital of Ethiopia. During their interviews of the shop owners of the region, they noted that the English

names on the signboards symbolise the modern trends. Many shop owners were of the view that frequent use of English was functional to attract foreign as well as local customers. Hence English had a significant symbolic value and communicative intent in the shop name. Sayer (2010) conducted a research project on LL in Mexico and concluded that English had status in the area, and EFL classes were popular for all ages and levels.

After analysing 50 teachers' interview transcripts, it was found that 82% of the teachers agreed, 14% partially agreed and only 2% disagreed about LL text's contribution to ELT. The high percentage of teachers' agreement to LL's contribution to English language teaching and learning highlights the importance of LLs in English language teaching. Ying (2019) conducted a research study by forming three groups of students classified as postgraduate, undergraduate and senior high school students. He conducted semi-structured interviews of the students as qualitative data, and he disseminated a questionnaire among the students to collect quantitative data. The major aspects of the questionnaire were the perceptions of English, the attitude towards pedagogical value of English and the attitude towards schoolscape construction of LLs in China's city context. He concluded that the three groups of students showed their beliefs about the pedagogical values of LL but with different ideology of 'standard' English, learning methods and knowledge base. However, the groups had a positive attitude about English in the LL and approved that English displayed on signboards was an authentic resource for learning, and the teachers should use that authentic material for classroom activities. Algryani and Syahrin (2021) claimed that the use of public signage for translation and language learning was underutilised. The awareness of the LL could provide chances to the students to identify language inappropriacy or inaccuracies. They further claimed

that during their online sessions, the students pointed out a number of grammatical and lexical inaccuracies. That identification of mistakes caused enhancement of foreign language proficiency of the learners.

About using LL text as an additional teaching resource for ELT, 80% of the teachers favoured the idea, 8% partially favoured while 4% disfavoured the idea. As the English language dominates public places in the Pakistani cities, a large number of teachers think that the text displayed in public places can be exploited for teaching purposes by designing a variety of activities depending on the level and age of the learners based on this real-life English. One of the participants suggested that LL cannot be the main element for language teaching, but it can become a significant sub-element for ELT. In a similar study in China, Shang and Xie (2019) collected quantitative data through a questionnaire to which 295 participants responded. In their survey, 84.1% of participant teachers agreed to the notion, 5.4% disagreed, and 10.5% remained neutral. Thus, they perceived environmental English as a likely additional resource for students' English language learning. Another study was conducted by Pujara (2018) at Tribhuvan University, Nepal. It was concluded through interview data that the participant teachers had unanimous views about using LL materials as ELT resources. According to Ke and Cahyani (2014), understanding different non-standard forms of English should be one of the main goals in ELT classrooms in this globalised world. Students should also be able to decode non-standard English, which they did not come across in textbooks, in the contextualised communication discourse.

Exploiting LL text for teaching vocabulary, 96% of the teachers agreed, 2% partially agreed while none of them disagreed. The reasons behind this overwhelming support of teaching vocabulary through LL texts are the exposure to a

large variety of words and phrases rampant on signboards in public places. The signboards' texts and businesses and items in the shop form some links with each other and these links provide the context which makes the understanding of the meanings of words easier and helps retention because of situational context. Shang and Xie (2019) and Pujara (2018) also concluded that LL texts could teach vocabulary effectively. Kim and Chesnut (2021) expressed their belief that the use of virtual linguistic landscapes can contribute to the learning of vocabulary, grammar and a variety of skills required operating between languages. However, the opinions of teachers were divided about teaching grammar through LL texts. The ratio of agreed and disagreed was equal, that is, 46%. The arguments tendered by the teachers who disagreed were lack of continuous text, many grammatical mistakes, intentional elision of auxiliaries, articles, preposition etc. to save the space and the larger fonts were used for more visibility by the advertisers or signboard writers and intentional deviation from the Standard English to give newness to their signboards by the advertisers.

For teaching of semantics and pragmatics through LL text, 78% and 74% of the teachers respectively agreed to the idea. The reasons given by the teachers for their agreement were the use of words and phrases with multiple meanings by the sign writers. The actors of signboards' texts make use of symbolic words/phrases with exaggerated meanings to convey their message more forcefully and effectively. The teachers with some extra effort can exploit those words/phrases for teaching semantics and pragmatics in the class. As the texts are chosen from the real world and the context is obvious for learners, this discussion in the class would be more helpful in understanding and retaining the concepts of semantics and pragmatics.

Errors in LL, both in top-down and bottom-up signs, in Tehran, Iran were investigated and errors in the areas of translation, spelling, grammar and transliteration were found. One of the causes of these errors could be the L1 influence (Mohebbi & Firoozkohi, 2021). One of the major concerns of the teachers about using LL text for teaching English language was orthographic, lexical and grammatical errors and the deviations from the Standard English which were commonly noticed in the LL. Lanza and Woldemariam (2008) conducted a research study on LLs in a regional capital of Ethiopia and noted frequent grammatical as well as spelling errors on the signboards where English language was written. Sayer (2010) conducted a research project on social functions of language in LLs in Mexico and suggested four projects that might suit the students' level, age and learning context. One of the projects was to ask learners to observe non-standard grammatical forms of English in LLs and try to find out the standard ones. Shang and Xie (2019) conducted a study about 'poor' English in the LL of China. They quoted examples such as 'Slip Carefully' instead of 'Caution' and 'Special for Deformed' instead of 'Handicapped Only'. According to them, teachers of English in China emphasised the accuracy of English, took American or British English as a standard variety, and any deviation from that standard was considered an error. In their survey, 80% of participant teachers showed concern about the adverse effects of 'poor' English in the LL on English language learners. In the current study, in response to the question about negative effects of orthographic and lexical errors in LL, 80% of the teachers agreed that these errors and deviation from the Standard English had negative effects on students' learning. They argued that students were incidentally exposed to these errors and the apprehension could be strengthened that these errors would be deeply ingrained in their mind and might be difficult to root

them out later in academic teaching. The teachers claimed that they noticed these kinds of errors in students' written assignments as well as in their mid-term and end-term exam papers. Moreover, the learners might think of this text as Standard English because it was publicly displayed. However, 10% of the teachers disagreed with the idea on the plea that the learners hardly bothered about noticing the errors in the LL. Moreover, those errors could be brought in the class for discussion, especially those teachers who had been teaching error analysis or language analysis and awareness.

Locally constructed words like 'property dealer' for 'realtor' or 'real estate agent' are commonly observed in the LL. General public and students use such words in their oral and written texts. When teachers were asked about their reaction to these locally constructed words, 92% of the teachers showed positive reactions. The teachers not only claimed to accept these locally constructed words rather they appreciated these words and labelled them as a language extension, innovation, diversity, beauty, convenience in communication and an addition of new vocabulary to the existing repertoire. However, 4% of the teachers refused to accept these words and claimed that since they were teaching the standard variety of English, these words would be disturbing for both the teachers and the learners.

5.1 Three Categories of Teachers' Views' Comparison

Three categories of teacher participants were targeted to get in-depth insight of their views about using LL as a teaching resource. As the university teachers were teaching at undergraduate and graduate levels, they cemented their views by giving historical references and using linguistic terms. Their views were more explicit and detailed. They quoted examples from their personal experience of learning from LL

with their own kids and labelled the linguistic landscape as ‘real life language data and use’. Two examples are quoted below:

AK08:you know the communicative movement in the 1970s, language or language teaching is focused on bringing communicative competence in the students and communicative competence involves not only linguistic competence but also sociolinguistic competence and discourse competence. In that sense communicative language teaching focuses on real life communication, communication that exists in the outside environment from the classroom and in that context I believe that linguistic landscape of a specific area especially a post-colonial country like Pakistan where English is quite visible and from the signboards that we normally come across, I believe that this linguistic landscape or the signboards can be used very innovatively and creatively by the teachers inside the language classroom.

ZU11: I think this [LL text for ELT] is a very good practice because a learner lives in a society and in the perspective of sociolinguistics, a person learns from the society..... now-a-days we are living in the age of advertisements. When we open YouTube, there is a bombardment of advertisements, when we go outside, there are big hoarding boards, we turn on computers, and there are so many ads, so they not only change our language but also change our attitude, our world view and our approach to worldly matters.

Private school teachers are relatively more autonomous in choosing additional study material as compared to the public-school teachers. Hence, they are clearer in expressing their views about using LL text as a teaching material. Two participants’ responses are reproduced below:

IK45:these signboards and English displayed at public places definitely contribute to students’ learning of English, students learn new words through them, and they utilise them in their own discourse and in their own writing as well.

AA49:they (signboards) contribute to English language teaching and learning in a specific classroom environment because we are surrounded by these signboards and these signboards are a good channel for more obvious instructions.

Public school teachers agreed to the idea that LL text could be exploited for ELT, but they could not support their views with examples, linguistic terminologies or historical references, for example, the views of NA30 are reproduced below:

It can help us a lot because language is used for communication and language is used when we are in public places and in our real life. Whatever we learn in class, we use to exploit it in real life.

5.2 Critical Analysis of Orthographic Errors on Signboards

Teachers viewed the errors on the signboards with different perspectives. Two of the reasons posed by the participants were that these signboards were not written by well-educated people or checked by linguists or English language teachers. Moreover, they are not regulated by any public law. The sign creators' priorities were to make their signboards attractive and different from others to get the attention of customers of different ages and genders. Keeping this point in view, they hardly cared about the standard language lexically or orthographically. So, these errors impact learners especially the young ones negatively. Other teachers did not view these orthographic or lexical errors as errors, rather they viewed them as another variety of English or, in this context, Pakistani variety of English. For example, one participant AK08 from a university expressed his views in the following words:

.....classical English language learning in which errors were not tolerated and in which it was believed that you need to follow the native language model, this conception has changed during the past 20-30 years. In today's world, it is not desired that you need to come up with the exact pronunciation or the exact grammatical structure, rather comprehensibility or intelligibility or being understandable to the listener has become more important so in this kind of context I believe that rather than calling them errors, we should refer to these as certain deviations from the native speakers' English and these deviations are very much right when we look at it in the context of what we can safely call as Pakistani English.

Another participant JA09 from a university expressed his views about the acceptability of the language that is displayed in public places. The opinion of this participant is reproduced below:

.....now-a-days in Pakistan, the kind of English which we come across, is accepted by the press, it is accepted even by the publication sector also, so we have developed a highly indigenous variety of English. As David Crystal says, communicability is the greatest feature of language so even at international level, if we use pure Pakistani indigenous variety, you will be able to communicate with the people.

One participant, HN10 from the university viewed these variations as a standard variety rather than errors in LL texts. The views are reproduced below:

I believe it's a deviation from the standard variety after Kachru's model. After a lot of work on world Englishes, I believe that you cannot call it British or the inner circle Englishes as the only touch stone rather the Pakistani English or the Indian English or the South-Asian English as a whole, I mean that they are all considered as standard as far as their spoken text and as far as the sense is conveyed.

One participant TA01 viewed that academic English and LL texts were two different domains and the errors in academic point of view were not errors in LL context. The views are reproduced below:

I think standard English is different from these signboards so both have different intentions, both have different purposes behind that so we cannot say that these are creating a sort of negative impact upon students' learning because I guess the students do know that they [signboards] are something different and brand makers use them for selling out their own products.

Other participants mentioned the causes of these errors and their negative effects on the learners. For example, AA06 viewed that the lexical and orthographic errors became the permanent part of the learners. The views are expressed in the following words:

.....For example, a signboard of cookies in our country is named as distick so instead of biscuit it is named as distick and slowly and gradually it becomes the permanent part of students' language, and they start writing it in the similar way and they start speaking it in the similar way.

One participant HR07 talked about pronunciation errors. For example, the teacher taught the word 'Saturday' /'sætədi/ in the class but the same word was written on the signboards in Urdu script as /'sætferdi/ so the students got confused and that could be problematic for the learners. However, if these errors were noticed, they could be corrected by the teachers in the class.

5.3 LL Text Application in ELT Classroom

The chief objective of this dissertation was to get knowledge of teachers' perception about using LL text as a teaching resource in ELT classrooms. The queries like whether LL text-based ELT activities could be designed and practised in ELT classrooms or LL text material could be recommended to be the part of ELT curriculum were not the part of my interview questions; hence, there were no clear-cut answers to these queries. Moreover, to apply LL text in ELT classroom in the real sense, what is needed is to experiment those activities whether designed by the researcher, or the participants need to have had already practised those kinds of activities during the course of their teaching career at any level. This process could have diverted the dimension of the current study to experimental research. Despite the absence of these questions, some participants addressed this issue in response to the questions like LL text as ELT resource or vocabulary and grammar teaching through LL text. Their responses are produced below:

AA06: we can take instances from these signboards just to spread awareness among our students about how the general public make mistakes regarding the use of language, grammar, pronunciation of words etc.

AK08: I believe that this linguistic landscape or the signboards can be used very innovatively and creatively by the teachers inside the language classroom in order to accrue communicative competence among the students.

AK08: The modern language teaching focuses on task-based instructions or activity-based instructions so there are certain activities that can be performed, for example the students may be asked to take a tour of the city in which they are learning the language and to record all the signboards there and which language is present and of course they will represent some aspects of English language as well. Now the students can compare and contrast these items with some standard language items, or they can compare it with the kind of English that is used in Pakistan. I believe there can be so many ways in which the signboards language or language that exists in the linguistic landscape can be brought into the classroom in order to accrue learning.

AK08: I believe the structures on these signboards may also be incorporated in terms of English language teaching so I believe that mainly lexical as well as grammatical aspects could be brought into English language teaching.

AR16: ... it can be exploited right in the classroom, for instance, through this kind of stuff you can teach your students well and you can tell them the pros and cons of such kind of stuff.

KS20: He [teacher] is going to design certain vocabulary exercises or grammatical exercises on them [LL texts], or he is going to analyse those boards and then explain whether the things which are written on the boards are grammatically correct or not.

SZ46:by taking examples from these signboards and advertisements and other such linguistic landscapes, we can actually include these examples in our classroom teaching and students can also learn English through first hand practical experience.

5.4 Limitations

This study focused on using LL text as a pedagogical tool. For this purpose, 50 teachers from public/private high schools and universities were interviewed. To further complement the interview data, one hundred signboard photos were collected

from four locations to see the status and dominance of English and 12 shop owners from four locations were interviewed to find out their views about their choice and preference of language on their signboards. This study investigated the role of sign writers, and the intended messages conveyed to the readers through these signboards, but the perspective of sign readers was not included in this study. Teachers, shop owners and signboard photos were from Islamabad city and the neighbouring town. For more generalisation of the study, this model can be applied to other regions of the country with a broader perspective.

Only teachers' perceptions were included in this study but the views of other stakeholders like students, parents, administrators and syllabus designers could also be included in the future studies to get a more in-depth insight into using LL text in ELT classrooms. Moreover, how activity-based LL text could be used by teachers and students in ELT could be the part of future research so that LL text could be integrated into the teaching curriculum.

The major challenge for the teachers who agreed to the potential benefits of using LL as a teaching tool was how engagement and meaningful interaction with the LL could be integrated into language teaching curricula (Hernández-Martín & Skrandies, 2021). It is further suggested for future researchers that LL texts should be made the part of teachers' training programs as Scarvaglieri and Salem (2015, as cited in Gorter, 2018) implemented LL projects in a series of teacher training workshops in Hamburg, Germany. They named them as 'educational landscaping'. The teachers had to collect the materials relating to LL of their own institutions and had to reflect on it for their own linguistic practices. After conducting an interview with the under-training teachers, the researchers concluded that this project was

helpful for active engagement of the teachers and this engagement enhanced their language awareness.

5.5 Implications

Theoretical implications of this study include that LL text can contribute to ELT and can be used as an additional teaching resource in English language classes for teaching different aspects of English. Teachers, students, syllabus designers and administrators may get intrigued to use LL text in English language classes. Thus, teachers' perceptions could be put into practice by expected professional readers.

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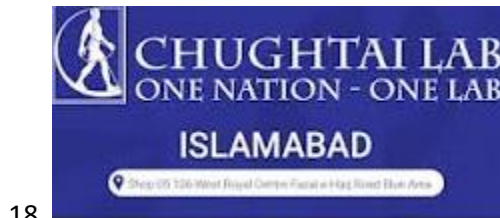
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APPENDICES

Appendix A: 100 Photos from Four Locations (25 from each)

1. Blue Area, Islamabad city





2. Super Market, Islamabad city

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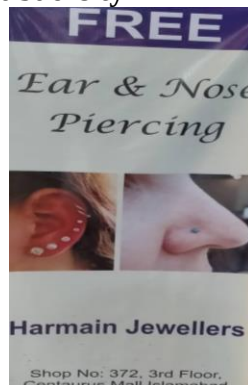


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3. The Centaurus Mall, Islamabad city



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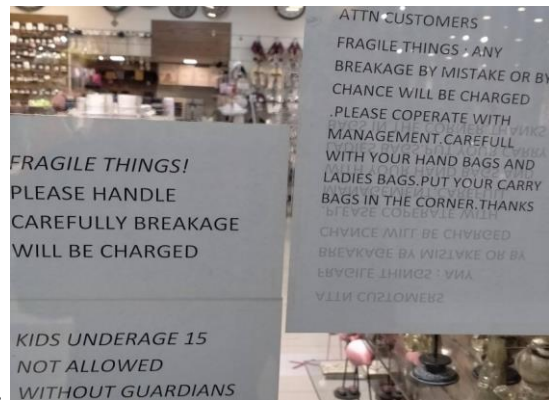
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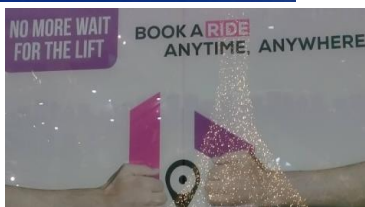
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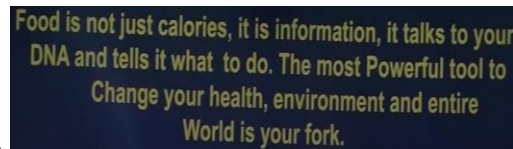
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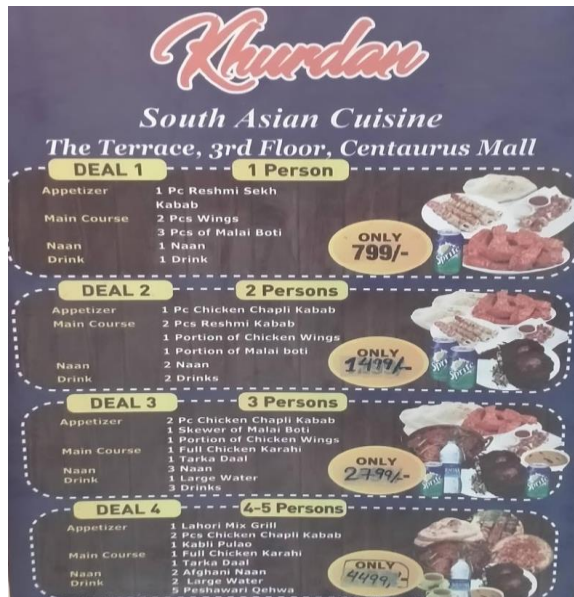
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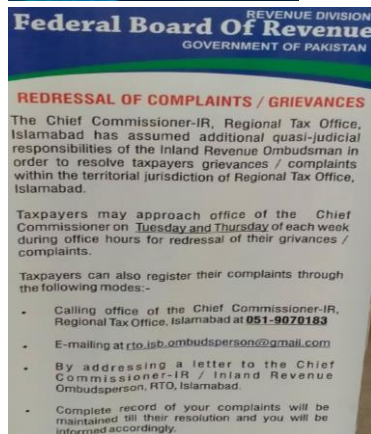
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4. Shopping Street, Fateh Jang, a neighbouring town



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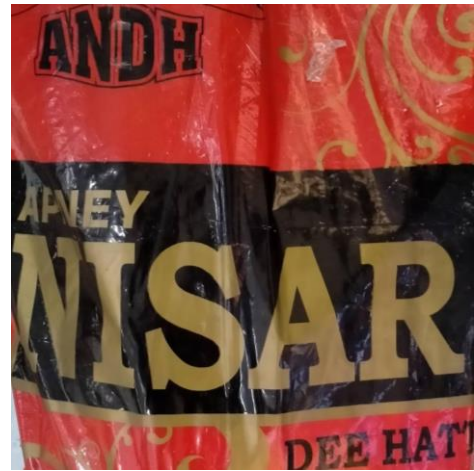


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HONOUR BOARD SSC EXAM GH.SS. MALAL

No.	NAME	YEAR	MARKS OBTAIN.
1	GHULAM ABASS	1981	589
2	MUMRAIZ KHAN	1982	505
3	GHULAM SHABIR	1983	554
4	MOHD SALEEM IQBAL	1984	598
5	MOHD BASHIR	1985	543
6	RAISHAM DAD	1986	620
7	FEROZE KHAN	1987	578
8	MUHAMMAD IRFAN	1988	538
9	MUDASSAR IQBAL	1989	557
10	MUHAMMAD AKHTAR	1990	525
11	MIAN KHAN	1991	594
12	SABAR MUMTAZ	1992	634
13	MOHD JAVID	1993	608
14	MOHD RAMZAN	1994	665
15	MOHD RAFIAZ	1995	499
16	ARSHAD MEHMOOD	1996	622
17	JAWAID IQBAL	1997	519
18	MUMTAZ KHAN	1998	598
19	IMRAN KHAN	1999	623
20	M SOHAIL AFZAL	2000	672
21	MUHAMMAD RIZWAN	2001	618
22	ABDUL JASSAR	2002	572
23	MOHD NISAR	2003	616
24	ABDUL SHAKOOR	2004	673
25	MUDASAR ALI	2005	640
26	ABDUL GHAFOR	2006	765
27	M. NADEEM	2007	698

95.

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پیشہ پل
کیڈٹ کالج فتح جنگ
فون: 051-4434433, 0300-8529964, 0300-5311671

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غلامی کرنی ہے تو بیگم کی
کریں گے امریکہ کی نہیں
سحری میں پرائے امریکہ
دکا کر نہیں دیتا
#امپورڈ حکومت ناخظنہ

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Wheel
Balancing &
Alignment
Alloy Rims
& Tyres

ورائٹی ٹائر

10% کم قیمت کا ٹائر
100% گارنٹی
آپ کے سالانہ کارڈ کے مطابق
ایک سال کی گارنٹی

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100.

Appendix B: Semi-Structured Interview Questions for Teachers

About Pedagogical Implications of Linguistic Landscapes

(Adapted from following two sources)

Shang, G., & Xie, F. (2020). Is “poor” English in linguistic landscape useful for EFL teaching and learning? Perspectives of EFL teachers in China. *International Journal of Applied Linguistics*, 30(1), 35-49.

Pujara, D. S. (2018). Language Formation in Linguistic Landscape and Teachers’ views on Its Use for ELT Pedagogy (Doctoral dissertation, Tribhuvan University).

Gender ☐ Male ☐ Female

Age (Optional) ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41-45 ☐ 46-50 ☐ 51+

Teaching at ☐ Public School ☐ Private School ☐ University

Degrees (Tick only the highest one)

☐ Ph. D	<i>Field of Specialization</i>	☐ Linguistics	☐ ELT	☐ Literature
☐ MS/MPhil	<i>Field of Specialization</i>	☐ Linguistics	☐ ELT	☐ Literature
☐ Master’s	<i>Field of Specialization</i>	☐ Linguistics	☐ ELT	☐ Literature

English Language Teaching Experience (in years) _____

Mother Tongue

☐ Urdu	☐ Punjabi	☐ Pushto	☐ Sindhi
☐ Balochi	☐ Kashmiri	☐ Other	

1. Do you think English displayed in public places can contribute to English language teaching and learning in ELT classrooms?
2. How can the language on multilingual signboards be exploited for English language teaching?
3. What aspects of English such as grammar, vocabulary etc can be taught through linguistic landscapes?
4. How can semantic and pragmatic aspects of English be taught through linguistic landscapes?
5. To what extent do orthographic and lexical errors or deviation from the ‘standard English’ on the signboards have negative effects on students’ learning?
6. Do you think the learners’ awareness about linguistic landscapes always has positive effects on their learning?
7. What effects does transliteration on signboards have on students’ learning and how can it be beneficially exploited?
8. What is your reaction to the words like ‘petrol pump’, ‘medical store’, ‘property dealer’ when the learners use them in their spoken or written English?

Appendix C: Fifty Teachers' Interviews Transcript

1 Interview Question No. 1

2 Do you think English displayed in public places can contribute to English
3 language teaching and learning in ELT classrooms?

4 Participants Teaching at Universities

5 TA01

6 A: Yes, I think like they have impact, you know upon, and they, they can
7 contribute a lot in order to teach because whenever we talk about sign
8 language, they do contribute to English language teaching.

9

10 SA02

11 A: Yes sir, it can be very helpful because students when they go out and
12 they definitely go look in there and now-a-days when we are living in a
13 world where brands and their promotions are very much in, into the life so it
14 can really help them.

15

16 NI03

17 A: I think, yes. Because there are so many words that students are probably
18 not familiar with but when they see that word in particular context that is
19 there on the signboards, they can associate the meanings, they can derive the
20 meanings out of it so sometimes it helps them, and they can learn new
21 vocabulary from those signboards.

22

23 AN04

24 A: Yes, I, I totally agree with this because, I can give one example as well
25 like you have seen boards with the word 'to let' ok, mostly you know,
26 people always believe that it's some toilet item or something but later when
27 they search about it, they learn it ok, it's an English term for, you know,
28 they want to, it is for, they can have the signboard for 'on rent' so it's ye, it
29 contributes.

30

31 AM05

32 A: Yes sir, thank you very much for giving me a chance to express my
33 views on this important issue that is ELT so sir as regards the kind of
34 language that we use on the different signboards, so naturally it has a great
35 significance why because language is not used only in the classroom and
36 kind of language we use in the classroom is very limited so naturally I mean
37 our students should be able to communicate in a different, in a variety of
38 context so therefore they should be familiar with the language that is used
39 on the signboards also.

40

41 AA06

42 A: Well, my expect regarding English displayed on public places is that this
43 can be exploited in research by various scholars at various levels and to
44 some extent it can contribute to language teaching and learning in ELT
45 classroom. For example, a teacher can take some snaps to his or her
46 classroom and such instances can be used to teach students as a comparison
47 that how language should be used and how language actually used in our

48 community and such instances can be presented to students or language
49 learners as a comparison not for teaching primarily.

50

51 HR07

52 A: Well, I think yes. If these billboards or like they are, you know like made
53 quite properly and if they follow like, but most of the time they may not but
54 still you know when we talk about the English language classroom, we
55 always talk about authentic and the other non-authentic text so probably
56 language classroom needs the exploitation of authentic text that we have this
57 idea that it exists somewhere on the billboards that there is an English which
58 is not properly written or properly grammatically explained so when we
59 bring that, that is probably a part of our language classroom.

60

61 AK08

62 A: My personal opinion is Sir that English language teaching has evolved a
63 lot over the past few decades especially after the term of the, you know
64 communicative movement in the 1970s, language or language teaching we
65 today is focused on bringing communicative competence in the students and
66 communicative competence involves not only linguistic competence but
67 also sociolinguistic competence and discourse competence. Ahn, in that
68 sense communicative language teaching focuses on real life communication,
69 communication that exists in the outside environment from the classroom
70 and in that context I believe that linguistic landscape of a specific area
71 especially a post-colonial country like Pakistan where English is quite
72 visible and from the signboards that we normally come across, I believe that
73 this linguistic landscape or the signboards can be used very innovatively and
74 creatively by the teachers inside the language classroom in order to accrue,
75 you know communicative competence among the students so this is my
76 personal view. I believe it can be very helpful.

77

78 JA09

79 A: I think to some extent because usually these public places, they are not
80 read very attentively. They are taken for granted. Usually, what happens
81 people just pass by but sometimes obviously they are registered by people
82 who are passing by and the particularly if they are frequently, people
83 frequently come across such signboards or whatever you need by such
84 public places so I think to some extent in terms of collocations and spellings
85 probably they can play some role.

86

87 HN10

88 A: Ah, well, if you talk about Pakistani context, in Pakistan, like there are
89 certain, there are different regional languages which are spoken across the
90 cultures like and then we have got different dialects of those regional
91 languages so it all depends like for example if you are visiting any place, if
92 you are visiting any public place where the kind of expressions, the kinds of
93 phrase, and clauses which have been used in a multilingual manner, right.
94 So where the words of English as well as the other local languages have
95 been juxtaposed to convey a sense, so yes I believe in that way it can help in
96 the language teaching classroom because otherwise if it is purely written
97 any local language or purely written any regional language so I believe that

98 won't help greatly in that manner, hah, apart from that if there is any visual
99 representation of that, so that may also help in teaching language learning in
100 order to make the concepts of the students more clear through their regional
101 or local language.

102

103 ZU11

104 A: Yes, I think this is very good practice because a learner lives in the
105 society and in the perspective of sociolinguistics, a person learns from the
106 society and whatever the written, whatever has been written on different
107 shops, on signboards and now-a-days we are living in the age of
108 advertisements. When we open YouTube, there is a bombardment of
109 advertisements, when we go outside, there are big hoarding boards, we turn
110 on computers, and there are so many ads, so they not only change our
111 language but also change our attitude, our world view and our approach to
112 worldly matters.

113

114 RK12

115 A: Ok, so the first part of the question that is to contribute to English
116 language teaching and second is that ELT classroom so definitely it does
117 contribute in English language teaching the reason is that because Pakistan,
118 being a multilingual country, most of an English being an official language,
119 most of the signboards they are, the language used is English so we come
120 across these boards in our daily life like we intentionally or unintentionally
121 we like go through all those words and when we come across such words in
122 formal teaching or learning in a classroom, they seem familiar rather than
123 being like foreign to us. So, yes, according to me, this does have like a
124 positive impact in ELT, English language teaching, learning plus for a
125 teacher in the teaching process.

126

127 FR13

128 A: Yes, actually, English which is displayed on public places, it can easily
129 be used for language teaching because it is some open resource and it is for
130 free and students can easily be exposed to that type of language, it's an open
131 resource and it can easily be used in the language classes because actually it
132 provides you real life language data and use so that's why it can be a very
133 beneficial source.

134

135 SA14

136 A: Yes, Ghulam Abbass, I do believe in it because you know English
137 displayed on public areas do contribute for learning English as you know
138 very well the world has become a globalised village and we are the part of
139 that global village and I won't consider it as a space like we are the
140 participants of that space so far that space we need to learn English, any
141 language which can be word as a lingua franca as a common language. So,
142 English do contribute.

143

144 SF15

145 A: Well, Yes, I think to an extent it can contribute to the learning of
146 English, I would not say that particularly in ELT classroom but in general
147 but if teachers the first tool some of the text some of discourses there on the

148 billboards or any particular place they can refer to but yes, otherwise in
149 general if you talk about English language learning these billboards can
150 contribute to the learning of English language, for sure, but again it depends
151 that it depends upon the I would say I mean I don't know how to say that
152 depends upon the reliability as far as the correct language is concerned, yes
153 they can contribute.

154

155 AR16

156 A: Ah, I personally feel that definitely it can. Ah, and at the same time I
157 would say that basically it depends that how a teacher exploits such kind of
158 stuff. I think it can, you can say ah, it can be exploited right in the
159 classroom, for instance, through this kind of stuff you can teach your
160 students well and you can tell them the pros and cons of such kind of stuff.

161

162 QA17

163 A: Yes, I totally agree with this statement or the question because I have this
164 personal experience also my kids whenever we go outside when they were
165 in their learning phase, in the I mean when they were like two years or three
166 years so I used to ask them that ok pronounce these letters and that's all
167 gradually, you know they started pronouncing those words, they started
168 learning for example let me give you an example there was this word
169 'Cambridge' and my child she was just four years old, three years old and
170 she pronounced each letter in a phonetic way and she uttered correctly I was
171 expecting that she will not be able to you know make sense of J /dʒ/ sound
172 in d and g but she pronounced it very correctly so I have this very first-hand
173 experience that whenever we go outside I ask my children plus I always
174 motivate my students that whenever they go outside they should look at
175 those words, English words particularly displayed on public places. Right

176

177 AJ18

178 A: In my humble opinion, I don't think these signboards in any way can be
179 contributing to English language learning and teaching in ELT classroom
180 but outside the classroom they do have their effects, people do learn things
181 especially from the signboards I don't know whether they come into your
182 domain or not but signboards displayed on the side of the roads where they
183 are directions for them like that. They are mainly they are based on different
184 graphics but English accompanied, English written along with those signs it
185 is very contributing towards learning English but when it comes to English
186 language learning teaching in the classroom, I don't think they are very
187 effective because they are mainly these signboards in linguistic landscape
188 are, they are focusing on all the five senses and there are other things
189 involved in it like colour scheme, like the modals they are like the person
190 who is advertising these things so when it comes to ELT classroom, I don't
191 think they have any effect on it.

192

193 GA19

194 A: Yes, I think that if English is displayed like on public places, let's
195 suppose if it is signboard or somewhere like screens so of course students
196 will be able to learn more because it is said that if you see something and
197 you observe something ok, so observing something, seeing something is

198 more effective than listening to something. So, most of the time, you might
199 have seen that if we teach something through pictures or show them some
200 realia in the classroom, so the students are very much engaged, and they
201 learn a lot of things and they remember those for a longer period of time as
202 compared to something that is just verbally taught to them. So, I think it is
203 of course very valuable.

204

205 KS20

206 A: Yes, of course, to some extent I do agree.

207

208 **Participants Teaching at Public school**

209 FH21

210 A: Ah, as far as ELT classrooms are concerned, it might not be that
211 effective because in English language teaching classrooms we teach, we
212 prepare mentors for teaching English so it might not be helpful, but it can be
213 effectively used for teaching of English for special purposes such as
214 marketing and advertising.

215

216 RM22

217 A: Yes, I think it does. We can use it. Sometimes, students get bored while
218 reading; they complain that they can't understand when they are reading.
219 When they see the signboards, it would be helpful for them to understand.

220

221 MH23

222 A: Yes, definitely I think it can help the ELT teachers to refer back to
223 languages as they are used in practical situations at the market.

224

225 MS24

226 A: Well, I can a logical argument for that but I would also say that it
227 depends like are we bringing photos of them from different contexts in
228 different, I know, they students may be even into the classroom are we just
229 talking about everyday occurrences because as far as everyday occurrences
230 are concerned, they are now pretty much so common like we already use
231 them in our own local languages so I don't see that much if we are only
232 talking about chance occurrences, I don't see any point.

233

234 MA25

235 A: Yes, if the teacher can use it for ELT purposes so it can be, it depends on
236 the teacher.

237

238 HH26

239 A: Yes, I would say that students they go through the landscapes on the
240 public places. They learn a lot, but I would answer in the next question what
241 sort of things they learn, yes.

242 Interviewer: But you think they (LL) contribute.

243 A: Yes

244

245 JI27

246 A: Ah yes, shortly I can say yes because in Pakistan English is or English
247 language is taught and learned as a second language or majority of

248 especially in academic institutions and when students or like any member of
249 any academic institution, sees a signboard with script that is written in
250 English language, I think it has a deeper effect on the students' learning and
251 also like English language teachers can take help of those signboards.

252

253 HS28

254 A: Yes sir, I think it is okay to use it in the classroom because we can
255 connect our students with the real situation what is being done inside the
256 society so that they are not just stick to the academic studies means
257 whatsoever is being taught in the classroom they should be connected with
258 the society as well. So, I think it should be used in the class as well.

259

260 AA29

261 A: Yes, I think it's really helping the learners to know the different words
262 written on the boards and particularly on the shops that help the person to
263 know the different words related and it also helps them to improve their
264 vocabulary as well. For me yes, the display of English language at different
265 places really helps the ELT learners.

266

267 NA30

268 A: Yes, it can help us a lot because language is used for communication and
269 language is used when we are in public places and in our real life.
270 Whatever, we learn in class, we use we use to exploit it in real life. So, I
271 think it can be used.

272

273 ES31

274 A: In my opinion, it can contribute to some extent. In my general
275 observation, the words are written with wrong spellings in linguistic
276 landscapes. They just depend on the sounds. These wrong spellings bring
277 negative effects on students' vocabulary. However, we can use linguistic
278 text in ELT to some extent.

279

280 SE32

281 A: Yes, I think, to some extent it is true. It can serve but not to a great deal
282 because it doesn't have that scope with respect to the ELT classes. To some
283 extent, it is good. It can serve.

284

285 ED33

286 A: Yes, it does because background and previous knowledge of the students
287 encourage the learning new ideas which they relate to their previous
288 knowledge so I think English displayed on public places can contribute to
289 English language teaching and learning in ELT classrooms.

290

291 KI34

292 A: Yes sir, I do agree because English displayed in public sites can be used
293 in many ways for example when it is totally unconsciously in the mind of a
294 learner, and it becomes helpful because background knowledge always
295 accommodates the new coming ideas.

296

297 AS35

298 A: Yes, I believe in this thing that English language teaching and learning in
299 ELT classroom is more benefited by these words on the public places like I
300 was yesterday walking with a board and I saw the word ‘Amigos’ on the
301 signboard and I was telling my younger sister that this word is used for
302 friendship and this restaurant has used this name so I think yes, this, these
303 words can be used in English language teaching and ELT learning
304 classroom.

305

306 **Participants Teaching at Private school**

307 ND36

308 A: Yes, it really contributes a lot for the learning purposes of the students,
309 the English which is displayed on the public places.

310

311 MA37

312 A: Yes, of course, I believe that this is one of the best ways to teach people,
313 to give an understanding about English language plus I have observed so
314 many students now-a-days that whatever they see on the public places or
315 might be on the public boards or billboards whatever, they, they do
316 remember those words and later on they utilise that in their English
317 language classes.

318

319 AR38

320 A: Yes sir, it contributes a lot. It depends on our observations as well. The
321 more we observe the things the more we use in our English language
322 classroom.

323

324 MA39

325 A: yeh, it can.

326

327 MA40

328 A: Yes, I think so yes like there are some words which like there are many
329 students they don’t know like words written on signboards or like new
330 words are written so they can contribute.

331

332 AE41

333 A: Yes, I think it can be done. It can be very helpful for the students as well
334 as for the teachers.

335

336 FH42

337 A: Ahn, I would say yes, of course because students who are learning
338 English somehow they, their English is influenced by the L1 that is the
339 regional languages they do have a problem in understanding so when we
340 bring that text in the class, we can teach them the correct grammar, correct
341 according to the standard refers variety that we are using here so of course it
342 helps a lot like in the MacDonald, we have ‘I am loving it’ like this kind of
343 a thing it could be taught that this thing is a kind of deviation but we have
344 used it, used it in our everyday life.

345

346 HR43

347 A: Ahn, I think yes because if you are taking English as a variety, it helps if
348 you accept it that it, it can be used there in the classroom for teaching
349 English language, and you don't mind that indigenous touch there in the
350 language then it helps.

351

352 FK44

353 A: I do think the signs on public places and even, you know charts and
354 displays in English language classrooms do contribute to the learning of
355 English language because it is related to passive learning. Students not
356 actively think about something or taught about something, but they absorb
357 knowledge or information from something that is in their surroundings so
358 through passive learning they definitely contribute.

359

360 IK45

361 A: See in a sense, English is lingua franca and, in every country, including
362 Pakistan English language teaching involves learning of English words so I
363 think that these signboards and English, you know displayed at public
364 places definitely contribute in students' learning of English, students learn
365 new words through them and they, you know then utilise them in their own
366 discourse and their own writing as well. So, I think that it helps, and it
367 definitely contributes and sharing my experience, I always encourage my
368 students to learn new words and new vocabulary through these signboards
369 and through these places.

370

371 SZ46

372 A: Yes, I think English displayed on public spaces can richly contribute to
373 English language teaching and learning in ELT classroom because it
374 provides a diverse range of experimentation with English language which
375 can help students to learn Standard English as well as deviation from
376 Standard English.

377

378 ZJ47

379 A: Yes, I think it contributes to learning because if the students particularly
380 keeping in mind from where I belong to Pakistan and particularly Khyber
381 Pakhtoon Khwah then I think it helps us, it helps the students if they are
382 particularly belonging to the lower grades because then they see those signs
383 whatever you teach them in the classroom and when they go outside and
384 they visualise it in the, on the signboards, on the advertisements and they
385 can learn it in a better way. So, it's a good way to, you can say initiate this
386 language learning process.

387

388 BA48

389 A: Yes, I think English displayed on public places can contribute to English
390 language teaching and learning in ELT classroom because it is the real use
391 of teaching and learning English language.

392

393 AA49

394 A: Ah, to me yes, they contribute. They have positive as well, as well as
395 negative impacts on us or being learners. Once, actually here I want to
396 discuss my own personal experience. I went to Karachi back in 2002 and

397 there was a word on big signboard, signboard and the word was ‘to let’ and
398 I was student of Matric at that time. I was not aware of the meaning of that
399 word, and I asked the meaning from different people, and they were unable
400 to give me the answer and I looked up the word in the dictionary and then I
401 learnt so this is the example, this is how we increase our vocabulary, or we
402 increase our world view in within a particular language. So, I think that yes,
403 they contribute to English language teaching and learning in a specific
404 classroom environment because we are surrounded by these signboards and
405 these signboards are good, I mean channel are more obvious instructions as
406 well. We can use them but as I said they have both positive as well as
407 negative impact on us.

408

409 AW50

410 A: Yes, to some extent it could help to contribute to English language
411 teaching in the classroom.

412

413 **Interview Question No. 2**

414 How can the language on multilingual signboards be exploited for English
415 language teaching?

416

417 **Participants Teaching at Universities**

418 TA01

419 A: Ahn, since we are a multilingual society and there are so many languages
420 used by the people living over here so you know like what actually happens
421 that we do use different sorts of expressions and we use different sorts of
422 languages as well and they do help us, we can exploit it for English
423 language teaching because in daily life whenever we people go so we see so
424 many different signboards and we can use such signboards for teaching
425 purposes as well.

426

427 SA02

428 A: Yes, sir it in a country like Pakistan where we have not just two/three
429 languages are being simultaneously used in home like we have our regional
430 language, then we our national language that is Urdu and then English so
431 that definitely these multilingual signboards are very helpful for the learning
432 and teaching process.

433

434 NI03

435 A: Ahn, multilingual signboards basically since we have this new idea of
436 world Englishes now so we know that how we can incorporate different
437 languages, it adds to our repertoire in general so it is not important only to
438 have some repertoire from English language but also from other languages
439 as well so if we, if we look at multilingual signboards they can, they can
440 help them broaden their perspectives.

441

442 AN04

443 A: There are multiple ways, ok because of course in an environment where
444 teaching is being done, I don’t think that there is very much, you know there
445 entertainment is included but in signboards like in, for biscuits, for drinks ok
446 you can actually, what to say, play with the language ok and people actually

447 take interest in that because they like the product so of course they pay
448 attention so I think it can be done.

449

450 AM05

451 A: Yes sir, since our approach as ELT language teachers needs to be a
452 holistic one so in order to make them holistically competent users of the
453 language it is very important that they should be exposed to the language
454 which is used on the signboards also which of course very creative also
455 because it has a purpose mostly it is used for advertisements and for
456 business purposes so naturally as long as one is a human one has to deal
457 with the different people in a variety of situations so that is why I think
458 exposure to the students, exposure to these signboards language is very,
459 very important.

460

461 AA06

462 A: Ahn, language on multilingual signboards can be exploited for English
463 language teaching for the sake of as I already told that this cannot be
464 primarily used for English language teaching however we can take instances
465 from these signboards just to spread awareness among our students or
466 language learners that how general public make mistakes regarding the use
467 of language, regarding grammar, pronunciation of words and exact or
468 correct use of lexemes so this is how we can exploit these signboards.

469

470 HR07

471 A: I would consider it like dictionary. If for example, there is a billboard
472 which the line says in English 'This is a bookstore' and in Urdu it is written
473 'Ye aik kitabon ki dukaan hay' so probably this more, this is easier for a
474 language teacher. The language teacher doesn't need any dictionary to, you
475 know bring the mean like the meaning of the English words. So, a lot of
476 hard work is, you know like removed by these, you know like translated
477 words.

478

479 AK08

480 A: It can be exploited in many ways, for example the modern language
481 teaching focuses on task-based instructions or activity-based instructions so
482 there are certain activities that can be performed, for example the students
483 may be asked to take a visit of the, tour, to take a tour of the city in which
484 they are learning the language and to record all the signboards that are there
485 and which language is that is present and of course they will represent some
486 aspects of English language as well. Now the students can compare and
487 contrast these, you know items with some standard language items, or they
488 can compare it with the kind of English that is used in Pakistan. I believe
489 there can be so many ways in which, you know the signboards language or
490 language that exists in the linguistic landscape can be brought into the
491 classroom in order to accrue learning.

492

493 JA09

494 A: I personally don't think so that it should be exploited because it is not a
495 standard model particularly when it is written by the people, usually what
496 we have seen in Pakistan that such pieces of language, such expressions

497 they are highly ungrammatical, highly indigenously written or written in
498 that brand of English which is popular here but there are I think good
499 examples also at places which are more you can say privileged, there you
500 can find good expressions so such good expressions, these are not confined
501 to just shop billboards or things like that. They are more than that.
502 Sometimes, there are, you can say, different verses, different quotations and
503 sayings so in that context, they can be exploited. But ordinary, you can say
504 signboards or billboards, they may not be very good stuff to be used.

505

506 HN10

507 A: Ye, it can be done, it can be done as I discussed earlier that since the
508 students in our context when we talk about the language teaching and
509 learning so in our context the students, they come from diverse backgrounds
510 and as far as their background and as far as their earlier education or their
511 earlier fluency or proficiency in English is concerned that is not that high so
512 for that purpose we have to take help from the native language as well as the
513 target language so yes in that case we can, we can bring in some of the
514 signboards, we can bring in some of the advertisements which could greatly
515 help us in teaching the students and that all you know, I mean, first of all
516 for, it all depend upon the selection of those signboards so selection of the
517 signboards would be matter a lot. You as teacher will have to select such
518 signboards which can help you and which can relate the topic of your
519 discussion. So, in that way I believe to some extent it can be a helping hand.

520

521 ZU11

522 A: Yes. Pakistan is a multilingual and multicultural geographical region so
523 when we find any advertisements, we find that there are different
524 advertisements which have indigenous colouring. Even they take celebrity
525 from this country, they use such words which are quite common in our
526 society and our social structure also permits those ads. That's why they play
527 their pivotal role in learning English language and teachers can utilise them
528 in their classrooms and there are several research works have been done in
529 Pakistan and they want to find out semiotic features, signs and idea through
530 these advertisements.

531

532 RK12

533 A: Ok, as far this question is concerned like if we want to like give
534 examples to students so like referring to my first answer if a student, student
535 finds such a like word like those lexical items or phrases which he has or
536 she has already come across on a signboard he finds those words like
537 comprehending those words like easily plus the context that particular
538 signboard provides that actually helps the students in learning or
539 comprehending that particular word or phrase better.

540

541 FR13

542 A: Yes, you see especially in most of the classes like we have, we have
543 multilingual classes and signs from the, I mean languages on the signboards,
544 they can easily be used for teaching, especially they can be used in
545 multilingual classes, we can use these to teach different structures, we can

546 use them to teach different words, different sounds, we can use them for
547 different purposes.

548

549 SA14

550 A: Yes, it can be used for exploitation of English language teaching because
551 in this way we can improve the reading skills of the students and at the same
552 time they can go for the translation studies as well because in multilingual
553 settings there are different kinds of words, different kinds of terminologies
554 and that can be used for the exploitation of English language teaching.

555

556 SF15

557 A: Ok, multilingual signboards, as we know that translanguaging is a, is a, is
558 a I would say a tool in ESL English learning, English as second language
559 learning, something that, that is not the recent phenomenon but it is be
560 helpful phenomenon or tool you can say that does exploit it so I would say
561 that multilingual signboards as a translanguaging resource can be very
562 helpful because if a particular learner is relying on their L1 or I would say
563 national language for them maybe it is helpful, teachers to, to grasp the idea
564 when it is there with the L1, it is there with the I mean you, the other
565 languages are also there, their national language is there, I think yes it is
566 helpful to an extent.

567

568 AR16

569 A: Ah, now regarding this I would say that, for instance, if a teacher is using
570 this grammar-translation method in his or her classroom, I think, these kinds
571 of signboards can be very easily exploited, and this is how they can tell
572 them that this is what this means in their own native language.

573

574 QA17

575 A: Yes, as I mentioned in the previous question, but here if we look at the
576 multilingual signboards, first of all, this can give us, you know, the idea of
577 different for example I am living in Islamabad so here there are different
578 sectors so actually I also conducted one of my researches on signboards to
579 analyse morphological word formation processes so I compared G.9 sector
580 and F.10 sectors and because G.9, you know there are people coming from
581 all levels of, you know classes, there, there were grass root level also and
582 there are middle, upper middle class level also, so I could find signboards in
583 different languages plus when I analysed in F.10, there were signboards
584 where there was no blending of different English words, clipping, coinage
585 was also there so again I can give those examples in my ELT classes and I
586 can tell them the comparisons and I can tell my students that how innovative
587 ideas can be there in learning English language.

588

589 AJ18

590 A: Actually, we have to make pictures of those signboards first in order to
591 present in the classroom because classroom of course has a limited scope,
592 you cannot play each and everything especially something that is out there
593 on the side of the highway so you have to click the board and you can talk
594 about it and you will say ask the students have you seen this advertisement
595 board or maybe have you seen this traffic sign or something like that and

596 you can teach about that and it can generate a lot discussion in the
597 classroom and then you can if for example if there is spelling variation you
598 can discuss that as well with the students we find we write favourite like this
599 but they have written favourite like that so how do you see difference and in
600 that way I think indirectly they can be exploited directly because there is no
601 linguistic I would say content on them not a lot of linguistic content is there
602 on those hoardings so I don't think they can be exploited in that way.

603

604 GA19

605 A: Well, if you are living in a multilingual or bilingual community so it's a
606 good approach to follow a multilingual or bilingual words and use them
607 because it will facilitate the students to understand new concepts, new
608 terms, vocabulary items of second language ok in a very limited time
609 because they will see the alternative words in the second language and there
610 will be proficient speakers as well because they will be able to use both of
611 the languages at the same time without being confused at any position so I
612 think if they are taught or if they are given like signboards or if the
613 signboards are exploited in the classrooms and those are multilingual or
614 bilingual so of course it will be very easy for the students to remember them
615 and they will easily associate the words with the optic and it will help them
616 for a longer period of time.

617

618 KS20

619 A: I think it depends on teachers and what kind of aims and objectives these
620 having right now and keeping in mind those aims and objectives, of course,
621 then he will have to go outside ok, maybe, he can take pictures of those
622 signboards ok, and then he should devise a methodology that how he is
623 going to exploit them in the classroom whether he is going to design certain
624 vocabulary exercises on them or grammatical exercises on them or is he
625 going to analyse those boards and then explain that whether the things
626 which are written on the boards they are grammatically correct or not
627 because you know in Pakistan mostly these boards are designed by those
628 people who are uneducated. So, whatever you have written without thinking
629 or analysing whether it is grammatically correct or incorrect, they just
630 copied, they try to write it on the boards and in doing so sometimes they
631 make mistakes. So, teachers will have to be very careful when he is going to
632 use these signboards or their language in the classroom.

633

634 **Participants Teaching at Public school**

635 FH21

636 A: There are certain word formation processes which can be effectively
637 used in this regard such as borrowing, loan translations and so on.

638

639 RM22

640 A: Yes, it would be very helpful for the students when teacher takes it as
641 help for the students that whatever multilingual words you see on the
642 boards, signboard or hotel name, you can equate the meanings. Meanings in
643 Chinese or Arabic or Spanish

644

645 MH23

646 A: I think ELT teachers can help the students understand various languages
647 as are used on these boards and they can exploit this resource by telling
648 them about the differences in terms of the structures and meanings.

649

650 MS24

651 A: Humm, how can they be used for English language teaching, well I guess
652 ah we could use them firstly for tasks like maybe we could ask students to
653 go observe, find, find see if they can find something that is new for them or
654 maybe we could deliberately find things and bring them into the classroom.

655

656 MA25

657 A: It can only enhance the vocabulary of the students because the teacher
658 can contextualise certain vocabulary items so yes vocabulary may be
659 enhanced.

660

661 HH26

662 A: For a teacher, if this question is for a teacher, then it means that a teacher
663 can use them to teach them nouns or they can teach them functional aspects
664 of a language because these signboards mostly represent how to order
665 something, basically they order, they give directions so functional aspects of
666 language can be taught through these landscapes within the class.

667

668 JI27

669 A: Pakistan is a multilingual country and like apart from the regional
670 languages, Urdu is our national language, so majority of the signboards are
671 written in English and Urdu languages. So, when it comes to translation, the
672 signboards, they are translated from Urdu to English and sometimes, like
673 being an English language teacher, I have seen them that they are not
674 properly like that the English, the English sentence or phrase is not that
675 much equivalent to that Urdu message. I would say that it exploits the
676 English language when it comes to translation.

677

678 HS28

679 A: Sir, I think we can crack both the cultures for example if I talk about the
680 locality we are living for example in Rawalpindi or Islamabad there are
681 means appears is some signboards related to advertisement of shoes or
682 something like that so if there are two languages in Urdu and English and
683 for example there is Punjabi as well so they can connect all the three
684 languages with each other and they can translate them easily from one
685 language to another and they can perceive the concept in all the three
686 languages simultaneously.

687

688 AA29

689 A: Yes, it can be done in various ways because when the things are written
690 on boards, it becomes quite convenient for the learners to understand the
691 things in the best way, yes.

692

693 NA30

694 A: Yes, as I have already said, it can be used so far multilingual signboards
695 are concerned, they are used for communication, they give us sense, they

696 give us understanding for different things, for different usages so in order to
697 teach English language we can use them by in the form of different words,
698 different structures, different phrases and by using them in comparative
699 analysis so in this sense it can be used.

700

701 ES31

702 A: It can be exploited, and it has some advantages. Sometimes, the word
703 written in English is difficult for the students to pronounce. The same words
704 written in Urdu are easy for the students to read and sometimes the students
705 can pronounce those words correctly with the help of two languages. This is
706 the advantage for the students.

707

708 SE32

709 A: No, I think that these two are at cross purposes. They don't have the
710 same target so it will not be that helpful as we can manage it.

711

712 ED33

713 A: The language on multilingual signboards can be exploited for English
714 language teaching because it lacks competency in language learning
715 process.

716

717 KI34

718 A: Sir, being mul, multilang, bilingual can be a great help but at the same
719 time it can exploit the language because we cannot become competence all
720 the time in every language, we have to switch in multilingual societies like
721 Pakistan. We have to switch from setting to setting. In colleges and schools
722 in formal settings, we use English or Urdu language, and we have switch
723 Punjabi language in our homes, then it may exploit English language.

724

725 AS35

726 A: Yes, when we learn some words on some signboards that have some
727 code-switching, code-mixing in..... multilingual signboards, it can has
728 asked in English language learning as well because when we get through
729 these words, we get the definition and interpretation of those words, they
730 can create new vistas before us to learn different, you can say words from
731 other languages, so I believe in these words.

732

733 **Participants Teaching at Private school**

734 ND36

735 A: Ahn, it can be exploited for different reasons for example as our country
736 is multilingual so they can contribute.

737

738 MA37

739 A: It can be because you know that there are so many countries like for
740 example if we talk about Pakistan, we are like English is not our native
741 language so this is something which is very normal now-a-days that people
742 do use such kind of signboards' language which can definitely exploit
743 English language as well and they do and most of the time I have observed
744 this thing that people don't have realisation about this thing that they do use
745 wrong language, English.

746
747 AR38
748 A: It's again the answer is about observations. As far as we observe the
749 things very keenly, we unconsciously use in our language classrooms as
750 well and we use in our teaching as well.
751
752 MA39
753 A: I guess when we translate that it diminishes the basics of it, so it disturbs.
754
755 MA40
756 A: Like multilingual, it plays important role like when it facilitates someone
757 ok like we have Urdu and English language so maybe some people they
758 don't understand English but on the other hand they could understand in
759 English. (Perhaps he wanted to say 'Urdu' instead of 'English')
760
761 AE41
762 A: I think that we can use it. It contributes to the target language as well as
763 the mother tongue of the students.
764
765 FH42
766 A: Sometimes, when there are two or three languages are written, it does
767 help them to understand better and they can, you know can easily
768 understand if don't understand it in English, they can understand in the local
769 language, so it does sometimes help to some extent.
770
771 HR43
772 A: Yeh, for the cultural knowledge for that cultural touch we usually do, and
773 it helps.
774
775 FK44
776 A: pause....
777 Interviewer: For example, Urdu/English is mixed usually.
778 A: Yes, I do think these multilingual signboards can help in making students
779 learn English language because you know let's talk about Pakistani studies
780 as an example through the signboards in English then there is Urdu
781 translation also provided, it helps them in learning the vocabulary as well in
782 the target language.
783
784 IK45
785 A: Ahn, this is a bit tricky and a bit difficult because when multilingual
786 signboards create confusions because when we have two or three languages
787 on a signboard and our focus is on English language learning or English
788 language teaching, it creates a little problem but I don't think in our culture
789 there are multilingual boards except there are few exceptions so we have
790 usually English signboards and they definitely help us. Multilingual
791 signboards create bit confusion because then students involve translation,
792 and translation becomes a tricky way of learning language.
793
794 SZ46

795 A: Ahn, they can be exploited. I think they can be positively exploited for
796 enhancing English language teaching as well as learning because by quoting
797 examples, by taking examples from these signboards and advertisements
798 and other such linguistic landscapes. We can actually include these
799 examples in our classroom teaching and students can also learn English
800 through first hand practical experience.

801

802 ZJ47

803 A: Yes, these multilingual signboards particularly in Pakistan they are used
804 like on roads as well, in the advertisements as well so they can be, they can
805 be used as a good tool to make the students learn the English language
806 because the students can immediately translate what is written in their
807 language and what is written in their target language so they have an
808 immediate context to contextualise whatever they are learning so I guess
809 this a good way to exploit this medium for language teaching.

810

811 BA48

812 A: Sometimes, it can be exploited but I think it can be a best way to use
813 English language through multilingualism or through multilingual
814 signboards but in English language teaching classes it can be useful I am on
815 this point of view that it can be useful because in our multicultural classes,
816 the students belong to different cultural background so for them it can be
817 useful.

818

819 AA49

820 A: Ah, if it is multilingual signboard so it means we are going to have
821 different associative meanings regarding to the advertisements on given on
822 the signboard so in our classroom teaching environment so we can, we can
823 come up with the personal or subjective interpretations of those signboards
824 so it depends upon the subjective approach or the lens from where you are
825 taking that message or the advertisement so ah we how we can use that it
826 depends upon the teachers and teacher's methodology and his or her
827 perspective.

828

829 AW50

830 A: These multilingual signboards, they can be exploited in a way that the
831 structures that we are discussing in the class, we can relate those structures
832 to the real life examples displayed on the signboards so with this paradigm
833 we can exploit these signboards for English language teaching and
834 especially in a country like Pakistan we are bilingual, most of the teachers
835 they do bilingual teaching so we can teach both the languages the way
836 those, you know, linguistic items are translated into, in another language.

837

838 **Interview Question No. 3**

839 What aspects of English such as grammar, vocabulary etc. can be taught
840 through linguistic landscapes?

841

842 **Participants Teaching at Universities**

843 TA01

844 A: Ahn, I believe that because whenever we talk about these signboards so
845 they are not made or designed by some professional people but the purpose
846 is only to sell the product or like that so the purpose is marketing of course
847 so I don't think so that grammar can be used properly but as far as the
848 vocabulary is concerned, so we can enrich students' vocabulary using these
849 signboards.

850

851 SA02

852 A: Ahn, sir sometimes these signboards or these linguistic landscapes they
853 are not being written or being built in a very careful manner then sometimes
854 we find grammatical mistakes but yes vocabulary, it is very good for
855 vocabulary. They can easily learn new words.

856

857 NI03

858 A: Grammar, not exactly I am not sure about grammar, but I think
859 vocabulary can be taught.

860

861 AN04

862 A: As I have just given you an example of you know 'to let' ok that the
863 words which are not very much common like in common day, what to say,
864 conversation we can utilise somehow in the advertisements and teach our
865 children, teach our people.

866

867 AM05

868 A: Yes, I mean the language that we use usually teach in classroom that is,
869 that doesn't have any grammatical deviations and similarly we are very
870 choosy about our vocabulary also because most of the time it is academic
871 vocabulary that we are using but the language that we find on different what
872 you would call it linguistic landscapes, it has its own creativity, it has its
873 own innovativeness also so naturally perhaps we can highlight any
874 deviations that are there, any differences that are there so I mean that
875 language can be used for comparative purposes and in order to explain the
876 sense of language even more clearly to the students.

877

878 AA06

879 A: Well, the language we find on linguistic landscapes is useful in the sense
880 that ah language teachers can use the signboards or landscapes or linguistic
881 landscapes for language teaching because students make so many
882 grammatical and lexical mistakes because signboards and linguistic
883 landscapes are the sole sources for the learning of students because they
884 come across such signboards and landscapes more frequently because they
885 spend more time outside than the classroom therefore language teachers can
886 use these landscapes to point out various lexical and grammatical mistakes
887 language learners make.

888

889 HR07

890 A: I hope if it comes to like grammar, I don't agree with because most of the
891 time like the sentence or the, you know like slogans, they don't bother about
892 their grammaticality and all that but yes vocabulary it can be like to a
893 greater extent you can teach vocabulary, you know like English language

894 we can teach throughout, you know like learners and probably like, it takes
895 you know the way I usually teach in my class that I give you know like the
896 wrappers of the toffees and you know like boxes to the students and I ask
897 them to read the ingredients which are all vocabulary items so they can be
898 but to me like grammar can be a hard task teaching by these (linguistic
899 landscapes)

900

901 AK08

902 A: Ah, now when we look at English language, again we need to understand
903 that English has evolved into Englishes. Accordingly, English language
904 teaching has also evolved so that now there is that the concept of native
905 speaker of English has dimmed a little. Now it is believed that even a non-
906 native speaker, you know language expert can also teach well, can also
907 communicate well. In that context, you know I believe that a lot of
908 vocabulary specifically vocabulary items from the, you know linguistic
909 landscapes that exist in the country can be brought in because these, you
910 know vocabulary items or this lexis generally represents different aspects of
911 our society so there would either be about the signboard or about the
912 location of a specific place or the name of a shop, that shop name may also
913 have a certain, you know specific vocabulary items that may be very
914 relevant to the students in terms of English language learning. I also believe
915 that in some cases some of the structures that is followed in these signboards
916 may also be incorporated in terms of English language teaching so I believe
917 that mainly lexical as well as grammatical aspects could be brought into
918 English language teaching.

919

920 JA09

921 A: I think grammar as well as vocabulary, but I am a bit sceptical of
922 grammar because vocabulary is less problematic than grammar. Grammar is
923 more complex than vocabulary. So, both can be exploited, both can be
924 useful, but vocabulary can be slightly more useful.

925

926 HN10

927 A: Ah, well, yes vocabulary, in case of vocabulary I can say that yes, we can
928 take help from the regional or the local languages when it comes to the
929 teaching of vocabulary. Ah, we can, we can conceptualise things, we can
930 develop networks among the target words and the native words like one of
931 the very good example of GTM, like the teachers they used to relate the
932 things, of the native with the target to make the students learn vocabulary
933 but as far as grammar is concerned, yes we can, we can do in the same
934 manner as well. So, I believe to some extent, yes linguistic landscapes can
935 help but largely, largely you cannot say that grammar could be taught, could
936 not be taught through this linguistic landscape but vocabulary yes, to a
937 greater extent.

938

939 ZU11

940 A: Ah, yes sir, we can teach them first of all different grammatical entities,
941 we can teach them different words and how can code-mixed, and code-
942 meshed language can be taught through these advertisements. Secondly if I
943 take at the grammar aspect, I find that imperative expressions have been

944 used frequently in advertisements. Basically, that's sweet order to buy that
945 product.

946

947 RK12

948 A: As per my point of view, I think grammar part I don't like according to
949 me it doesn't help much in grammar because we like signboards usually we
950 hardly have a sentence or most of them, they are phrases, ok so as far as
951 vocabulary part is concerned yes, they do add a lot of terms into our
952 vocabulary and those terms that can be like used in teaching and learning in
953 ESL or ELT classroom.

954

955 FR13

956 A: Through linguistic landscapes, we can, we can teach adjectives and
957 sometimes we can use how advertisements are playing their face and how
958 we make use of different, you can say jingles, see you see that
959 advertisement, the language of advertisement is very catchy so we can
960 easily teach our students how, what type of language is used in
961 advertisements so we can use, we can teach them the use of adjectives
962 similarly we can teach them the use of imperatives in some cases so we can
963 easily teach them the grammatical structures of advertisements and the
964 advertisement which are the words which are normally used in the
965 advertisements.

966

967 SA14

968 A: Ok, as for as the grammar and vocabulary is concerned, I don't have any
969 idea about the grammar because sometimes the grammar is not written
970 down in accurate form, there is no subject-verb-object formation but as far
971 as the vocabulary items are concerned, we can inculcate different kinds of
972 vocabulary for developing writing skills, for developing reading skills as
973 well. For example, the other day I was just noticing one billboard that was
974 written, 'I am loving it'. Though it's grammatically it was a wrong
975 construction but as far as the vocabulary items are concerned, it can be
976 treated for learning English.

977

978 SF15

979 A: I think, particularly vocabulary because if we talk about billboards, they
980 have a different grammar as compared to the one that we expect from the
981 students, that we expect the students to learn as far as English as a second
982 language is concerned so may be vocabulary items are the ones that could
983 be, I would say that more, that can be learnt and you can rely on these
984 linguistic landscapes for vocabulary learning specifically but not grammar
985 as far as I think.

986

987 AR16

988 A: Ah, I think that it contributes to the vocabulary of the students, but I
989 don't think that grammar can be taught through this because normally, you
990 know that this linguistic landscape, it consists of words not the complete
991 sentences.

992

993 QA17

994 A: Ok, I just mentioned that clipping, word form... different word formation
995 processes, compounding, coinage, blending so whenever there is such kind
996 of, you know, blending or compounding in the signboards, so I can teach
997 them new vocabulary words similarly if there is a word play going on in the
998 different landscapes so again I can tell them that Ok, because this is the
999 signboard, and here they have, they may have, you know, omitted some
1000 grammatical features for example today I was driving and I saw a signboard
1001 and it was be love Rawalpindi so instead of L O V E, they have mentioned,
1002 you know, they have used the sign, symbol of heart, so this is how, we can,
1003 you know, exploit it.

1004 Interviewer: That's pragmatic aspect

1005 A: Exactly

1006

1007 AJ18

1008 A: I think grammar can be taught through it I can I think vocabulary can
1009 also be taught through it because they are very I would say very expressive,
1010 there are somewhere related pictures given on those hoardings and the
1011 words are related to those pictures of the person who is standing there on the
1012 board, umm vocabulary and spelling yes but I think grammar no because
1013 grammar is something that is more than word level and usually we see only
1014 short text, little text on those hoardings, there is no full sentence usually
1015 because they have to display the word words in larger fonts and does not
1016 allow them to add full sentence on the board so ye vocabulary and I think
1017 spellings can be taught.

1018

1019 GA19

1020 A: I think not grammar but vocabulary of course. Vocabulary can be taught
1021 through linguistic landscapes because most of the time that they see boards
1022 or signs through realia, so the focus is more on vocabulary rather than
1023 grammar. I don't think so that grammar will be that much taught through
1024 landscape but yes vocabulary is of course.

1025

1026 KS20

1027 No doubt, vocabulary you can teach and then if teacher takes certain steps
1028 for example, he can make use of those words in the sentences and then he
1029 can ask them that you can change them into ok, positive, negative or
1030 interrogative sentences or he can ask them depending upon the level of the
1031 students ok, so he, he can teach grammar and vocabulary in the classroom.

1032

1033 **Participants Teaching at Public school**

1034 FH21

1035 A: Everyday use of language can easily be taught through linguistic
1036 landscapes that we have available.

1037

1038 RM22

1039 A: Yes, at times, I feel it is difficult to learn grammar, yes vocabulary they
1040 can learn, they can use the words which are written but I can't say for sure
1041 about grammar.

1042

1043 MH23

1044 A: I think, I, I am not sure about grammar but yes vocabulary can be taught
 1045 effectively, more effectively by using these signboards because it doesn't
 1046 involve much of grammar.
 1047 Interviewer: More words are involved.
 1048 A: Yes.
 1049
 1050 MS24
 1051 A: Well, I mean if we are being creative, we could teach just about
 1052 anything.
 1053
 1054 MA25
 1055 A: I feel only vocabulary can be enhanced.
 1056 Interviewer: Because in grammar usually there are no long sentences on it,
 1057 right
 1058 A: Yes
 1059
 1060 HH26
 1061 A: I just said that the language of functional part of the language including
 1062 the nouns, you can also teach them the verbs which I have observed so this
 1063 is according to my observation. So, you can teach that in the language
 1064 classroom.
 1065
 1066 JI27
 1067 A: Yes, of course, when it comes to learning and teaching English language,
 1068 so we mainly focus on grammar and vocabulary because English is our like
 1069 target language in Pakistan. English is mostly taught through grammatical
 1070 rules so when we focus on certain script which is written on certain display,
 1071 so we focus on the grammatical structure of those sentences or phrases or
 1072 terminologies so along with the grammatical structures, vocabulary is the
 1073 second important thing which we learn from those linguistic landscapes.
 1074
 1075 HS28
 1076 A: Sir, I think whatsoever is written on the signboards that is more related to
 1077 vocabulary enhancement because I think there are many grammatical
 1078 mistakes because if they, they cannot maintain grammatical structures in
 1079 that because they have less space and they have to present more so I think
 1080 vocabulary is ok.
 1081
 1082 AA29
 1083 A: Yes, it makes better understanding if we ask our learners what things do
 1084 they observe while coming to the class and they can tell you what they have
 1085 seen and definitely you can categorise them in parts of speech for example if
 1086 they see something green they will tell you they have seen green trees you
 1087 can tell them yes that 'green' is an adjective and tree is a noun, and
 1088 similarly, maybe they are unable to produce words in target language they
 1089 have seen but yes as a teacher you can also help them to have a new words
 1090 for them.
 1091
 1092 NA30

1093 A: Sir so far grammar is concerned, actually it is all about principles, all
1094 about rules and we don't learn rules of words we also learn rules of phrases,
1095 structures and usages. Similarly, so far vocabulary is concerned, we can
1096 teach different nouns, adjectives, adverbs so these types of words which we
1097 call content words, we can use them for teaching grammar and different
1098 aspects of grammar to the students by using that multilingual and by using
1099 this language landscape.

1100

1101 ES31

1102 A: In my opinion, the grammar or tenses are not considered when writing
1103 these signboards and mostly the grammar is based on tenses. However,
1104 these signboard languages can be helpful in teaching vocabulary. Thus,
1105 there are negative as well as positive aspects in the signboard texts. So far as
1106 grammar is concerned, there is hardly any help.

1107

1108 SE32

1109 A: As far as I think, only vocabulary can be taught through this thing and
1110 that also to a little extent not to that language vocabulary but if we give
1111 some weightage to vocabulary, yes, it is true so far as vocabulary is
1112 concerned.

1113

1114 ED33

1115 A: In my opinion, we cannot make even any sentence without grammar or
1116 vocabulary. As the linguistics is scientific study of language and every
1117 language has certain sets of rules that is called grammar, and it creates
1118 infinite sentences that is syntax, and vocabulary is directly concerned to
1119 lexical items. So, I am totally agreeing with this.

1120

1121 KI34

1122 A: Sir, grammar is a part of English text; we cannot separate grammar from
1123 linguistics. Many aspects of grammar for example syntax, morphology can
1124 be taught through linguistics. Syntax purely deals with grammar, sentence
1125 making and morphology deals with word structures and word formation.

1126

1127 AS35

1128 A: For grammar, I don't believe in any linguistic landscape to give any
1129 knowledge, any proper knowledge about English language but vocabulary,
1130 yes, it can be very helpful to learn vocabulary like we have the 'Emporium
1131 Mall' we can tell our students that 'Emporium' means a very large shop that
1132 is actually and I was sir walking by the road and I write the 'Denim' on
1133 some store and it was meant for dresses and I was telling to my younger
1134 sister that 'Denim' is used for clothes and textile etc so vocabulary learning
1135 is more benefited by linguistic landscape than grammar.

1136

1137 **Participants Teaching at Private school**

1138 ND36

1139 A: There are, basically I feel that for landscapes grammar does not matter
1140 that much but if we do not teach grammar, of course the students lack while
1141 speaking and writing the things so I feel firstly vocabulary and secondly
1142 grammar should be focused.

1143
 1144 MA37
 1145 A: I believe there are so many things that we can teach through linguistic
 1146 landscapes for example psycholinguistics, sociolinguistics we can talk about
 1147 and already we do practise this in our universities as well.
 1148
 1149 AR38
 1150 A: There are so many aspects. Yes, we can teach grammar, vocabulary and
 1151 all these things related to language in our classrooms.
 1152
 1153 MA39
 1154 A: Of course,
 1155 Interviewer: It means both can be taught.
 1156 A: Done
 1157
 1158 MA40
 1159 A: Ah, grammar like there is different, you know opinions. My opinion is
 1160 like through grammar-translation method we can teach better way.
 1161
 1162 AE41
 1163 A: If students keep on looking at the signboards, it will be easier for them to
 1164 memorise spellings; they will improve their vocabulary and the other aspect
 1165 grammar. When they see the structures, it will help them.
 1166
 1167 FH42
 1168 A: I just talked about this thing, you see the monogram, the line that you see
 1169 in McDonald's advertisement and signboard, this can be brought to the class
 1170 and through that we can teach grammar I just say that 'ing' aspect is not
 1171 used for emotions but here we have used it so we can, you know explain the
 1172 grammar point to that.
 1173
 1174 HR43
 1175 A: Ahn, yes, I think students learn spellings, they learn vocabulary and they
 1176 can use them in the classroom.
 1177
 1178 FK44
 1179 A: Yeh, just like as it is the previous question that mainly in the vocabulary,
 1180 they can play a very, very vital role may be not in grammar but in
 1181 vocabulary these signboards, these linguistic landscapes can play a very
 1182 vital role.
 1183
 1184 IK45
 1185 A: Ahn, as far as vocabulary is concerned, this is the best way to improve
 1186 one's vocabulary, grammar is, I don't think that one can learn grammar
 1187 through these signboards because these signboards are very short and
 1188 specific and they usually, you know have the vocabulary items and little
 1189 commands so I don't think that it helps in learning grammar but it ultimately
 1190 helps learning vocabulary so in terms of vocabulary and these linguistic
 1191 landscapes are very useful.
 1192

1193 SZ46

1194 A: I think these all aspects like grammar and vocabulary can be taught
1195 through linguistic landscapes because grammar as there are, as we see that
1196 there are at times many incorrect expressions grammatical expressions on
1197 the signboards as well as correct English is also there, when I say correct or
1198 incorrect, I am definitely referring to the standard English so through these
1199 examples again students can be taught to analyse their own English with, do
1200 they stand in terms of speaking and writing standard English and it can also
1201 contribute to new emerging world Englishes as well.

1202

1203 ZJ47

1204 A: Ah, this one is a bit difficult because grammar if we talk about in
1205 grammar we more focus on the complete sentences so sentences part cannot
1206 be because on signboards or in advertisements or the things we see on
1207 pragmatic level in our society so that's a bit you can say it's not that much
1208 visible but the vocabulary thing, it can be, it can be, you know taught for the
1209 language teaching. The vocabulary just the single words like you know the
1210 different ones.

1211

1212 BA48

1213 Vocabulary is most important aspect that can be taught through linguistic
1214 landscape as compared to grammar.

1215

1216 AA49

1217 A: Ah, realistically speaking sir if I analyse different signboards so mostly
1218 we can teach vocabulary to our students through these signboards and when
1219 we talk about grammar, we don't have exact grammar on the signboard, the
1220 boards rather we have some catchy statements or some different words and
1221 even punctuation is missing, some grammatical rules are missing so we
1222 have to re, we have to correct them in order to make them the part of our
1223 teaching module.

1224

1225 AW50

1226 A: Yeh, vocabulary can be taught through linguistic landscape because
1227 words are usually displayed on these linguistic landscapes and we can give
1228 some tasks to our students to learn some of the words, some jargons,
1229 specific vocabulary but as far as grammar is concerned, I think that it's very
1230 difficult because that language which is being used in these landscapes I
1231 don't think that they are appropriate to teach grammar.

1232

1233 **Interview Question No. 4**

1234 How can semantic and pragmatic aspects of English be taught through
1235 linguistic landscapes?

1236

1237 **Participants Teaching at Universities**

1238 TA01

1239 A: Ahn, yes whenever we talk about semantic, definitely the meanings are
1240 well understood by these signboards and whenever we talk about the
1241 intentions of these logo makers or brand makers so like that so their
1242 intentions are well met because whenever they just design a logo for sale or

1243 like that so people just get appealed by them so both things like semantic as
1244 well as pragmatic is, can be taught using these signboards, I guess.

1245

1246 SA02

1247 A: What I think is this that it is a little bit difficult if we look into the
1248 semantic ok then there are the words and their formations can be taught but
1249 as far as the pragmatic is concerned so there we need to on the part of
1250 teachers, we need to do some extra work then we can utilise them.

1251

1252 NI03

1253 A: Semantic and pragmatic aspects of course linguistic landscapes they,
1254 they whenever we are going to look at this time, it has a specific context
1255 when, whatever it is selling if it is an advertisement so whatever product is
1256 mentioned over there it has specific context, it has specific use in that
1257 particular culture so it again as I mentioned earlier that helps people to
1258 associate the meaning of that particular word used in that signboard with
1259 that particular context

1260

1261 AN04

1262 A: I can't think of an example right now, but you know I agree with this
1263 aspect that it can be done but again, you know we need to do our research
1264 for that.

1265

1266 AM05

1267 A: Yes sir, semantics usually deals with the dictionary meanings and
1268 pragmatics are usually I mean the intended meanings so obviously I mean
1269 the kind of language that we come upon a different what we call it a
1270 signboards, it, it has an intent and it has a message also so our students
1271 should be able to register, our students should be able to understand those
1272 meanings also that are intended, that are intended so in that sense perhaps it
1273 would be helpful.

1274

1275 AA06

1276 A: Well, there are various aspects in linguistic societies or linguistic
1277 communities which can be, which are peculiar to those societies and
1278 communities and those aspects can be selected from linguistic landscapes
1279 and they can be used to teach ah semantics and pragmatics, and those
1280 aspects can be taken as instances or examples to explain various aspects of
1281 semantics as well as pragmatics to students at various levels.

1282

1283 HR07

1284 A: Ah, like semantic is probably easy when I talked about the first question
1285 that when you have got the translation of the words like the multilingual
1286 signboards. Pragmatic values probably since they are different in, you know
1287 different setups like in Urdu we might have different pragmatic values and
1288 in English we would have a different pragmatic value but still it can have a
1289 problem to be exploited in the language classroom so we can. As I talked
1290 about the word like we have 'detergent' and in most billboards, on most
1291 billboards they have written like 'surf' so probably like that would make a
1292 nice topic for the language classroom.

1293

1294 AK08

1295 A: Well, I believe this is very necessary especially the pragmatic aspects
1296 because I believe that again language has evolved so sociolinguistic or
1297 pragmatic competence involves understanding the intent of the speaker or
1298 the writer in the given context and for that it becomes important that if I am
1299 teaching English to Pakistani learner, the semantic and pragmatic aspects of
1300 how specific vocabulary items or, you know lexical choices can be
1301 portrayed on linguistic landscapes and what kind of different meanings they,
1302 can they connote that can be quite helpful, you know to the students for
1303 example in some of the places, they will see the word 'toilet' in others they
1304 will they will see the word 'washroom' whereas even in this very Pakistan I
1305 have seen the word 'restroom' written for the 'washroom' as well, now
1306 'restroom' can have literally very different meaning but the connotative
1307 meaning again relates to 'washroom' so through such kind of lexical items I
1308 believe that English language learning, the semantic and pragmatic aspects
1309 of English language can also be taught effectively so this of course,
1310 linguistic landscape cannot be the main element of language teaching but it
1311 can become a significant sub-element of English language teaching.

1312

1313 JA09

1314 A: Semantics may be taught but I am not sure about pragmatic aspects.
1315 Most probably, we are living in non-English speaking country so semantic
1316 to some extent particularly when we talk about bilingual signboards etc. So,
1317 with reference to bilingual signboards, I think semantic aspects can be used
1318 but about pragmatic I am not very sure.

1319

1320 HN10

1321 A: So as far as the pragmatic concept is concerned, so context, pragmatics is
1322 all about context or the co-text where the text has been produced so you can
1323 make the learners, you can activate their knowledge, you can make them
1324 learn through the context in which that text has been produced and then you
1325 can through that context you can make them aware of certain semantic or
1326 you can teach them semantic in that way. But it again, I would refer to the
1327 same idea that a teacher has to select the things very carefully when it
1328 comes to teaching semantic and pragmatic aspect through the linguistic
1329 landscape because that relevance would matter a lot, you need to select
1330 those ideas, those, those very catchy phrases from the public places which
1331 can help you teach that semantic or the pragmatic sense that you are actually
1332 trying to deliver.

1333

1334 ZU11

1335 A: Ah, yes. There are first of all semantics and pragmatics. Study of
1336 meanings and sometimes advertisers use certain techniques to draw the
1337 attention of the people. Just a few days back, I have also seen that they mix
1338 language, suppose in the ad of Nestle, they use the word 'tummy' and as
1339 well as they use some Urdu words and they write them in the Romanized
1340 form so they want to give them modern touch, foreignization as well as
1341 some English words so that's the mixture of English and Urdu which has
1342 been written in Romanized version.

1343

1344 RK12

1345 A: Ok, first of all the semantic part, of course, that is a bit difficult
1346 compared to the pragmatic part because when a signboard is not just a visual
1347 that is displayed but it gives a proper context so when a student or a learner
1348 come across such words or phrases in the classroom which he has already
1349 encountered on a signboard, he or she doesn't just come across a phrase or
1350 word but a complete context which was added, which was like, like he was
1351 like exposed to it earlier and he has a proper context of it and as far as
1352 semantics is concerned that, that context, that pragmatic part actually helps
1353 in getting the meanings or understanding which adds to this semantic part of
1354 the question.

1355

1356 FR13

1357 A: Ah, it's a bit tricky because it can be done only at a higher level.
1358 Semantic competence or semantic aspect of language means how you can
1359 teach the meanings and pragmatic aspect means the context in which it is
1360 used because you see one expression may assume different meanings in
1361 different context so it's a bit tricky at the higher level, it can be done only at
1362 the higher level not at the lower level.

1363

1364 SA14

1365 A: Yes, as far as I first of all I would deal with the first part, the semantics.
1366 Semantics as you know very well that deals with the meanings. So, unless
1367 and until we do not know the literal and the figurative meaning of some
1368 sentence that cannot be used but as far as pragmatics is concerned, you
1369 know it very well that pragmatically the language to use language in social
1370 context, so obviously these linguistic landscapes do help us for developing, I
1371 mean language learning skills.

1372

1373 SF15

1374 A: Semantic and pragmatic aspects of English be taught through, okay, well
1375 as far as semantic aspects of English are concerned, yes as I said in my in
1376 the answer of question number three that vocabulary is something that we
1377 can for sure, we can learn through these billboards and other signboards and
1378 all that but pragmatic I think these billboards are there in a, in a particular
1379 context and I can't comment much on the pragmatic aspect of English but
1380 yes for semantic aspect I think the, they can be taught through these
1381 landscapes but for pragmatics I think it's a bit, I don't feel sure about
1382 pragmatic aspects of English.

1383

1384 AR16

1385 A: Ah, I think this linguistic landscape, ah, mostly contributes to the
1386 semantic aspect of language not to the pragmatic aspect because this, for
1387 instance, most of the time we come across the words only not the context
1388 that is behind it.

1389

1390 QA17

1391 A: Oh yes, very well said, in semantics we have, you different, you know,
1392 synonyms, synonymy, hyponymy, polysemy so again if on the signboards

1393 we are, we are looking at, you know such words, where I can ask them that
1394 Ok, what is the antonym of this word, what is synonym of this word, what is
1395 the prototype of this word so I can plus I can ask them that go for the
1396 meaning making process so when they are going for meaning making
1397 process, they have to look at the linguistic context plus they have to look at
1398 physical and social context as well when they have to understand the
1399 pragmatic meanings of those words, for example if there is word written like
1400 a 'toddlers on sale' so maybe they have used, you know 'toddlers' or they
1401 have used pictures so 'toddlers on sale' does not mean that toddlers are
1402 made on sale, it means that accessories belonging to toddlers, they are on
1403 sale. So, this is how we can use such images and we can use such words for
1404 the understanding of our students.

1405

1406 AJ18

1407 A: Again semantics also is related directly or indirectly to vocabulary
1408 semantic yes, pragmatics yes, because there is always a cultural aspects
1409 related to advertisement hoardings I have been living in Oman and I have
1410 seen shampoo advertisement hoardings with women only a puff of hair
1411 visible so because that is culturally related to that if you display a woman
1412 wearing jeans and T-shirt, people usually do not like that in that culture,
1413 here in Pakistan we ... we have a diversity of I would say affiliations
1414 towards different cultures so I think pragmatic culturally present, pragmatic
1415 things can be taught directly or indirectly but semantics yes, there is a lot of
1416 semantic content with these boards whether it is through the written words
1417 or whether maybe through pictures it can be taught.

1418

1419 GA19

1420 A: Yes if the landscapes are used in such a way that both of the elements,
1421 semantic elements and the pragmatic elements are associated or linked with
1422 those landscapes so I think students will be able to contextualise the things,
1423 they will know what things are and how the things are being used in a
1424 particular community and in that way they will be able to get more from
1425 those pictures, those ideas or those realia which are going to be in front of
1426 them so they will associate those pragmatic elements to them easily.

1427

1428 KS20

1429 A: Ah, semantic aspects can be taught easily but so far as pragmatic aspects
1430 are concerned, I have certain doubts because even sometimes teachers you
1431 know they have some ideas about pragmatic aspects because they know how
1432 to interact with the person whether they have to be formal with that person
1433 or informal, what kind of relationship they are enjoying but when it comes
1434 to teaching ok, so maybe even teachers they may not be able to explain them
1435 because as such pragmatic competence has not been taught clearly in our
1436 classrooms. So, I am doubtful about these pragmatic aspects but depending
1437 upon the level of you know education that teacher is having and the students
1438 they are studying, we can determine these things as well.

1439

1440 **Participants Teaching at Public school**

1441 FH21

1442 A: As far as semantic and pragmatic aspects of English are concerned, then
1443 multiple aspects which can be taught through linguistic landscapes such as
1444 presuppositions and coherence and use of language in daily context.

1445

1446 RM22

1447 A: Yes, I think the spelling. Here in Pakistan, there is difference in spelling
1448 or British accent, an American accent; I think they can learn from this.

1449

1450 MH23

1451 A: Well, I think it has more to do with pragmatic aspects of language
1452 because it is used in a particular situation.

1453

1454 MS24

1455 A: Semantic and pragmatic, well, with semantic I mean we could even go
1456 with something as simple as I don't know, having a shirt or a signboard that
1457 introduce a word and levy when you know meanings and stuff on it like you
1458 can see creative designs there, that aren't just for teaching but also
1459 interesting in fun to wear or something but ok with pragmatic aspects I
1460 know maybe we could, we couldn't make a, we could bring things to the
1461 classroom and put the whole picture together to make the whole context
1462 obvious or I don't know, maybe we could even.....ok we, I can include
1463 things of humour but since I am not so sure about them yet.

1464

1465 MA25

1466 A: I feel pragmatics yes, because pragmatics is defined as use of language in
1467 certain context so because linguistic landscapes are basically linguistic
1468 expressions or transliteration in certain contexts so yes, it can be taught.

1469

1470 HH26

1471 A: Basically, these landscapes which I think is, represents the pragmatic
1472 aspects of the scenario in which that signboard or the landscape is upheld,
1473 the students can be taught the pragmatic aspect of that, the language in that
1474 scenario or that context so yes, it, it can be taught and on the semantic part,
1475 yes it has meanings with some multimodal aspects as well so they can be
1476 taught as well.

1477

1478 JI27

1479 A: Signboards are mostly related to marketing field, so they convince their
1480 customers to certain signboards and to convince them that certain catchy
1481 phrases or catchy words. So, when it comes to catchy sentences, catchy
1482 phrases then the intended meanings of the writer or of that company, so that
1483 can be like, that can be studied, that can be understood from those displayed
1484 sentences or English structures, so yes, semantics and pragmatics both
1485 aspects of the English language can be taught through these linguistic
1486 landscapes.

1487

1488 HS28

1489 A: Sir, I think semantics is also, I think we can teach through these
1490 signboards, but pragmatics is more visible for that that is why I think
1491 because we can understand that in physical and social context.

1492
1493 AA29
1494 A: Well, linguistic landscapes basically help the learners to understand the
1495 meanings of the words and if there are toys displayed and there are other
1496 shops in the market, which have, the words have written on the boards that
1497 really help the customers or learners to understand what it is meant for and
1498 we can easily buy other things from that place and this these words are used
1499 in daily life as well.
1500
1501 NA30
1502 A: So far as semantic is concerned, I, I don't think that it can be as much
1503 helpful but so far pragmatic is concerned, yes we want to actually give more
1504 ... different meanings, more meanings that actually a word gives us by
1505 using different situations so it did all put reading between the lines and
1506 giving more meanings as the apparent word look like. Sometimes, we use
1507 different shapes, different signs and even different colours so in this way we
1508 can use it for teaching pragmatics.
1509
1510 ES31
1511 A: Yes, pragmatic aspects of words are in the grammar of English. English
1512 as well as Urdu language has pragmatic aspects. So, I agree, these aspects
1513 can be taught to a limited extent.
1514
1515 SE32
1516 A: The same goes toward this thing, we can't do it to a large scale, but we
1517 cannot deny it absolutely, yes to some extent they can be helpful with
1518 respect to semantic and pragmatic aspects of English ye but not to that
1519 extent.
1520
1521 ED33
1522 A: Every person, every nation and every culture may have different
1523 misunderstandings and experiences with the surrounding worlds. Let us take
1524 an example of a man from Dubai, he made his dry mountain as a normal
1525 ground mountain but it to me or you will normal mountain may be green
1526 instead of brown so we see how difference with the things can cause
1527 confusion and misunderstanding while some meanings stay the same across
1528 the language other
1529
1530 KI34
1531 A: Sir, linguistics as mentioned above is the scientific study of language and
1532 language, the main concern of language is to convey our ideas through
1533 meaning and semantics and pragmatics also deal with meaning. So, we can
1534 say that it has deep ah great deal with linguistics.
1535
1536 AS35
1537 A: Yes, I have given you example about semantics already when I was sort
1538 of words 'Emporium' 'Denim' and 'Amigos' yes semantic aspects can be
1539 learned very well for linguistic landscapes but pragmatic aspects, somehow
1540 can be, somehow can be learnt and somehow they are difficult to be learnt
1541 because pragmatics, you know, is very much related to the context English

1542 that very person is living like ‘Amigos’ I can tell my students that ‘Amigos’
1543 means friend but ‘Amigos’ actually is related to ‘Fillipon’ Fillipons
1544 friendship with Spanish people. So, it is the context that their people can
1545 know actually and few people who know the reality can understand the
1546 pragmatic aspects otherwise semantically, it is very helpful to get
1547 knowledge from linguistic landscapes.

1548

1549 **Participants Teaching at Private school**

1550 ND36

1551 A: It must be introduced in the classes, different classes because some
1552 words they do not give complete meanings but we generate meanings by our
1553 own selves so pragmatics and semantics should be introduced in the classes.

1554

1555 MA37

1556 A: We can teach it by giving the practical examples to the students as well.
1557 We can take the examples of such kinds of billboards or such kinds of
1558 things that situations which we have in our personal life, and we can talk
1559 about different kind of semantic and pragmatic expressions relevant to those
1560 topics.

1561

1562 AR38

1563 A: We cannot like about semantics, but yes pragmatic aspects can be taught
1564 a lot through linguistic landscapes.

1565

1566 MA39

1567 A: I believe they are pretty simple to be taught through linguistic
1568 landscapes. Of course, the meaning and the content behind that matters a lot.

1569

1570 MA40

1571 A: It is a bit difficult task ok, like these terms are a bit difficult for common
1572 learners ok we have to explain maybe we have to explain through
1573 multilingualism.

1574

1575 AE41

1576 A: I think it can be very helpful. Ah students when something is written on
1577 the signboards in their own language and in English language as well, they
1578 come to know how these words which are equivalent contribute to the
1579 meaning of their, their own language and to the target language.

1580

1581 FH42

1582 A: I would say the same answer to this second question also. We bring some
1583 text from the, you know Pakistani English, which is different because again
1584 your L1, L1 it could be their mother tongue, which is different from, you
1585 know English language, totally different language variety so it can be
1586 brought here and can discuss the differences, so they get more awareness
1587 about English language.

1588

1589 HR43

1590 A: Ahn, as I told you that we introduce different schema when we read these
1591 signboards and everything so students can understand and they can think of
1592 different situations, they think of different contexts, it helps.

1593

1594 FK44

1595 A: Well, this semantic aspect can be achieved again through the use of
1596 multilingual signboards when you translate a word which is there out for
1597 display, students can learn the meaning through that translation. So, I think
1598 many semantic aspects can be taught.

1599

1600 IK45

1601 A: Ahn, as these linguistic landscapes involve, you know words and then
1602 different signs so definitely both semantic and pragmatic aspects are
1603 included in it and in beginning when we are at early stages of learning, we
1604 can't, you know make semantic analysis or pragmatic values of these things
1605 but when we grow mature or when we are at advanced level of learning
1606 English, these things help us and then we discuss these things in class as
1607 well because most of the time students discuss signboards in class so these
1608 both aspects semantic as well as pragmatic aspects are, you know learned in
1609 a better way and every signboard in every country represents the cultural
1610 aspects so definitely semantic and pragmatic aspects are the part of these
1611 things.

1612

1613 SZ46

1614 A: Ahn, semantic and pragmatic aspects of English can be taught through
1615 linguistic landscapes because there is so much creativity on, mmm through,
1616 there is so much creativity and play with language that has been done
1617 through these signboards and billboards and other things, students can be
1618 taught that how different persuading techniques are incorporated in these
1619 linguistic expressions which then, you know they can analyse for
1620 themselves that how it basically plays with their psyche, for example if there
1621 is an advertisement what is being highlighted on that advertisement and
1622 what is being hidden so all of these aspects can actually contribute a lot to
1623 semantic and pragmatic aspects of English I think.

1624

1625 ZJ47

1626 A: Ah, yes. They can be taught through linguistic landscapes, first of all
1627 understanding if a learner is learning in a classroom and immediate
1628 environment there are linguistic landscape where there are the signs, where
1629 there are, you know the signposts which are giving them the semantic level
1630 and the pragmatic level, for example in advertisement when we see that they
1631 are advertising certain aspects of language so the learners can automatically
1632 learn the language and automatically they can learn it in the particular, you
1633 know environment as well, the pragmatic as well.

1634

1635 BA48

1636 A: Ok, this is also again related to our conversation or interactional
1637 activities, the interactive procedure that we follow in our actual speech or
1638 conversation, semantic and pragmatic aspects are very necessary to teach
1639 through linguistic landscape, for example there are different shops, the

1640 names of different shops or the name of different institutions from where we
1641 can give the historical background, we can give the cultural contextual
1642 background to the student so we can teach different elements, we can teach
1643 different concepts to the students in terms of meaning or in terms of we can
1644 say that intuitive meaning, we can teach them.

1645

1646 AA49

1647 A: Sir, we can ah we have to differentiate between literal and associative
1648 meanings when it comes to semantic so we can include different signboards,
1649 we can select them and then we can introduce to the students that these
1650 signboards mean these things but whereas pragmatics is concerned, the
1651 meaning or the vocabulary of that signboard should be presented through
1652 some social context by giving some visuals, by giving some pictures or by
1653 following the norms of that particular area or tribe so here semantically we
1654 don't need to come up with these visuals or creating the context. We can
1655 give the literal meaning of the words but pragmatically speaking we have to
1656 come up with different visuals; we have to create the context or the aspect
1657 of that particular company.

1658

1659 AW50

1660 A: Yes, this is very important thing in this way that semantic and pragmatic
1661 aspects usually we give examples in the classroom, and we take examples
1662 from the text but once those words and expressions are used in real world
1663 through these signboards, linguistic signboards, it could help learners to
1664 understand different connotations, different meanings in different contexts.

1665

1666 **Interview Question No. 5**

1667 To what extent do orthographic and lexical errors or deviation from the
1668 'standard English' on the signboards have negative effects on students'
1669 learning?

1670

1671 **Participants Teaching at Universities**

1672 TA01

1673 A: I believe, first of all, like I believe that these are not rated as negative
1674 things because you know whenever we people or these brand makers, they
1675 design these logos so what actually happens they made them intentionally
1676 for example if we talk about 7-up or like that so they want to make unique
1677 logos so I guess the purpose is just to increase students orthography and I
1678 think like standard English is different from these signboards so both have
1679 different intentions, both have different purposes behind that so we cannot
1680 say that these are creating a sort of negative impact upon students' learning
1681 because I guess the students they do know that they are something different
1682 and brand makers they have just used them for their own selling out their
1683 products or like that.

1684

1685 SA02

1686 A: Yes, sir I think they must, they have a negative impact because when
1687 you, because these signs and signboards are always there, and they will
1688 continuously be having a look at them so maybe they internalise those

1689 wrong spellings and lexical errors so they can create problems in learning
1690 the students.

1691

1692 NI03

1693 A: Ahn, now-a-days it is not considered to be a negative effect because it is
1694 creativity; it adds to the creativity of students so if you know a new
1695 expression or although it is sometimes considered deviant in academia, but
1696 it is still adding to your vocabulary, it is still giving you a creative aspect so.

1697

1698 AN04

1699 A: Yes, it happens, you know. I recently experienced that one of my
1700 students was using the term 'coping mechanism' you know as 'copy
1701 mechanism' and when I asked him he said that he don't know, he said that I
1702 read that I don't know in newspaper or something but he couldn't
1703 understand because I don't know it was misprinted or something, he kept
1704 using 'copy mechanism' although it was 'coping mechanism' so, you know.

1705 Interviewer: It means there are some negative effects.

1706 A: Ye

1707

1708 AM05

1709 A: I think most of our students, they use cell phones also and when
1710 especially I am marking their assignments or when I am marking their exam
1711 papers so some, sometimes I mean they use those expressions that they use
1712 on the cell phones so as regards the language that is used on different
1713 signboards naturally I mean if, it is in a deviated form so that also might,
1714 that also may be, may be one of the reasons of their deviation from the
1715 standard form of the language.

1716

1717 AA06

1718 A: Well, signboard language has more negative effects on students'
1719 language learning because due to the language mistakes which we usually
1720 see or observe on the signboards that directly influence students' language
1721 especially their spellings, their pronunciations and meanings of the words as
1722 well. Various words they are mispronounced or misspelt just because of
1723 these deviations which are used on the signboards. For example, could you
1724 see a signboard of cookies, in our country for example one cookie is named
1725 as distick so instead of biscuits it's, it is named as distick and slowly and
1726 gradually it becomes the permanent part of students' language, and they
1727 start writing it in the similar way and they start speaking it in the similar
1728 way.

1729

1730 HR07

1731 A: Yes, to me that is for example when a teacher is teaching in the
1732 classroom and he talks about, you know like the word the correct
1733 pronunciation of the word like 'Saturday' and they see like the Urdu size
1734 script of word 'Saturday' as 'Sacherday' written on the billboard so they,
1735 that might create a little problem but you know like if the students or the
1736 learners they bring those problems to the class, the teacher can, you know
1737 like and most of the time we have got spelling errors, words written

1738 incorrectly as I talked about instead of ‘detergent’ they have got you know
1739 like ‘surf’ written on their store billboard and all that.

1740

1741 AK08

1742 A: Orthographic and lexical errors, the variation from standard English, Ok
1743 sir my understanding of standard English as of today is, that’s you know as
1744 Canagaraja mentioned about 20 years ago that there is no standard when we
1745 look at the standard when we go to central London and when we seek
1746 standard English, we see that almost every variety of English is being
1747 spoken in Central London not only are there native speakers coming from
1748 America, from the different cities of, you know England and of course
1749 Ireland and Scotland, you can also find Indians living in London, born in
1750 London speaking with a certain Indian accent but residing there so I believe
1751 that although if we look at it from the point of view of English language
1752 learning, classical English language learning in which errors were not
1753 tolerated and in which it was believed that you need to follow the native
1754 language model, this conception has changed during the past 20-30 years. In
1755 today’s world, it is not desired that you need to come up with the exact
1756 pronunciation or the exact grammatical structure, you know
1757 comprehensibility or intelligibility or being understandable to the listener
1758 has become more important so in this kind of context I believe that rather
1759 than calling them errors, we should, we should refer to these as certain
1760 deviations from the native speakers’ English but these deviations are very
1761 much right when we look at it in the context of what we can safely call as
1762 Pakistani English so, so I believe that rather than having a negative effect, I
1763 believe that they expose the students to the actual learn, you know actual
1764 language that they will get exposed to in the context of Pakistan because
1765 most of the students will not have the opportunity to interact with the native
1766 speakers of English in their life so I believe that these lexical choices that
1767 are made on the signboards excepting some poor ones which are not written
1768 properly which are not spelled properly I believe most of them have this
1769 Pakistani orientation toward it. We can safely call it Pakistani English and
1770 from that aspect I believe that they can be digested that they should not be
1771 taken in a negative point of view, I believe. That is my personal
1772 understanding of how I have viewed the English language teaching.

1773

1774 JA09

1775 A: I don’t think so there will be much negative effect because now-a-days in
1776 Pakistan the kind of English which we come across it is accepted by the
1777 press, it is accepted even in the publications, by the publication sector also
1778 so we have developed highly indigenous variety of English which is very
1779 much used here. And as David Crystal says that communicability is the
1780 greatest feature of language so even at international level, if we use pure
1781 Pakistani indigenous variety, you will be able to communicate with the
1782 people, so I don’t think so there is much negative effect.

1783

1784 HN10

1785 A: Ye, I believe that a deviation from the standard when it comes to
1786 standard like we since after this Kechru’s model and after this a lot of work
1787 on world Englishes, I believe that you cannot call it British or the inner

1788 circle Englishes as the only touch stone rather the Pakistani English or the
1789 Indian English or the South-Asian English as a whole, I mean I believe that
1790 they are all considered as standard as far as their spoken as far as the sense
1791 is conveyed but yes as far as the orthographic or lexical deviations are
1792 concerned, yes they do have some negative impact on the students' learning
1793 because for example, if I say 'your' or if there is any signboard or if there is
1794 any advertisement or if there is any public place where 'your' is written like
1795 you know like instead of 'y o u r' capital U and 'r' so this would definitely
1796 have an impact on students' mind I mean like in the same manner there has
1797 been a lot of research conducted on the role of social media, how social
1798 media has been destructing the skills of the students because they are
1799 deviating from that language because yes, I believe that these orthographic
1800 and lexical deviations I mean through these signboards, right although that's
1801 a kind of creative strategy for the advertisers to grab the attention of the
1802 people but I believe that, that has got, that does have a negative impact.

1803

1804 ZU11

1805 A: Yes. David Crystal has highlighted this point of view that there is a book
1806 Internet Linguistics and he has mentioned that when we look at the writings
1807 of the students, we find that they are writing academic language and
1808 suddenly they switch to SMS language like 'you' y o u they write just 'U'
1809 and 'fine' instead of f i n e, the write 'f9' so these are orthographic and
1810 lexical errors. Basically, advertisers want to draw the attention of the
1811 readers. I have seen that a new school opened, and they gave the
1812 advertisement 's k o o l'. Everybody paid attention that what's it? Basically,
1813 a child knows that its spellings are 's c h o o l' but the purpose is just to
1814 attract the readers or to attract the audience. I think people know those
1815 words and like 'phone', phone is p h o n e but we find ads in which 'fone'
1816 word has been written so I think learners know about those words and they
1817 do not spoil their complete language, but it has some negative impacts on
1818 the learners' linguistic proficiency.

1819

1820 RK12

1821 A: Ok, so this actually when the word standard English here when we like
1822 focus on this part, it does have like a part of it has a negative impact because
1823 students try to actually the meaning they have got or semantically or
1824 pragmatically they have like given a meaning to that word and if it's
1825 deviated from the standard English, they actually in their mind or it actually
1826 gets fixed in their mind in the same term and they find like it is the part of
1827 that standard English so they hardly like try to find that something different
1828 can be in standard English or like it's our second language, not a first
1829 language so whatever we have encountered in our first attempt, we find that
1830 this is or this is the part of the standard English so it does have a negative
1831 impact to sort an extent.

1832

1833 FR13

1834 A: Actually, when students see some grammatical errors or when they get
1835 faulty input of language and they don't get corrected timely, the errors
1836 actually are fossilised because we need to being second language learners
1837 we need to get, we need to provide our students grammatical accurate input

1838 so in case of faulty input or you can say faulty input they definitely their
1839 mistakes will get fossilised and it will be difficult for the teachers to
1840 eradicate those errors.

1841

1842 SA14

1843 A: Yes, it does have negative effects because since we are in the process of
1844 learning so we want everything which can be standardised. So, these kinds
1845 of lexicography and the lexical errors you know they I mean just hinder the
1846 process of learning. So, I don't think so it would be quite helpful in this way
1847 but as far as the reading is concerned, it is ok.

1848 Interviewer: all right but it has negative effects.

1849 A: It has, hum.

1850

1851 SF15

1852 A: Well, I think they do have because being a teacher I have witnessed and I
1853 have seen and I have observed that students do tend to learn these
1854 inconsistencies, these errors that these billboards and signs ah signboards
1855 they to adopt just because making it a I would not say a poetic licence but a
1856 licence to make your audience a, I don't know how to say but yes, and again
1857 they are not really sure that where this particular text is coming from, I
1858 mean the reliability, the authenticity in terms of correctness so people do
1859 tend to, students do tend to learn these incorrect forms of spellings and the
1860 other lexical errors, I think, they do have, they do have negative effect but I
1861 cannot really say to what extent but they do have an impression on their
1862 learning and the negative impression of course.

1863

1864 AR16

1865 A: Ah, they can have negative effects on students' learning in a sense that,
1866 for instance, when time and again you come across such kind of things, they
1867 can become a part of your, you can say, habit and definitely this can affect
1868 your, you can say learning.

1869

1870 QA17

1871 A: Yes, most of the time my students they're also ask me for... again I
1872 would like to give first hand example of my child, the other day they saw
1873 the signboard and there was the lexical error of 'is' there was not 'is' so she
1874 pointed out and she said that for example it was like food delicious addicted
1875 so she, she was saying that well this is grammatically, you know, this is
1876 error and then I made her understand that this is deviation from the standard
1877 language because his language is used on the signboard, they have a
1878 purpose, they want to attract the audience so sometimes, yes if students are
1879 paying more attention on these signboards, they may have negative effect or
1880 they may use same spellings or they may use, you know, wrong
1881 pronunciation for example now-a-days we have so many these 'Dhabas' of
1882 'Chai' so for example I am going to go to 'Chai Khana' now and this 'Chai
1883 Khana' it is written in English, Roman English so maybe students, you
1884 know, were coming from far flung areas they perceive that this is an English
1885 word and they write 'Chai Khana' there but this is not an English word, so it
1886 can be a problem, yes

1887

1888 AJ18

1889 A: I think when a person is starting to learn a language especially English in
1890 Pakistan because it has a, has a social status as well, we usually follow one
1891 standard form a language and we take it as a standard and then we try to
1892 conform to that standard in every minute. And as a young learner if I see
1893 variation in spelling or maybe in grammar it is going to negatively affect my
1894 learning because I am following one standard and I see that in the same
1895 society something has been displayed and it has been displayed in English
1896 but not according to the standard I am following so might be there will be a
1897 negative effect on my learning there but as a grown up researcher or maybe
1898 a language user I think these things also contribute to the variation or variety
1899 we have in the language so as grown up learner I won't mind it but as a
1900 young learner just starting to the language, maybe these variations will
1901 confuse me.

1902

1903 GA19

1904 A: Yes, this is one of the major concerns of course. Whenever these
1905 signboards, they are used so, it is a trick of advertisement that they try to
1906 deviate the spelling rules, they try to deviate the normal rules of the
1907 grammar as well so as I said earlier that you can't teach grammar through
1908 these signboards and similarly you can't help them to improve their
1909 pronunciation or to improve their spellings through these signboards
1910 because most of the time you see that deviation forms are for example in
1911 Pakistan you see the spellings of the You phone that is like if you just look
1912 at the words 'you' and 'phone' they are mixed up and you have generated.
1913 Though we are coining new words with the help of that but still it's a
1914 deviation and spellings will be of course in danger in that area.

1915

1916 KS20

1917 A: Personally speaking, I have seen certain signboards in I-14 when I am
1918 driving or sometimes when I go to their offices, I see that their English
1919 which is written over there, it's incorrect. And sometimes I myself start
1920 laughing so as a teacher I would never be using these signboards in the
1921 classroom because they are full of mistakes but then again if you are a
1922 teacher of error analysis and you want to explain the errors, the kinds of
1923 errors ok which are committed by the people, so you can use them in the
1924 classroom. You can ask the students, they can take their pics, they can bring
1925 them in the classroom and then you can have a classroom discussion.

1926

1927 **Participants Teaching at Public school**

1928 FH21

1929 A: As far as ELT students are concerned, it spoils their spellings, and they
1930 are very weak in spellings along with their vocabulary and use of
1931 vocabulary in specific context.

1932

1933 RM22

1934 A: I feel they get confused whatever is taught in the classroom and what is
1935 there on the signboard.

1936 Interviewer: It means it can have negative effects.

1937 A: It can.

1938
1939 MH23
1940 A: Negative effects! Well, I am not sure about lexical errors, deviations, I
1941 would say that it can help given that language used in the context so it can
1942 be understood, and you know one can by comparing that if there are some
1943 errors.
1944
1945 MS24
1946 A: I don't think that has any issue like I mean because for the most part, we
1947 can still learn just about anything for the most part.
1948 Interviewer: It means orthographic mistake doesn't affect much.
1949 A: I mean obviously they do have an influence, but I think it's anything to
1950 be that worried about that.
1951
1952 MA25
1953 A: Yes, they do have because now-a-days along with linguistic landscapes
1954 we have different software, different Apps so students are transliterating and
1955 they use, I mean, short forms of the spellings, I think it can be problematic.
1956
1957 HH26
1958 A: Mostly these signboards are not made by the linguists, or the teachers so
1959 there might be some errors or spelling mistakes or anything else that can
1960 have a negative impact.
1961
1962 JI27
1963 A: In Pakistan especially in cities all like the words or the main you can say
1964 points on roads, they are like majority of the boards are installed everywhere
1965 and we are supposed to look at them and we are supposed to focus on them
1966 and we are supposed to learn from them so when it comes to learning, the
1967 students like I have seen it by myself in assessments that students copy
1968 those structures in their academic writing and what I have got from their
1969 assessments that they have learned these structures from those signboards or
1970 the signboards like on social media so when it comes to learning they
1971 perceive those misunderstood structures of English language so the
1972 orthographical and lexical errors, they, they are committed by the students
1973 and I believe that the main, the main issue of committing these errors is
1974 actually that they mostly focus on these signboards.
1975 Interviewer: It means it has negative effect.
1976 A: Yes, yes it has negative effect.
1977
1978 HS28
1979 A: Sir, I think here the spelling problems is one of one of the hurdles which
1980 can come on the way because there are many words for example they are
1981 writing to make a new trend for example so for example there is a brand and
1982 it is also the name of something some proper noun or some word which is
1983 written in another way for example in another spelling so that can be a
1984 source of confusion for the students in terms of standard English.
1985
1986 AA29

1987 A: That can really confuse the learners if there are errors and might be they
1988 are, they become habitual of it or they persist on this idea that it was written
1989 on that board and I am sure about that but on the other hand if there is a
1990 confusion but there is also a chance of learning as well as a teacher you
1991 should play your role and make the things to have better understanding for
1992 the learners.

1993

1994 NA30

1995 A: Yes, there is some reservation but when we want to teach something,
1996 rules are not so much important, the real thing is actually the learning which
1997 is expected so rules are always made for convenience but one thing that is
1998 sure no rule is absolute, no rule is perfect. We always make and break rules
1999 in order to learn new things according to the situation, according to the
2000 circumstances. So far orthographic and lexical errors concerned, there might
2001 be problems at the beginning but if we want to teach in a comparative
2002 analysis, we can highlight it. This actually the structure of this language or
2003 real language and this is what is actually used in real life situation so we can
2004 use if there is some problem regarding rules and principles, we can teach
2005 them by using it in quite comprehensively and again I would like to say that
2006 practice is more important not the rules and rules are for convenience and if
2007 we learn something new in comparative analysis by breaking rules, yes we
2008 can have new rules as well.

2009

2010 ES31

2011 A: Yes, it does have negative effects. Our students' vocabulary mostly
2012 depends on these signboards. English is not our mother tongue. It has its
2013 own pronunciation system, and we have to follow the native speakers of
2014 English. So far as orthographical errors are concerned, when wrong
2015 spellings are written such as 'foto' for 'photo' brings negative impact on the
2016 learners.

2017

2018 SE32

2019 A: Ya, they do have negative effects because students are not that matured,
2020 they, they then get confused when they see different spelling of the same
2021 word and they put some questions which one is the right and they have
2022 confusion in their mind, so I think it do have, it does have some negative
2023 influence on the students.

2024

2025 ED33

2026 A: Yes, in my opinion, we are living in the deviation period not only the
2027 signboards but also the digital printing, Internet and SMS language attempt
2028 this error as a star, so it has a negative effect on students' learning. They are
2029 doing this randomly in this era so as they doing this mistake in papers or
2030 written versions.

2031

2032 KI34

2033 A: Sir, I think we are developing our own way, variety our own variety. We
2034 are developing our own variety because we are non pro... non developing
2035 country. We are living in non-developing country. When we see the errors

2036 and the adjustment of different lexical terms in our own society or our own
2037 language Tu, I don't think it has any language effect.

2038

2039 AS35

2040 A: Yes, they are, linguistic landscapes are actually made in a way to make
2041 them distinguished like I was, ah we all have this shop connect as billiards
2042 that is spelled with 'konnnect' and this 'konnnect' you know is not concerned
2043 with standard English. In standard English, we have the spelling 'connect'
2044 and same like that I was visiting some brands across and it was spelled with
2045 'kultur' you know this is used in the German English, they write the word
2046 with 'k' instead of 'c' sound so it has negative ahn effect on students'
2047 learning as well because they learn in their books 'culture' and when they
2048 go out in the shops and they see 'kultur' so there they can be puzzled and
2049 confused about the spelling that what we are learning and we are getting in
2050 the environment.

2051 Interviewer: Now, they might think that is another option.

2052 A: Ye

2053

2054 **Participants Teaching at Private school**

2055 ND36

2056 A: Ahn, these contain many negative effects on learners because they do not
2057 know the exact meaning of same but on what purpose they have been used
2058 so for that purpose of course we go back for the semantic and that learning.
2059 They must know how to use.

2060

2061 MA37

2062 A: It does have an impact in terms of spellings; it does have an impact in
2063 terms of understanding of the students as well. Most of the time they do
2064 have good vocabulary, but they don't know that once they're gonna use that
2065 vocabulary in their written communications, they do make grammatical
2066 mistakes, they do make spelling mistakes as well and they don't have
2067 realisation of such kinds of mistakes as well. I believe that it does have a
2068 negative impact just because of signboards' language.

2069

2070 AR38

2071 A: Students pay a lot of attention on signboards and these things for
2072 example they pay attention on their like academia, things related to
2073 academia so yes, they have negative impact.

2074

2075 MA39

2076 A: I guess I am not very sure about this word 'orthographic'

2077 Interviewer: Yes, spelling mistakes

2078 A: Yeh, it is of course disturbing for example when we start texting or
2079 something, so it is disturbed, their regular writing style.

2080 Interviewer: They become the part of their writing.

2081 A: Yes

2082

2083 MA40

2084 A: Yes, I think so, it has impact like students they make errors so if they
2085 make errors like this is not good.

2086
 2087 AE41
 2088 A: I think sometimes spellings used on these notice boards and what was the
 2089 exact word, ah signboards they use spellings like 'f o n e' or there are
 2090 certain other examples, the teacher needs to tell his or her students that they
 2091 should look up into the dictionary for the meaning and spelling of this word.
 2092 Interviewer: It means teacher can correct them.
 2093 A: Yes.
 2094
 2095 FH42
 2096 A: Ah, like I don't think that it has negative effect, but the thing is they
 2097 accept it, they think it is standard, they think it is acceptable and the teachers
 2098 should also go for this kind of English which they saw around them. When
 2099 they talk about the reference variety rules then they are a bit baffled so
 2100 that's the thing.
 2101
 2102 HR43
 2103 A: Yes, sometimes they have. They learnt wrong spellings as you see that
 2104 some of them use wrong pronunciation so sometimes, they have bad effects.
 2105
 2106 FK44
 2107 A: So there are two things, one is making use of maybe Pakistani expression
 2108 if that is the case that might help them learn the language which is around
 2109 them but if it actually is deviation or an error then that is definitely going to
 2110 hamper their learning because they might pick up the wrong spelling from
 2111 the board and that changes might be become permanent in their repertoire.
 2112
 2113 IK45
 2114 A: Since these signboards don't involve standard English so there are
 2115 chances that students may incur lexical errors, sometimes due to spoken
 2116 discourse we, you know we deviate from standard spellings and in this era
 2117 of computer and technology when we are used to, you know texting so most
 2118 of the time these landscapes, these signboards use that language and that is
 2119 not standard English so these errors are incurred when students learn
 2120 through them but when these things are then discussed in the class and then,
 2121 you know integrated through classroom practices then these errors can be
 2122 avoided and students can move on right path.
 2123
 2124 SZ46
 2125 A: Yes, it definitely causes a lot of negative influence as well on students'
 2126 learning because especially students belonging to those areas which are
 2127 underprivileged and which are not very urbanised, they when they come
 2128 across such English, they start taking it as standard English which is not
 2129 standard English actually so it can actually cause a lot of problems in their
 2130 perceptions.
 2131
 2132 ZJ47
 2133 A: Ah, yes. They do have impact on students learning because I have seen
 2134 particularly in Khyber Pkhtoon Khwah where at times, for example there
 2135 are certain students who are confusing /p/ with /f/ sound, so it becomes

2136 problematic because at times on signboards as well they have misspelt the
2137 words. There are misspelling and which automatically are translated into
2138 students' writing and speech as well. They are unable to translate so yes
2139 there is, you know there will be problem when the standard language or
2140 standard spellings are not followed in the, you know in the linguistic
2141 landscapes.

2142

2143 BA48

2144 These negative effects can be related to the spellings, or the word formation
2145 and I would also say that these can be because they are the visuals, they are
2146 related to our visual aspects so they can lead toward some mistakes or some
2147 errors related to spelling formation or the word formation, for the students
2148 especially that are in the English language teaching classes

2149

2150 AA49

2151 A: To a great extent because if it is very difficult for a student to unlearn the
2152 thing and then learn it in a right way. Whenever we learn something which
2153 is not correct especially it happens with the young learners and whenever
2154 they learn a thing which is not correct or which is not standard, they
2155 unconsciously repeat the mistakes again and again so in order to avoid this
2156 thing or we have to do, what we have to do, we have to give them
2157 something which is standard so it is very problematic and it happens in our
2158 daily life. The spellings specifically spellings, students' spellings get
2159 disturbed because of these orthographic or lexical errors and we, we see
2160 these things in their mid-term and end-term exams as well.

2161

2162 AW50

2163 A: Yes, there is a possibility because these signboards they have most of the
2164 time they have not gone through any rigorous process, the landscapes or the
2165 signboards which are approved by the government authorities, there are less
2166 chances of errors but generally if we look at the other signboards so they
2167 are, there are chances that they may not be appropriate in terms of grammar,
2168 in terms of other structures so teachers have to be very careful about these
2169 lexical errors or orthographic errors or deviations which are there and
2170 through these deviations, teachers can draw a comparison or draw parallels
2171 between what form or structure or linguistic form is used in standard
2172 English and how it is used by different organisations displayed in different
2173 boards.

2174

2175 **Interview Question No. 6**

2176 Do you think the learners' awareness about linguistic landscapes always has
2177 positive effects on their learning?

2178

2179 **Participants Teaching at Universities**

2180 TA01

2181 A: Yes, I believe like they have positive effects.

2182

2183 SA02

2184 A: I can't say always but yes most of the times they can be positively affect
2185 the students' learning.

2186
 2187 NI03
 2188 A: Ahn, I think yes.
 2189 Interviewer: Ah, right
 2190 A: Do we need to elaborate?
 2191 Interviewer: No, it's enough.
 2192
 2193 AN04
 2194 A: I agree. Personally, I have experience this, you know I have learnt many
 2195 things from these linguistic landscapes.
 2196
 2197 AM05
 2198 A: Yes, it is a positive in the sense of their being aware of any deviations
 2199 that may be there but otherwise I mean there, there might hazards also, there
 2200 might risks also because too much of its exposure may be detrimental also
 2201 from academic point of view why because it might become their habit and
 2202 they might also start using language the way it is used on different
 2203 signboards but I mean it depends, it depends I am not sure, I am not so
 2204 clearly sure whether the impact is going to be a negative one as regards its,
 2205 as regards the word awareness so I think if they are aware so they will be
 2206 more careful.
 2207
 2208 AA06
 2209 A: No, I don't agree with the statement because I think that linguistic
 2210 landscapes language has more negative effects on students' language
 2211 learning instead of positive effects because their language is spoiled due to
 2212 these linguistic landscapes as I have already mentioned that their language is
 2213 spoiled including grammar, their lexical knowledge and their pronunciation
 2214 as well.
 2215
 2216 HR07
 2217 A: Yes, if somebody knows that you know like these billboards or these,
 2218 you know like words there incorrectly written, it means they have got now
 2219 the competence of the language. If they get you know like the errors or the
 2220 mistakes on the billboards or in the you know like 'bazaar' in the language,
 2221 so it means that the students have got competence of the language,
 2222 competence means that they are improving their language.
 2223
 2224 AK08
 2225 A: Ah, not well, of course their awareness about linguistic landscape can
 2226 have a positive effect on their learning but this word 'always' is quite
 2227 suspicious because it depends on what kind of linguistic landscape can they,
 2228 have they been exposed to, it depends, if we look at the in the context of
 2229 Pakistan if you are teaching students English in a rural environment there
 2230 will be very little exposure to English landscape and even that exposure may
 2231 be to a kind of English which may be spelled in quite incorrectly or used
 2232 quite incorrectly so sometimes it may lead to certain negative effects as
 2233 well. But I believe that the negative, the positives of these signboards far
 2234 outweigh than negative aspects if the teachers use, you know uses them
 2235 intelligently and incorporates the, you know right type of signboards into

2236 language teaching or right examples of linguistic landscape. I believe that
 2237 the positive aspect is much more than the negative aspect.
 2238
 2239 JA09
 2240 A: I think so. It happens. There has been awareness that will have some
 2241 beneficial effects.
 2242
 2243 HN10
 2244 A: Yes, I do believe that, that learners' understanding of their own
 2245 landscape, linguistic landscape has got a positive impact on their learning
 2246 because if it is not there, the previous questions they get null and void.
 2247
 2248 ZU11
 2249 A: Yes, learners when learners go through these words and their world view
 2250 broadens and they explore so many new things and I think it expands their
 2251 vocabulary, their opinion and it contributes to their learning.
 2252
 2253 RK12
 2254 A: Ok, so not always, not always because there are many these phrases or
 2255 these signboards which provide us with phrases or terms which sometimes
 2256 actually is not adding to our like English language learning, sometimes it
 2257 hinders, it does hinder because we this like a we get some like meaning
 2258 which get in fixed like brain and that meaning may or may not be the part of
 2259 the standard English so we hardly try to like go beyond that meaning and
 2260 that is the part where it is a hindrance rather than a facilitator.
 2261
 2262 FR13
 2263 A: Definitely, if they, they have awareness of the linguistic landscape, it
 2264 means they are multilingual and definitely it will affect their learning,
 2265 definitely have positive effect, it will actually drive them to learn more and
 2266 more languages which are actually in use in their society.
 2267
 2268 SA14
 2269 A: Yes, it has positive effects on their learning because in this way they can
 2270 develop a certain kind of a role model, they just copy it and follow it, in this
 2271 way they can enhance their learning.
 2272
 2273 SF15
 2274 A: Not always but learners encounter with the linguistic landscape does
 2275 have an impact not positive always but it could be positive, it could be
 2276 negative but I think to an extent it is at least ah at least a passage to, towards
 2277 the, towards having encounter with the language, the do definitely get an
 2278 encounter, get a chance, to get encounter with the language but not positive
 2279 always, ya, it could be negative, it could be positive.
 2280
 2281 AR16
 2282 A: Again, it depends, at times, it can have positive effect, and it can also
 2283 have negative effects.
 2284
 2285 QA17

2286 A: Well, if you say always, I'll, I can't agree because there are so many
2287 influences as we have just mentioned semantic and pragmatic aspects are
2288 there and these deviations, deviations from standard English that is also
2289 there, I mean the learners how can they be aware about linguistic
2290 landscapes, they cannot always be aware of linguistic landscapes so I think
2291 they always need this guided learning, they always need guidance from their
2292 teachers so teachers always have to make them understand so I don't think
2293 so that learners can be fully aware about the linguistic landscapes.

2294

2295 AJ18

2296 A: Ah, in this question I think that if you tell them that observation is your I
2297 would say is the biggest tool a human has when it comes to learning and if
2298 you tell them, if you tell your students go and observe these things when
2299 they are maybe driving or maybe when they are travelling or even when
2300 they are just walking around it and looking at these hoardings, if you tell
2301 them to utilise or maybe if you tell them and ask them that yesterday I told
2302 you to do something, have you done it ye that will I think directly or
2303 indirectly increase their observation of different things and that will
2304 contribute but generally in a busy or busy road if you are riding a bike or if
2305 you are driving a car it is very difficult for travellers to look around and then
2306 try to see the content of those signs.

2307

2308 GA19

2309 A: Yes, of course, they must be aware about what they are going to learn
2310 and if they are taught that ok these landscapes are like these. They are
2311 designed for these purposes and these are the shortcomings of these
2312 landscapes and if the learners are aware of those landscape features so I
2313 think they will be in the position to make a comparison with the standard
2314 English and with the local English and later on they might, if they are given
2315 chances to improve those areas they will be, they will be easily seen things
2316 or like the differences and contrast that is individually visible to.

2317

2318 KS20

2319 A: To some extent, yes, we can say, it does.

2320

2321 **Participants Teaching at Public school**

2322 FH21

2323 A: Not always but sometimes it, it does have positive impact.

2324

2325 RM22

2326 A: I don't think so. Maybe not always

2327 Interviewer: Not always but maybe to some extent

2328 A: But it has, yes.

2329

2330 MH23

2331 A: I think yes but maybe not initially because we are not aware of the use of
2332 language but when you become aware then definitely it can help.

2333

2334 MS24

2335 A: It could but always is like a difficult word to do.

2336 Interviewer: It means to some extent, not always
 2337 A: Like I mean we can imagine lot of positive facts, but we can't really be
 2338 sure if it will always be positive.
 2339
 2340 MA25
 2341 A: No, not necessarily, it can have negative as well because the spellings
 2342 especially, spellings of the students, they are now-a-days problematic so it
 2343 can have both, positive and negative effects.
 2344
 2345 HH26
 2346 A: Not exactly, it can have a negative impact as well, I mean they would
 2347 deviate from the, you know the linear learning, somehow, they can go to
 2348 cyclic learning through this as well because this won't be linear way of
 2349 teaching something of grammar or something but that can be used as an aid
 2350 rather than the language itself in a linear way.
 2351
 2352 JI27
 2353 A: Yes, you know linguistic landscape has like a major role in learning and
 2354 grooming especially students or learners of this target language that is
 2355 English language. So, the students' awareness or the learners' awareness
 2356 about this specific aspect of language that is linguistic landscape, it must be
 2357 clearly conveyed to them through their teachers or through their instructors
 2358 because it has a deeper effect on their learning so it must be clearly stated to
 2359 them.
 2360
 2361 HS28
 2362 A: Sir, I think sometimes it is negative as well. Sir, I think it is negative for
 2363 example, I already talked about the problems related to spellings and
 2364 structures and something like that for example if some word has specific
 2365 connotation in standard English so they can violate that I think.
 2366
 2367 AA29
 2368 A: Yes, I think it has always positive learning awareness because sometimes
 2369 it happens that no not sometimes but all the time that when you go outside,
 2370 you always try to see the things around you when you get words, different
 2371 words and this helps you to have good vocabulary and can use them in your
 2372 daily life.
 2373
 2374 NA30
 2375 A: Yes, first of all, learning is not already all that we do in the classroom.
 2376 We have very short time, very smart syllabus but so far learning in a broader
 2377 sense is concerned, actually whatever we learn from inside the classroom,
 2378 outside the classroom or in the institution or outside the institution, that is
 2379 our learning so we most of the time we have exposure to different people of
 2380 different ages in our bazaars, in our houses, in grounds in different places
 2381 even in shops and bazaars so in, in this context we can say that this can have
 2382 a very positive effect on the learners. When the students start learning by
 2383 comparing different things, by observing different things.
 2384 Interviewer: Right, it means awareness can be an advantage
 2385 A: Yes, awareness

2386
 2387 ES31
 2388 A: This awareness cannot be a great help in education field. However, this
 2389 awareness helps in understanding our surroundings and what things are
 2390 available in our surrounding areas. So far as English learning is concerned,
 2391 there is not much advantage in my view.
 2392
 2393 SE32
 2394 A: Umm I like to remain neutral in this respect. I think it's neither negative
 2395 nor positive because both are in a different direction and target. People even
 2396 not so much conscious about them from where they are going to shop, and
 2397 they don't like to read the signboards, so I don't think that it is that
 2398 influential. It is not that influential.
 2399
 2400 ED33
 2401 A: Yes, I totally agree. I think learners' awareness way about linguistic
 2402 landscapes always has positive effects on their learning.
 2403
 2404 KI34
 2405 A: Yes, sir I do agree because any field of other subject is contained by
 2406 language and if we are proficient in language we can learn all the subjects
 2407 very well.
 2408
 2409 AS35
 2410 A: Some people can object on these linguistic landscapes as well, like if
 2411 someone doesn't know that 'kultur' is related to the German English and he
 2412 can really be, really get negative effect of that word that this man doesn't
 2413 know the spelling of 'culture' and something like that.
 2414
 2415 **Participants Teaching at Private school**
 2416 ND36
 2417 A: Of course, it does.
 2418
 2419 MA37
 2420 A: Ahn, it does have positive effect as well, there could be a negative
 2421 impact of these things as well because most of the time if you are going to
 2422 confine yourselves only with the linguistic landscapes might be the learning,
 2423 depending upon the learning, the learning can be confined as well.
 2424
 2425 AR38
 2426 A: No, it has both negative as well as positive effects.
 2427
 2428 MA39
 2429 A: I wouldn't say always but to a greater extent.
 2430
 2431 MA40
 2432 A: Maybe sometimes positive, sometimes negative as well.
 2433
 2434 AE41

2435 A: I think it has positive effects. If there is something which is incorrect or
 2436 which is inappropriate the teacher can help them correct it.
 2437
 2438 FH42
 2439 A: Yes, of course, they get more awareness and the more consciousness
 2440 about their own language.
 2441
 2442 HR43
 2443 A: Not always, sometimes because I have told you that this second
 2444 language, first language interference is over there and sometimes it is not
 2445 very positive.
 2446
 2447 FK44
 2448 A: I do think yes. If they are aware of what these are and how can they help
 2449 them learn, it does impact their learning positively.
 2450
 2451 IK45
 2452 A: Usually, it has a positive effect but as I told that it doesn't involve
 2453 standard English so there can be certain negativities involved in this as well
 2454 because in terms of pronunciation, in terms of, you know using some wrong
 2455 connotations, this can have a negative aspect as well but most of the time in
 2456 language learning especially it is positive because students involve with the
 2457 introduction to number of new concepts and new ideas and new words so it
 2458 helps it but there is little negativity is involved as well.
 2459
 2460 SZ46
 2461 A: I don't think that it is always going to have a positive impact rather, in
 2462 my opinion; it is going to be a mix of positive and negative impact.
 2463
 2464 ZJ47
 2465 A: Ahn, it is not necessary that they are going to have, you know positive
 2466 impact because it depends again on the learners, are they aware of this thing
 2467 that they are learning something or they are not aware so if they are aware,
 2468 then automatically it will have positive impact on their learning but if they
 2469 are not aware of these signs and the signposts or whatsoever is there in the
 2470 linguistic landscapes then automatically they, they won't be having any
 2471 positive impact.
 2472
 2473 BA48
 2474 A: Mostly they have the positive effects, but for them teachers' guidance
 2475 and the facilitators' role are very important to give them awareness.
 2476
 2477 AA49
 2478 A: Ahn, not always. They have negative aspects, effects on the learning as
 2479 well so it is both ways, reciprocate depends upon the landscape and it
 2480 depends upon the signboards, so it has both effects.
 2481
 2482 AW50
 2483 A: Not always but I think that it could be used by an expert teacher to make
 2484 it very positive but inherently it is not positive. Absolutely

2485

2486 **Interview Question No. 7**

2487 What effects does transliteration on signboards have on students' learning
2488 and how can it be beneficially exploited?

2489

2490 **Participants Teaching at Universities**

2491 TA01

2492 A: Ahn, again as far as question number two is concerned and seven I guess
2493 they believe they both are more or less same because I already told you
2494 people like they are multilingual countries so we take help from our lingua,
2495 L1 in order to teach L2 so I guess it would have positive effect and we can
2496 manipulate or exploit the expressions to teach our students.

2497

2498 SA02

2499 A: Yes, these transliterations can be beneficial for the students as in
2500 Pakistan where we are having multilingual communities then they can help
2501 out our students to learn the language.

2502

2503 NI03

2504 A: I think transliteration is quite beneficial when it comes to language
2505 learning because sometimes if you are not quite familiar with the words and
2506 it is a new word and you want to add to your vocabulary, the transliteration
2507 if you are able to read Urdu or any other local language, you will be able to
2508 understand, you will be able to at least add that word to your vocabulary by
2509 reading the transliteration.

2510

2511 AN04

2512 A: Ah, transliteration, I am not sure about the benefit of that but sometimes
2513 you know when we transliterate, the exact pronunciation is not present in
2514 the other language ok, like for example we have 'kaaf' sound in Urdu and
2515 Arabic but not in English ok, so when we are going to transliterate, of
2516 course, the same essence cannot be, you know conveyed.

2517

2518 AM05

2519 A: Yes sir, since we are living in a multilingual setting so transliteration is
2520 very common and it is there so some, sometimes I mean we are writing in
2521 Urdu and we are using what we would call it Roman alphabet so the same
2522 goes for but may be, it might affect their spelling and maybe cause some
2523 mispronunciations also, so I think.

2524

2525 AA06

2526 A: Well, transliteration on signboards doesn't have direct effect on ah good
2527 effect on students' language learning. I think that these, the instances from
2528 the transliteration on signboards may be utilised by language researchers at
2529 various levels however I do not recommend some language teachers to use
2530 such instances in, for language teaching because these signboards or
2531 transliteration have, has actually spoiled learners' language.

2532

2533 HR07

2534 A: Ah, I think most of the, you know like billboards where I am living like
2535 they might not have transliteration but at times you know like it seems to
2536 like somewhere I saw the word 'empty' and instead of 'e m p t y' they just
2537 wrote 'MT', the letter 'M' and 'T' and probably in I-10, I saw once like the
2538 word 'expert'. The spelling is 'Xpert' 'expert' instead of 'e x p e r t' so at
2539 times they don't exactly write in transliteration, but you know they go for by
2540 the sounds, so it helps but again it needs a little exploitation in the language
2541 classroom. The learners need, need that why this occurs so it can be a
2542 language teaching, you know like discussion in the class very fruitful and
2543 positive

2544

2545 AK08

2546 A: Ok, sir so well I believe that first, first of all language has become, you
2547 know quite different from the way we conceived it in the previous century
2548 because of digitization of the world, because of internalisation,
2549 internationalisation of the world, because of the propagation of English the
2550 world over and because of the different languages mixing and meshing with
2551 each other, languages have become quite I mean, it is, it is difficult to now
2552 draw a boundary between different languages. We are constantly mixing
2553 and meshing languages. We are doing translanguaging. Now within that
2554 sometimes we are writing Urdu in Roman English and sometimes English in
2555 Urdu transcript, now this is happening quite a lot. I believe that giving the
2556 students awareness of whether this for example 'cloth house' if the word
2557 'cloth' has been written in Urdu, we need to give awareness to the students
2558 that the 'cloth' the word 'cloth' basically comes from English, it has been
2559 written in Roman transcript but again I believe that this increases their
2560 awareness and it, this transliteration can also be exploited beneficially by
2561 making the students aware of the different, you know connotative meanings
2562 that we can contextual meanings that we can, you know add to some of the
2563 words that have been given to us by the English speaking world.

2564

2565 JA09

2566 A: I don't think so it will be much beneficial but in terms of pronunciation,
2567 it can help them.

2568

2569 HN10

2570 A: Ye, this transliteration, this does have an effect on students' learning
2571 because you are actually translating or transliterating those ideas which may
2572 help students in their learning. Yes, it has some positive effect on the
2573 students' learning but at the same time in some of the cases it has got a
2574 negative impact as well but as a teacher, as a person, as an instructor you
2575 have to bear in mind that what kind of transliteration you are bringing in the
2576 class and then how would you, how are you going to relate it or bring a
2577 relevance between all these things.

2578

2579 ZU11

2580 A: Yes, this is a two-edged sword that it can be used positively as well as
2581 negatively that transliteration. English has silent letters while Urdu has very
2582 rare silent letters so when they write it in Urdu; learners misperceive the
2583 pronunciation of those words. I think it affects negatively on the

2584 pronunciation and suppose /r/ sound is silent in English language but when
2585 Urdu transliteration is done, they write it clearly so like the word we write
2586 'furniture' /r/ sound is quite clear but when we find its IPA transcription, we
2587 find that that is 'funitue' without /r/ sound.

2588

2589 RK12

2590 A: Ok, first of all, transliteration, first the negative impact will be talking
2591 about that is the pronunciation because Urdu and Urdu being our like
2592 national language and English being official, they have different like we can
2593 say pronunciation patterns, so we try to, we try thinking English in Urdu.
2594 When it's written in Urdu we try thinking it in Urdu and it impacts on the
2595 pronunciation and how can it be like beneficially exploited, it can be
2596 exploited in this way that a like if we in Urdu we have like this way of, what
2597 we can say that try to write, try to like actually adopt not adapt, try to adopt
2598 that pronunciation pattern of English into Urdu. If we like put it in that way,
2599 it can be beneficial but otherwise it's a bit hindrance when this part of.....
2600 (not audible clearly)

2601

2602 FR13

2603 A: Ah, normally because you see students learn in our country actually
2604 students have a very complex way of learning, they think in L1, then they
2605 translate it into L2, then in L3 so transliteration may kill the spirit. I don't
2606 think this is, this may have positive effect on their learning.

2607

2608 SA14

2609 A: OK, the transliteration, sometimes you know gives little bit you know
2610 problem. What are those problems like when we are talking about
2611 transliteration, there are two issues, one is domestication and the second is
2612 the foreignization? Sometimes, you know we amalgamate two words
2613 together and to get the meanings, the students, they do face difficulty but at
2614 the same time it enhances the process of learning as well because if we do
2615 not understand the first part of the word but they would be able to
2616 understand it from the second part of the word so in this way, it would be
2617 helpful.

2618

2619 SF15

2620 A: Ah, what effects, what effects do transliteration on signboards have on
2621 students learning and how it can be, I think it does affect their accent, accent
2622 in a way that particularly talking about their, their pronunciation because
2623 once they read that particular word in their L1, there are, of course, chances
2624 that their, the sounds in their L1 or maybe their indigenous language, they
2625 do not correspond to the one that are there in English, so the chances are
2626 there, there are very much chances that they tend to learn those sounds that
2627 are more and closest corresponding to one in their L1 if we, particularly talk
2628 about Pakistani context, they would, they would acquire those sounds in
2629 their Urdu form, their Urdu closest phoneme, so there are chances, number
2630 one to have a negative effect on their pronunciation and then not having, ah
2631 not understanding the concept of compound words because in Urdu, writing
2632 a particular word, I mean the orthography is, of course, different and once
2633 they, they, they have an encounter of seeing the word in Urdu language,

2634 they would not be able to learn the formation of that word and to, and would
2635 not be able to identify whether it is in Urdu, it is a compound word or it is
2636 the otherwise. I think it, it has, it is, it has an effect that way.

2637

2638 AR16

2639 A: I think, this is very common in our society because on most of the
2640 signboards we come across this transliteration and the other reason is that
2641 Urdu has borrowed a lot of words from English so that is why they are the
2642 part of Urdu as well.

2643

2644 QA17

2645 A: Ok, again as I have mentioned in the previous..... yes sometimes Urdu
2646 words they are mentioned on the signboards so we can make comparisons
2647 maybe we can tell them Ok this word is written in Urdu but if you have
2648 translated it into English then you have to use it according to the English
2649 language context so that's how we can use it beneficially.

2650

2651 AJ18

2652 A: I think transliteration is psychologically it is a good tool to be exploited
2653 when it comes to English language teaching and learning but again
2654 signboards and especially in Pakistani context, a lot of signboards in our life
2655 very broad, it's very limited, very limited I would say but again of course
2656 these things can be if the students are guided in a good way, they can be
2657 used every even a piece of I would a torn newspaper that is there on the
2658 road, if you pick it and you try to read a few words from it, it will benefit
2659 towards your learning so I think ye these words can also contribute towards
2660 learning directly or indirectly but in Pakistani context I would say that the
2661 teachers will have to guide the students first and then they can be exploited.

2662

2663 GA19

2664 A: Yes, transliteration, of course, if something is translated in your local
2665 languages so the pronunciation will be disturbed, sometimes the actual
2666 meanings may not be cleared, the word of translated words may not have
2667 the clear indication of what the words because there are so many
2668 homophone words ok and may be the translation form may not give the
2669 actual meaning of that word which you are expecting so sometimes it might
2670 happen that you may want to convey another word but you have translated
2671 that word it could be it might be possible that you have some other
2672 homophones in the target language so students may not be able to get the
2673 right word so sometimes it happens of course.

2674

2675 KS20

2676 A: It's a bit difficult to say right now. Again, because I have not seen as
2677 such any signboard having transliteration on it but of course as I have said
2678 earlier that it depends on that what kind of aims and objectives the teacher is
2679 having and then what he has in his mind, how he is going to construct a
2680 lesson plan so it depends that how he is going to exploit them in the
2681 classroom. We can, if the teacher is going to take some pains so of course he
2682 can, otherwise it's difficult. Usually, in Pakistan we do not do such type of
2683 things. We have got, you know textbooks and some activities that we have

2684 taken from the Internet so usually teachers they are exploiting them in the
2685 classroom.

2686

2687 **Participants Teaching at Public school**

2688 FH21

2689 A: As far as signboards are concerned, as far as advertising is concerned,
2690 yes, we can teach our ELT students to work on the linguistic codes that are
2691 on the signboards.

2692

2693 RM22

2694 A: Yes, for, for pronouncing a word, they can learn from this.

2695

2696 MH23

2697 A: I am not sure about this question, but I think transliteration like writing it
2698 in English, local language.

2699 Interviewer: Yes, for example, 'cloth store', cloth store is an English word,
2700 but we write it in Urdu.

2701 A: Ye, I am not sure it can help.

2702

2703 MS24

2704 A: I mean transliteration can be ah, used for pronunciation and stuff but for
2705 the most part, I am not really much of a fan.

2706

2707 MA25

2708 A: Ok, again if the teacher wants to correct the spellings of the students ah,
2709 if some terms are being used in a wrong way so linguistic landscapes can
2710 help in terms of demonstration, yes how the language is being used and here
2711 is the error and we should not commit this one.

2712

2713 HH26

2714 A: Ah, I would like to know more about this question, transliteration of
2715 other languages or English.

2716 Interviewer: Transliteration of English because here we are talking with
2717 Pakistani context.

2718 A: Yeh, so normally in Pakistan, they use this way of, using I mean they use
2719 transliteration so it can be taught but I cannot give a perfect answer to this.

2720 Interviewer: It means we are not 100% sure.

2721 A: Sure

2722

2723 JI27

2724 A: I think that is need of the hour that we are supposed to expose our
2725 message into the people so signboards are used by them but I would suggest
2726 they must be proofread by the experts of the language so because that has an
2727 effect on the students' learning so it must be like, it must be proofread by
2728 the experts that can be English language teachers.

2729

2730 HS28

2731 A: One language written in another language for example if we say 'cloth'
2732 and it is written on the signboard in Urdu. It is basically word of English,
2733 but it is written in Urdu. I think it is beneficial if but if they pronounce it

2734 rightly then it is beneficial. For example, if some word is written for
2735 example b double o t, we say boot but f double o t, we say it foot if both are
2736 written somewhere in Urdu so we can differentiate between these two
2737 sounds there are similar spelling, same spelling but the pronunciation is
2738 different so in this way I think it is beneficial.

2739

2740 AA29

2741 A: Well, talking about transliteration on boards it is something convenient
2742 as well but again transliteration helps in a way that they can easily produce
2743 or easily pronounce the words what is written in their own mother tongue so
2744 in this way they can easily make the connections with the target languages.

2745 Interviewer: Means communication is easier

2746 A: Yes, it becomes easier.

2747

2748 NA30

2749 A: In this way, they start becoming self-learners rather than getting each and
2750 every thing from the textbook from the grammar from the rules. They start
2751 observing different things and start using them in their real life context for
2752 example when we use in English sentence 'ye ghar ye makaan karaey kay
2753 liye khali hay' they write it 'This house is to let' but when they see
2754 something on the signboard, there is used 'to' as a number (2) and then
2755 English word letter two letters so is the case we use 'Applied for' behind
2756 cars and bus other so 'for' is used as a number (4) and 'applied' is English
2757 so this way, they this can be very interesting for them having something
2758 new and something innovative.

2759

2760 ES31

2761 A: Transliteration has negative effects on learning but at the same time I
2762 believe that it becomes easier for the students to understand. We cannot
2763 learn correct pronunciation when English words are written in Urdu script.
2764 For example, the word 'conference' written in Urdu script, some students
2765 might pronounce it as 'con-fer-nes'. Thus, transliteration does have negative
2766 effects on learning.

2767

2768 SE32

2769 A: Ya, to me it has dual respect, the purely English students it is I think it
2770 has no positive effect but as far as modern pronunciation is concerned
2771 because English is not their mother tongue and that's not even their social
2772 language but they learn it for their academic purposes in here when they see
2773 this type of, this type of translation done in their own alphabet it, it does
2774 convey them somewhat the meanings of the things and they get
2775 understanding but not to that level of accent and pronunciation.

2776

2777 ED33

2778 A: Ahn, students always seek easy ways to learn things so in case of
2779 transliteration on signboards give learners some options to choose. Their
2780 native languages for communication, yes it can be exploited when especially
2781 for example learners do not focus on correctness of the grammar,
2782 grammatical and vocabulary items.

2783

2784 KI34
 2785 A: Sir, transliteration I think always exploits the language because it, we
 2786 deviate from our script when we transliterate the words, we deviate from the
 2787 orthography of the main or target of the main language and it exploit
 2788 language in many ways for example our spelling mistakes, our spelling
 2789 errors can be caused by alliteration, and it has very much negative effects.
 2790
 2791 AS35
 2792 Transliteration on signboards for students' learning, I think, I don't think it a
 2793 very beneficial thing because transliteration you know in both code-
 2794 switching and code-mixing and translation of the words in the second
 2795 language that doesn't belong to us so transliteration methods on signboards
 2796 can have negative impact on students' learning.
 2797
 2798 **Participants Teaching at Private school**
 2799 ND36
 2800 A: It has a positive as well as negative effect on both for the students
 2801 because sometimes that the word is not in our language, and we have
 2802 directly borrowed from the other so it may give the negative meanings.
 2803
 2804 MA37
 2805 A: It can help us or it can benefit us, yes I believe that especially if people
 2806 like now-a-days it has become very common that when people are travelling
 2807 from one place to another they do have an eye on different kinds of
 2808 signboards and until and unless they are not going to, they don't have an
 2809 awareness about these things they always utilise that one's so linguistically
 2810 that yes it does contribute a lot to exploit the language.
 2811
 2812 AR38
 2813 A: So, students pick the words from the signboards and unconsciously
 2814 they're using there in practical settings so yes, it is exploited a lot.
 2815
 2816 MA39
 2817 A: yeh, I guess code-mixing and switching is super common now-a-days
 2818 over there and yes it can be exploited.
 2819
 2820 MA40
 2821 A: It will facilitate the students. I think they can easily understand.
 2822
 2823 AE41
 2824 A: I think it has sometimes it has negative effect because when they see
 2825 something written in Urdu, they give that word their own spelling which can
 2826 be misleading for them, but the teacher can help them write and use the
 2827 correct spellings.
 2828 Interviewer: Right, Sir, misleading in the sense of pronunciation, perhaps.
 2829 A: Yes.
 2830
 2831 FH42
 2832 A: It is especially beneficial for beginners like they have no understanding
 2833 of English text so when they see two or three languages, explaining the

2834 things they feel quite relaxed and, you know they benefit more that this is
2835 the English and this is, how it used in their mother tongue.

2836

2837 HR43

2838 A: Ahn, yes if you welcome that indigenous touch, if you welcome that
2839 variety, if you accept that as a variety, it is positive but if you are following
2840 the standard language and your aim is to train them as the native speaker
2841 then it is not.

2842

2843 FK44

2844 A: I think the, the negative impact would be that it's going to affect their
2845 vocabulary and spellings but then at the same time we can use these to make
2846 them learn certain words without spellings in target language.

2847

2848 IK45

2849 A: Transliteration is a big problem and this I would say lead to my previous
2850 question that when we have the words of English written in another
2851 language, they create a lot of confusion. For example, we have a 'toll plaza'
2852 but as it is translated it is 'tool plaza' so most of time we pronounce it as
2853 'tool plaza'. We have 'cloth, you know, markets', it is written as 'klath
2854 markets' so most of the time we pronounce it like that so it exploits learning
2855 but we can use it on possible beneficial side as well because our first
2856 concern in terms of language teaching is to introduce students with new
2857 ideas and then in classroom we can, you know perfect them and in
2858 classroom we can make, you know improvisations.

2859

2860 SZ46

2861 A: Well, transliteration signboards, it does, it definitely affects students'
2862 learning and it can certainly be beneficially exploited as well because
2863 especially students belonging to those areas which are not very advanced
2864 and when they come across such, such language exploitation like for
2865 example here in Pakistan when we write shop in Urdu, it, it's a different
2866 way as it, it the word is pronounced in a different manner as it is
2867 pronounced in standard English but if like such students they are already
2868 aware of terminology, English terminology through these signboards, it is
2869 definitely going to be helpful for them as well when they find they come
2870 across English, come across actual standard English in English classroom so
2871 they, there are many other ways as well but this is just one example that
2872 came to my mind.

2873

2874 ZJ47

2875 A: Ahn, transliteration can be exploited in a better way or for the betterment
2876 of, you know language learning because as I said earlier that the direct
2877 translation method that comes, that is one of, you know the basic way to
2878 learn a language so if there is transliteration on signboards so it is going to
2879 aid to the students' learning so I guess it is going to have a positive impact.

2880

2881 BA48

2882 A: It can be beneficially exploited in terms of providing them different
2883 words, providing them different phrases and structures to make them able to

2884 use the language fluently and accurately through transliteration on
2885 signboards have positive impact also for their learning procedures.

2886

2887 AA49

2888 A: Actually, transliteration means our, whenever you are not using the
2889 actual alphabet of your particular language so that creates problems,
2890 linguistic problems regarding to that particular culture and society and in
2891 this way the students they are unable to, to get themselves familiar with the
2892 particular world view of that particular language or the culture of that
2893 particular language so this thing may create problems in that particular
2894 language learning environment but it obviously it is very easy to make them
2895 understand by using a single software but on the, on the but we do that on
2896 the cost of sacrificing the cultural norms.

2897

2898 AW50

2899 A: As I told earlier that in transliteration that we discuss in the classroom, if
2900 we take examples from these signboards, from this linguistic landscape the
2901 way they are used by the institutions, by the organisations, by corporate
2902 sector, by public sector organisations so it might help to, in the learning of
2903 the students in terms of vis-à-vis translation, transliteration.

2904

2905 **Interview Question No. 8**

2906 What is your reaction to the words like ‘petrol pump’, ‘medical store’,
2907 ‘property dealer’ when the learners use them in their spoken or written
2908 English?

2909

2910 **Participants Teaching at Universities**

2911 TA01

2912 A: I won’t mind using them because this is also a vocabulary, and this is just
2913 a separate variety of English I believe because as we people have Pakistani
2914 English or British English or American English or African or Negros or like
2915 that, so this is again one of the varieties, so I don’t mind when people use
2916 these sorts of vocabulary items.

2917

2918 SA02

2919 A: My response is always positive because in our society, in our community
2920 we use these words and these are the English words, these are not the words
2921 from our own language or local language. They are from English words, and
2922 we have coined them, or we have used them, and they are equally
2923 acceptable I think at international level as well so I, my response is always
2924 positive, and I accept them in the class.

2925

2926 NI03

2927 A: Again, my answer would be that since we have now this idea of global
2928 Englishes, world Englishes so these are the terms that are used locally and if
2929 they are acceptable so they are able to convey, the students are able to
2930 convey these ideas not in formal writing, not in academia probably they
2931 won’t be appreciated but at least when they are talking, when they are using
2932 it in their classroom, I think that is acceptable.

2933

2934 AN04
 2935 A: Ah, Mostly, like it feels like they have learnt it through the linguistic
 2936 landscapes, from some signboards from, you know display boards.
 2937 Interviewer: Ok, Madam. It means you accept these words as English.
 2938 A: Yeh, Yeh
 2939
 2940 AM05
 2941 A: I think these phrases sir they are commonly used and I am ok with them
 2942 because we ourselves also use these phrases because English has been
 2943 nativized, it has indigenized so I mean these words and these phrases they
 2944 give our language a kind of local touch so if you are talking from
 2945 perspective of standard language naturally I mean they are deviating
 2946 otherwise I mean if you consider English language globally being used in a
 2947 variety of ways so perhaps it is a kind of nativization, it is a kind of
 2948 innovation, it is a local flavour that the language has got.
 2949
 2950 AA06
 2951 A: Well, I think and I believe that students should be taught the right words
 2952 so that they can speak and write the exact or appropriate words which are
 2953 meant for various purposes for example ‘petrol pump’ should not be used in
 2954 written as well as spoken language instead of ‘petrol pump’ they should say
 2955 and they should be taught as that this, this expression has ‘gasoline station’,
 2956 ‘medical store’ has ‘pharmacy’ and ‘property dealer’ as ‘estate agent’ so
 2957 that they start using it the way it should be used correctly so it doesn’t have
 2958 right effect on students’ language learning.
 2959
 2960 HR07
 2961 A: Ah, well, I may not have, or we may not have any problem when they are
 2962 used here because most of the people like many people, they use it like this
 2963 here unless we come across, we visit America or like abroad and when we
 2964 come back so we can have the difference. So probably like the common
 2965 people here they might not, you know like get the severity of the words
 2966 which are most like local-made words, but you know as language teacher
 2967 probably our duty is to tell the learners that yes which are the right words
 2968 they use so that we can be able to communicate properly since language is
 2969 meant for communication.
 2970
 2971 AK08
 2972 A: Ok Sir, now as we see that most of these words are specific to the, what I
 2973 call Pakistani English that is, you know normally in the Western world you
 2974 go to a ‘gas station’ here you go to a ‘petrol pump’ but if in the Pakistani
 2975 context, you ask somebody in English who understands English as well, you
 2976 can ask, ‘Can you help me find a gas station?’ Most likely he is going to
 2977 direct you toward a CNG station that is compressed natural gas station
 2978 which is going to be closed as well so I believe that these words, these kind
 2979 of, you know collocations or whatever you call them, these kinds of, you
 2980 know phrases and words are quite common and in Pakistani English and I
 2981 believe that the Pakistani reader as well as the Pakistani listener understands
 2982 these words perfectly whereas bringing, you know so called native speaker
 2983 standard to it may blur the boundary between meaningfulness and

2984 meaninglessness so I believe that these are the words which are quite, you
2985 know in a way appropriate to the context in which the students are going to
2986 use English language unless in their future they want to go abroad in pursue
2987 for the studies, I believe that in the current, you know scenario these, these
2988 terms can be, you know helpful in making student understand English
2989 language rather than coming up with their equivalence, equivalents in the,
2990 you know native language or in the Western in a way English language
2991 variations.

2992

2993 JA09

2994 A: They, they are getting more and more popular, and I don't find,
2995 personally I don't find any problem with them. If students are using
2996 'medical store' instead of 'drug store' or 'petrol pump' instead of 'filling
2997 station'. I think it is alright even if you use the word 'petrol pump' at
2998 international level, you will be able to communicate. There won't be any
2999 problem. So, I think that these words are ok if they enter into the vocabulary
3000 of British English.

3001

3002 HN10

3003 A: Well, I believe these seem to be purely indigenous words which have
3004 been, which have been created by ourselves like 'petrol pump' as discussed
3005 earlier that 'petrol pump' or the 'medical store' you might not find these
3006 words in British or American English but since it is purely they have been
3007 grounded in our own context and they convey quite clear sense to the people
3008 so I believe that since they clarify the concept to the people so I mean it's a
3009 kind of innovation, it's a kind of addition to our regional variety of, sorry
3010 not regional, to our own variety of English, I believe.

3011

3012 ZU11

3013 A: Yes, now the world has tilted towards indigenous and ESP, English for
3014 Specific Purpose, EOP, English for Occupational Purposes that's why they
3015 have permitted different dictionaries and dictionaries of certain regions like
3016 English, Penglish and Scandinavian English and Australian English, there
3017 are different dictionaries are there, they have also permitted to use different
3018 words. English language has cosmopolitan vocabulary that it has borrowed
3019 vocabulary from different spheres of the world, but it does not change its
3020 syntactic pattern. So, it's quite good that Pakistani language learners or
3021 language users they have introduced these words 'petrol pump', 'medical
3022 store', 'property dealer' these words. This is the linguistic contribution.
3023 Language is a living phenomenon. We cannot obstruct its way. It should be
3024 expanded naturally because it's a spontaneous overflow and I think it's a
3025 good contribution from Pakistani perspectives but when the same learner
3026 goes abroad that learner feels shocked because when he pronounces these
3027 words, other people do not recognize them so if they go abroad, they must
3028 know the difference that this is a Pakistani variety while standard English, it
3029 has a different variety but the same phenomena is present in British English
3030 and American English so one person is saying that 'this is elevator' and the
3031 other is saying 'electric lift' so there are variations. As American English
3032 has been accepted as a standard variety after Webster Noah's work, on the
3033 same way, Pakistani variety should be given validity and acceptance.

3034

3035 RK12

3036 A: Ok so as far as the context is kept in mind, then actually these words they
3037 have like accumulated in our daily language like not just like English but
3038 whatever language we use be it Urdu, Punjabi, English or any other
3039 language, these words are like taken as standard now and if we try to go
3040 with like a RP accent or any other or standard English if we try to speak for
3041 not just for a layman but even for an English language learner or ESL
3042 learner whoever these terms are sometimes like foreign, foreign terms, he or
3043 she finds them foreign terms and these terms, these terms because they
3044 convey the same meanings, ok so language, the part of language which is
3045 the conveyance of meaning that is like completed by using these words so I
3046 think they actually they are unique, they are different and they are not part
3047 of the standard English but the like the meaning is like properly or
3048 completely conveyed through them so that actually are facilitator, according
3049 to me.

3050

3051 FR13

3052 A: It's normal because people use it very commonly so it cannot be, you
3053 cannot look down upon yours when such expressions are used in the society
3054 especially by your students so because petrol pump, medical store, property
3055 dealer they, they are very commonly used.

3056

3057 SA14

3058 A: Ok, this is a kind of you know positive effects on the learning. In this
3059 way, till I told you before in my previous question that sometimes when you
3060 are not fully aware of the first part of the word, then may be the second part
3061 can help you out. So, I think these words can be helpful for learning, any
3062 kind of learning.

3063

3064 SF15

3065 A: Ok, actually, I mean the fact of the matter is that I have also learnt
3066 English as a second language and I have grown up and learned these terms
3067 the same way, since I am not a native speaker so I have not acquired these
3068 terms in the native form, so these terms are not unusual for me, they are not
3069 new for me, I have also grown up and learnt these terms right from the
3070 beginning at probably knowing their actual form was maybe something that
3071 was unusual for me, later on which I realize that this is actually the, the
3072 original form of the word which we as Pakistanis will have a loan translated
3073 that in our own language, not in our own language, we have loan translated
3074 the concept and also translated the concept into another English what we
3075 have not only taken the concept of the word but we have also taken and
3076 translated the concept into English language in another form so I think they
3077 are not new for me, they are not unusual for me so usually I do not, I am not
3078 surprised when I, when I hear these words but I try if I can introduce my
3079 students to the actual and the original word that this concept, particular
3080 concept carries so I think this is not something unusual.

3081

3082 AR16

3083 A: Now, these, these words, they are very common to us because, I think,
3084 right from our childhood we have been, you can say, listening to such words
3085 so they, they are very common but definitely, I know that we have different
3086 words for these things in British English or American English.

3087 Interviewer: So, in Pakistan, you don't have any problem.

3088 A: Yes.

3089

3090 QA17

3091 A: Ok, petrol pump, medical store, property dealer, ahn when learners
3092 use them in their spoken or written, these words are I for me these words
3093 appear in a very, you know, Pakistani context because Pakistanis they use,
3094 you know use such words a lot so this is there is influence of mother tongue
3095 here so I think learners use such kind of words when they are influenced by
3096 their local ahn language, their mother tongue and their local society, so then
3097 they are using these words more as compared to their awareness of British
3098 or American English, that's how I was

3099

3100 AJ18

3101 A: Again, I would differentiate my reaction on the basis of being a young
3102 learner or budding learner or a research scholar when I was learning this
3103 language when I was young whenever I came across something that was
3104 non-standard in my humble opinion, I would say, no we should be using gas
3105 station because gasoline is what gas stands for, a property dealer should be
3106 real estate agent rather than property dealer and medical store should be a
3107 pharmacy but now as a grown up researcher I would say that these things
3108 add to the beauty of a language and English language like Urdu is very
3109 broad language and welcomes ah words from other languages and this also
3110 is helping us in creating our distinct I would say language and I have taught
3111 English and world Englishes as well in the university so I somehow now
3112 value these things rather than frowning at these words and phrases.

3113

3114 GA19

3115 A: Yes, if these terms are coined in a particular society and they are used in
3116 a particular context and if the purpose of communication is fulfilled so I
3117 think there is no harm in that. But because, English is now global language
3118 and you can see that there are so many varieties of English language
3119 throughout the world and the people are using it for their ease and for the
3120 purpose of communication so if the community is at ease while using such
3121 kind of words, I don't think so that there is any harm of such kind of
3122 coinage or sometimes such kind of generating new words from the existing
3123 words because people they can easily understand though if you are not
3124 communicating with the international one, for your local communication, it
3125 is ok, no problem.

3126

3127 KS20

3128 My reaction, you know these words are very much in use in Pakistan so
3129 when I want to buy a plot, I will be going to a property dealer and we know
3130 that who is a property dealer ok, so we do, we do use them and it, it is not
3131 going to make any difference. It's ok. Medical store, we use.

3132

3133 **Participants Teaching at Public school**

3134 FH21

3135 A: These are socially accepted phrases, and we don't feel anything foreign
3136 about them as far as the phrases like 'petrol pump' 'medical store' 'property
3137 dealer' they are concerned and many others, they have their own
3138 pronunciation for it, so they are socially accepted by a huge community, so
3139 it is acceptable anyhow in Pakistani context.

3140

3141 RM22

3142 A: Yes, these words could be equivalent to the other words that could be
3143 used in the other part of the world. Students may know that what is the other
3144 word for petrol pump that we use in Pakistan because they watch movies,
3145 they watch documentaries, and they can get their equivalent.

3146 Interviewer: It means you will accept them as English words.

3147 A: Yes, yes.

3148

3149 MH23

3150 A: What is the reaction! Reaction of...

3151 Interviewer: Means do you accept these words, or do you think that these
3152 words are not English words.

3153 A: Oh, I see, I think such words have been adopted so far as our country is
3154 concerned, our language is like Urdu we have adopted so many English
3155 words, so they are kind of you know words of Urdu they have become like
3156 you know fail and pass something like that, yes petrol pump and other
3157 words.

3158 Interviewer: They have become the part of our language now.

3159 A: Yes, they have become the part of Urdu vocabulary.

3160

3161 MS24

3162 A: I mean, they are pretty national for us now, so I don't really mind
3163 anything, I mean they are even for the most part, they are more Urdu words
3164 for us than anything to English.

3165 Interviewer: It means your positive reactions to these words.

3166 A: Yes.

3167

3168 MA25

3169 A: It's good because they have indigenized the concepts, it is beneficial, and
3170 it is good for the non-native speakers.

3171

3172 HH26

3173 A: This probably is a different sort of language which is being used in
3174 Pakistani context and probably in other countries so this creates new words,
3175 new understanding of words and we can create new words, merging of two
3176 words so this is rather helps.

3177 Interviewer: It means you accept when students are using.

3178 A: Yes.

3179

3180 JI27

3181 A: I am born in Pakistan; I am growing in Pakistan, and I have studied in
3182 Pakistan, and I have been teaching in Pakistan and I have been teaching this

3183 English language for the last five to six years at different levels. So, when it
3184 comes to like you have just quoted certain illustrations, patterns from
3185 medical store, property dealer so these are like the very acceptable, accepted
3186 terminologies or vocabulary phrases so I accept them as the correct words. I
3187 never underlined them I never highlighted them for the students that they
3188 should use certain alternative instead of these words. So, for me these are
3189 like the very acceptable, accepted terms.

3190 Interviewer: So, your reaction is positive to these words.

3191 A: Too positive, too positive.

3192

3193 HS28

3194 A: Sir, I think it is directly related to the culture and the context for example
3195 if we are using these terms in some countries where English is being spoken
3196 as native language for example British or Australia or something like that or
3197 for example America so their meanings can be the related meanings, we can
3198 say in another words the connotation of these words can be changed but in
3199 English in Pakistan I think these are specifically used in Pakistan for
3200 example medical store is known for pharmacy in another culture but if
3201 somebody is using these words in the context of Pakistani society so it is ok,
3202 for example it is B O Hawks, modern scholar says if some language is ok
3203 with the people who are living in their culture so it is ok inside Pakistan but
3204 if they go in some other culture, it will be a shock for them that these words
3205 have different meanings.

3206

3207 AA29

3208 A: So actually, when they use such terms in their spoken or in their written
3209 English so that makes me feel convenient that yes, learning is taking place
3210 and the students are taking interest so this is a positive sign of learning and I
3211 always feel pleasure when I listen new words from my learners and that
3212 makes me feel good actually.

3213

3214 NA30

3215 A: Apparently, if all these words are not English vocabulary or American
3216 vocabulary but right now we are living in this global world where
3217 boundaries of regions and countries have broken and we are living in cross
3218 cultural communication so if we want to globalise ourselves, we need to
3219 bring this connection of different languages of different areas so that to have
3220 new vocabulary, innovation and diversity in our language so in this context
3221 they help a lot to broaden our language.

3222

3223 ES31

3224 A: These words are accepted because these words are commonly used in our
3225 region and general public understands them. The basic purpose of language
3226 is communication. Even our uneducated people can understand when we say
3227 'petrol pump' they understand what this place is and what functions are
3228 performed there. When we say 'medical store' they understand what is
3229 available at this place. In my opinion, these words are acceptable in our
3230 local arena and the people understand them easily. However, the use of
3231 these words could be problematic when we are in Britain or America. For
3232 local people these words are ok.

3233
3234 SE32
3235 A: I think these terms or these, these words have created very positive and
3236 healthy influence on the language because they are conveying the meanings.
3237 People, they have made the things easier for the local people to understand
3238 as compared to the, to their counterparts in the real language maybe they are
3239 difficult for the people to understand, and these words have a are a good
3240 addition to this very language, I think.
3241 Interviewer: Right, it means it makes communication easier.
3242 A: Ya, it does
3243
3244 ED33
3245 A: I must say native speakers have created these words for their own ease,
3246 for example 'petrol pump' stands for, they have created this word for their
3247 own understanding for service station, they use medical store for
3248 'pharmacy' and stockbroker ...
3249 Interviewer: Yes, property dealer for
3250 A: and property dealer for the stockbroker.
3251 Interviewer: Right, so these are the new words you think, right
3252 A: Yes, I think native speakers have created these words for their own ease.
3253 (Participant means by native speaker as Pakistani native speaker)
3254
3255 KI34
3256 A: Sir, actually it is concerned with the different varieties of language or
3257 world Englishes. When we learn, hear the word 'petrol pump' 'medical
3258 store' 'property dealer' they are not the words that are using in native
3259 countries for example 'petrol pump' is a replacement for the word 'service
3260 station' and 'medical store' is for 'pharmacy' and 'property dealer' for
3261 stockbroker.
3262 Interviewer: Perhaps you think that we are making a new language or the
3263 new words.
3264 A: Yes, sir
3265
3266 AS35
3267 A: Yes, I take them semantically like 'petrol pump' is the petrol pump for
3268 me and the 'medical store' is a shop where we can get medicines and
3269 'property dealer' means property dealer. I don't have any pragmatic sense of
3270 these words. I don't have any other related meanings of these words I take
3271 these as it is as they are meant.
3272 Interviewer: All right, so you accept them as words.
3273 A: Yes
3274
3275 **Participants Teaching at Private school**
3276 ND36
3277 A: It's better if we use our words for our own language as if we are
3278 speaking Urdu so we must have Urdu words for these because this may not
3279 help us in foreigner ah in foreign countries. So, we must have specific words
3280 for these.
3281
3282 MA37

3283 A: Ok these are the common words that we usually use in Pakistan and I
 3284 believe that the first reaction is always very normal because I am also a non-
 3285 native speaker so I believe that we do use such kind of language, English
 3286 language but when it comes to teach the students like later on we do give the
 3287 understanding to the students that we do have very different kind of words
 3288 in English language because definitely this language belongs to English
 3289 people so we need to learn how to utilise it effectively.
 3290
 3291 AR38
 3292 A: So, I think they, we feel that they are the part of the standard English.
 3293 Interviewer: It means your reaction is positive.
 3294 A: Yes, very positive.
 3295
 3296 MA39
 3297 A: I believe it's not the part of Standard English so when the people use it, it
 3298 disturbs their standard or formal language.
 3299
 3300 MA40
 3301 A: Like these are common words, every individual they know Pakistan
 3302 because in Pakistani culture these words are very much mixed with Urdu
 3303 language.
 3304
 3305 AE41
 3306 A: These words have become co, have become very common. Students and
 3307 other people, they are using these words. They think that these are the words
 3308 of English, but they can, of course improve students' language when they
 3309 utter such words in the classroom the teachers can correct them. They tell
 3310 them OK; these are the exact words which are used in the English society,
 3311 and they should use these words.
 3312 Interviewer: It means you accept them, but you also correct them.
 3313 A: Yes.
 3314
 3315 FH42
 3316 A: Ahn, it is since I am teaching, you know world Englishes so it is totally
 3317 acceptable for such words to exist in Pakistani English variety. It shows the
 3318 difference from the standard variety, and it helps students to have their own
 3319 identity, I mean they are speaking Pakistani English so there is nothing
 3320 wrong with using that as long they are, they are communicating with their
 3321 fellow, yes if they are talking to a native speaker then probably, they should
 3322 be aware of this thing.
 3323
 3324 HR43
 3325 A: Ahn, we accept them, we don't mind because we belong to the same
 3326 culture but if they are going out, they should have the awareness that they
 3327 have their own words and they are different in the dictionaries, so we need
 3328 to tell them that the other words exist there in standard English. They should
 3329 know about them as well.
 3330
 3331 FK44

3332 A: You see, you know there is this concept of world Englishes, there is not
3333 just American and English English but there are world Englishes as well
3334 where Pakistani English is considered as a variety of English so if students
3335 are making use of the expressions which they find around them in their
3336 written and spoken expression in English it is absolutely fine. It is
3337 absolutely fine. It shows that their expression is natural.

3338

3339 IK45

3340 A: It is indigenous way of, you know expressing certain ideas, so we have
3341 varieties of English, so we have Pakistani English, we have Indian English
3342 so in this context, in Pakistani context these things work and most of the
3343 time we use English in our Pakistani context so these terms 'petrol pump',
3344 'medical store' and 'property dealer' don't confuse our learners. Yes, they
3345 may create problems when they travel abroad and then there are confusions,
3346 but those confusions can be easily removed once they are the part of their
3347 culture. So, these are cultural practices, this is Pakistani, you know Pakistani
3348 English, this is variety of English along with other varieties of English, so
3349 these things work here. (here means Pakistan)

3350

3351 SZ46

3352 A: Ahn, Because while I am teaching standard English when I am
3353 concerned with teaching standard English in my classroom and students
3354 come up with this kind of terminology, I definitely correct them and I tell
3355 them that this is not standard English which gives them an idea that how
3356 basically these new terms and new phrases are part of newer version of
3357 English which are now becoming quite in vogue I would say rather but
3358 definitely it has to, it can be analysed from two perspectives, one is from the
3359 perspective of standard English because the standard English is definitely
3360 going to be, ah going to face degradation through this, this kind of
3361 awareness but on the contrary it can definitely contribute positively to the
3362 enhancement of new version of English or Pakistani English as in our
3363 context.

3364 Interviewer: It means you accept these words, but you explain that how
3365 native speakers are using.

3366 A: Yes, definitely we should tell them that it is Standard English, or it is
3367 deviation from the Standard English.

3368

3369 ZJ47

3370 A: Well, it is I guess just a particular context as it is adding to the new
3371 English of Pakistani language though it is not that much developed, but it is
3372 giving us, you know lexical categories or different you can say words in the
3373 English language and which we later on can term as Pakistani English.

3374

3375 BA48

3376 A: I think that the words like petrol pump, medical store and property dealer
3377 and like more other words they are the words used in our practice in our
3378 daily, so they are the beauty of language. They, they are you can say they
3379 are the part of our natural daily routine life activities, so they have the good
3380 impact in the written activities as well as their oral activities. They, they can
3381 be the, they can be their practical implementation of the words and that is

3382 the beauty of the language and even linguistic and language through
3383 linguistic landscapes, we can make these words in our routine matters.

3384

3385 AA49

3386 A: Ah, it happens too much in my students' responses. Actually, to me they
3387 are informal words and I suddenly get to know they are taken from these 'to
3388 let' boards and therefore we have to inform that that instead of 'petrol
3389 pump' we can have a standard expression that is 'filling station' or
3390 something 'drug store' or the 'retailer' so these are informal words to me
3391 and these are taken from these 'to let' I mean, boards.

3392

3393 AW50

3394 A: I think that this is quite not only acceptable but appreciable because now
3395 when we say that English is no more confined to, you know, segment in
3396 England or English speaking countries, there is no concept now with
3397 English with capital letter so this is the example of language appropriation
3398 so I think that in this way it's quite acceptable, these forms can equally be
3399 used and should not confine ourselves or restrict ourselves to forms which
3400 are used in America or Great Britain or some other countries.

3401

Appendix D: Semi-Structured Interview Questions for Shop Owners

about Their Choice of Language on Their Signboards

(*Adapted from* Sheng, R., & Buchanan, J. (2019). The Linguistic Landscape of China: A Field-Based Study of an Ancient Town's Historical Precinct. *Studies in Literature and Language*, 19(1), 79-89.)

Gender ☐ Male ☐ Female

Age (Optional) ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41-45 ☐ 46-50 ☐ 51+

Type of Business _____

Location _____ **City** _____

Education ☐ Primary ☐ Middle ☐ High ☐ College ☐ University degree

I am in business for ☐ 5-year ☐ 10-year ☐ More

Mother Tongue

☐ Urdu ☐ Punjabi ☐ Pushto ☐ Sindhi

☐ Balochi ☐ Kashmiri ☐ Other

1. Do you think the selection of language on the signboard has an impact on your business?

2. How many languages would you like to have on your signboard?

3. Which language is more important to your signboard and why?

4. What language should come first on your signboard?

5. What are your views about using the English language on the signboard?

6. Why do shop owners prefer English names for their business outlet?

7. Why do shop owners write English names in Urdu script?

Appendix E: Shop Owners' Interview Transcript

1 Interview Question No. 1

2 Do you think the selection of language on the signboard has an impact on
3 your business?

4 Participants from Blue Area

5 BA1: Yes, yes, it should be. Many times, people visit us; they do not know
6 what type of shop it is. If there are two kinds of languages, it will bring good
7 effects on our business.

8
9
10 AS2: It depends where your shop is located. Selection of language is not
11 important. We should try to use Urdu only.

12
13 UN3: Customers trust more when we write English language on signboards.
14 As the customers show more confidence on English, we focus on English
15 only.

16 Participants from Super Market

17 IH4: It brings very good effects. Actually, customers are also foreigners and
18 English language on signboards is very attractive for them. They understand
19 it. English is spoken in every country so English on signboard is much better.

20
21
22 NA5: Yes, it is true. Selection of language on signboard brings effects on our
23 business.

24
25 YS6: Signboard and selection of language is important so that people know
26 what type of this shop is. We write English because most of the customers are
27 educated. We also write Urdu, those who cannot read English, can read Urdu
28 easily. It has effects on business.

29 Participants from the Centaurus Mall

30 MD7: Yes, it has impact. International language is used so that everyone can
31 understand it.

32
33
34 AN8: Yes, it definitely has good effects. I should admit that we have a
35 problem. We are influenced by foreigners, by English etc. This is the reason
36 everyone wants to have English names.

37
38 WA9: I don't think language has any effect on the business. It makes no
39 difference whether it is Urdu, Arabic or English. I never felt any difference in
40 my business.

41 Participants from the Fateh Jang Shopping Street

42 MJ10: Yes, it has good impact on business. It is easy for the customers to
43 read especially for those who come from far away, from villages can read
44 Urdu easily, so we choose Urdu for those customers.

45
46

47 NA11: There is no effect on business because of language whether it is Urdu
48 or English.

49
50 JA12: Selection of language does have effect on business. You can write
51 Urdu or English, but it affects business.

52

53 **Interview Question No. 2**

54 How many languages would you like to have on your signboard?

55

56 **Participants from Blue Area**

57 BA1: There should be at least two languages. One international language that
58 is English because a lot of international people visit this place and the other
59 our national language that is Urdu.

60

61 AS2: Yes, only one language and that should be Urdu.

62

63 UN3: We will write only one language and that is English because we trust it
64 and the customers also trust it.

65

66 **Participants from Super Market**

67 IH4: We like to write English, Urdu and Chinese on our signboards because
68 most of the customers are English and foreigners. Chinese also visit this
69 market.

70

71 NA5: We like two languages, Urdu and English. These both are used here.

72

73 YS6: Both, English and Urdu.

74

75 **Participants from the Centaurus Mall**

76 MD7: Only one language and that is English.

77

78 AN8: Usually, in the businesses like ours, only English language is used.

79

80 WA9: Ours is international company. It is the requirement of the company to
81 use only English, so we don't have other options.

82

83 **Participants from the Fateh Jang Shopping Street**

84 MJ10: I would like to have two languages on the signboards; they are Urdu
85 and English.

86

87 NA11: I think it should be Arabic and some Qur'anic verse or Hadith. There
88 is no need of English. If you cannot write Arabic, then you can write Urdu.

89

90 JA12: Majority in our region use both English and Urdu. Some shop owners
91 prefer Urdu, and some prefer English.

92

93 **Interview Question No. 3**

94 Which language is more important to your signboard and why?

95

96 **Participants from Blue Area**

97 BA1: First, English because English is in vogue here and then Urdu.
 98
 99 AS2: In fact, the signboard of my shop is also in English, but we should try to
 100 give importance to Urdu because it is our national language.
 101
 102 UN3: English is more important for us. Our customers are foreigners. Local
 103 customers are educated and they like English. Most of our brands are English
 104 so we focus on English because it gives importance to our business, and we
 105 sell more items.
 106
 107 **Participants from Super Market**
 108 IH4: We give more importance to English language on our signboards
 109 because the customers are foreigners. Chinese also visit. People from other
 110 countries also visit. English is spoken in all the countries, so we give
 111 importance to English.
 112
 113 NA5: You know, now English is given more importance. Customers use
 114 English then shop owners have to use English most of the time.
 115
 116 YS6: Most of the signboards have both English and Urdu. English is for
 117 educated people and Urdu is for those who cannot read English.
 118
 119 **Participants from the Centaurus Mall**
 120 MD7: For me English is more important. The reason is that every common
 121 man can understand it.
 122
 123 AN8: English is more important. It is international language and renowned
 124 one.
 125
 126 WA9: We give importance to English because we have only one language
 127 that is allowed. The company has given us logo how to write on the
 128 signboard.
 129
 130 **Participants from the Fateh Jang Shopping Street**
 131 MJ10: Urdu is more important for me because the customers who come from
 132 villages or those who are uneducated can read Urdu easily. If I write English,
 133 village customers won't be able to read.
 134
 135 NA11: I prefer Urdu on my signboard. The reason is it is easy for everyone to
 136 read. Moreover, it is our national language.
 137
 138 JA12: Majority in our region prefer Urdu, customers also prefer Urdu, so I
 139 have also written Urdu on my signboard. It is easy for the customers to
 140 understand. The residents here are not matured in English; they are at ease in
 141 reading Urdu.
 142
 143 **Interview Questions No. 4**
 144 What language should come first on your signboard?
 145
 146 **Participants from Blue Area**

147 BA1: Actually, it depends on the business. This is a business area and here
148 English is more common, so we write English first.

149
150 AS2: I would like to write Urdu first.

151
152 UN3: We will write English first.

153
154 **Participants from Super Market**

155 IH4: First, we write English then we write Urdu

156
157 NA5: It should be Urdu but here English is given more importance. English is
158 written first, Urdu comes later.

159
160 YS6: First English, then Urdu

161
162 **Participants from the Centaurus Mall**

163 MD7: English should come first. It depends where your shop is located.

164
165 AN8: We prefer English and only English.

166
167 WA9: For us, only English language is allowed so we write English only.

168
169 **Participants from the Fateh Jang Shopping Street**

170 MJ10: Urdu should come first and then English.

171
172 NA11: I would write Arabic first and then Urdu.

173
174 JA12: I would write Urdu first so that people can understand. For example,
175 what is the name of this shop, what things are available here? Some items
176 have English names, and the people cannot understand so we write Urdu for
177 the ease of people.

178
179 **Interview Questions No. 5**

180 What are your views about using English language on the signboard?

181
182 **Participants from Blue Area**

183 BA1: A lot of people from foreign countries visit this area. In my
184 observation, most of them speak English, so English is used on the
185 signboards.

186
187 AS2: This is only our hobby that we want to follow the British. Otherwise,
188 there is nothing special in English that it will increase our business. We have
189 our own languages like Hindko, Punjabi or Urdu etc. We should write
190 whatever we want. There is no problem in the languages.

191
192 UN3: Most of the brands are in English for example Brawn, Monilex, Tefal
193 etc. Customers trust these English words. We also focus on them because
194 they are in fashion.

195
196 **Participants from Super Market**

197 IH4: We use English more because of foreigners. English is spoken, read and
198 written in every country so we prefer using English on our signboards.

199

200 NA5: Customers like only English. Customer wants to speak English, and he
201 expects shop owners to speak English, so the situation forces us to write
202 English on the signboards.

203

204 YS6: Most of the people are educated. They can read English. Urdu is also
205 written for those who cannot read English.

206

207 **Participants from the Centaurus Mall**

208 MD7: This is culture of today. Whatever the modern language is, people give
209 importance to that.

210

211 AN8: English language is easy to understand. Our client is foreigner. He can
212 understand English so everyone can understand English easily.

213

214 WA9: I think it is universal language. We can identify ourselves. If you look
215 with international point of view or if you visit Middle East, Arabic is written
216 but English is compulsorily written with it. I think English is spoken in most
217 of the countries.

218

219 **Participants from the Fateh Jang Shopping Street**

220 MJ10: Customers get confused because of English language. For example,
221 there is difference between medical store and chemist's; Chemist is English
222 word while medical store is Urdu word. Some people can understand chemist,
223 but some people cannot understand.

224

225 NA11: Using English on signboards has become fashion now. In fact, there is
226 no need of English. It is much better if we use Urdu.

227

228 JA12: It depends on the choice of every individual. In my opinion, Urdu
229 should be on the signboards.

230

231 **Interview Questions No. 6**

232 Why do shop owners prefer English names for their business outlet?

233

234 **Participants from Blue Area**

235 BA1: In Islamabad, many customers are foreigners. These names are easy for
236 them to read. Pakistanis or Indians can read Urdu, but others cannot read.
237 English names have good effects on business.

238

239 AS2: They just think that their business will flourish, and they will get more
240 advantage because of writing English names.

241

242 UN3: I would say again that most of brand names are in English such as
243 Black & Decker, Phillips, Kenwood, Panasonic etc. and the customers trust
244 these names more. Thus, our sale ratio is increased.

245

246 **Participants from Super Market**

247 IH4: People from all countries visit this place and those people like English
248 names. Local people are also attracted by English names.

249

250 NA5: The only one reason. The brands are English and there is no Urdu
251 equivalent for them.

252

253 YS6: They write English names because they bring good effects on the
254 business.

255

256 **Participants from the Centaurus Mall**

257 MD7: It depends on the character of the language. The language which is
258 spoken in the world gets importance by the people.

259

260 AN8: As I told you earlier, we are influenced by foreigners. We are
261 impressed by English, so we choose English names.

262

263 WA9: Again, I would say English is universal language and is recognized
264 everywhere. The other languages are linked with English. Wherever you go,
265 English is compulsorily written with local languages.

266

267 **Participants from the Fateh Jang Shopping Street**

268 MJ10: People want to show their efficiency; they want to show their standard
269 otherwise there is no reason to give English names.

270

271 NA11: We should use our own names, our local names. I do not understand
272 why people use English names. I think they are using English names for no
273 reason.

274

275 JA12: People use both, English and Urdu. It depends how people do their
276 business. Some people prefer Urdu, but some prefer English. It depends on
277 the nature of their business.

278

279 **Interview Questions No. 7**

280 Why do shop owners write English names in Urdu script?

281

282 **Participants from Blue Area**

283 BA1: Urdu script is used so that our people can also understand. I mean our
284 local people could understand.

285

286 AS2: This is again people's hobby. They just follow their hobbies.

287

288 UN3: We write Urdu script so that a common man can understand. It is easy
289 for a common customer to read.

290

291 **Participants from Super Market**

292 IH4: It depends on people's choice. All the people come here whether they are
293 Urdu speakers or English speakers. All the people come here. Some people
294 like Urdu script.

295

296 NA5: Urdu script is used for the locals. It is easy for them to read.

297

298 YS6: Urdu script can be read easily. Local people can read the script easily.

299

300 **Participants from the Centaurus Mall**

301 MD7: The reason for Urdu script could be the words may not have Urdu
302 equivalent. This is one reason but there could be other reasons like local
303 people can understand easily.

304

305 AN8: I could not understand why people use Urdu script. Frankly speaking, I
306 don't know about it.

307

308 WA9: The reason for Urdu script could be that there could be no Urdu
309 equivalents available for these words for example camera, television,
310 computer etc. Perhaps, it is for the ease of local people.

311

312 **Participants from the Fateh Jang Shopping Street**

313 MJ10: This has the same reason. It is written for those who are less educated.
314 If they cannot understand, they can ask someone. If it is written in English,
315 they won't be able to understand.

316

317 NA11: Actually, everyone understands only these words. This is the reason
318 they use Urdu script.

319

320 JA12: Their approach is they try to impress others. They think people get
321 impressed by English words. They use Urdu script so that everyone can
322 understand it.

Appendix F: Four Experts' Views on Interview Questions for Teachers and Shop Owners

Dear Sir/Madam,

I am supposed to have experts' opinions on my interview questions for teachers and shop owners for my Ph D dissertation. You are very kindly requested to express your expert view on the questions in the attached file. You are also requested to mention your degree, field of study, position and the number of publications.

I would be highly grateful to you.

Kind regards

Ghulam Abbass,

Student of Ph. D (ELT) at Eastern Mediterranean University, North Cyprus

1.

Dear Scholar

I have read your research tools very carefully. As per my evaluation, they are very well-made and will surely help you collect the right data. As for the options provided to obtain demographic information, they are all important and nothing seems to have been left out.

I wish you good luck.

Name: Dr Arshad Mahmood

Qualification: Ph.D. English (Linguistics)

Professor, Department of English,

National University of Modern Languages, Islamabad, Pakistan

Research papers: around 50

2.

Dear Researcher

I have made a careful assessment of your research tools, and I believe they are properly designed and will serve your research objectives.

Best regards,

Dr Jamil Asghar Jami

Associate Professor

Director, Department of Translation & Interpretation

National University of Modern Languages, Islamabad, Pakistan

HEC-Approved Supervisor

Research Fellowship in Translation Studies (USA)

PhD English Linguistics (Translation Studies)

MA English Linguistics & English Literature

No. of Research Publications: 32

https://www.researchgate.net/profile/Jamil_Asghar

3.

I, Dr Khurram Shahzad, have gone through this interview guide, and I am quite satisfied with the questions raised in the interview guide. They are to the point, valid and reliable. The researcher can use them to conduct his research.

Best Wishes

Khurram Shahzad

PhD English Linguistics

Assistant Professor, National University of Modern Languages, Islamabad, Pakistan

Research Fellowship University of North Texas, USA

15 research articles available on Google Scholar, **17**-year teaching experience

https://www.researchgate.net/profile/Khurram_Shahzad76

4.

Dear Researcher,

I have gone through the questionnaires for conducting semi-structured interviews from the teachers and the shop owners. The questionnaires form a balanced and coherent whole. The questions for the interview are clear and to the point. It makes a significant contribution to the present knowledge.

I must say that both questionnaires have been organised thematically and in the order in which they are likely to proceed. Questions are well-written, with no clerical errors, and the style and layout are excellent. The questionnaires represent a great deal of work because all questions are interspersed, fact-based and they don't leave respondents disengaged and these questions will lead to achieve research objectives.

Best wishes

Dr Shamim Ali,

Ph D in English Linguistics & Literature

Assistant Professor, Allama Iqbal Open University, Islamabad, Pakistan

Research Publications: **26**

Appendix G: Teachers and Businessmen's Interview Consent Forms

Dear Teacher,

I am a PhD student at the Faculty of Education, Department of Foreign Languages, Eastern Mediterranean University in North Cyprus. I am conducting this research as a partial fulfilment requirement for my dissertation. I am currently carrying out a study titled '**The Role of English in Linguistic Structuration of the Public Space vis-à-vis Local Languages in Multilingual Ecologies and its Use in Language Teaching**' which aims at investigating teachers' opinions about using linguistic landscapes in English language teaching and shop owners' views about their language choice on their signboards. I kindly invite you to answer orally a few of my questions regarding using linguistic landscape as a pedagogical tool. Your interview will be audio taped by my smart phone but your name or any kind of identity is not mentioned. Please be assured that your individual responses will be strictly kept confidential and will not be disclosed for any purpose other than the current research project. Your identity will equally be highly protected, and you shall not suffer any form of harm in the course of this study. It is only for the fulfilment of the dissertation requirements. Your participation is completely voluntary, and you are not compelled in any way. Therefore, you are free to withdraw from the study at any time. Please feel free to contact me or my PhD dissertation supervisor. Thank you very much in advance for your participation and contribution.

Ghulam Abbass
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Prof Dr Javanshir Shibliyev
Ph.D. Dissertation Supervisor
Faculty of Education
Department of Foreign Languages
Eastern Mediterranean University,
North Cyprus
Email: javanshir.shibliyev@emu.edu.tr

CONSENT FORM

I, the undersigned, declare that I have read and understood the information above. I agree to participate in this research study on a voluntary basis.

Name and Surname: _____

Institution: _____

Date: _____

Signature: _____

Dear Businessman,

I am a PhD student at the Faculty of Education, Department of Foreign Languages, Eastern Mediterranean University in North Cyprus. I am conducting this research as a partial fulfilment requirement for my dissertation. I am currently carrying out a study titled '**The Role of English in Linguistic Structuration of the Public Space vis-à-vis Local Languages in Multilingual Ecologies and its Use in Language Teaching**' which aims at investigating teachers' opinions about using linguistic landscapes in English language teaching and shop owners' views about their language choice on their signboards. I kindly invite you to answer orally a few of my questions regarding your choice of language(s) on your signboard and its/their impact on your business and customers. Your interview will be audio taped by my smart phone but your name or any kind of identity is not mentioned. Please be assured that your individual responses will be strictly kept confidential and will not be disclosed for any purpose other than the current research project. Your identity will equally be highly protected, and you shall not suffer any form of harm in the course of this study. It is only for the fulfilment of the dissertation requirements. Your participation is completely voluntary, and you are not compelled in any way. Therefore, you are free to withdraw from the study at any time. Please feel free to contact me or my PhD dissertation supervisor.

Thank you very much in advance for your participation and contribution.

Ghulam Abbass
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+92-3355214477 (Pakistan)

Prof Dr Javanshir Shibliyev
Ph.D. Dissertation Supervisor
Faculty of Education
Department of Foreign Languages
Eastern Mediterranean University,
North Cyprus
Email: javanshir.shibliyev@emu.edu.tr

CONSENT FORM

I, the undersigned, declare that I have read and understood the information above. I agree to participate in this research study on a voluntary basis.

Name and Surname: _____

Location & City: _____

Date: _____

Signature: _____

Appendix H: Interview Questions for Businessmen in Urdu

نٹرویو سوالات برائے کاروباری حضرات

جنس: مرد عورت

عمر: ۲۶-۳۰ سال ۳۱-۳۵ سال ۳۶-۴۰ سال ۴۱-۴۵ سال ۴۶-۵۰ سال ۵۰ سے زائد

کاروبار کی نوعیت:

مقام: شہر:

تعلیم: بنیادی متوسط میٹرک کالج جامع

کاروبار کا تجربہ: ۵ سال ۱۰ سال ۱۰ سال سے زائد

مادری زبان: اردو پنجابی پشتو سندھی
بلوچی کشمیری دیگر

۱. کیا آپ سمجھتے ہیں کہ دکان کے بورڈ پر زبان کا چناؤ آپ کے کاروبار پر اچھا اثر ڈالتا ہے؟
۲. آپ کتنی زبانیں اپنی دکان کے بورڈ پر لکھوانا پسند کرتے ہیں؟
۳. آپ اپنی دکان کے بورڈ پر کس زبان کو زیادہ اہمیت دیتے ہیں، اور اس کی وجہ کیا ہے؟
۴. آپ اپنی دکان کے بورڈ پر کس زبان کو پہلے لکھوانا پسند کرتے ہیں؟
۵. دکانوں کے بورڈز پر انگریزی زبان کے استعمال کے بارے میں آپ کی کیا رائے ہے؟
۶. زیادہ تر کاروباری حضرات اپنے کاروبار کے لیے انگریزی ناموں کا انتخاب کیوں کرتے ہیں؟
۷. دکاندار انگریزی نام کو اردو رسم الخط میں کیوں لکھتے ہیں؟