

The Role of English in Constructing the Linguistic Landscape of Public Spaces in the Context of Conflicting Language Policies: A Case Study

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ABSTRACT

The present study explores the linguistic landscape of public signs and investigates how languages, i.e., Turkish, Greek and English, are used in constructing the public space in Cyprus. The language situation in Cyprus was explored by focusing on whether or not there is a direct relationship between language policy and language use in practice and how language policies impact language use in the public space. The objectives of the study are to explore the language situation in Cyprus by looking in to the linguistic landscape of Larnaca and Kyrenia and analysing the language policy of Cyprus in regards to overt and covert language policies, the effectiveness of the linguistic landscape approach to language vitality, exploring the subjective ethnolinguistic perceptions of the Cyprus community from the north and south of Cyprus. Furthermore, the objective of the study is to find out the perceptions of the residents regarding the language used in the public space. In order to find answers to these questions, the present study followed a mixed method research design which revolves around three methods; two quantitative and one qualitative method. The quantitative methods of research include photographs of the linguistic landscape and Bourhis et al.'s (1981) Subjective Ethnolinguistic Vitality Questionnaire (SEVQ). Semi-structured interview questions for shop owners were also conducted for a qualitative method of research which allowed the researcher to interpret the experiences and feelings of the participants regarding the language used on public space. Data analysis involved SPSS for the quantitative data and stratified random sampling by geographical region; Kyrenia and Larnaca. The findings reveal that there is a significant presence of English which serves as a lingua franca, despite its unofficial status, while Greek and Turkish are underrepresented in the public space in

each other's regions. The findings also reveal how economic motives and weak enforcement of language policies shape public signage. In addition, the perceptions of language vitality among Greek-Cypriots, Turkish-Cypriots and international residents show moderate levels of agreement with a strong correlation between the demographic, status, and institutional factors. Interviews with the residents revealed themes regarding the role of English which is seen as a cosmopolitan language essential for business and international communication. The future of English in Cyprus is seen to be as increasingly significant in the fields of education where English proficiency is seen as necessary for higher education and international opportunities.

Keywords: Linguistic Landscape, Language Policy, Language Vitality, Turkish, Greek, English

ÖZ

Bu çalışma, kamusal işaretlerin dil bilimsel manzarasını inceleyerek Kıbrıs'ta Türkçe, Yunanca ve İngilizcenin kamusal alanın inşasında nasıl kullanıldığını araştırmaktadır. Kıbrıs'taki dil durumu, dil politikası ile pratikteki dil kullanımı arasındaki doğrudan ilişkinin olup olmadığını ve dil politikalarının kamusal alanda dil kullanımını nasıl etkilediğini ele almaktadır. Çalışmanın amaçları, Larnaka ve Girne'nin dilsel ortamına bakarak Kıbrıs'taki dil durumunu araştırmak ve açık ve gizli dil politikaları açısından Kıbrıs'ın dil politikasını, dilsel ortam yaklaşımının dil canlılığı üzerindeki etkinliğini analiz etmektir. Ayrıca, Kıbrıs'ın kuzeyindeki ve güneyindeki toplumların öznel etno-dilbilimsel algılarını araştırmak ve kent sakinlerinin kamusal alanda kullanılan dile ilişkin algılarını ortaya koymak da amaçlanmaktadır. Bu sorulara yanıt bulmak amacıyla, bu çalışma üç yöntemin etrafında dönen karma yöntemli bir araştırma tasarımını benimsemiştir, bu yöntemler iki niceliksel ve bir niteliksel yöntem olarak belirlenmiştir. Nicel araştırma yöntemleri arasında dilsel manzaranın fotoğrafları ve Bourhis ve arkadaşlarının (1981) Öznel Etnolingüistik Canlılık Anketi (SEVQ) bulunmaktadır. Araştırmacı ayrıca katılımcıların kamusal alanda kullanılan dile ilişkin deneyimlerini ve duygularını yorumlayabilmesi için mağaza sahiplerine yönelik yarı yapılandırılmış görüşme soruları uygulamıştır. Girne ve Larnaka bölgelerinden elde edilen nicel veriler SPSS kullanılarak analiz edlmistir. Bulgular, resmi olmayan statüsüne rağmen ortak dil olarak hizmet veren İngilizcenin önemli bir varlığa sahip olduğunu, Yunanca ve Türkçenin ise birbirlerinin bölgelerinde kamusal alanda yeterince temsil edilmediğini ortaya koymaktadır. Ayrıca, ekonomik nedenler ve dil politikalarının zayıf uygulanmasının kamusal tabelaları nasıl şekillendirdiği de bulgular arasında yer almaktadır. Buna ek olarak, Kıbrıslı Rumlar, Kıbrıslı Türkler ve

uluslararası alanda ikamet edenler arasında dilin canlılığına ilişkin algılar, demografik, statü ve kurumsal faktörler arasında güçlü bir korelasyon ile orta düzeyde bir fikir birliği göstermektedir. Mahalle sakinleriyle yapılan görüşmeler, iş dünyası ve uluslararası iletişim için vazgeçilmez bir kozmopolit dil olarak görülen İngilizcenin rolüne ilişkin temaları ortaya koymaktadır. Kıbrıs'ta İngilizcenin geleceği, İngilizce yeterliliğinin yüksek öğrenim ve uluslararası fırsatlar için gerekli görüldüğü eğitim alanlarında giderek daha önemli olduğu şeklinde değerlendirilmektedir.

Anahtar Kelimeler: Dilbilimsel Manzara, Dil Politikası, Dilin Gücü, Türkçe, Yunanca, İngilizce.

DEDICATION

To My Darling Daughter, Liya.

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LIST OF ABBREVIATIONS

CMLA	Critical Multilingual Awareness
EFL	English as a Foreign Language
EMU	Eastern Mediterranean University
ESK	English School of Kyrenia
EU	European Union
EV	Ethnolinguistic Vitality
GCSE	General Certificate of Secondary Education
IELTS	International English Language Testing System
LL	Linguistic Landscape
LPP	Language Policy and Planning
RoC	Republic of Cyprus
SEV	Subjective Ethnolinguistic Vitality
SEVQ	Subjective Ethnolinguistic Vitality Questionnaire
SLA	Second Language Acquisition
TOEFL	Test of English as a Foreign Language
TRNC	Turkish Republic of Northern Cyprus

Chapter 1

INTRODUCTION

This study is an ethnographic study on the urban multilingualism in Cyprus; North and South. The study is primarily based upon the examination of street signs constituting the Linguistic Landscape (Landry & Bourhis, 1997), Subjective Ethnolinguistic Vitality of the residents of Cyprus- in the North and South, and the perceptions of individuals on the role of English on signage. This chapter commences with background to the study and is then followed by a description of the problem that prompted the initiation of the research, it is then finalized with the significance of the study and the key terms are defined.

1.1 Background of the Study

The study explored the Linguistic Landscape and investigate how languages, i.e., Turkish, Greek and English, are used in constructing the public space in divided Cyprus. The language situation in Cyprus was explored by focusing on whether or not there is a direct relationship between language policy and language use in practice and how language policies impact language use in the public space. This, in turn, lead the study to focus on language vitality where the social and economic power of a community as well as its status and its demographic strength comes together to make up the vitality of ethnolinguistic groups- the more vitality an ethnolinguistic group has, the more likely it will survive as a distinctive linguistic collectivity in multilingual settings.

The present study also implemented a qualitative method with the use of a semi-structured interview. The questions asked to the participants enabled the researcher to get insights into the perceptions of shop owners and business people in regard to the role of English in constructing the public space.

Language policy implementation might be vague and difficult to quantify and linguistic landscape provides a more micro-level view of language practice in society and the practice of language policy planning. According to Shohamy (2006), linguistic landscape objects are utilised as language policy instruments that exercise control over the public realm and promote particular ideologies as well as the status of specific languages. Due to the close relationship between linguistic landscape and language planning, academics frequently investigate linguistic landscape against the backdrop of language policy. Cenoz and Gorter (2006), for example, investigate the usage of minority languages in the linguistic landscapes of two multilingual cities and analyse how it is influenced by disparities in language policy. The majority of the discussion centers on how the language policy influences the linguistic landscape and the extent to which it converges with the language policy.

Kasanga (2015) posits that choice of code on public signs is neither neutral nor random; the existence or non-existence of languages in the public space can restrict the members of any given community and consequently indicate which languages are supported or marginalised by society and language policies. Valuable insights can be provided into the importance, status and prestige of languages and into ideological conflicts, particularly in areas that are politically and socially contested (Themistocleous, 2019), as in the case of Cyprus.

Ethnic identities and ideologies play a crucial role when it comes to language use in Cyprus and it would be interesting therefore to explore how these identities, ideologies and power relations are demonstrated in the public space and the role of English.

Due to the era of globalisation, international movements of capital, commodities, human populations, cultural objects, and linguistic practices are common. Increased cultural exchange and conflict has led to a rise in language variety (Blommaert et. al., 2006). The growth of English as a global language and its relationship to many regional and local linguistic variants has come into focus as a result of globalisation. Linguists and researchers have observed the use and visibility of the English language in public spaces (Gorter, 2006, Backhaus, 2006, İnal, et al., 2021). The prominence of English does not necessarily indicate the local group of speakers, but rather “as a symbolic expression... to join the English language community and to associate with the values that are typically attached to it” (Backhaus, 2006: 63).

The Turkish Republic of Northern Cyprus does not have a clearly stated language policy, only a statement that the official language is Turkish, whereas the Republic of Cyprus does have a clear language policy which can be said to be overt language policy. The study employed the linguistic landscape theory to explore overt and covert language policies on both sides of the island. Although the TRNC fails to possess an overt language policy which functions as symbolic markers of status and power, covert language policies do exist and are found on advertisements and private businesses and provide an idea about the power relations inside the community.

The exploration of multilingual communities such as Cyprus is the focal point of many linguistic landscape investigations. With the investigation of linguistic objects in

multilingual spaces, the study aims to obtain information about the sociolinguistic composition and language boundaries of a given region (Landry and Bourhis 1997) and also reveal symbolic functions.

As in the case of Cyprus, this study investigated the role of English on the island which is seen to be used increasingly as high prestige although it is not an official language. The expansion of tourism and the increase of higher education institutions play an important part in the visibility of English. The aim of this study is to map the use of English across two different cities in Cyprus; Kyrenia and Larnaca and how Turkish and Greek are influenced by the rise of English in these two cities. The study looked into how the two dominant languages are represented in the linguistic landscape of the multilingual society and the role of English and to evaluate the position of the linguistic landscape and the prevailing languages where English, an unofficial language, is seen to be on the rise.

A community's linguistic landscape functions as "an informational and symbolic marker, communicating the relative power and status of linguistic communities in a given territory" (Ben-Rafael et al., 2006: 8). The study of the linguistic landscape in conflict areas is an emerging subject of study. Ben-Rafael et al. (2006) researched how the Israeli-Palestinian conflict has altered the country's linguistic environment. Ben-Rafael et al. (2006) investigated how visible Hebrew, Arabic, and English were in different Israeli towns. They discovered that each community's linguistic environment differed, which they explained as reflecting complicated power dynamics as well as effects from modernity and globalisation. Ethnographic linguistic landscape study provides a unique window into social reality at a particular moment in time, which is one of its advantages (Canakis, 2017: 167).

1.2 Statement of the Problem

Within the larger field of applied linguistics, examining the linguistic landscape of a particular geographic region and assessing the languages on signs is a relatively recent field of study. It is possible to obtain reasonably objective information about various aspects of language use problems, the status of various languages, multilingual practices, language attitudes, language-related ideologies, and language maintenance and shift issues by using the linguistic landscape theory (Cenoz and Gorter, 2006; Landry and Bourhis, 1997). There is little question that a wide range of intricate aspects play a role in the maintenance and shift of language or in determining the degree of vitality. (Landry and Bourhis, 1997).

To this purpose, it is crucial to analyse the ethnolinguistic vitality of linguistic groups in order to determine the degree to which a language is vital. From this perspective, although there are studies that have conducted research on linguistic landscape in both North and South Cyprus (Themistocleous, 2019), it has come to the researcher's attention that Cyprus has not been researched at a larger scale within different cities of Cyprus. Additionally, there may be a research gap in the literature when it comes to the impact of the geopolitical division on public language display and how the linguistic landscape in North and South of Cyprus reflect and reinforce the island's geopolitical division. To add, the observable differences between the linguistic landscapes of the two sides of the island in relation to their language policies and how the differences are reflected on public signs with relation to the use of English and how this difference impacts the residents' perceptions can be said to be a gap in the research. The present study therefore aimed to fill this research gap.

1.3 Aim of the Study

The aim of the study was to investigate the role of English in the construction of the linguistic landscape of public spaces in the context of conflicting language policies. The study involves a thorough investigation into the language policies on both sides of Cyprus and how the policies (or lack of) have an effect on the visibility and vitality of languages on the public spaces; Kyrenia and Larnaca in particular. A comparison was made of the “war of languages” (Shibliyev, 2014) visible to the public in the linguistic landscape of the South and North sides of Cyprus by measuring language vitality with the use of the linguistic landscape theory and the ethnolinguistic vitality theory by implementing Giles et. al.’s (1977) framework of Status, Demographic, Institutional Support and Control factors which are combined to make up the vitality of ethnolinguistic groups.

To this end, the present study aimed to answer the following questions:

- 1) How can linguistic landscape approach be used for exploring language vitality in Cyprus?
- 2) What are the Turkish-Cypriot and Greek-Cypriots’ subjective ethnolinguistic vitality perceptions of the Turkish, Greek, and English languages?
- 3) How can linguistic landscape and ethnolinguistic vitality approaches be used to discover the vitality of Turkish and Greek in the North and South of Cyprus?
- 4) What is the role of language policy (overt and covert) in exploring language vitality?

5) What are the residents' perceptions of the role of English in constructing the linguistic landscape?

1.4 Significance of Study

The current study can be said to be of significance as, as far as the researcher is aware, a large-scale research between two large and touristic cities, i.e. Larnaca and Kyrenia, has not been conducted in Cyprus. This would enhance the research field and bring awareness to the citizens of Cyprus of the vitality of Turkish and Greek, and also the unofficial language, English. The representation, or lack of representation, of specific languages gave a clear view of the language situation on both sides of the island and this in turn helped illustrate whether covert and overt language policies are being adhered to.

The study can contribute to the field of sociolinguistics research and can have practical implications for language policy, education, and intercultural communication. By analysing the linguistic landscape of Cyprus, the study can provide valuable insights into how languages coexist and compete in a multicultural society which is also considered to have conflicting language policies. The study can illustrate the dynamics of language use in a politically and ethnically divided context whereby overt and covert language policies can show discrepancies between official language policies and the actual practices by members of the public which can offer perspectives on how language policies are perceived and put into use.

Examining the visibility and the representation of languages in the public space, the study aims to assess the vitality of Greek, Turkish and English by implementing the Subjective Ethnolinguistic Vitality questionnaire (Bourhis et al., 1981). By looking

into the perspectives of citizens residing in both the north and south of Cyprus, the study can provide a comprehensive and humanistic insight into the subject of language vitality, identity and intercultural communication.

Furthermore, insights from the study can highlight the importance of including multilingual education by incorporating linguistic landscape studies into the curriculum and providing language teachers and institutions the opportunity to improve language programs.

1.5 Definition of Key Terms

Language Policy: the investigation of factors that influence a society's views and behaviours towards language use, acquisition, and status. (Ricento, 2000)

Ethnolinguistic Vitality: the vitality of ethnolinguistic groups is determined by the social and economic power of a group, as well as its position and demographic strength (Giles, Bourhis, and Taylor, 1977)

Linguistic Landscape - Words and pictures shown and exposed in public settings, (Shohamy and Gorter, 2008).

Top-down Signs – public signs that include official data i.e., institutional or governmental (Ben-Rafael, et al., 2006).

Bottom-up Signs – public signs that portray information provided by the public and contain commercial or informative information (Cenoz & Gorter, 2006).

1.6 Summary

The chapter began by outlining the background information on the primary subjects covered in the present study that include the linguistic landscape theory and subjective ethnolinguistic vitality and their importance on contexts that have conflicting language policies such as Cyprus. The five research questions were also presented together with

the problem statement of which were addressed in the following chapters. Finally, the aims and significance of the study were covered along with explanations of key terms.

Chapter 2

LITERATURE REVIEW

The present chapter provides a literature review of language policy, language policy and planning (LPP), theoretical framework of social action theory, linguistic landscape, and Subjective Ethnolinguistic Vitality. Additionally, studies on the context of Cyprus regarding language policy and linguistic landscape are pinpointed.

2.1 Language Policy and Planning (LPP)

To comprehend language policy and planning, Spolsky and Shohamy (1999) contend that it is critical to define "policy," "ideology," and "practice" precisely. Determining a language's position and the degree to which it is specifically agreed upon in official

According to McCarty (2011), it is a sociocultural process made up of several formal and informal mechanisms, beliefs, practices, and attitudes that have a significant and persistent daily impact on people's language choices. As distinguished from "policy," "ideology," according to Spolsky and Shohamy (1999), is the idea that a community considers language use in the context of society and the things that surround it, regardless of what the law requires. Rather than being limited to the idea of a community, Kumaravadivelu (2006) describes its traits as being moulded and changed by entrenched interests, historical processes, and dominating institutional forces. Contrarily, practice is the actual usage of a language in its current state and circumstance. Even though they are all distinct terms, they have a correlative connection whereby none of them ultimately determines the language policy more than

the others. Stated differently, the prevailing beliefs within a community have the potential to elevate a language's status, hence leading to a growth in its usage. (Dailey, Giles & Jansma, 2005). According to Spolsky and Shohamy (1999), language policy is the process of exercising control over individuals by forcing one's own language preference on others in an effort influence them. This influence starts at the most basic level of one's community or family, where the adults in that household decide how to use language. (King & Haboud, 2011). Language planners shift as units get bigger based on the context: leaders, policy makers, elites, specialised language-related planning organisations, may decide on language practices, and resistance to these policies may arise from direct communication between individuals (Gilmore, 2014). Language practices are characterised by three levels of policy, according to McCarty (2011): the macro level, which is constituted by nation-states and bigger global forces, the meso level, which is composed of local communities of practice, and the micro level, which is constituted by individuals interacting in-person.

Language policies seek to either maintain the status quo in language use or implement significant changes. Two categories of language planning and policy exist: first, "acquisition and status policy", second, "corpus planning" (Shohamy & Splsky, 1999: 40). The first type refers to assigning a language particular functions so as to clarify its domains, such as the family, workplace, and educational setting, and it also includes the language of instruction; the second involves changing or modifying the language to improve its structure. It is said that status planning establishes who in a community has access to authority and protection. The medium of instruction is a crucial factor in education and mostly reflects political pressure. Most diverse circumstances can be troublesome, and how they are handled in the long run depends on the policy that is

put into place and this is influenced by political, cultural, educational, and other factors in addition to education. Two distinct approaches to language policy in such countries are 'immersion', which refers to supporting educators in helping majority youngsters accept and understand minority languages, and 'submersion', which involves forcing minority children to speak in the majority language (Spolsky & Shohamy, 1999: 44). Making knowledge and cultural values accessible, obtaining financial benefits, and leveraging the connection between language and identity are some of the justifications for policy making, according to Spolsky and Shohamy (1999).

In accordance with Ricento's (2000) description, language policy may be defined as the process of language planning. According to Ricento (2000), the term encompasses the examination of the variables influencing a society's attitudes and behaviours about status, language use, and acquisition. When it comes to the consequences of important historical events that profoundly affected society perception, Ricento distinguishes three basic phases: The ideas of decolonization, structuralist movements in the social sciences, and planning to address language issues—particularly those pertaining to developing nations—constructed phase one of language policy and planning activity, which took place in the 1960s and 1970s. It was believed that by introducing language uniformity, such nations might be made more contemporary and Westernised. Neocolonial refers to phase two, which lasted until the 1980s.

Contrary to the presumptions of the planners of the first phase, there was increased reliance on the former colonial nations, whose political and economic conditions were deteriorating, in contrast to the presumptions of the planners of phase one. During this process, language policy and planning came under fire since they later led to "linguistic inequalities," which gave minority groups with proficiency in the language a favoured

place in community. It became clear that a language's status cannot be decided just by evaluating how appropriate or inappropriate it is for modernization as the detrimental impacts and limitations of language policy and planning became apparent.

Due to the inclusion of contemporary methods, Ricento (2000) defines phase three as not yet finished. He notes that the "discursive effects of English" (p.205) pose a serious danger to indigenous languages and cultures across the world, as does the centralization and globalisation of capitalism (Ricento, 2000). This phase is marked by a new, globally desired English that is distinct from that of colonial rule (Pennycook, 1998). As stated by Baldauf and Kaplan (1997), the planning and policing of language can either be overt (intended, explicit) or covert (unintended, implicit). In addition, planning can take place on a variety of various levels, including the macro or polity level, the meso or community / organisational level, or the micro or individual level.

There are four main areas which language planners are recommended to address: 1) status planning, 2) corpus planning, 3) language-in-action planning and 4) prestige planning. Below is Figure 2.1 illustrating the framework for language planning goals put together by Kaplan and Baldauf (2003).

Approaches	1. Policy Planning (on form)	2. Cultivation Planning (on function)
<i>Types (overt – covert)</i>	Goals	Goals
1. Status Planning (about society)	Status Standardisation ▪ Officialisation ▪ Nationalisation ▪ Proscription	Revival ▪ Restoration ▪ Revitalisation ▪ Reversal Maintenance Interlingual Communication ▪ International ▪ Intra-national Spread
2. Corpus Planning (about language)	Corpus Standardisation ▪ Graphisation ▪ Grammatication ▪ Lexication Auxiliary Code Standard. ▪ Graphisation ▪ Grammatication ▪ Lexication	Lexical Modernisation Stylistic Modernisation Renovation ▪ Purification ▪ Reform ▪ Stylistic simplification ▪ Terminological unification Internationalisation
3. Language-in-Education (Acquisition) Planning (about learning)	Access Policy Personnel Policy Curriculum Policy Methods & Materials Pol. Resourcing Policy Community Policy Evaluation Policy	Reacquisition Maintenance Foreign Language / Second Language Shift
4. Prestige Planning (about image)	Language Promotion ▪ Official/Government ▪ Institutional ▪ Pressure group ▪ Individual	Intellectualisation ▪ Language of Science ▪ Lang. of Professions ▪ Lang. of High Culture

Figure 2.1: Framework for Language Planning, Kaplan and Baldauf (2003)

2.1.1 Status Planning

Kaplan and Baldauf (2003) explain that the external social objectives for languages and their usage that need to be set in a society concerning the language environment or language ecology that is to be produced are what are referred to as the status planning for languages and their usage. Either on the level of language policy or in terms of language cultivation planning, status planning is the process of determining which languages are to be utilised for which social, institutional, or individual reasons in order to achieve certain language goals.

According to Baldauf (2004), status planning is related to the planning of second languages and involves four aspects. The first element has to do with the communication role that a certain foreign language plays in a particular setting. The second feature is the function that the foreign language serves, whether it be as a lingua franca or a means of teaching. In a similar manner, the third facet evaluates the role of language from the viewpoint of an ethnic language or one spoken by immigrants. The fourth and final aspect is to do with the promotion of the second language and the effects it may have on the language rights of the context concerned. Status planning decisions should be founded on community needs, regardless of their aims.

2.1.2 Corpus Planning

According to Wiley and Garcia (2016), the process of planning a corpus includes the creation of new terminology and the reformation of spelling, additionally, it involves orthography planning which focuses on the construction or reform of alphabets and writing systems, as in that of modern Hebrew, and Turkish.

The internal linguistic objectives that need to be defined in order to codify, standardize, change, or elaborate a language for the purpose of making the language capable of maintaining and sustaining the language environment or- in which it exists are what are referred to as the corpus planning goals (Kaplan & Baldauf, 2003).

In Baldauf's (2004) it is most dependent on linguistic input for its methodology which focuses on the languages being taught and learned. However, it is influenced by the choices made by status planning and the outcome significantly contributes to language-in-education planning. It is possible for it to add to the prestige that a language already possesses in the community, or it may profit from the prestige that a language already possesses.

2.1.3 Language-in-Education Planning

Language in education planning, also known as acquisition planning, is comprised of user-related learning goals that ought to be accomplished, often through the educational system, despite the fact that people build their very own language learning programs which can be considered as intrinsic. The concept of language in education planning refers to the educational practices that are required to cultivate and maintain the language competence of communities. The planning utilised for language-in-education is the development of policies and methods in order to support communities and individuals which can meet the needs of societies and institutions (Kaptan & Baldauf, 2003).

2.1.4 Prestige Planning

According to Kaplan and Baldauf (2003), prestige planning are the aims that need to be accomplished in order to properly advocate and internalise a language in order to provide the status necessary to cultivate and keep a consistent language environment or language ecology. It involves setting both policy and the incentive for the use of specialist language forms. This is done to ensure that the full possibilities of the language are actually employed when appropriate, such as in significant or prestigious circumstances. It is possible for a language to increase or decrease in prestige as a result of its use and promotion by social, institutional, or individual organisations, or as a result of the intellectualization of the language as a result of its employment in tasks of a high status. According to Haarmann 1984 (as cited in Hult, 2005), planning for prestige is an essential component of planning for the language as a whole. For either corpus or status planning to take effect, issues of prestige planning should be taken into account. Agnes (2005) states that the status of a language refers to its position in comparison to other languages in a particular social context, while prestige

refers to the way in which individuals perceive the connection between these languages. Therefore, prestige is a reflection of status, and good planning for status typically include components of planning for prestige.

2.1.5 Language Policy in Multilingual Contexts

It is widely acknowledged that providing chances for all languages, supporting their proper development, and taking into account the needs of all populations in a multilingual environment is crucial.

The use of foreign languages in public spaces is unrestricted in North Cyprus, although efforts to establish a national identity—particularly after 1974—have affected language policy, and comprehensive policy development is hampered by the unsolved conflicts between North and South Cyprus.

According to Karoulla-Vrikki (2004), language plays a crucial role in the depiction of identity for the Turkish and Greek Cypriot groups residing on the island. Throughout colonial periods on the island, language planning has always been an issue of dispute involving power struggles to preserve ethnic identity. Turkish Muslims were primarily concerned with protecting their own language from Greek influences throughout the colonial era because the majority of people were Greek Christian Orthodox. Although Turkish, Greek, and English were utilised for a variety of purposes on the multilingual island of Cyprus, "general societal bilingualism" was not maintained in any of these two ethnic languages, nor was English (Karoulla-Vrikki, 2004: 22). Ottoman Turkish was the language spoken by Turkish Cypriots until 1932, when Modern Turkish with the Latin alphabet was introduced "with the moral and financial support of the Turkish Consul in Nicosia, and as a result of the admiration for Kemal Atatürk" (Kizilyürek & Kizilyürek, 2004, p. 44).

According to Kizilyürek & Kızılyürek (2004), language attitudes and policies can be used to categorise people into distinct communities or to structure an ideology. Before 1974, Turkish Cypriot aspirations were primarily predicated on the notion of severing from Greek Cypriots. Turkish Cypriots were enthralled with the changes in contemporary Turkey, and Greek nationalism was growing, which led them to regard Turkey as their motherland.

The majority of reforms, including the language reform, were implemented by Turkish Cypriots, especially the nationalists and elites, as part of their goal to merge with Turkey. Campaigns like "Citizen Speak Turkish" penalised Turkish Cypriots for using the Greek language and demanded that they communicate in Turkish. The Turkish Cypriot dialect was placed in an inferior position by the "Citizen Speak Turkish" campaigns and related practices, which led to "linguistic insecurity" and a "inferiority complex" (Kizilyürek & Kızılyürek, 2004, p. 49) between Turkish Cypriots. This, in turn, caused Turkish Cypriots to react negatively to standard Turkish, which resulted in the use of their native dialect. The dialect acquired a greater symbolic importance than its pragmatic application, according to Kızılyürek and Kızılyürek (2004), and this meant that Turkish Cypriots could identify the people in their community. The dialect holds significant symbolic value for its users and is fundamental to their identity as Cypriots, despite the orthography being identical to standard Turkish (Karoulla-Vrikki, 2004).

In regards to the situation in North Cyprus, it can be argued that the practices of status and acquisition policy, taking into account in particular the relationship between language and identity, show that standard Turkish is the only language used in formal domains as opposed to a more multilingual structure as in the past.

The position of English is also not independent from the development of this language policy planning because it is the language of instruction in all universities and plays a significant role in the local economy in North Cyprus (Önal, 2014).

When language policy and North Cyprus are taken into consideration, there is no clearly stated policy apart from the statement indicating that the official language is Turkish and one of the aims of this study were to identify whether or not the lack of policy affects language vitality and to what extent language policy (or the lack of) impacts the construction of linguistic landscape in Cyprus.

2.2 Linguistic Situation of Cyprus

The study of the linguistic landscape in conflict areas is expanding. The influence of the Jewish-Palestinian conflict on the linguistic landscape of Israel was studied by Ben-Rafael et al. (2006). They looked at how visible Israel-Hebrew, Arabic, and English were in a number of Israeli cities. They also found that the linguistic landscape varied depending on where you were in the researched areas, reflecting complex power dynamics as well as the effects of modernity and globalisation.

Cyprus is a multilingual and a multicultural island, on which Greek Cypriots, Turkish Cypriots and the English have coexisted as the three main speech communities for centuries (Işık-Taş & Sağın-Şimşek, 2019).

Following Cyprus's 1960 declaration of independence from the British Empire, language emerged as a crucial component in the identity representation of the Greek and Turkish Cypriot inhabitants and language planning, which was strongly tied with ethnicity during the colonial era, had always been a subject of conflict to sustain ethnic identity and power on the island. Due to the fact that the Greek Cypriots did not speak

Turkish and the Turkish Cypriots' bilingualism was "asymmetrical bilingualism" (Özerk, 2001, p. 259), that is, they were able to speak Greek but did not have reading and writing skills in Greek, neither language was chosen as the only official language of the island. As Cyprus was an English colony (1878-1960), the English language was chosen as the official common language. All administrative and financial matters, including official publications, were conducted using all three languages. Official endeavours, such as discussions in parliament and the majority of court proceedings, were carried out in the English language (Özerk, 2001).

Shortly after the establishment of the Republic of Cyprus, the relationship between the two communities started to disintegrate and political issues arose which resulted in a civil war in the year 1974 (Hadjioannou et. al., 2011). Cyprus' two major ethnic communities were geopolitically separated as a result of the war and the exchange of populations that followed the armed conflict resulted in the Greek Cypriots settling in the South of Cyprus and the Turkish Cypriots settling in the North of Cyprus.

Consequently, there has been comparatively little linguistic and cultural exchange between the two communities (Özerk, 2001). At the present day, Cyprus is still divided. The economy of South Cyprus- Republic of Cyprus- is mostly centred on service industries, and it is a member state of the European Union that uses the euro currency. Greek Cypriots make up the majority of the population in that is administered by the Republic of Cyprus; but, throughout the course of the past several decades, a sizeable number of people of other nationalities have settled there with the purpose of long-term or permanent residence (Hadjioannou et. al., 2011).

In 1983, the Turkish Republic of Northern Cyprus was claimed as an independent state. The agriculture, tourism and education industries are the main contributors to the economy of the northern part of the island. However, the lack of recognition of the Turkish Republic of Northern Cyprus has resulted in political isolation and has consequently prevented the country from developing its economic infrastructure (Katircioglu, 2006).

The English language in Cyprus is considered to be the language of globalisation and the modern world, however, according to Karoulla-Vrikki (2013), English has been a threat to the use of Greek and the people of South Cyprus when it comes to their national identity in regards to culture and religion. As a result of this threat to their Greekness, in their 2013 paper, Karoulla-Vrikki discuss the pursuit to implement a language policy on the obligatory use of Greek on public signs that include product names, shops, businesses and advertising billboards so as to promote Greek. However, the attempt was unsuccessful and the request for the obligatory use of Greek on public, bottom-up signs did not become part of the law, and hence, not part of the language policy. Turkish Cypriots, in contrast, did not view the English language as posing a danger to neither their language nor their ethnic identity (Önal, 2014). In actual fact, Greek was seen as a threat, particularly on occasions where multilingual translations were being done; the Greek translations were placed under English rather than Turkish. This was seen as a problem by the Turkish Cypriots as they regarded it as a sign of superiority. According to Karoulla-Vrikki, such reactions can be explained as “an anxiety to maintain their previous ruling status and from an insecurity about the potential linguistic and political dominance of the Greek Cypriots” (2004, p. 27).

In everyday speech on the divided island of Cyprus, each of the two ethnic groups has a distinctive dialect. Written communication in Standard Modern Greek and Standard Turkish is taught in formal education. Greek and Turkish bilingualism is quite uncommon as the two communities do not communicate very often (Hadjioannou, Tsiplakou & Kappler, 2011).

The dialects Cypriot-Greek or Cypriot-Turkish, which are often employed for casual spoken conversation, are part of the linguistic repertory of the divided island of Cyprus. Standard languages, such as Standard Turkish or Standard Modern Greek, are studied in formal education and utilised in writing. Due to the minimal communication between the two groups, there is little Greek and Turkish bilingualism (Hadjioannou, et al., 2011).

Due to a result of immigration and an influx of university students, north Cyprus experienced intensive language contact, which caused standard Turkish, Anatolian Turkish, and Turkish Cypriot Turkish to communicate with each other more closely (Bayyurt, 2010). In everyday speech, each of the two ethnic groups has a distinctive dialect. The Turkish Cypriot dialect is considered to be an extension of the Anatolian dialects and it has been shaped in unique ways by the influence of English, Greek, and dialects of Turkish (Işık-Taş & Sağın-Şimşek, 2019).

Before its independence in 1960, English, Greek, and Turkish were spoken across Cyprus along with the Greek and Turkish regional dialects. Although the two communities co-existed, widespread societal bilingualism involving the Greek and Turkish language did not exist. Although proficiency in English was a prerequisite for employment in government posts and involvement with elite colonial circles, the

British Colonial administration did not require bilingualism between English and either of the two native languages (Karoulla-Vrikki, 2004). There was a diglossic, possibly a triglossic language condition, for the Turkish and Greek Cypriots (Karoulla-Vrikki, 2004). For informal oral communication, they spoke Cypriot Turkish and Cypriot Greek, whereas for formal written communication and various official speeches, they spoke the standard mainland varieties of Turkish and Greek. The Turkish Cypriots used the Ottoman Empire variety, known as Osmanli Turkish or Ottoman Turkish up until 1932 which is when the official mainland Modern Turkish was adopted with the Latin alphabet. For the Greek Cypriots, apart from the Cypriot Greek dialect, katharevousa Greek and demotic Greek was used from the 1940s onwards (Karoulla-Vrikki, 2004).

Under the rule of the British, documents such as petitions and articles published in newspapers and journals shed light on the specific power dynamic that existed between English, Greek, and Turkish in Cyprus. Due to the fact that this connection came to an end, the English language did not end up being embraced as a lingua franca by either of the two populations. Due to the fact that English was seen to pose a risk of losing one's ethnic, linguistic, and cultural identity, none of the two groups accepted the colonial language as a lingua franca in the end. (Karoulla-Vrikki, 2004). The British Colonial rulers' linguistic policy prompted distinct behaviors from the two nationalities. Due to the political guarantees provided by the Colonial Government, the Turkish-Cypriots felt emotionally and mentally secure to control their own ethnolinguistic future and expect equal linguistic rights in order to assert their self-esteem. However, as a minority, they felt insecure in relation to the Greek Cypriot majority. In turn, the Greek Cypriots felt safe enough to be accepting of the minority

population, but they were highly apprehensive in relation to the dominant British Colonial authority and its language policies (Karoulla-Vrikki, 2004).

2.3 The Role of English

With the exception of some professions, English in Cyprus nowadays is neither ESL (English as a Second Language) nor EFL (English as a Foreign Language). Cyprus cannot be classified as an ESL or EFL country because the distinction cannot be made in absolute terms. This can be related to the fact that speakers in Cyprus cannot use English in everyday speech since doing so would make the particular linguistic code an SL (second language). English is not a FL (foreign language) either because it has other purposes in addition to being restricted to the classroom, unlike other languages in Cyprus (such as French or German). Education, government, the media, common lexicon, and the workplace are among the fields where this usage of English is evident (Gardner-Chloros et al., 2005).

Although it is not officially recognised, English is widely used on the island for a variety of purposes. It is taught in schools as a foreign language and is also the medium of instruction in university education. Additionally, it facilitates intra- and international communication with individuals whose first language is English or for those who use it as a lingua franca for social and professional purposes (McEntee-Atalianis, 2004). Furthermore, persons in positions of authority in the public sector are often required to speak English fluently.

As tourism is Cyprus's main source of income, and most tourists' primary language is English, it can be said to operate as the island's lingua franca. If this is the case, English in Cyprus fits Kachru's Expanding Circle of English criterion. According to Kachru's

renowned hypothesis, English-speaking countries are divided into three sections: the Inner Circle, the Outer Circle, and the Expanding Circle. The diagram below depicts how nations are classified across the spectrum.

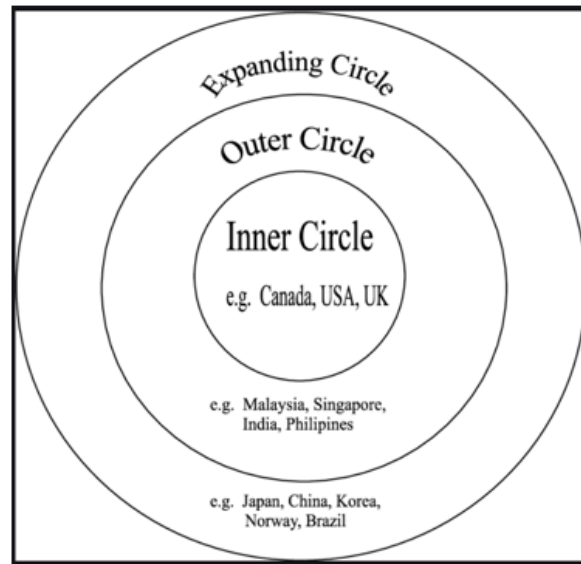


Figure 2.2: Kachru's Expanding Circle of English (1985)

The 'circles model' is essentially a categorization of nation-states based on their use of English within their borders. It is still a valuable paradigm for understanding English usage, but globalisation, migration, and the importance of communication via technology and the internet among individuals who are geographically separated from one another have transformed the nature of interaction in English. Kachru's original design had concentric rings with the Inner Circle at the centre and the Expanding at the perimeter. However, Melchers et al. (2019) display a variation that aims to minimize the 'imperial' overtones of the original model.

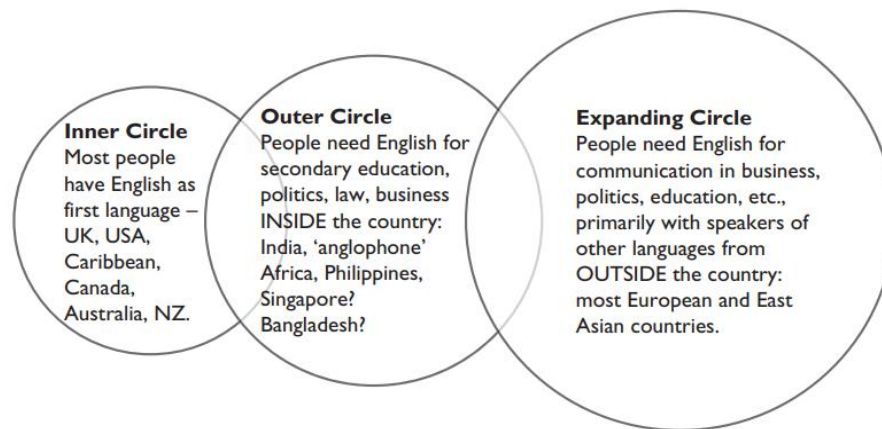


Figure 2.3: Kachru's Circle Model (Melchers et al., 2019, p.8)

Today, English is frequently used among people who have learned it as a foreign language or, increasingly, in school, rather than in their own government bodies, courts, and political forums.

Investigating the role of English in the linguistic landscape of public spaces in conflicting language policies such as Cyprus, Landry and Bourhis (1997, p. 28) contend that “the presence or absence of rival languages in specific domains of the linguistic landscape can come to symbolize the strength or weakness of competing groups”.

İnal et al., (2021) explore the multilingual landscape of Istanbul within the Expanding Circle where the English language is claimed to have a significant presence due to globalisation and the migration of a variety of nationalities into Turkey. The study focuses on the city of multicultural and touristic Taksim and its linguistic landscape. The data collected illustrate a dominance of English on a variety of public signs which are often multilingual Turkish – Arabic signs.

2.4 Social Action Theory (Weber, Bourdieu, Boudon, Goffman, Ben Rafael, Shohamy, and Barni)

Sociology is a branch of social science that focuses on gaining an interpretative understanding of social behavior in order to arrive at a more general explanation of how it operates and the results it produces. All human behavior is considered an 'action' if the one doing the behaving gives a personal meaning to it. Action in this respect could be overt or simply internal or subjective; it might consist of positively intervening in a situation, or of intentionally refraining from such involvement, or of passively complying to the circumstance. In other words, action can be overt or completely inward or subjective. The attribution of a subjective meaning to an action by the individual(s) performing the action makes it social in the sense that the behavior of others is taken into consideration by the actor(s) performing the action, and the actor(s) are therefore directed in the action's trajectory. Every item, for instance a machine, can only be comprehended in terms of the meaning that its production and usage have had or will have for human activity. This meaning might stem from a connection to an extremely wide range of goals. An item of this kind is completely incomprehensible if it is not understood in relation to its significance (Weber, 2009).

2.4.1 Weber

Social action, according to Weber (2009), can be classified into four different kinds, according to orientation:

1. Rational orientation to a structure of individual ends; by expecting how objects in the environment and other people will behave and using these expectations as 'conditions' to reach the actor's own reasonably chosen goals.

2. Rational orientation to an absolute value; includes a conscious belief in the importance of some ethical, artistic, religious, or other style of behavior, fully for their own sake and irrespective of any possibilities of success that is external.
3. Affectual orientation, particularly emotional, where the precise affects and states of feeling of the actor serve as the determining factor.
4. Traditionally oriented; rooted in the past and developed through the accumulation of experience gained from prolonged practice.

In the literature of the social sciences, there are a number of significant relevant hypotheses offered by sociological theories of social action (Ben-Rafael, 2008; Ben-Rafael et al., 2006). The approaches listed below carry theoretical importance:

- a) power relations: this approach focuses on the relationships between specific groups of linguistic landscape actors.
- b) good reasons: from the perspective of this approach, linguistic landscape actors shape their linguistic landscape items towards the interests (material as well as expressive) of the general public.
- c) presentation of self: this subjectivist perspective is valued by researchers who investigate the significance of one's attitudes and opinions- the subjective aspect of social experiences- where the members of the public have a variety of perceptions of the linguistic landscape that surround them.
- d) collective identity: this particular principle is undertaken by researchers who wish to investigate the current prominence of sociocultural communities and the ways in which the linguistic markers are used.

2.4.2 Bourdieu

Bourdieu (1983, 1993) stated that social reality consists basically of power relations between groups of actors in particular regions of social processes. This assertion is considered to be the foundation of sociology. Each area of study follows its own set of dynamics while simultaneously influencing and being impacted by the fields immediately surrounding it. The capacity of certain actors to impose behavior patterns on other actors, sometimes even against the latter's choice, is an aspect of power relations. In the context of LLs, this notion of structural organisation may reveal itself in the capacity of the stronger party to impose constraints on the use of linguistic resources by the actor with the weaker position.

In addition, this methodology is suitable for use in LL research due to the fact that it places an emphasis on the differentiation between top-down and bottom-up flows of LL items. The information flows downward from public institutions at the governmental or municipal level to public or nonprofit groups that build LL items to identify official agencies and distribute information. This is referred to as the top-down flow. There is a possibility that the people who are driving this flow will be in a position to exert influence over others who are participating in the bottom-up flow since they are more powerful. It is possible to obtain an in-depth understanding of the subject of the role of power in the LL by comparing the two flows from the perspective of the characteristics of LL items. This would indicate the degree to which items are produced from the bottom up by autonomous agents.

2.4.3 Boudon

In the field of social sciences, there is another school of thought that places less emphasis on power in and of itself and more emphasis on interest. This approach is

connected to the research conducted by Boudon (1994), who places a strong emphasis on the role of rational considerations, also known as ‘good reasons’, in account of the behavior of actors. According to this approach, the desires of actors, both material and expressive, are driven by their interests in achieving certain goals.

This assumption, when applied to LL in the context of an urban or metropolitan environment, highlights the strong competition that pushes actors against one another in order to attract the interest of passersby; as a result, this places its own limits on the maneuverability of LL actors. Actors who are competing for influence over the same community have a responsibility to respect the audience's senses, values, proclivities, and preferences. Within the context of contemporary consumerist culture, several actors may be similarly encouraged to emphasize broadly shared orientations toward comfort, luxury, or prestige, and to employ the same or related popular cultural standards. This may occur as a result of similar forms of social pressure. LL items have to foresee clients' cost-benefit factors, especially in current situations, which are frequently driven by a heavy emphasis on instrumental considerations.

It is plausible to presume that such anticipations play a considerable role in the structuring of LL given the pervasive commercial aspect of public space. In point of fact, in the setting of the contemporary overproduction of goods and services, which frequently complicates the distinction between what is seen to be ‘reasonable’ and what is not, actors may try to position themselves to confused clients as that of a guide.

2.4.4 Goffman

Researchers that look into the significance of ethnic communities in the modern world and their aspirations to make their presence known in public favour studies of social action. Goffman (1956, 1963) examined how actors' motivations for self-presentation

influenced their behavior which might likely explain the reason behind the large difference between the number of LL items.

The subjective point of view, offered by Goffman (1963) investigates social behavior as a function of how people perceive their surroundings and how they show themselves to others- presentation of self. Academics who investigate the current relevance of the subjective component of social events frequently turn to this method. It is additionally used by scholars who analyse the significance of ethnic communities that seek to present themselves on the public scene. When seen in this light and in connection to the LL, one may find themselves wondering how the general public consisting of pedestrians, interprets and responds to the LL.

Each and every individual may have differing interpretations of the same public sign which is due to their opinions and values, as a consequence of this, the attempts made by LL items to captivate passersby are met with a variety of responses from different individuals and groups of individuals. The interpretations made by the public of the LL may be expected to differ according to the number of LL items, and hence, the degree of pleasure or displeasure that passersby feel. However, this subjective component only refers to LL actors themselves, whose goal is to display their particular individuality in comparison to other LL actors in their quest for the attention of the general public, or, passersby.

2.4.5 Ben-Rafael, Shohamy, Barni

Ben-Rafael et al. (2010) came up with the fourth and final perspective, that of the importance of *collective identities*. In this age of internationalization and cultural variety, collective identities play an important role in the construction of LL objects that may inevitably express, among other interests, the individualistic identities of their

actors, so indicating an a priori dedication to a certain part of the general public. This idea of collective identity should contrast with the society's overall identity.

This topic is studied by researchers interested in sociocultural groupings and linguistic markers. Examining the collective identity principle in the LL should show the feasibility of these social divides. The more an environment is compatible with multiculturalism, the more its LLs will express particularistic identities, in addition to or instead of symbols of social solidarity.

2.5 Linguistic Landscape

It goes without saying that a 'landscape' is a real area of land, but it also relates to how that area is portrayed in a painting. One important thing to keep in mind when studying linguistic landscapes is the difference between direct and indirect representation. The language signs on city walls can be seen as the real environment that a visitor would experience while driving or walking along a street, but that same viewpoint also depicts the linguistic circumstances of a city, region, or country. The significance of language representation lies in its ability to address issues related to the relative strength and location of several languages within a particular sociolinguistic environment.

The goal of reading the meanings of the creation and use of linguistic landscape items made by the agents necessitates to turn to the key hypotheses supplied by sociological theories of social action, and examine their distinct meaningful validity in the current context.

Sociology is a science that aims to analyse social action in order to arrive at a causal explanation for its course and effects. All human behavior in which the action

individual attaches a subjective significance is included in 'action.' Action in this context might be overt or completely interior or subjective; it can consist of positive involvement in a situation, or it can consist of purposefully refraining from such intervention or passively acquiescing in the situation. Action is social in the sense that it takes into account the behavior of others and is thus steered in its path as a result of the subjective meaning given to it by the acting individual (or individuals) (Weber, 2009).

The theory of action was seen as essential to linguistic landscape studies since it permitted linking the intentions of individuals with macrosocial outcomes. Thus, the functioning of society as well as the engine of social change might be founded in individuals' intentional actions, taken in specific institutional and structural conditions that determined the incentives and thus the action. A relationship between the individual and society was made conceivable by social theory with this kind of foundation, as was a picture of how social structures might be modified by human will. Perhaps most importantly, it enabled a link between positive social theory and normative social philosophy by linking self-interests with their realization or lack thereof (Coleman, 1986). The literature is dominated by three fundamental and unique theories given by several schools (Ben-Rafael, et al., 2006).

Additionally, this method is applicable to linguistic landscape research since it emphasizes the distinction between top-down and bottom-up flows of linguistic landscape items. Public bodies at the governmental or local level, which develop linguistic landscape items to identify official agencies and spread information, are the source of the top-down flow. Politicians and government officials, who are the main agents or people who are involved in driving this flow, are more powerful than those

who are driving the bottom-up flow, therefore they may be able to have some influence on them. By contrasting the two flows from the perspective of linguistic landscape item properties, the topic of the function of power in the linguistic landscape may therefore be thoroughly explained. Consequently, this would demonstrate the extent to which individuals may develop bottom-up products in an autonomous manner.

Second, Goffman (1963, 1981) examines social activity as a result of actors' desire of presentation of self. This technique is used by scholars who study the current significance of ethnic communities seeking to establish themselves on the public scene. In order to establish a non-reductive social psychology of intergroup relationships and group dynamics that emphasises the articulation of psychological and social processes, the concept of social identity was developed. It was believed that group conduct, which is characterised by depersonalisation, ethnocentrism, and relative uniformity, takes on a specific shape due to psychological processes of categorisation and self-enhancement.

The substance of group behaviour was thought to be determined by social processes pertaining to the battle of groups for prestige, power, and material benefit. A self-presentation that includes language action and is linked to inclusion and exclusion tactics mandated by members' basic identity commitment. The idea of self-presentation, on the other hand, emphasizes the possibility that action is impacted by the actors' thoughts and calculations and includes language action found necessary by the members' primary identity commitments (Ben-Rafael et al., 2006).

Thirdly, Boudon (1990) begins with the idea that rational considerations of alternates - what he terms good reasons - on the part of actors account for social activity.

Following this methodological-individualism perspective, actors' material and expressive concerns all inform about choices defined by interests in achievable aims (Ben-Rafael et al., 2006). Each of these theories is important for linguistic landscape analysis and research in the following aspects.

According to Bourdieu, power relations between dominant and less dominant groups should be able to explain the connection between different codes in a linguistic landscape, i.e., which one predominates and which one has secondary importance, if any. As for the perspective of presentation-of-self, identification markers of communities would be expected to leave a significant effect on linguistic landscape. Finally, from a good-reason approach, it could be understood that linguistic landscape's structures and attributes in terms of the interests of linguistic landscape actors with regards to the public - i.e. the attractiveness and predicted effect of indications on potential clients. The testing of these ideas should provide insight on the public space and its symbolic structure, the decorum of public life, which is molded by multitudinous linguistic landscape actors influenced by an abundance of causes (Ben-Rafael et al., 2006).

As reported by Ben-Rafael, Amara and Trumper-Hecht (2006), each of these hypotheses is important for linguistic landscape research in three aspects. Firstly, it can be said that it aids when dealing with power relationship among various groups. Secondly, it can be suitable when one focuses on linguistic landscapes as identity markers. Finally, it can be used when considering landscapes when considering the interests of linguistic landscape actors with reference to the public (Shibiyev, 2004).

Among the first to recognize the importance of the regulation of language use on public signs were language planners Verdoot (1979) in Belgium and Corbeil (1980) in Québec (cited in Landry & Bourhis 1997, p. 24).

Landry and Bourhis (1997, p. 25) define linguistic landscape as follows:

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.

Importantly, Landry and Bourhis (1997) distinguish between those public signs that are produced and displayed by public authorities (government) and private ones (such as individual shop owners). Public authorities are likely to use public signs in a linguistic landscape as an overt mechanism when any kind of officially documented language policy is in place. Conversely, individuals and private institutions may use public signs in differing ways, displaying various languages than the one given official status in a language policy. In this way, grassroots ideologies may come to the fore and de facto language policy may be implemented. This dichotomy between top-down and bottom-up signage shows what a complex mechanism linguistic landscape can be (Zimny, 2017).

According to Reh (2004), writing in both monolingual and multilingual languages may reveal a society's socioeconomic stratification, the standing of various groups within that community in relation to one another, and its prevailing cultural values. Likewise, linguistic analysis of languages written on linguistic landscape objects can provide information on the power dynamics within a group or culture (Ben-Rafael et al., 2006). According to certain linguistic landscapers, one may investigate overt and covert

language policy using the linguistic landscape as a tool. Huebner (2006), for example, asserts that the state's overt language policy may be reflected in the linguistic tokens of a central authority. They serve as symbolic indicators of authority and position, according to this theory. On the other hand, the code selection used on commercials and other commercial signage reveals information about the power dynamics within a community as well as its covert language regulations (Huebner, 2006).

Cenoz & Gorter (2006) point out that the linguistic landscape is an approach that can provide information on language management and practices in a society or a community. The linguistic landscape also sheds light on the distinctions between the official language policy, which is represented by top-down signs like street names or official building names, and the impact of that policy on the general public, which is represented by bottom-up signs like shop names or street posters. Bilingual signage can be viewed as a component of an explicit language policy, according to Dal Negro (2009). Items from the linguistic landscape may symbolise a nation's language policy even though they may not accurately reflect the linguistic variety or circumstances in a particular locality. Thus, in many minority communities, the linguistic landscape plays a crucial role; in these sociolinguistic situations, the linguistic landscape is essential to obtaining or maintaining "political acknowledgement" (Dal Negro, 2009, p. 206).

2.5.1 The Informational Function

According to Landry & Bourhis (1997), the language environment has an informative purpose. They contend, on the one hand, that the predominance of a certain language on signs demonstrates its real use in both public and private settings. On the other hand, the variety of languages shown on signs could reveal the sociolinguistic makeup

of a region. According to Landry and Bourhis (1997), the linguistic landscape plays a significant sociolinguistic role in multilingual environments, differentiating it from other forms of language interaction and promoting the survival of rival ethnolinguistic groupings. In a similar fashion, bilingual indications in the linguistic landscape can be seen as a symbol of bilingualism within a community or society, according to Dal Negro (2009). Nevertheless, such an assumption about the linguistic landscape's significance might be seen as oversimplified given that governmental policies, individual strategies and opinions of individuals can all influence how the linguistic landscape is created. After gathering and examining public signs in Italy, Barni and Bagna (2010) came to the conclusion that there is no correlation between the presence of immigrant languages and their vitality and visibility within the linguistic landscape. Nonetheless, a language's capacity for life increases with its visibility. There might be a multitude of variables influencing how visible immigrant languages are in public areas.

Top among them are speakers' favourable opinions of their native tongues, the characteristics of the location in which immigrants reside, and the length of time they have been there (Barni & Bagna, 2010). This function is discussed in the context of indexicality by Scollon and Scollon (2003) in their research of linguistic landscape objects. According to the authors, certain localities are indexed by the codes on signs. The concept of 'indexicality', as proposed by Scollon and Scollon (2003), is not simple because it can be mediated by governmental and nongovernmental language policies, people's attitudes, and shared ideologies among community members. In addition, the relationship between language combinations in the linguistic landscape and the

composition of a community's linguistic varieties may be a reflection of the codes used in a community.

2.5.2 The Symbolic Function

Landry and Bourhis (1997) state that "language in the public space as a major indication of language attitudes and where the term was used," as cited by Shohamy and Gorter (2009, p. 2). The symbolic function, as proposed by Landry and Bourhis (1997), suggests that the use of one's native tongue on signs might reinforce the sense of that language's importance and position in the sociolinguistic context. "Symbolisation" is explained in more detail by Scollon and Scollon (2003, p. 119) in contrast to "indexicality." They clarify how codes on signs might represent things that have nothing to do with the locations where people reside. The authors do, however, show that in order to ascertain if the languages that are present on certain linguistic landscape items are indexical or symbolic, there needs be evidence beyond these signs. Certain codes may be used in a symbolic rather than an indexical manner on business signage. As an example, the employment of English in a Chinese-speaking community's linguistic landscape represents foreign preferences and etiquette instead of an English-speaking community (Scollon & Scollon, 2003). As a result, Ben-Rafael et al., (2006) contend that rather than reflecting language policy, the linguistic landscape is a sign of a sociolinguistic dynamic, which is the disappearance, marginalisation, and domination of particular languages within a community.

2.5.3 Linguistic Landscape and English Language Teaching

By teaching students about language as a political and economic instrument, linguistic landscape, as an engagement tool, may empower them to become activists in their own communities. This may be accomplished by giving them chances to recognise that they should actively contribute to the creation of public space and that they have a

significant role to play in it. Language learners can use the linguistic landscape to record, annotate, hypothesise about, and question interpretations in ways that contribute to their own professional development as students and prospective English language teachers as well as to benefit larger classroom and research groups.

Whatever the language teacher's decision regarding the integration of elements of research methodologies from the social sciences, humanities, and arts, theorists of language pedagogy and second language acquisition are increasingly in agreement that creating rich linguistic and cultural competencies involves students' making of their own tools for awareness-building, analysis, and critique of real-world language use.

Hancock (2012) provided an example of how students may utilise the linguistic landscape as a teaching tool by documenting and analysing Polish, Chinese, and other visible community languages in Edinburgh. According to Hancock, learning LL can influence students' attitudes on the outside world and the classroom they will teach in to evolve and change (Hancock, 2012). Connecting students' identities and experiences with real cultural and linguistic resources outside of the classroom offers significant potential for language instruction since these settings may offer cognitively challenging and meaningful learning possibilities.

In fact, students' processes of making meaning often involve development paths or networks of texts, interactions with people, and other artefacts that move and change over time in various spaces using a variety of linguistic resources. These processes do not only occur within bounded spaces like classrooms. These textual and discursive actions are mobilised through technology, both physically and socially, inside and

across several places, and shaped by affordances and ecologies both locally and globally (Steffensen & Kramsch, 2017).

Sayer (2010) outlines the primary reason he chose to focus on linguistic landscape and stated that it may be challenging for him to draw links as an EFL teacher between the subject he covers in language sessions and the experiences that his students have outside of the classroom. He also states that it is well known that exposure and practice are essential to acquiring a second language; but, in most EFL settings around the globe, students' opportunities for exposure and practice outside of the classroom are usually limited.

Capelle (2020) asserts that language learners' interaction with a multimodal linguistic landscape is critical to their acquisition of both language and culture. The essential conceptual foundation for analysing an evaluation is known as a *theory of action*. It connects basic assumptions to several tiers of preconditions (e.g., particular materials and their effects), which are then expected to have certain effects, support the accomplishment of particular objectives, and have the intended outcomes.

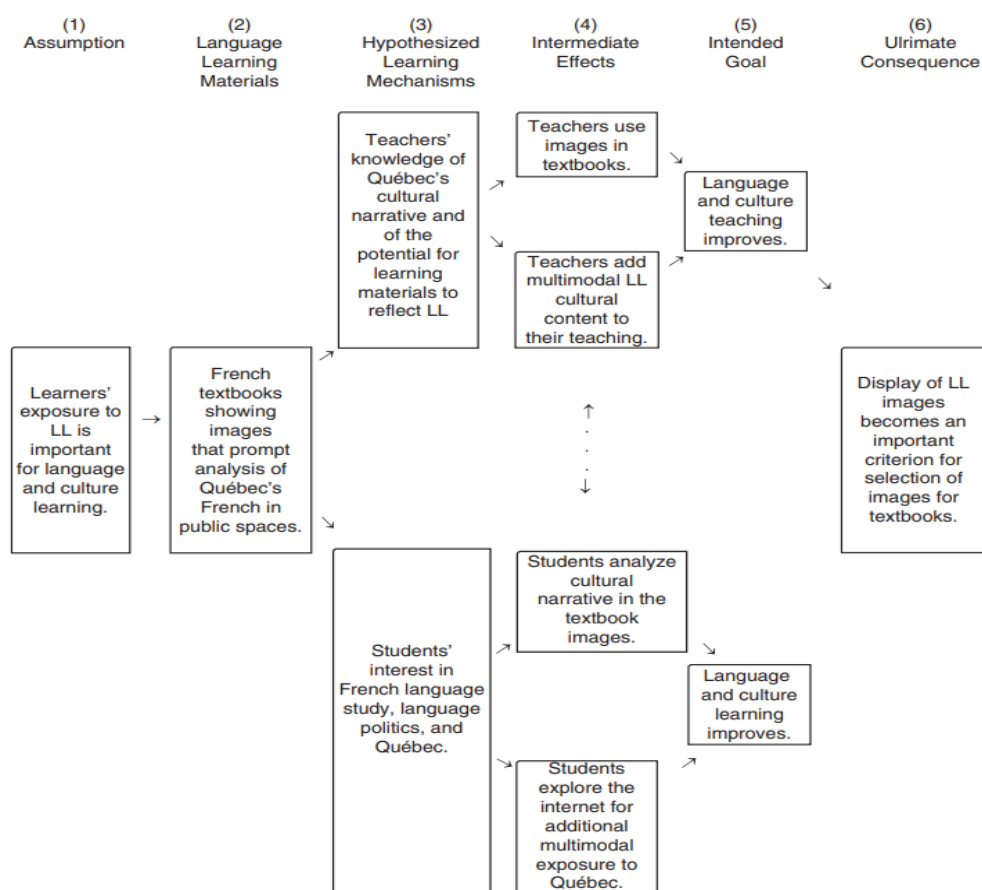


Figure 2.4: Schematic Diagram of the Theory of Action Expressing the Hypothesised Role of LL Images in Instructed Language Learning Chapelle (2020, p. 47)

Figure 2.4 shows a schematic diagram of the theory of action illustrating the hypothesized role of linguistic landscape images in English language learning.

Number one shows the assumption. It is assumed that by evaluating the public space, certain advantages will be achieved. Through the use of multimodal presentation, instructors may utilise the study of LL pictures to raise concerns about identity and culture related to the cultural story of a particular location.

The second component of the figure situates the features of the language learning resources in relation to the theory of action. Researchers and educators have become

aware of the value of textbook images, which are then utilised to teach cultural subjects. In order to analyse textbook photographs, students can describe, gather data about, and contrast and compare images from the LL. Because LL pictures aid in learning, the analysis component of the theory of action is included.

As can be seen in (3), visuals from the LL textbook directly correlate with the expected learning mechanisms in instructors and students. Teachers' knowledge of the cultural narrative of certain places and the potential for LL-reflective learning materials will likely expand as a result of these processes. An increased interest in language learning and language politics is anticipated among students who analyse LL photographs.

It is anticipated in (4) that as students' knowledge and interest grow, so will their curiosity and interest in analysing, theorising, and explaining what they see, as well as teachers' use of the pictures in their lesson. It should be the responsibility of individuals to analyse the images and search the Internet for further multimodal material because of students' interest in language politics and language learning. The positive feedback from the students should compel teachers to include multimodal LL cultural material in their teaching. Therefore, it is anticipated that the aforementioned actions will accomplish (5), which will enhance language and cultural teaching and learning. Ultimately, (6), instructors use LL resources in their lessons should aim to alter their perceptions of what ought to be in textbooks. Then, educators in charge of textbook reviews would ask that textbook procedures incorporate linguistic landscape images that depict the variety of cultures that are taught in language classes. The theory of action, in general, outlines the theoretical chain of mechanisms that are theorised as a consequence of the belief that learners' experiences are critical to language acquisition. These suggested connections between LL imagery, language learning materials,

teachers' and students' responses, and professional values and behaviour might cover a wide range of study subjects (Chapelle, 2020).

Critical multilingual awareness (CMLA), described as "the understanding that language is socially created, and thus, socially changeable to give voice and educate students equitably," has been emphasised by Garcia (2008, p. 6). At the centre of this framework, teachers' comprehension of colonial history and imperialist oppression is one of the fundamental areas of knowledge Garcia highlights. Thus, linguistic landscape studies indicate that the languages visible in written form provide the public insights into "information about the population of a neighbourhood, signal what languages are prominent and valued in public and private spaces and index the social positioning of people who identify with particular languages" (Dagenais et al., 2009, p. 254).

For the majority of English instructors, the linguistic landscape primarily presents itself as a means of providing their pupils with more L2 input. Cenoz and Gorter (2008) relate this LL strategy to studies on accidental L2 learning conducted in the field of second language acquisition. Cenoz and Gorter (2008) propose that language learning for SLA should adopt an explicit strategy to make learners aware of L2 characteristics, despite the fact that research on incidental learning in Second Language Acquisition (SLA) has yielded mixed results since many language forms are not prominent enough for learners to notice. They further emphasise that because signage is in situ and frequently emotive and multimodal, the LL offers input that is authentic and highly contextualised. They highlight three aspects of SLA that are particularly relevant to LL: the growth of multicompetence, which is founded on the capacity to interpret complicated hybrid and multimodal texts in context and is frequently evocative and

multimodal; the development of pragmatic competence; and the learning of literacy skills. Chern and Dooley's (2014) use of LL for the development of reading skills is one example. They tell the story of an English literacy walk that took place in Taipei, Taiwan. A literacy walk involves taking pupils on a guided trip around the streets with the goal of documenting and describing the many texts they come across. Since their method focuses on educating students about the fundamentals of written language in a multilingual setting where several writing systems—such as alphabetic, syllabic, and ideographic—coexist in the LL, it is especially suitable for younger learners and beginners.

Sayer (2020) elaborates the use of LL as significant educational potential exists for studying the linguistic landscape in extra language classes. This is especially evident in environments where students and teachers are learning English as a foreign language (EFL), when it is thought that the target language is distant and not immediately applicable to their daily lives. Teachers have looked at ways to use the LL as a teaching tool in EFL situations after realising that environmental print in English offers more than just accidental exposure to L2. Sayer recommends the linguistic landscape ought to be the primary source of information for students where they are to take two pictures of each sign: a close-up with the words plainly readable and a wide-angle picture that includes as much of the sign's actual physical environment as possible. The goal of the ethnographic language learning project should be to produce something tangible which should be multimodal, incorporating written, spoken, and visual components. These can be anything from PowerPoint presentations to pictures with brief textual descriptions, depending on the user's age and skill level. Having university undergraduates prepare research posters and host a brief presentation where each

group gets five to ten minutes to explain their topic is one approach that Sayer utilised.

Below is the assessment criteria Sayer applied to these projects.

Criteria	5		3		0
Quality of project: Data collection	The quantity of photos is excellent.	↔	The quantity of photos is somewhat insufficient.	↔	The quantity of photos is somewhat unacceptable.
	The quality of photos is excellent.		Some of the photos lack quality.		Most of the photos lack quality.
	The organization and labelling of photos is excellent.		The organization and labelling of photos can be improved.		The organization and labelling of photos is poor.
	The methodology for collecting photos is good (choices of locations, etc.)		The methodology can be improved.		There was little thought given to the methodology for collecting photos.
Quality of project: Analysis of linguistic elements	The language functions are clearly identified.	↔	Claims are somewhat supported by relevant research.	↔	Claims are not supported by relevant research.
	Linguistic features have been analyzed.		Conclusions are somewhat clear and are logically connected to the development of the topic.		Conclusions are unclear and/or not logically connected to the development of the topic.
Quality of project: Analysis of sociocultural elements	Themes and categories have been identified and clearly explained.	↔	Some themes and categories have been identified and explained, but are somewhat unclear or unorganized.	↔	Themes and categories have been not identified or are not explained.
	Claims are clearly supported by data.		Claims are somewhat supported by data.		Claims are not supported by data.
Final product: Visual presentation	Title and topic clearly identified.	↔	Title and topic are unclear.	↔	Presentation is disorganized, or basic information from the study is missing.
	Layout and visual elements (font, graphics, colors) are effective.		Some layout and visual elements are lacking or less effective.		
	The information is organized effectively. Sections are clearly identified. Data are clearly presented.		Some information is unclear or not well organized. The presentation of data is confusing or data are absent.		Presentation lacks basic elements, or elements are not identified.
Final product: Oral presentation	Presenter explains study clearly (coherence, voice projection), including all elements of the research.	↔	Presenter has some problems explaining the study.	↔	No presentation, or presenter is completely unprepared.
	Presentation conforms to time limit.		Presenter is not audible.		
	Presenter answers questions effectively.		Presenter does not include all elements of the study in her/his explanation.		
			Presenter does not respect time limit.		
			Presenter does not answer questions well.		
Project meets guidelines	The project is completed on time.	↔	The project is completed somewhat late.	↔	The project is very late.
	The project follows the format guidelines in the assignment description.		The project partially follows the format guidelines, lacking:		The project does not follow guidelines, lacking:
Total points					

Figure 2.5: Rubric for Evaluating Language Learning Projects (Sayer, 2020, p. 344)

Sayer (2020), also mentions a total of five pedagogical dimensions of ethnographic projects in language learning. An illustration of a basic roadmap for teachers to use as they assist students with such ethnographic projects.

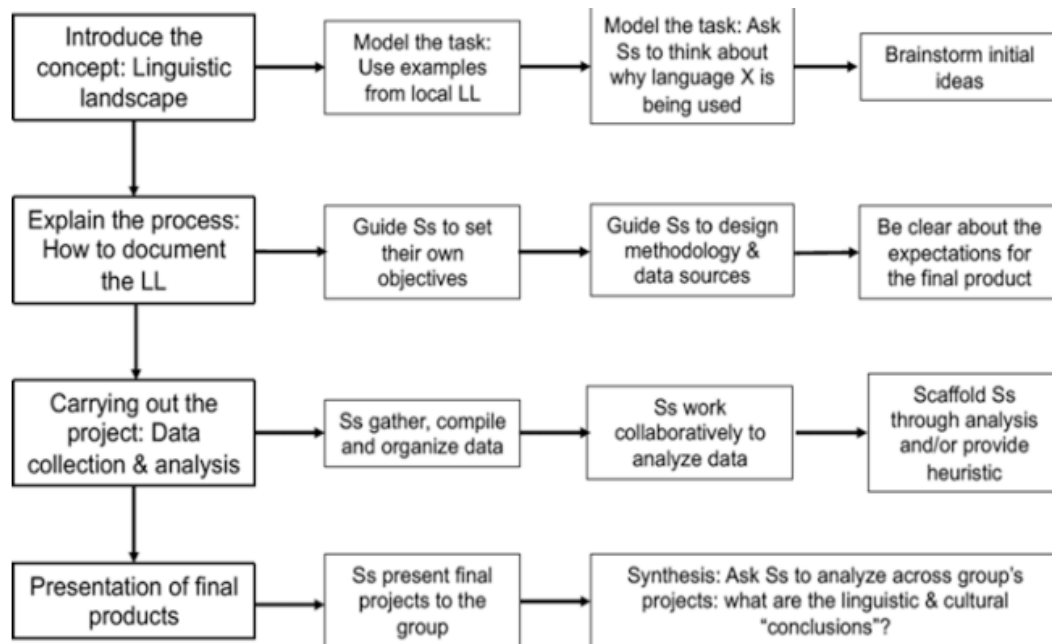


Figure 2.6: Organisation of Ethnographic Language Learning Projects (Sayer, 2020, p. 334)

Dimension 1: The subject and content are at the students' (age-appropriate) discretion.

Dimension 2: Students are free to choose how they want to participate and can take on a variety of roles.

Dimension 3: Gives equal attention to the process (project conceptualization, data collection, and analysis) and the output (creating the final presentation).

Dimension 4: The role of an instructor is to lead by example, establish rules, offer direction, then step aside.

Dimension 5: Tangible product includes written, spoken, and visual elements

Sayer proposes five examples of ethnographic language learning projects.

Example one Sayer calls *The Social Meanings of English*. For this project, the purpose of this assignment is to have students examine the linguistic, functional, and semiotic components of signs. Linguistic landscape work is based on the fundamental idea that, similar to other language activities, public signs shapes and reflects our identities and

social interactions. Though most students haven't had the chance to investigate it, this is a fundamental sociolinguistic concept.

The second example provided by Sayer is *Graffiti*. The linguistic landscape includes graffiti and it effectively integrates several verbal and visual aspects, and like other forms of public signs, it is frequently bilingual and multimodal. Although a variety of creative expression forms, including as officially approved street art and murals, have been included in the definition of graffiti.

Sayer provides a third example: *T-shirts*. English is often used on clothes in numerous situations. The many phrases that may be found on t-shirts, purses, and blouses can be included in the concept of the linguistic landscape. While clothing choices are very personal, they may also have a lot of societal connotations. Learners may find that a lot of English-language t-shirt examples include company names and slogans, but they also have connections to foreign locations and cities, worldwide popular culture, and the person's desired self-image.

The fourth example provided by Sayer is *Environmental Print at Home*. The amount of English that is present in modern homes, even in EFL situations, is surprising to students. Items like apparel, technological appliances, DVDs, video games, and many product labels are mostly in English. This option can be particularly useful for younger pupils who might not be able to walk the streets unaccompanied. It also gives them a great chance to create an inventory of English vocabulary and a taxonomy of the things they see. This assignment is unlikely to lend itself to the same kind of study of social meanings and functions as in Example 1, but it may be an activity to raise

awareness because English is almost solely used for functional purposes (e.g., ON/OFF button) on household devices.

Finally, the fifth example Sayer calls *Virtual Linguistic Landscape Walks*. The possibility of doing virtual linguistic landscape walks has increased with the development of online mapping applications. Any learner with an internet connection may investigate the linguistic environment of a city at any time by using Google Maps Street View.

2.5.4 Linguistic Landscape in Cyprus

The linguistic landscape in the context of this study, Cyprus, has been explored by various authors (Fotiou, 2023; Karpava, 2024; Themistocleous et al., 2023; Karoulla-Vrikki, 2016, Tsiplakou, 2023) and the studies elaborate and shed light upon, particularly in the divided city of Nicosia, as it is seen by researchers as a vantage point for understanding the interplay of identity, language, and also politics.

The research on linguistic landscape conducted in Cyprus consistently highlights the dominance of Greek in the south of Cyprus and Turkish in the north of Cyprus, with the English language having a role as an intermediary. The absence of Turkish in south Cyprus and the absence of Greek in the north pinpoints the longstanding ethnic divisions. For instance, Themistocleous (2019) asserts that governmental signs in the Greek-Cypriot Republic of Cyprus very rarely feature Turkish on official signs, despite its official status. Such exclusion is illustrated in the Turkish-Cypriot Republic of North Cyprus where Greek is underrepresented on public signs consequently reflecting mutual efforts to assert cultural dominance and territorial claims.

Karpava (2022), focused on both rural and urban areas of Cyprus and analysed 4200 photos, all of which were taken in south Cyprus, not taking in to consideration the north of Cyprus. Her study revealed that English is the most dominant language which was found to be used extensively in tourism and business sectors, while the Greek language maintained a significant presence. The study also highlighted the fact that there was an apparent presence of Russian, especially in areas where Russian-speaking communities were present, such as Limassol. Other languages such as Chinese and Arabic, and French were also present on the public signage, but less frequent, which reflects the minority groups. The choice of languages on the signage was revealed to have been influenced by economic factors which involve attracting tourists and international business and also political factors.

Themistocleous and Cavusoglu (2023) also look in to Nicosia and how language choices on shop signs reflect the political, economic, and ideological divides between Greek and Turkish- Cypriot communities. Photographic analysis of shop signs and also semi-structured interviews with shopkeepers from Ledras (Greek-Cypriot) and Arasta (Turkish-Cypriot) streets were focused upon on in the study and was found that Turkish-Cypriot shopkeepers often use Greek on their signs so as to attract wealthier Greek-Cypriot customers despite the negative reactions from their own community, whereas Greek-Cypriot shopkeepers rarely used Turkish on their shop signs as they do not perceive a significant benefit economically. Additionally, the study found that the Greek-Cypriots tend to possess strong nationalist ideologies and they fear negative reactions from their own community, hence, the exclusion of Turkish from the signage. Despite the strong nationalist ideologies, however, it was found that some shopkeepers in both Ledras and Arasta expressed progressive views that support reconciliation and

peace and these individuals perceive the use of the other's language as a positive step towards coexistence and peace.

2.6 Language Vitality

Vitality is a social construction that is dynamic and flexible, influenced by social group membership, environment, and sociopolitical events. It is the subjective perceptions of members of a community regarding their vitality (Akkuş & Şimşek, 2022). Those who are studying vitality expect that people are more inclined to devote their efforts to maintaining the identity, activities, and effects of their social group if they believe that group to possess higher levels of vitality (Landry & Bourhis, 1997). From being a key idea in ethnolinguistic identity theory, vitality has grown into a distinct, developing theory that has been applied to explain intergroup conduct in a variety of contexts. (Abrams, 2008; Barker & Giles, 2002; Giles et al., 2000; Florack & Piontkowski, 1997).

2.6.1 Ethnolinguistic Vitality

Giles, Bourhis, and Taylor (1977) established the concept of ethnolinguistic vitality in an effort to comprehend the intricacy of intergroup relations among linguistic groups. They claimed that three connected sociostructural factors—the group's status, demographic indicators, and degree of institutional support—influence group vitality since intergroup connections cannot take place in a vacuum. Figure 2.7 is an illustration of the three factors found in the vitality of language communities.

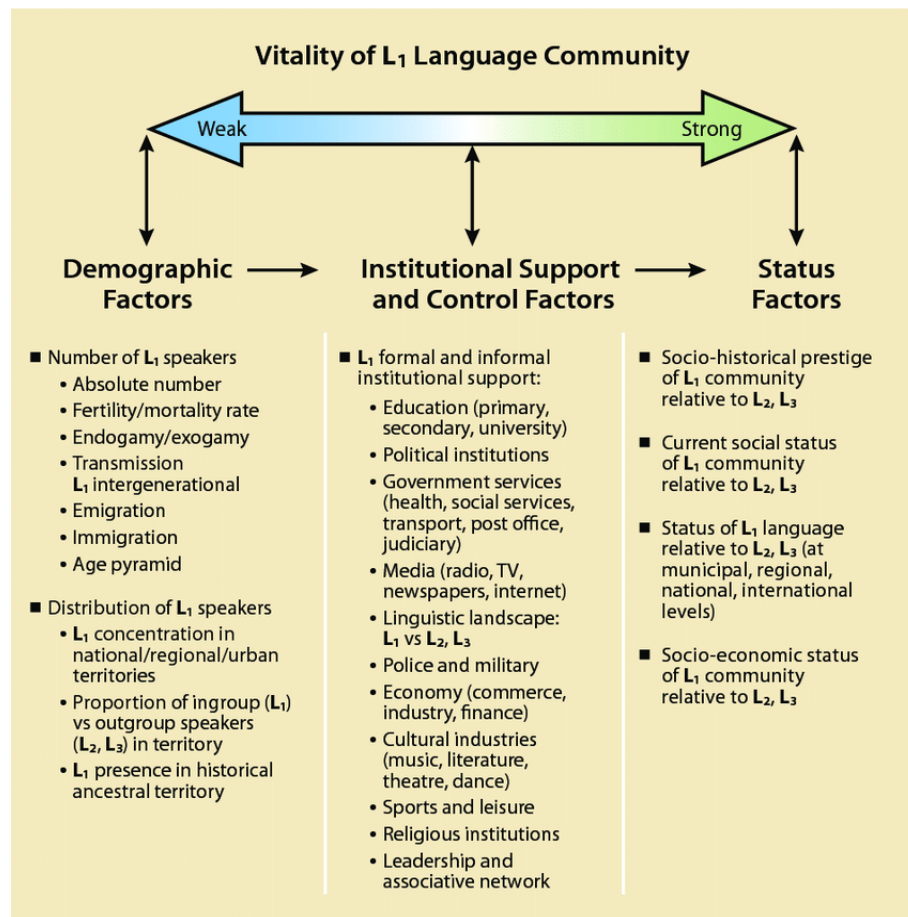


Figure 2.7: Ethnolinguistic Vitality Factors (URL1)

According to Giles, Bourhis, and Taylor (1977), vitality may be assessed in both objective and subjective ways. Put another way, real facts or people's impressions may be used to quantify a group's status, demographics, and institutional support. Regarding the latter, group members could believe that their social standing is lower than what the quantitative and objective facts indicate (in comparison to members of the outgroup). The Subjective Vitality Questionnaire (SVQ) was then developed by vitality scholars as a measuring tool (Bourhis, Giles, & Rosenthal, 1981).

Giles et al., (1977) described ethnolinguistic vitality as that which makes a group likely to behave as a distinctive and active collective entity in intergroup situations. The vitality of ethnolinguistic groups is derived from a combination of factors such as

demographic strength, prestige, and social and economic power. It was argued that in multilingual circumstances, an ethnolinguistic group's chances of surviving as a unique linguistic collectivity are higher when they are more active. Conversely, it was suggested that ethnolinguistic communities with little to no group vitality would gradually lose their ability to distinguish themselves through language assimilation.

Three primary categories were used to conceptualise the variables that determine the vitality of ethnolinguistic groups: institutional support factors, status, and demography. It was suggested that while evaluating a group's overall ethnolinguistic vitality, its strengths and weaknesses in each of these categories should be taken into account.

2.6.1.1 Status and Economics

The status variable includes elements connected to a speech community's prestige (linguistic in-group), some in comparison to other speech communities (out-groups). Giles et al., (1977) define the status variable as having four components: attributed, socio-historical, linguistic, and economic status. Ascribed status is that which is bestowed upon a person by the group. If the in-group speaking community perceives itself positively, the increased morale can have a good influence on vitality. The socio-historical position of a language is connected to its historical relevance. If a language has been suppressed by the state, it might be utilised as a rallying point to build solidarity. Positive occurrences relating to the language, on the other hand, may boost the language's value and vitality. The status of languages change based on the various groups. A language may have a high or low value in an in-group speech community, whereas the converse is generally true in out-group speech communities. Economic obstacles are simply one of many that these minority linguistic communities encounter in order to preserve their traditions and languages. However, a language's economic

standing is a crucial aspect (Lam, 2009; Tse, 2001), and it can have a significant impact on its linguistic vitality (Landry, Allard, & Deveau, 2007).

Garcia (2009) argues that standard English is one of the key paths to prosperity for language minorities. The economic status variable can be regarded negatively if there is a lack of economic autonomy (Giles et al., 1977). Some residents in a community with a 'dying' or endangered traditional language may believe that developing skills in Standard English, with its associated economic benefits, is more important for the community's health than maintaining the heritage language (Spolsky, 1977). In addition, English's economic power can have an impact on people's movement outside of a specific community. If speakers are unable to make a living in the environment where their language is spoken, they are more likely to seek refuge in the larger English-speaking population (Hinton, 1998).

2.6.1.2 Demographic Factors

The geographical distribution of the language minority group is influenced by demographic factors. One facet of this factor is the territorial principle, according to which a single country divides itself into territorial divisions, each with its own official language, resulting in new linguistic minorities. The quantity of speakers of a certain language and their saturation within a given area is a second component of this factor. The demographics of biliteracy are also crucial in the language maintenance equation. When someone can speak but not write in a minority language, the number of functions and uses of that language is reduced (Giles, 1977). Bilingualism without biliteracy lowers a language's standing and reduces the likelihood of a linguistically stable language. The community's absolute group numbers, birth rate, exogamy/endogamy, and immigration and emigration patterns are all considered number factors. These

demographic trends are being closely scrutinized, particularly in multilingual environments where demographic trends are in flux and are thought to have an impact on the relative political strength of ethnolinguistic groups vying for dominance in the intergroup structure. Because strength in numbers can sometimes be utilised as a legitimizing weapon to equip groups with the institutional control they need to define their own collective destiny within the intergroup framework, demographic variables may contribute the most fundamental asset of ethnolinguistic communities (Bourhis, 1984).

2.6.1.3 Institutional Support

Institutional support, the third component, can also have an impact on the vitality of a minority language. The extent and type of a minority language's use in various institutions, such as national, regional, and local government; religious and church organisations; mass media; business and industry; and education, all have a part in defining its vitality. Language use in educational institutions is undoubtedly a necessary but insufficient condition for language maintenance. The odds of a minority language's long-term survival in a modern culture may be seriously harmed if it does not have access to schooling in that language. The prospects of survival are significantly boosted, but not guaranteed, when the minority language is employed in the classroom (Giles, 1977).

A linguistic group might be considered to have greater vitality as a whole the more status it is acknowledged to have on these factors. An ethnolinguistic group's status is frequently determined by its demographic standing and the level of institutional support it receives in the community. Ethnolinguistic groupings within certain

communities can be categorised as having low, medium, or high vitality with the use of this framework (Bourhis & Sachdev, 1984).

2.6.2 Subjective Ethnolinguistic Vitality

Investigating how a community views and feels about its own vitality might be another subjective way to measure ethnolinguistic vitality. Today, many experts contend that the survival of a minority group's language and culture depends more on the speakers' perception of the ethnolinguistic vitality of their community (Giles, 2001). It is said that the most effective way to assess the vitality of a linguistic group is to combine objective data from secondary research with subjective information from empirical study. Members of a group may systematically minimise or overstate the importance of prominent outgroups or their own ethnolinguistic vitality, depending on the type of intergroup relationship they perceive—hostile or harmonious, for example—and the approach the group plans to use in these relationships.

Additionally, understanding group members' subjective assessments of their own ethnolinguistic vitality may aid in explaining intergroup attitudes, abilities and motives for learning second languages, perspectives on language use, and use of code switching techniques (Bourhis, Giles & Rosenthal, 1981).

For their empirical investigation into the vitality of a group of Greek descent living in Melbourne, Bourhis et al. (1981) developed a Subjective Ethnolinguistic Vitality Questionnaire (SEVQ) which concentrates on their perceptions of and attitudes toward their own vitality. So as to consider the perceptions individuals in regards to societal circumstances and conditions which influence them, Bourhis et. al., (1981) developed the SEVQ to assess how members of groups regard their own group and that of the outgroups in terms of significant factors of vitality. The subjective assessment of an

outgroup member's ethnolinguistic vitality by a group member can be an extremely important factor in defining patterns of behavior that occur across intergroups.

The subjective vitality questionnaire has been used as a valuable research tool with minor modifications in a variety of intergroup settings and it has been shown to be a reliable research tool for the assessment of the perceptions of certain groups (Yagmur, Bot, & Korzilius, 1999; Yagmur & Kroon, 2006; Abrams, Barker & Giles, 2009; Ehala & Zabrodskaja, 2011; Kuipers-Zandberg & Kircher, 2020).

2.7 Summary

The second chapter elaborated on some of the major studies on linguistic landscape such as Cenoz and Gorter (2006), Backhaus (2005), Landry and Bourhis (1997). In addition, this chapter provided information on language policy and planning, in specific, Spolsky and Shohamy (1999), Ricento (2000), Baldauf and Kaplan (1997) and Kaplan and Baldauf (2003). Furthermore, the chapter attempted to discuss language vitality, ethnolinguistic vitality and the importance of subjective ethnolinguistic vitality by providing important scholars such as Landry and Bourhis (1997), Giles, Bourhis and Taylor (1977) and Bourhis, Giles and Rosenthal (1981).

To conclude this chapter, despite there being numerous studies on language policy and planning and linguistic landscape, when the context of Cyprus is considered, it is believed that there is a gap in the research. There is still a need for studies that focus on the North and South of Cyprus and the existence and/or lack of language policies and planning and how it affects the linguistic landscapes of various regions on the island.

The following chapter will describe the methodology that was utilised in order to attempt to gain the data needed to provide information and fill in the research gap on language policy and planning, language vitality and the linguistic landscape approach.

Chapter 3

METHODOLOGY

3.1 Research Design

The research design of this study follows a mixed methods approach which involves the combination or integration of qualitative and quantitative data and is preferred by investigators who aim to provide the best answers to research problems (Creswell, 2017). Quantitative and qualitative data are collected so as to triangulate the data and to allow the researcher to prevent the likeliness of bias and the halo effect which will in turn increase the validity and reliability of the study (Karpava, 2022). Mixed method design enables researchers to gain an understanding of research questions by gaining detailed qualitative and quantitative data in the form of a variety of methods which can be seen below in Figure 3.1.

Quantitative Methods	Mixed Methods	Qualitative Methods
Pre-determined	Both predetermined and emerging methods	Emerging methods
Instrument based questions	Both open- and closed-ended questions	Open-ended questions
Performance data, attitude data, observational data, and census data	Multiple forms of data drawing on all possibilities	Interview data, observation data, document data, and audiovisual data
Statistical analysis	Statistical and text analysis	Text and image analysis
Statistical interpretation	Across databases interpretation	Themes, patterns interpretation

Figure 3.1: Quantitative, Mixed and Qualitative Methods (Creswell, 2017, p. 60)

3.2 Context

The study was administered in the Turkish Republic of Northern Cyprus and the Republic of Cyprus. The cities of Kyrenia (North Cyprus) and Larnaca (South Cyprus) were the main focus of this study. Although both urban and rural areas have been focused on in linguistic landscape studies, the term landscape collocates mostly with cities. The reason for the choice of Kyrenia and Larnaca is that cities are bi- or multilingual, additionally, multilingual cities are locations where each region has become commoditized. To elaborate, “the official stance of the government in terms of language policy can be better mirrored in metropolitan areas rather than in rural ones” (Shibliyev, 2004, p. 206).

The choice of the geographical areas to investigate is said to be quite cumbersome as researchers tend to struggle when pinpointing exactly where to start collecting the data. Questions such as “How to choose?” and “What is the most relevant focal geographical area?” (Hult, 2014, p. 511) arise before commencing linguistic landscape research. According to Backhaus (2007) and Lai (2013), one solution is to follow a public transport route. Both researchers collected their linguistic landscape data by following specific train lines. An additional solution found to be practical in linguistic landscape studies is using specific streets as a survey area. Cenoz and Gorter (2006) conducted their linguistic landscape research study where they collected data on a main shopping street in Spain with which they compared another similar street in the Netherlands. Larger areas such as neighbourhoods are also the focal point of linguistic landscape studies (Huebner, 2006; Blommaert, 2013; Lou, 2007). According to Shohamy (2015), who analysed two neighbourhoods in Tel Aviv Jaffa, emphasizes that “neighbourhood

identities are making up a meaningful territorial space and special connection with its people” (p. 165).

When it comes to how researchers make the decision as to where they choose to conduct their linguistic landscape study, Blackwood (2015) states that it would help if linguistic landscape researchers reported on how they decided on the specific areas. This study has tried to accomplish the aforementioned points made by important scholars. It has attempted to investigate geographical areas such as shopping streets (Cenoz & Gorter, 2006), and neighbourhoods (Huebner, 2006; Blommaert, 2013; Lou, 2007).

It was predicted that the shopping streets that have been investigated in both Kyrenia and Larnaca would shed light on the linguistic landscape and how the agents aim to attract tourists and customers in the area with the multiple languages presented on each sign. Even though English is not an official language in either sides of Cyprus, is it seen as the language of commodity. The term ‘commodity’ refers to the existence of a market or marketplaces in which languages and linguistic variants, like other traded commodities, have an economic exchange value which linguists can trace back to the work of Pierre Bourdieu (1991). The linguistic landscape in the cities under investigation is predicted to present the role of English and how it is a commodity of high value (Cameron, 2012).

Additionally, it has been said that the identities found in neighbourhoods contribute to a meaningful space of territory and a distinctive relationship with its residents (Shohamy, 2015), hence, this study has also pursued to explore the signs found in specific regions of the two cities under investigation.

According to Goffman (1956), a region is any place that is bounded to some degree by perception barriers. Regions are said to differ in the degree to which they are bounded and in the media of communication through which the barriers to perception occur.

Below are images that aim to illustrate the specific regions that were investigated.

Figure 3.2 is a screenshot taken from Google maps that pinpoints where the researcher collected data. The data was collected from Catalkoy to Kyrenia city centre. The journey included places such as neighbourhoods and shopping streets.

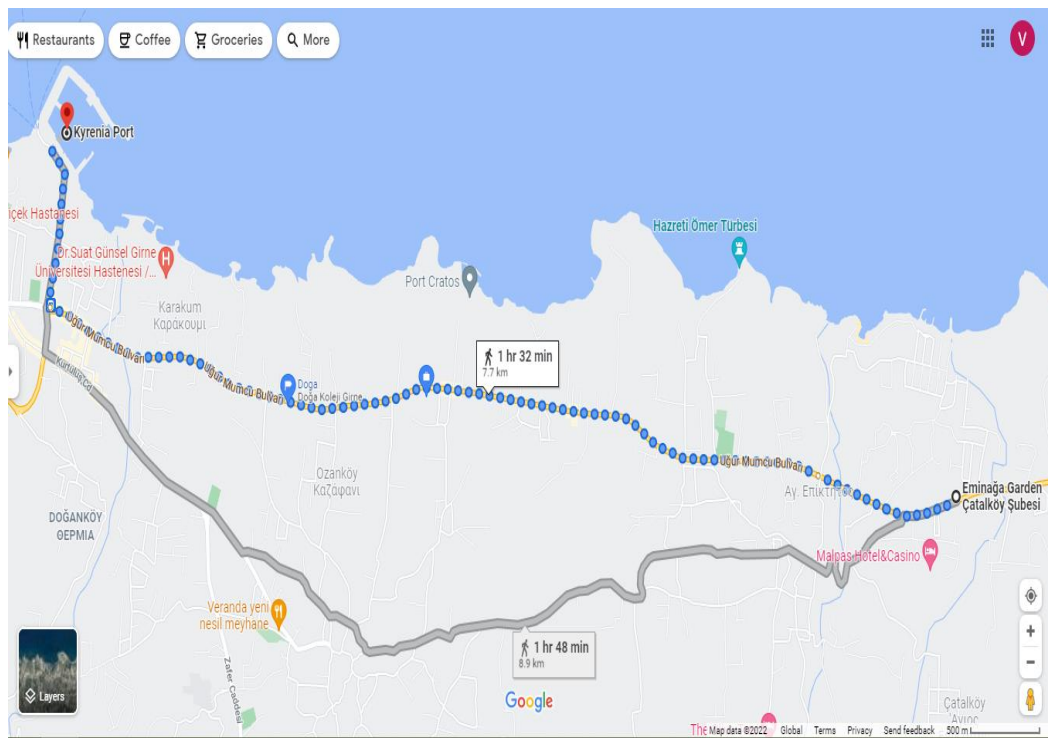


Figure 3.2: Google Maps Image Illustrating Distance from Catalkoy to Kyrenia (URL2)

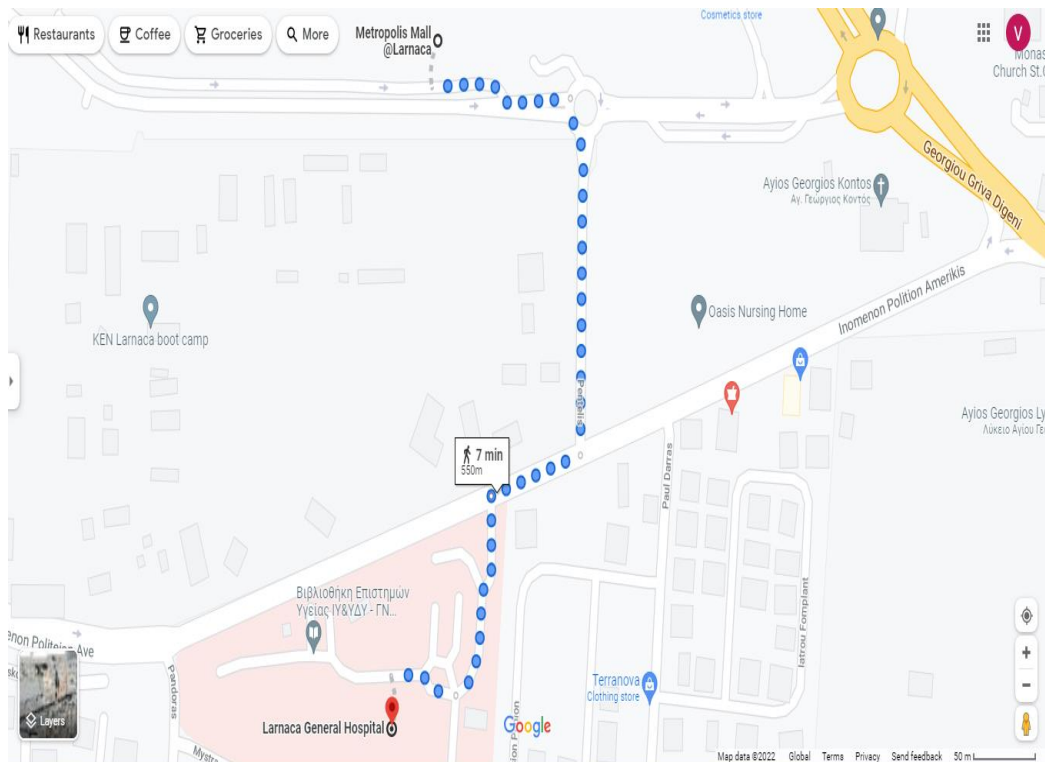


Figure 3.3: Google Maps Image Illustrating Distance from Metropolis Mall to Larnaca General Hospital (URL3)

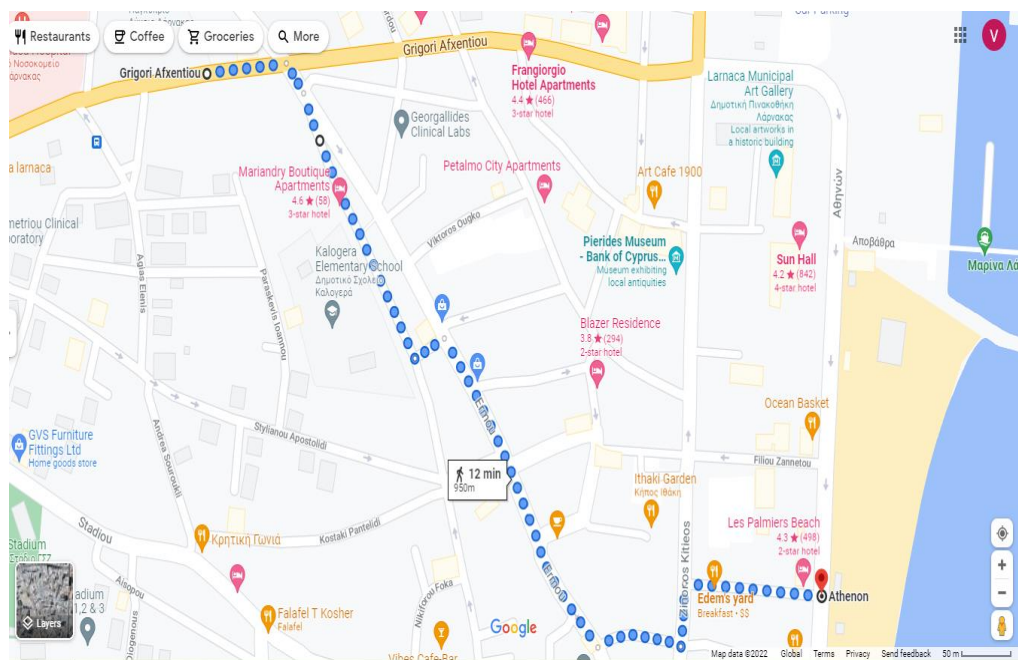


Figure 3.4: Google Maps Image Illustrating Distance from Grigori Afentiu to Athenon (URL4)

3.3 Participants

Members of the general public were selected for this study. The participants include Turkish and Greek Cypriot individuals and also individuals from different backgrounds who reside in North and South Cyprus, and individuals who are self-employed and employees working in differing sectors (restaurants, boutiques, and market owners).

3.3.1 Shop Owners

The proprietors of shops and restaurants in Cyprus are, in some ways, representatives of the country's linguistic landscape. Therefore, the role that they play in determining the street landscape of Cyprus is of the utmost importance. Purposive homogenous sampling, which involves choosing candidates based on particular common characteristics (Etikan, Musa & Alkassim, 2016), was used in this study. The study included the participation of 19 shop and restaurant owners. Because the researcher's goal is to interview store and restaurant owners that share similar features or specific characteristics, such as having English signs in their shops and restaurants, this sampling approach was chosen as it allows for the researcher to accomplish that goal.

3.3.2 Passers-by/Members of Public

Stratified random sampling was used by the researcher, stratified by geographical region (Gideon, 2012, Wolf et. al., 2016): Kyrenia and Larnaca. The SEVQ was given out to passerby during the fieldwork and was also filled out by participants online using Google Forms. Overall, 105 participants (36 male, 64 female, and 5 'prefer not to say' participants) volunteered to contribute in the research. The age of the participants ranged from 17 to 70 years who are all from different socioeconomic and educational backgrounds.

3.4 Data Collections Instruments

The study utilised a mixed method research design which incorporates both quantitative and qualitative data. The quantitative data were collected via the Subjective Ethnolinguistic Vitality questionnaire (Bourhis et. al., 1981), and the photographs taken by the researcher in both Kyrenia and Larnaca cities. The qualitative data were obtained with the semi-structured interview which includes seven demographic questions and five questions related to the use of English in business and street landscape.

3.4.1 Quantitative Data: Photographs

Google Street View is a tool that can offer interesting new ways to conduct linguistic landscape studies (Gorter, 2018), as it aids the research in being more precise of the locations of the photographs taken and also for the readers whom wish to locate precisely where the area of research is taking place.

Many linguistic landscape studies now include the study technique of photographing signs as part of the data collection procedure. There are three factors connected to the use of photographs: “first, the linguistic landscape researcher as photographer, second, the linguistic landscape photo as data or ‘linguistic landscape genre’; and third, the author and the readers of an academic text featuring pictures” (Gorter, 2018, p. 9).

The study reported on the number of signs photographed and the ways in which the photos were coded or interpreted. According to Gorter (2018, p. 10),

there are some methodological issues of how to analyse photographs of signs related to ‘language’, text, colour, material, placement, surroundings, etc. but in general sense, photographs are like any other data source and sufficient details about procedures should be reported similar to using observations, interviews or questionnaires as data.

Researchers can start making inferences about societal issues pertaining to the use of particular languages, such as language choices that express ethnic/social conflicts and solidarity, the power dynamics of official or unofficial signage, and hidden agendas represented by discrepancies between language policies and everyday language use (Backhaus, 2006).

3.4.2 Quantitative Data: Questionnaire

The Subjective Ethnolinguistic Vitality Questionnaire (SEVQ) (Bourhis, Giles, and Rosenthal 1981) as a tool to monitor group members' perceptions of their relative position in intergroup relation situations was employed. The SEVQ proposed by Bourhis et al., (1981) represents a preliminary attempt to gauge the true perceptions of group members towards both their own and other groups on crucial vitality items.

3.4.3 Qualitative Data: Semi-structured Interview

The semi-structured interview adopted from Maraf (2022) was employed. The method of conducting interviews was chosen because of the function it serves in contributing deeper and larger understandings of social circumstances and human behaviour, both of which are essential to our socio-linguistic theoretical impressions. The implementation of the interview took approximately 5 to 10 minutes and were conducted in English.

3.4.4 Validity and Reliability of Data Collection Instruments

The validity and reliability of the quantitative research tool- the questionnaire- has been proven to be a reliable research instrument (Abrams, Barker, & Giles, 2009; Ehala & Zabrodskaja, 2011). The 22-item scale has an overall reliability of Cronbach's Alpha 0.88 and it was used to measure how group members perceive their own group and out-groups on important vitality items.

Concerning the validity of the interview questions, it is well known that research involving a naturalistic approach involve researchers that “seek instead illumination, understanding, and extrapolation to similar situations” (Hoepfl, 1997, p. 48) and therefore the degree to which the interview questions generate understandings through the researcher's analysis can be used as a criterion for determining the validity of the interview questions.

3.5 Data Collection Procedures

This section presents a detailed explanation on the procedures of the data collection process. Included is information on how and when the data collection instruments were conducted.

3.5.1 Quantitative Data Collection

The quantitative data is represented in the questionnaire administered to the members of public residing in both the Turkish Republic of Northern Cyprus and the Republic of Cyprus. The questionnaire was both distributed to among passers-by and also shared on Google Forms via social media after the approval of the Ethics Committee in January 2023. The questionnaire was edited according to the appropriate format on Google Forms and was answered by volunteering members of the general public.

The photographs were taken in Kyrenia in June 2021 and in Larnaca in December 2021.

3.5.2 Qualitative Data Collection

The interviews were administered with the participants after the approval of the Ethics Committee in January 2023 and were conducted face to face. The interviews were transcribed and later sent to the participants via Whatsapp, Messenger and e-mail to check the accuracy of the transcriptions and whether the written medium was in line

with their spoken responses which is considered a validity strategy known as “member checking” according to Creswell, 2014.

3.6 Data Analysis

The results of the questionnaire and interviews and the analysis of the photographs were analysed using a variety of methods of analysis. SPSS (Version 21) was used to analyse the data obtained from the SEVQ questionnaire.

In order to test the data distribution in the collected data of the research, after the reliability test normality tests were applied to the data. Table 3.1 presents the normality test scores of the scale total and the sub-scale.

Table 3.1: Kolmogorov-Smirnov Test Results of the Scale and the Sub-scale

	Statistics	Df	p	Skewness	Kurtosis
Scale total	.069	105	.200*	.058	.281
				.605	.332
Demographic factor	.104		.007		
Status factor	.058		.200*	-.178	.222
Institutional factor	.100		.011	.295	.619

The test results clarified that the data were normally distributed in the Scale Total ($p=.200>0.05$) and Status factor ($p=.200>0.05$). Even if the Demographic Factor ($p=.007<0.05$) and Institutional Factor ($p=.011<0.05$) were statistically meaningful, the Skewness and Kurtosis values of the stated sub-scales were measured to be in a range between -1 and +1 (Doane & Seward, 2011; George & Mallery, 2010), the data were regarded as normally distributed and parametric tests as Anova and Pearson Correlation tests were applied to the data set.

In many linguistic landscape studies, taking pictures of signs as part of the data gathering process is becoming a common study approach. There are three components connected to the usage of photographs: "first, the LL researcher as photographer; second, the LL photo as data or 'LL genre,' and third; the author and readers of an academic article using photographs" (Gorter, 2018, p. 9).

The photographs were analysed using the framework by Ben-Rafael et al., (2006) where all items are first divided into either top-down (official institutions) or bottom-up (private actors). The focus of the research is on agency—the people who design the language environment, readers—the people for whom it is designed, and the dynamic—how the linguistic environment is constructed and the reasons why pragmatic or symbolic linguistic choices are made. The study employed Backhaus' (2005, p. 96) definition of the unit of analysis —“any piece of written text with a spatially definable frame” and each of the signs were counted as a single item with the criteria taken from Kotze and Plessis (2010, p. 79) “... visibility from street level with the naked eye; legibility; and the quality of being stationary”.

All written language in specific areas of the public sphere were photographed and analysed. The data were categorized based on the framework used by Ben-Rafael et al., (2006) where all items are first divided into either top-down (official institutions) or bottom-up (private actors). The framework focuses on which languages are presented and the number of languages presented on each sign, and not on the order of the signs presented. To elaborate, the study does not take into account the order and placement of the bilingual and multilingual languages. The focus of the research is on agency—the people who design the language environment, readers—the people for whom it is designed, and the dynamic—how the linguistic environment is constructed

and the reasons why pragmatic or symbolic linguistic choices are made. Both 'bottom-up' and 'top-down' items were further divided based on differing areas of activity. As a result, bottom-up items were classified as clothing and leisure, food, houseware, and private offices. 'Top-down' items on the other hand were classified based on the kind of institution: Figure 3.5 gives information of the category (top-down / bottom-up) and the type of items that correspond to each of the category (Ben-Rafael, Shohamy, Amara & Trumper-Hecht, 2006):

<i>Category</i>	<i>Type of item</i>	<i>Sampling criteria</i>
Top-down	1. Public institutions: religious, governmental, municipal– cultural and educational, medical	20– 30 items at each site (30% of all items in each site)
	2. Public signs of general interest	
	3. Public announcements	
	4. Signs of street names	
Bottom-up	1. Shop signs: e.g. clothing, food, jewellery	70– 100 items in each of the main streets of the sites and/or in commercial areas (70% of all items sampled at each site)
	2. Private business signs: offices, factories, agencies	
	3. Private announcements: 'wanted' ads, sale or rentals of flats or cars	

Figure 3.5: Categorisation of Top-Down / Bottom-Up Items and the Type of Items (Ben-Rafael et al., 2006)

The figure below (Figure 3.6) is the categorization of bottom-up items into various domains and subdomains.

Domain	Subdomain		Division
Associations	Building Markings		
Commercial	Goods for sale		
	Guest Houses	Building Markings	
	Services	Banks	
		Real Estate	
		Security	
	Shops	Building Markings	
		Shop Offers	
	Taverns	Building Markings	
Shop Offers			
Graffiti			
Private Announcements	Community News		
	Other		
Private Homes	Affiliation	Political	
		Religious	
		Sport	
	Ownership, Decoration, Commentary		
	Warning	Beware of the Dog	
Other			
Public demarcation			
Religious	Building markings		

Figure 3.6: Categorisation of Signage in Bottom-Up Domains

Below (Figure 3.7) is an illustration to help visualize the terms “top-down” and “bottom-up” with varying degrees of how ‘official’ and ‘unofficial’ the language use is.

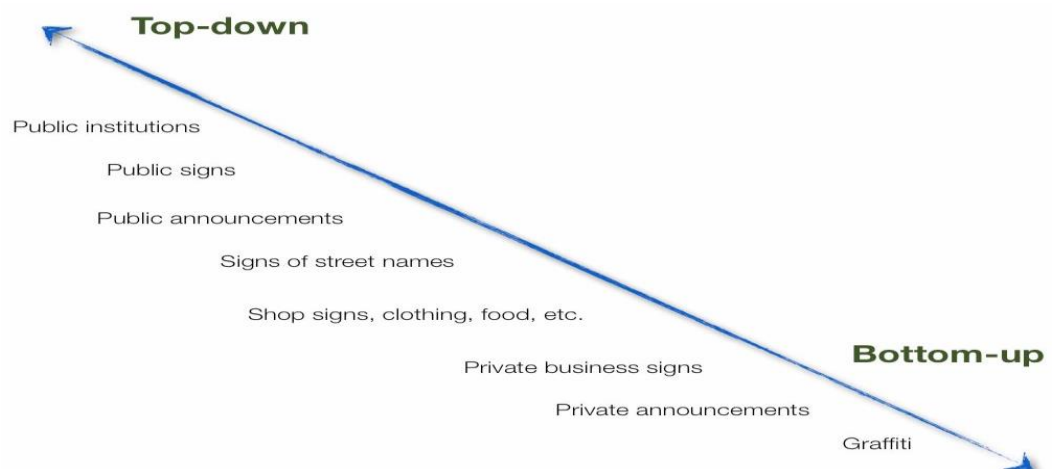


Figure 3.7: Visual Representation of the Terms Top-Down and Bottom-Up

The interview responses were recorded, transcribed, thematically coded and analysed according to Braun and Clarke (2006) who developed the inductive thematic analysis process. The six-step process of inductive thematic analysis involves transcribing the data, highlighting emerging patterns, coding the emerging patterns into themes and subthemes, reviewing and confirming the themes and finally producing the final report. Figure 3.8 shows an illustration of the six step process of the analysis of qualitative data according to Braun and Clarke (2006):

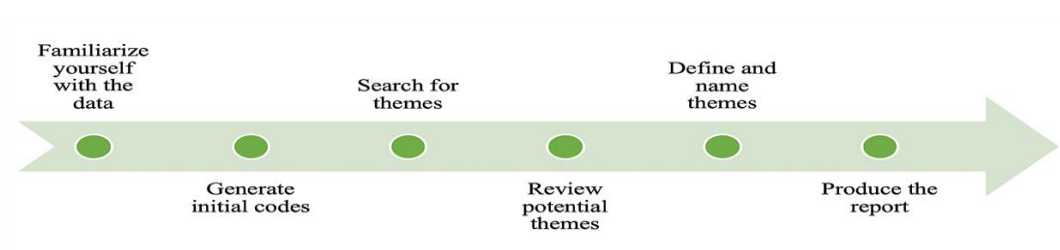


Figure 3.8: Phases of Thematic Analysis (Braun & Clarke, 2006)

According to the first step of Braun and Clarke's (2006) process of thematic analysis, the interviews were transcribed and the researcher thoroughly read the transcriptions in order to get familiarised with the data so as to prepare for the second step. The second step involved generating initial codes by highlighting the text and finding keywords that were repeated throughout the transcriptions. In turn, this helped with finding connections and the search for themes, which is the third step of the process. For step four, the generated themes and subthemes were reviewed. For step five, the themes and codes were confirmed by naming and describing them. Finally, step six of the qualitative analysis of the interviews was put into place in order to get a full understanding of the model, the codes, the themes and subthemes, and finally producing the final report- the thematic analysis of the interview transcriptions.

P: Generally, Cypriots appreciate the English as it is a global language which they think is a global and modern approach to business. But of course other people might think different, they may prefer businesses that emphasise the Greek Cypriot identity more.

P: English facilitates communication with customers from everywhere. It helps in attracting tourists that don't know Greek. Also the younger generation, they prefer English for convenience. English can also give shop owners the opportunity for partnerships on a global scale.

Figure 3.9: Text Highlight Used in Search for Patterns and Themes

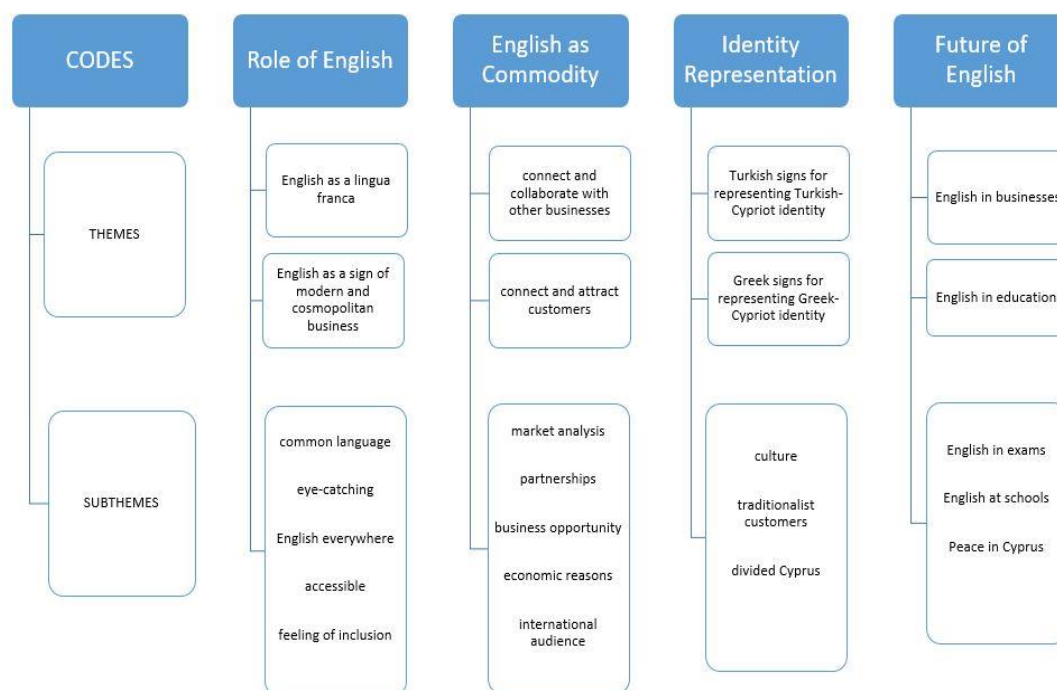


Figure 3.10: Figure of the Codes, Themes, and Subthemes

3.7 Ethical Considerations

For the purpose of providing credibility to the research study, ethical procedures ought to be adhered to. Hence, consent forms, the interview questions and the questionnaire were submitted to Eastern Mediterranean University's Research and Publication Ethics Board for review and evaluation. The Ethics Board assessed the research data

collection tools and approved it after which the researcher prepared an online version of the questionnaire on Google Forms.

3.8 Credibility, Validity and Reliability

Many measures regarding credibility, validity, and reliability were used to establish the certainty of the final findings. These measures concern triangulation, permission, secrecy, anonymity and risk of harm, intercoder agreement, and member checking.

Triangulation, consent, confidentiality, and anonymity were used to assure credibility, validity, and reliability. The study's credibility was also assured by the use of the voluntary participation, which protects confidentiality, anonymity, and risk of harm. Participants read and signed a consent form that describes the research's objectives. By using pseudonyms or hyphenated numbers to represent participant numbers, the participants' identities were protected (e.g. Participant-1, Participant-2, etc.). Minor contextualization modifications were made to the Subjective Ethnolinguistic Vitality Questionnaire (Bourhis, Giles, & Rosenthal, 1981) before its adoption. This 22-item scale with a Cronbach's Alpha reliability of 0.88 (Abrams, Barker, & Giles, 2009) is designed to assess how group members evaluate their own group and out-groups on vitally significant subjects.

To verify the reliability of the study, triangulation was used to the mixed-methods data, since the present study's use of a mixed research methodology; a wide variety of data must be triangulated. Such as mentioned in the previous sections; the data collected from the SEVQ questionnaire, semi-structured interview, Larnaca and Kyrenia photographs are triangulated. Comparing the themes connected to beliefs across several individuals, for instance, revealed that all the beliefs were in the same direction.

Intercoder agreement, also known as cross-checking and member checking (Creswell, 2014) were used to confirm the accuracy of the study results. The phrase "when two or more coders agree on codes used for the same passages in the text" refers to the phenomenon known as "intercoder agreement" (Creswell, 2014, p. 292). In the current study, the researcher who completed the first coding also asked a second expert in the subject to carry out the same procedure on the identical sections. Both of these individuals coded the same information. After the completion of both coding analyses, the researcher and the colleague working in the field arrived at the final codes that were used to the analysis of the data gathered from the interviews. Intercoder agreement is used while assessing qualitative data and developing themes during the thematic coding phase of interview analysis. The researcher coded the sections and asked a second 'coder' to conduct the same technique; both coders agreed on the assigned codes. In order to assure the accuracy of the interviews, the transcriptions sent to the participants for review.

Creswell (2014) notes that in qualitative research, there are a variety of ways to ensure the correctness of study results, including member checking. Including the interviewees in the analysis and confirmation of the study results is predicated on a method known as member checking. In the current study, member checking was conducted once interview transcriptions were obtained. The transcribed data was sent to the participants in order to get their confirmation and further explanation in areas of doubt.

In order to test the reliability level of the data collection tool, Cronbach Alpha reliability test was applied to the data set which is presented in Table 3.2.

Table 3.2: Reliability Statistics of the Scale total and the Sub-Scales

	Original scale	Research Reliability Scores
Scale total	0.88	.883
	-	.757
Demographic factor	-	.821
Status factor		
Institutional factor	-	.573

Table 3.2 represents the Cronbach's alpha coefficient measures of the subscales. Cronbach's alpha coefficient measures the internal consistency, or reliability, of a set of survey items. This statistic is used to help determine whether a collection of items consistently measures the same characteristic. Cronbach's alpha quantifies the level of agreement on a standardised 0 to 1 scale. Zero indicates that there is no correlation between the items at all. One indicates that they are perfectly correlated. High Cronbach's alpha values indicate that response values for each participant across a set of questions are consistent. Conversely, low values indicate the set of items do not reliably measure the same construct. According to Table 3.2, it is possible to state that the Scale Total and Demographic Factor sub-dimension (.757), and Status Factor sub-dimension (.821) of the scale have high level of reliability. The Institutional Factor sub-dimension (.573) was found to be at a lower degree when compared to other sub-dimension but it can still be regarded as reliable since that the score is close to .60, which can be regarded as acceptable level of reliability for this sub-dimension.

3.9 Summary

For Chapter 3 of the study, the research design was presented together with detailed information of the context, the participants, data collection, and the data analysis procedures. Additionally, ethical considerations, procedures of credibility, validity and reliability were also presented.

The following chapter presents the results and findings found from the data collected via the SEVQ questionnaire, semi-structured interview transcriptions and the analysis of the photographs taken for fieldwork for the analysis of the linguistic landscape of both North and South Cyprus of the cities Kyrenia and Larnaca.

Chapter 4

RESULTS

This chapter provides the results which sought to answer the five research questions. As the research is conducted by using a mixed methodology, consisted of qualitative semi-structured interview questions, analysis of the public signs in the linguistic landscape, and a quantitative questionnaire, the results are organized to be presented sequentially from quantitative and qualitative findings.

4.1 Linguistic Landscape Approach to Language Vitality in Cyprus

The linguistic landscape of a region provides valuable insights into its sociolinguistic dynamics, reflecting the vitality of different languages within the public space. In the context of Cyprus, known for its ethnic, cultural, and linguistic diversity, the linguistic landscape approach can provide an understanding of the status and functionality of the languages presented in public spaces. In order to understand language vitality in Cyprus. This section explores the use of linguistic landscape and focuses on how public signs expose the interaction between language policies, cultural attitudes, and linguistic behaviours in the cities of Kyrenia and Larnaca and answers the first research question of “how can linguistic landscape approach be used for exploring the language situation in the North and South of Cyprus in terms of language vitality?”.

4.1.1 Kyrenia and Larnaca Linguistic Landscape

Table 4.1: Locality, Setting and Population of Kyrenia

Name of place	Type of setting	Population
Kyrenia	Metropolitan city	150,000

Table 4.2: Locality, Setting and Population of Larnaca

Name of place	Type of setting	Population
Larnaca	Metropolitan city	154,200

Kyrenia is located in the northern coast of Cyprus and it known for its historical sites, harbor, and surrounding mountains and beaches. The economy of Kyrenia is reliant on tourism with a number of hotels, restaurant and casinos catering to its international visitors. There is also an increase in the number of higher education institutions that attract international students, which also contributes to the local economy.

Larnaca is known for its significant port and the Larnaca Airport, which is the main international gateway to the south of Cyprus. The population is predominantly Greek-Cypriot, with expatriates from differing nationalities including British, Russian, and other nationalities due to its attractive touristic destination and opportunities for international business. Larnaca's economy can be said to be diverse and involves sectors such as tourism, shipping, and construction.

Table 4.3: LL Items by Languages in the Two Areas (no. of Items and %)

	Kyrenia	Larnaca
Turkish only	41.06 (n = 1123)	-
English only	24.6 (n = 675)	34.17 (n = 608)
Greek only	0.03 (n = 1)	21.02 (n = 374)
Turkish - English	29.50 (n = 805)	0.16 (n = 3)
Turkish - Greek	0.03 (n = 1)	0.05 (n = 1)
Greek - English	0.21 (n = 6)	39 (n = 693)
Turkish – Greek - English	1.06 (n = 29)	0.11 (n = 2)
Other	3.50 (n = 95)	5.5 (n = 98)
Total	100.0 (n = 2735)	100.0 (n = 1779)

The table above shows integrated LL profiles which involves adding up the bottom-up and top-down items found in the two main localities of the study; Kyrenia and Larnaca.

Within Turkish Cypriot localities in Kyrenia, Turkish is found to be the most predominant language appearing, either with or without English (41.6% and 29.5% respectively) of LL items. English is second, appearing in just over 55% of LL items; monolingual English with 24.6%, bilingual Turkish – English 29.5%, and trilingual

signs with 1.6%. Greek appears in less than 2% of LL items in Turkish Cypriot localities in Kyrenia.

Within the Greek Cypriot localities in Larnaca, English is the most predominant language appearing alone or without other languages with a total of 74% of LL items; 34.17% on monolingual items, and 39% in bilingual and trilingual items.

Turkish, however, is hardly present at all appearing on only a total of 0.32% of LL items in the Greek Cypriot localities. Other languages such as Italian, Russian, French, Spanish, Hebrew, etc. are much more salient than Turkish in the Greek Cypriot localities with a total of 5.5% of LL items.

When both localities are compared and contrasted it is evident that the LL items in the Turkish Cypriot localities represent Greek with only 1.36% and Turkish on the LL items in the Greek Cypriot localities are hardly present at all with 0.32%. Both localities represent more foreign languages on LL items than the language of the other.

In Turkish Cypriot localities in Kyrenia, there is a stronger presence of Turkish-only items when compared to the Greek Cypriot localities in Larnaca (41.06% and 21.02% respectively) which illustrates the possibility that the Turkish Cypriot locals are more eager to assert their identity by the use of Turkish (Ben Rafael et al., 2006). This also shows with the total number of LL items presented in Kyrenia when compared to Larnaca with almost double the LL items (2735 and 1770 respectively).

4.1.2 Kyrenia Linguistic Landscape

A total of 2735 signs were analysed according to Ben-Rafael et.al.,’s (2006) framework. Fieldwork was completed on two full days- both on a Sunday- as the researcher found that there were less distractions from traffic.

Table 4.4: Top-down Versus Bottom-Up Items in Kyrenia: (no. of Items and %)

LL Languages	Top-down photos	Bottom-up photos
Turkish only	79.14 (n = 315)	34.60 (n = 808)
English only	5.80 (n = 23)	27.90 (n = 652)
Greek only	0	0.04 (n = 1)
Turkish – English	13.31 (n = 53)	32.17 (n = 752)
Turkish – Greek	0	0.04 (n = 1)
Greek – English	0	0.25 (n = 6)
Turkish – Greek – English	0.25 (n = 1)	1.20 (n = 28)
Other	1.5 (n = 6)	3.80 (n = 89)
Total	100 (n = 398)	100 (n = 2337)

There were a total of 398 top-down signs; 315 (79.14%) of those signs were monolingual Turkish signs, 23 (5.80%) were English monolingual signs. 53 (13.31%) of the top-down signs were Turkish and English bilingual signs. There was one trilingual sign that include Turkish, Greek, and English (0.25%) and 6 (1.5%) top-down signs that include other languages.

The bottom-up signs were further categorised by area of activity; ‘clothing and leisure’, ‘food and houseware’, and ‘private offices’. A total of 264 (11.30%) bottom-

up signs were categorised under ‘clothing and leisure’, 556 (23.80%) of signs categorised under ‘food and houseware’, and 1517 (64.90%) signs were of ‘private offices’. A total of 2337 bottom-up signs were analysed: 1445 of those signs were monolingual; 792 (55%) Turkish, 652 (45%) English, and 1 (0.06%) Greek.

Bilingual signs consisted a total of 750; 739 (98.5%) of those were Turkish and English, 7 (0.93%) English and Greek, and 1 (0.13%) Turkish and Greek sign. In bilingual bottom-up signs, “there is a clear and unambiguous predominance” (Ben Rafael et. al. 2006: 19) of the Turkish-English bilingual pattern (98.5%).

Trilingual signs that presented the three main languages (Turkish, Greek and English) were of 28 signs (2%). A total of 89 (4%) signs included other languages that present Russian, Arabic, Hindu, Chinese, Portuguese, German, Latin, French, Spanish, Italian, Somali, and Korean.

Following are some top-down signs that include monolingual, bilingual, and multilingual signs accompanied by the researcher’s analysis of each.

4.1.2.1 Kyrenia Linguistic Landscape: Top-Down Items



Figure 4.1: Monolingual Top-Down Turkish Sign by Municipality of Kyrenia

Figure 4.1 is a monolingual Turkish sign that translates to ‘*Kyrenia Municipality, attention, it is forbidden to post brochures, posters, and advertisements in these areas, penalties will be initiated by our municipality for those who do not comply with the warning*’. The sign is written entirely in Turkish which indicates that Turkish is the primary or official language used in the region for public communication by the local government. The sign serves as a regulatory function, informing the public of restrictions on posting advertisements, brochures, and posters. This suggests an effort by local authorities to maintain cleanliness and order in public spaces. The sign is issued by the municipality, indicating the local government’s role in regulating public behaviour and the expectation of compliance from the citizens. The mention of penalties illustrates the enforcement aspect of the notice. The exclusive use of Turkish implies a linguistic homogeneity or a strong preference for Turkish in public administrative contexts. This could be indicative of the political and cultural identity of the region.



Figure 4.2: An Image of a Bilingual Top-Down Traffic Sign

Although English is not an official language in Cyprus, Figure 4.6 above is an image of a top-down bilingual sign with text both in Turkish and English. The sign suggests that the area caters to both local Turkish-speaking residents and English-speaking visitors and/or expatriates. The sign is a traffic warning indicating the presence of speed humps on the road. The bilingual text ensures that both local drivers and international visitors are aware of the road condition, promoting safety. The sign's official and clear format implies it is issued by local traffic authorities, underscoring the need for compliance from all drivers. The inclusion of English alongside Turkish demonstrates an inclusive approach, accommodating non-Turkish speakers. This can be seen as a reflection of the globalised nature of the region and its openness to international influences. The bilingual sign exemplifies the multilingual nature of Kyrenia.



Figure 4.3: An Image of a Bilingual Top-Down Sign of Emergency Assembly Point

The signage above is a top-down multilingual sign found in the city centre of Kyrenia. The bilingual signage reflects the region's diverse population, which includes both local Turkish Cypriots and a significant number of tourists or international residents. The designer of the sign appears to be from that of the Turkish Republic of Northern Cyprus civil defence organisation and the sign ensures the safety of the Kyrenian population in case of emergencies. English is included with Turkish to show that this is an inclusive approach that takes non-Turkish speakers into account. This may be interpreted as a reflection of the region's globalisation and receptivity to outside influences. The bilingual sign serves as an example of Kyrenia's multilingualism.



Figure 4.4: An Image of a Monolingual Top-Down Sign from Municipality of Kyrenia

Figure 4.4 is a sign top-down monolingual sign designed by the Kyrenia municipality social affairs branch and informs the public of an application for the youth to ‘*think young, accelerate life*’ (genç düşün, hayata ivme kat) and encourages the Turkish-Cypriot youth, ages 15-21, to apply to take part in social activities such as workshops, tours, online/face-to-face talks, environmentalism, social responsibility projects, culture-art workshops, sports activities, information technologies, entertainment and activities, and online/face-to-face education. The colourful sign is a visual representation of the Kyrenia municipality’s motivation to encourage a youth-friendly community and for the young to work together collaboratively, building community spirit, which would in turn help eradicate attitudes of negativity within the community.



Figure 4.5: A Bilingual Top-Down Sign from the Municipality of Kyrenia

Figure 4.5 is an image of a top-down multilingual Turkish and English sign by the Kyrenia municipality. It represents the need for hygiene during the Corona pandemic and an antibacterial liquid in a container is attached to the sign. The sign was present next to the ATM's found in Kyrenia city centre. The font presented on the sign is similar in Turkish and in English. The two languages are presented side by side with equal balance given to the size of the fonts. The use of English in addition to Turkish shows that governmental authorities take non-Turkish speakers into account by ensuring their safety with a bilingual Turkish-English sign. This might be interpreted as a reflection of the region's receptivity to outside influences and its globalised nature. Kyrenia is a multilingual city, as demonstrated by the bilingual sign.



Figure 4.6: An Image of a Top-Down Sign with Directions

Figure 4.6 is an image of a top-down sign found in the centre of Kyrenia which represents the main directions that show the way to Lefkoşa (Nicosia), Beylerberi (Bellapais), Liman (Port), Bellapais Monastery, Kyrenia Castle, and the Amfi Tiyatro (Amphitheatre). The Turkish names given to the locations The Turkish text is presented in a blue background while the English is presented in a brown background. The colour brown represents the colour of touristic destinations, although such signs commonly include a symbol relating to the attraction, this sign fails to do so.



Figure 4.7: An Image of a Bilingual Top-Down Traffic Sign

Figure 4.7 is an image of a bilingual top-down sign of a zebra crossing. The bilingual sign represents an area that receives a lot of tourists, meaning that it is necessary to speak both the widely accepted worldwide language, English, and the local language, Turkish. Both languages receive equal attention on the sign and are provided for both locals and tourists from other countries. The balanced usage of Turkish and English illustrates the value and multipurpose application of the English language, even if it is not an official language in Cyprus.



Figure 4.8: An Image of a Multilingual Top-Down Sign Illustrating Military Presence

Figure 4.8 is an image of a multilingual sign. The photo depicts two signs, both of which convey prohibitive messages. On the left sign which is in red, there are a total of four languages: Turkish; *Yasak Bölge Girilmez*, English; *Forbidden Zone*, French: *Zone Interdite*, and German: *Verbotene Zone*. The sign informs passers-by that the area is a restricted zone of which the entry is prohibited. Included is a picture of an armed guard which reinforces the significance of the prohibition. The sign on the right which is in white includes Turkish; *Fotoğraf ve film çekmek yasaktır*, English; *To take photo and film are forbidden*, German; *Fotografieren und filmen ist verboten*, French; *Photographier et filmer est interdit*, and Greek; *παγορεύεται η φωτογράφιση και η εικονογράφηση*. The sign indicates that photography and filming are not allowed in this specific area and it includes universal prohibition symbols, which are a camera and a video camera crossed out, to make the message clear for those who may not have knowledge of the four languages used. The multilingual sign indicates that the area is frequently visited by a diverse group of people from different linguistic backgrounds.

The primary language on both signs is Turkish, the second is English; reflecting its role as a global lingua franca. German and French are also included, maybe due to the fact that they are commonly used in international settings and are understood in many parts of the world. Greek is the last language represented on the sign, possibly reflecting its regional importance rather than its global importance. It may also be present on the sign in order to cater to Greek speakers who might visit the region.



Figure 4.9: A Monolingual Top-Down Sign of a Warning of Construction Site

Figure 4.9 is an image of monolingual top-down signs related to a construction site. The sign indicates local government involvement which ensures that the construction site adheres to regional regulations and standards. The yellow sign on top represent the Municipality of Kyrenia and information of the owner is given (Çağan Çağatay).

Included is information such as permit number (*izin no.*), address and phone number, the architect (*proje mimari*), and the project engineer (*proje mühendisi*). By providing the owner's contact information and project details, the designers of the sign reflect transparency and accountability which can be considered crucial in construction projects for both legal and safety reasons. Additional information included is a warning: *İnşaata Girmek Tehlikeli ve Yasaktır*: Entering the construction site is dangerous and prohibited. The font used is bold and in yellow, which is common when presenting important notices on public signs. This kind of information is essential for regulatory and administrative purposes. The sign on the bottom has a red header and contains some universal symbols. Included is the header *Şantiye İnşaat Alanı* (Construction Site Area), *Önce İş Güvenliği* (Safety first). Additionally, there are multiple warnings and mandatory instructions with the associated symbols such as wearing hard hats, no unauthorized entry, and general caution signs. The symbols make it clear that safety precautions ought to be followed. Although the monolingual sign is fully in Turkish, the visual symbols are crucial for non-speakers of Turkish to understand safety requirements. The purpose of the sign is to communicate necessary information to both workers and regulatory bodies, ensuring compliance with safety standards and local regulations and with the use of the universal symbols, the sign makes it accessible to a broader audience.



Figure 4.10: A Monolingual Top-Down Traffic Sign

Figure 4.10 is an image of a bilingual Turkish-English top-down traffic sign with directions. The arrows represent the locations to Nicosia, the city centre, and the port. Included on the sign is a universal image of a roundabout. The bilingual sign is a representation that it serves both local residents who speak Turkish and international visitors who are more likely to understand English. The universal roundabout sign is also presented so as to ensure that even those who do not understand the languages presented on the sign can understand the traffic direction. In addition, the blue background with white text is a standard colour scheme for informational and directional signs in many countries, this enhances readability and provides a sense of familiarity to international drivers. The bilingual sign reflects a region with a significant amount of tourism, which necessitates the use of both the local language Turkish and a widely understood international language; English. Equal importance is given to both languages and serves to both local residents and international visitors.

Despite the fact that English is not an official language in Cyprus, the balanced use of both Turkish and English represent the importance and multifunctional use of the English language.

4.1.2.2 Kyrenia Linguistic Landscape: Bottom-Up Items

Table 4.5: Bottom-Up Items in Kyrenia (no. of Items and %)

LL Languages	Clothing Leisure	& Food & Houseware	Private offices
Turkish only	18.94 (n = 50)	38.15 (n = 212)	34.95 (n = 530)
English only	48.50 (n = 128)	27.35 (n = 152)	24.52 (n = 372)
Greek only	0	0	0.06 (n = 1)
Turkish – English	25.75 (n = 68)	26.97 (n = 150)	34.54 (n = 524)
Turkish – Greek	0	0.17 (n = 1)	0
Greek – English	0	0.71 (n = 4)	0.19 (n = 3)
Turkish – Greek – English	0	0	1.84 (n = 28)
Other	6.81 (n = 18)	6.65 (n = 37)	3.90 (n = 59)
Total (100%)	100 (n = 264)	100 (n = 556)	100 (n = 1517)



Figure 4.11: An Image of a Bilingual ‘Food and Houseware’ Garden Shop Sign

Figure 4.11 is an image of a bilingual bottom-up sign with English presented above Turkish and with larger font. The sign is for a gardening and landscaping business with the heading *Eminağa Çiftlik Market*. The use of both Turkish and English shows that the sign and its designers ensure to cater to both local residents and international visitors. The bilingual sign ensures that the services are accessible to a wider audience, including tourists and expatriates. The presence of English suggests that the business caters to a significant number of English-speaking customers which can be said is common in North Cyprus thanks to its tourist appeal and its large expatriate community. The products and services that are offered, which include landscape design, garden tools, pots, indoor and outdoor plants, fruit trees, plant foods, etc., indicate a focus on gardening and landscaping. The types of products that are offered appeal to both local residents and property owners including those who invest in property in the region. The sign’s design and language choices illustrate the region’s economic reliance on tourism and expatriate communities, and at the same time caters to the local population.



Figure 4.12: An Image of a Monolingual ‘Private Offices’ Rent a Car Sign

Figure 4.12 is an English monolingual rent a car sign and the associated business uses only English which reflects the international nature of the services offered. The absence of Turkish, the official language, suggests a focus on appealing to an international clientele rather than just local residents. The sole use of English indicates its dominance in commercial signage which could suggest that English is sufficient for communication in this context. The use of English highlights the economic significance of tourism. In North Cyprus, car rental services are commonly used among the tourists and the use of English serves as a practical choice for reaching this demographic. The signage is clear, modern, and professional which ensures readability and reflects a focus on creating an attractive and accessible business front for an international audience. Although the sign does not include Turkish, incorporating the local language could enhance inclusivity and respect for the local culture and also cater to local customers who may prefer and feel comfortable with signage in their own native language.



Figure 4.13: An Image of a Monolingual ‘Clothing and Leisure’ Sign of a Gym

Figure 4.13 is an image of a monolingual English sign of a gym. The exclusive use of English for the fitness centre suggests a focus on attracting international clientele as fitness centres tend to cater for diverse groups of people including tourists and expatriates who are more likely to understand English rather than the local language. The absence of Turkish implies that the business in question aims to be accessible to English-speaking customers primarily and may reflect the economic significance of tourism and the presence of a substantial expatriate community in North Cyprus. The sign includes easily readable text and a graphic of fitness related icons with a man and a woman using dumbbells. The use of an arrow and phone numbers enhances the practicality and usability of the sign for potential customers.



Figure 4.14: A Monolingual Russian ‘Food and Houseware’ Outdoor Furniture Sign

Figure 4.14 is a monolingual Russian sign of an outdoor furniture company. The sign presents Russian and only the Russian language which is representative of the fact that Kyrenia has citizens that have immigrated in to the island from Russia. This is consistent with the known demographic trends where North Cyprus attracts many Russian expatriates and tourists and indicates that the target audience is Russian customers. The sign reads **МЫ ГОВОРИМ ПО-РУССКИ**: *We speak Russian*. The text that follows indicate what the establishment offers to the public; **МОСКИТНЫЕ СЕТКИ**: *Mosquito nets*, **ЖАЛЮЗИ**: *blinds*, **ДУШЕВЫЕ КАБИНЫ**: *shower cabins* and finally, **ДЕРЕВЯННЫЕ НАВЕСЫ**: *wooden canopies*. Due to the fact that there are no language policies in North Cyprus and lack of rules and regulations related to public signage, the designers of signs did not necessitate using the official language on their sign. Consequently, such signs can cause confusion and irritation as neither the official language Turkish, nor the lingua franca, the unofficially official language English and is presented.



Figure 4.15: An Image of a Multilingual ‘Private Offices’ Exchange Office Sign

Figure 4.15 is an image of a multilingual bottom-up sign which includes Turkish: *Ada Döviz*, English: *Change exchange*, and Russian: *обмен валюты*. The currency symbols are also included for the British pound, US dollar, Euro and Turkish Lira. The linguistic diversity is a representation of the area and caters to a wide range of customers, likely due to tourism or a multicultural population. The use of Russian suggests a significant presence of Russian-speaking visitors and residents. As for the design and readability, the sign is designed to be clear and easily readable with large bold text. The sign is a reflection of economic activities in a globalised context which aims to serve a diverse clientele effectively.



Figure 4.16: An Image of a Multilingual ‘Private Offices’ Rent a Car Company

Figure 4.16 is an image of multilingual bottom-up car rental sign with the brand name SUN. The sign includes English, Turkish: *Kiralık araba*, German: *Miet Wagen*, Russian: *Аренда Автомобилей*, French: *Location de voiture*, Italian: *Noleggio Auto*, and Arabic: استئجار سيارة. All languages translate to ‘rent a car’ and illustrates an effort to cater to a diverse customer base which can suggest a high level of tourism and multicultural population in the area. English is placed at the top of the sign, which signifies its role as a lingua franca and its importance in international business. The secondary language shown is Turkish which signifies the business has made an effort to ensure that the local population is also addressed.



Figure 4.17: An Image of a Monolingual ‘Clothing and Leisure’ Sign

Figure 4.17 is a shop sign for personal care with an additional promotional banner indicating a discount which states %25 off everything. The percentage symbol is used in the context typical in Turkish signage, reflecting the influence of Turkish language conventions. The store name and promotional content are primarily in English, which reflects the company’s desire to cater to an international audience. The usage of the percentage symbol in a format common in Turkish (with the percentage symbol prior to the number) reflects local linguistic practices, suggesting an awareness of the local linguistic norms, or, the lack of knowledge of the linguistic norms of the English language where the percentage sign is meant to be placed followed by the number.



Figure 4.18: A Multilingual ‘Private Offices’ Sign of a Pharmacy

Figure 4.18 is an image of a multilingual bottom-up sign of a pharmacy. There are three languages present on the sign; English, Turkish, and Greek ensuring the multilingual approach is accessible to a wide range of customers and patients, including local and international visitors. The three languages are presented in order with English at the top, followed by Turkish and then Greek. This order may reflect the expected prevalence of each language among the pharmacy’s customers.

The use of Greek indicates a consideration of Greek-speaking residents and visitors, acknowledging the historical and cultural ties between the communities. The types of products listed (vitamins, supplements, cosmetics, natural products) suggest that the pharmacy caters to both health and wellness needs, which are universal concerns.

The sign uses clear bold fonts and symbols such as the green cross and the crescent, that are recognised internationally portraying pharmacies.



Figure 4.19: An Image of a Bottom-Up Launderette Sign

Figure 4.19 is a monolingual English bottom-up sign of a launderette named “Wash & Go” with a tagline “my beautiful launderette”. The sign is solely in English which indicates a target audience that is comfortable with English, this could include both local residents who are proficient in English and international visitors. The absence of Turkish or other languages suggests a focus on an audience that is likely to understand English. The prominent use of English suggests that the business expects its primary customer base to include English speakers, which aligns with the presence of expatriates and tourists. The use of English highlights the economic significance or tourism and the expatriate community in North Cyprus. Launderettes are common services required by both locals (although not very common) and temporary visitors, indicating that the business caters to a mix of clientele. The use of phrases like “my beautiful launderette” adds a personalised and welcoming touch, making the service appear friendly and welcoming.



Figure 4.20: An Image of Monolingual ‘Private Offices’ Signage

Figure 4.20 is an image of a car with monolingual bottom-up signage. “Golden Valley Hotel & Bungalows” written on its side. The advertisement uses only English, which indicates a target audience that includes both English-speaking locals and international visitors. The lack of Turkish or other languages suggests the business primarily aims to attract English-speaking customers, which is common in tourist-centric regions. English, being the only language used, highlights its role as the main medium of communication for this business. The region’s reliance on tourism likely influences businesses to prioritise English to maximise their reach. Hotels and bungalows are key accommodations for tourists, indicating the business’s orientation towards short-term visitors and expatriates. While English serves international visitors well, adding Turkish could enhance the inclusivity and appeal of the business to local residents. This would respect local linguistic preferences and potentially broaden the customer base.



Figure 4.21: An Image of a Monolingual ‘Food and Leisure’ Sign

Figure 4.21 is an image of a monolingual English bottom-up sign for “Food Lodge” an artisan bakery and bistro. The sign is entirely in English and lists various food items and services provided by the establishment. The sign is exclusively written in English, indicating that the target audience includes both English-speaking locals and international visitors. The absence of Turkish or other languages suggests a focus on attracting English-speaking customers, likely tourists and expatriates likely to be in command of English. The exclusive use of English suggests that the business expects its primary customers base to include English speakers. The food items listed (bread, doughnuts, cakes, coffee, breakfast, lunch, sandwiches, take-away) indicate a focus on providing familiar and accessible options for a diverse clientele. The exclusive use of English aligns with a language policy aimed at international accessibility, particularly important in tourist-heavy areas.



Figure 4.22: An Image of a Bilingual ‘Clothing and Leisure’ Sign

Figure 4.22 is an image of a bilingual Turkish-English bottom-up sign advertising repairs services for shoes, bags, and sharpening services for scissors and knives. The use of both Turkish and English caters to a broad audience, including local residents and international visitors. Both languages are given equal importance, showing respect for both local language and the needs of international customers. By including Turkish, it shows the business’s commitment to serving the local population, while the use of English highlights the importance of accommodating tourists and expatriates. The types of services offered (shoe and bag repair, scissors and knife sharpening) are practical and likely to cater to both locals and visitors who may need these services during their stay. The signage is clear and straightforward -that enhance readability and differentiate between the two languages; yellow font for English and white for Turkish. The use of imagery (icons of shoes, bags, scissors, and knives) provides visual cues that aid in understanding the services offered, regardless of language proficiency.



Figure 4.23: An Image of a Bilingual ‘Private Offices’ Sign

Figure 4.23 is an image of a bilingual Turkish-English bottom-up sign of an accounting firm. The sign uses Turkish: *muhasip* (accountant) and *murakip* (auditor) and the English “certified public accountants”. The signage reflects a balanced hierarchy, where both languages are integrated in to the branding and communication strategy of the firm. The use of Turkish highlights the firm’s commitment to serving the local population while the use of English highlights the importance of accommodating international clients, especially in a professional service industry such as accounting. The design of the signage is professional and clear, with distinct fonts and layout that enhance readability. The firm’s name “Atik’s & Co.” is prominently displayed, with the professional titles and services in both languages clearly listed underneath. By incorporating both languages, the firm maximizes its reach, appealing to a wider audience and potentially increasing its client base.



Figure 4.24: An Image of a Multilingual ‘Food and Houseware’ Sign

Figure 4.24 is an image of a multilingual bottom-up sign for “Pizza Regno” advertising various food items including pizza, fried chicken, pasta (makarna), and hamburgers. The sign includes Turkish, English and a little Italian found in the branding (Regno, meaning kingdom). The brand suggests a kingdom of pizza evoking a place where pizza is the primary and possibly most celebrated offering. The use of Italian aligns with the Italian origin of pizza, adding an authentic touch to the restaurant name. The types of food advertised (pizza, friend chicken, pasta, hamburgers) indicate a focus on popular, internationally recognised dishes that appeal to a wide range of customers, both locals and tourists. The use of both Turkish and English aligns with a language policy that seeks to accommodate the diverse linguistic landscape of North Cyprus.

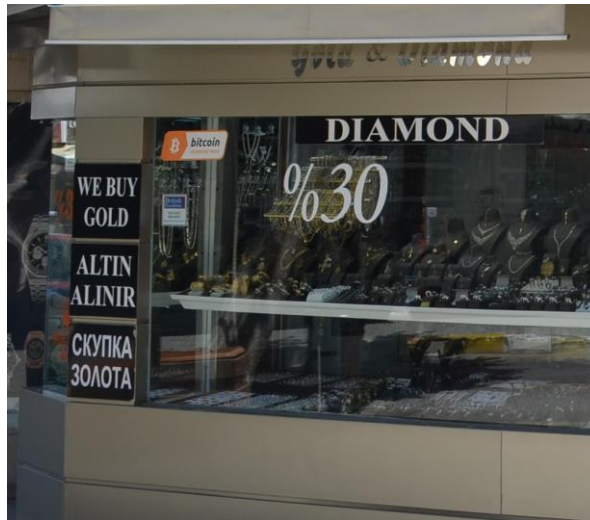


Figure 4.25: An Image of Multilingual ‘Clothing and Leisure’ Sign

Figure 4.25 is an image multilingual bottom-up sign named “Gold & Diamond”. It advertises that they buy gold and offers a 30% discount. The percentage sign does not follow English linguistic conventions where the digit is meant to be prior to the percentage sign. The signage includes English: *WE BUY GOLD*, Turkish: *ALTIN ALINIR*, and Russian: *СКУПКА ЗОЛОТА*. The sign ensures to cater to Turkish-speaking locals, English-speaking tourists and expatriates, and Russian-speaking customers. The use of multiple languages in equal importance suggests an inclusive, balanced approach to language use, making the design readable and understandable to a broad audience. The inclusion of Turkish on the sign shows respect for the local culture and language, fostering a sense of belonging and respect among local residents. The addition of Russian acknowledges the presence and importance of Russian-speaking customers, enhancing the shop’s appeal to this demographic. The types of services advertised (buying gold, offering discounts) are appealing to a wide range of customers, both locals and tourists who may be interested in selling gold or purchasing jewellery at a discount.



Figure 4.26: An Image of a Multilingual ‘Food and Houseware’ Sign

Figure 4.26 is an image of a multilingual bottom-up sign. As with Figure 4.29, Figure 4.26 also incorporates the Russian language on the signage. The sign is of a butcher shop under the name Yalçin. The sign includes the term *butcher* in three languages; Turkish: *KASAP*, English: *BUTCHER*, and Russian: *МЯСНИК*. All three languages are given importance and respects both local and international customers. The design of the sign is clear and professional, with distinct fonts and symbols that enhance readability. The use of the butcher’s cleaver and other relevant symbols visually communicates the nature of the business, making it easily recognisable. The multilingual signage demonstrates a commitment to inclusivity, ensuring that local and international customers can easily understand the services provided. The approach aligns with a language policy that seeks to accommodate the diverse linguistic landscape of North Cyprus, where Turkish, English, and Russian are significant.

4.1.3 Larnaca Linguistic Landscape

Table 4.6: Top-Down Versus Bottom-Up Items in Larnaca (no. of Items and %)

LL Languages	Top-down	Bottom-up
Greek only	26.30 (n = 94)	19.70 (n = 280)
Turkish only	0	0
English only	9.20 (n = 33)	40.60 (n = 575)
Greek – Turkish	0.30 (n = 1)	0
Greek - English	63.10 (n = 226)	32.80 (n = 467)
Turkish – English	0.30 (n = 1)	0.10 (n = 2)
Greek – Turkish – English	0.50 (n = 2)	0
Other	0.30 (n = 1)	6.80 (n = 97)
Total	100 (n = 358)	100 (n = 1421)

A total of 1779 signs were analysed according to Ben-Rafael et al.'s (2006) framework. Fieldwork was completed on two separate days in the areas of Larnaca and signs were categorised under top-down and bottom-up items.

For the top-down items, a total of 358 (20.12%) were categorised. A total of 127 (36%) monolingual signs were categorised and was found that 94 items (26.3%) were Greek, and 33 items (9.2%) were English only signs. Monolingual Turkish items were not present in top-down items in Larnaca. For bilingual top-down items, a total of 228 signs were categorised, most of which were Greek and English (226 signs) and 1 Turkish and Greek item, and 1 Turkish and English item. For trilingual top-down items

of the three main languages (Greek, Turkish and English), 2 items were categorised under top-down and 1 item was found to include other languages.

Of the total 1770 signs, 1421 (80%) of them were bottom-up items with 855 (60%) monolingual: 280 Greek and 575 English items with no Turkish bottom-up signs found. The representation of English, although not an official language of Cyprus, is more than double than those of monolingual Greek signs (575 and 280 respectively). ‘Clothing and leisure’, ‘food and houseware’, and ‘private offices’, for all three of the areas of activity, English is used on monolingual signs to represent the bottom-up items; 181 items out of 329 (55%), 150 items out of 316 (47.46%), and 244 items (31.45%) respectively.

Bilingual bottom-up signs were a total of 469 (33%) items of which most were Greek and English with 467 items (99.57%), and 2 (0.42%) items were Turkish and English. When analyzing the signs, it was also found that although Turkish and Greek are official languages, there were no bilingual items in Turkish and Greek. As for trilingual signs, there were no items found.

97 bottom-up items (6.8%) were of other languages that include Italian, French, Spanish, Hebrew, Japanese, Arabic, Russian, and German. The major tendencies reveal that English, which is not an official language in Cyprus, is predominant in bottom-up LL items in both Turkish Cypriot and Greek Cypriot localities in Cyprus. In both Kyrenia and Larnaca, the unofficial language English has a solid presence in both Turkish and Greek Cypriot localities.

4.1.3.1 Larnaca Linguistic Landscape: Top-Down Items



Figure 4.27: An Image of a Bilingual Top-Down Traffic Sign

Figure 4.27 is an image of a bilingual top-down traffic sign with Greek: ΚΛΕΙΣΤΗ ΑΙΘΟΥΣΑ ΑΘΛΟΠΑΙΔΙΩΝ meaning *sports centre*, ΣΧΟΛΕΙΑ ΒΕΡΓΙΝΑΣ meaning *Verginas high school*, ΑΕΡΟΔΡΟΜΙΟ meaning *airport*, ΑΘΛΗΤΙΚΟ ΚΕΝΤΡΟ 'ΖΗΝΩΝ meaning *athletic centre Zenon*, and ΛΕΥΚΩΣΙΑ meaning *Nicosia*. The sign uses both Greek and English to provide directions, catering to both local residents and international visitors. Both languages are shown to be important, with Greek first, followed by English translations making the information readable and comprehensible to passersby. The inclusion of Greek underlines the sign's role in serving the local population, while the use of English highlights the importance of accommodating international travelers. The destinations listed (airport, high school, sports centre, athletic centre) are key locations likely frequently by both locals and visitors,

necessitating clear multilingual signage. The use of universally recognised symbols, such as the airplane for the airport, aids quick comprehension regardless of language proficiency.



Figure 4.28: An Image of a Bilingual Top-Down Road Sign

Figure 4.28 is an image of a bilingual top-down sign of a road sign in Greek: ΟΔΟΣ ΜΥΣΤΡΑ with its English translation MYSTRA STREET. The sign uses both Greek and English to provide the street name, catering to both local residents and international visitors. Both languages are highlighted, with Greek appearing first, followed by the English translation. The use of English highlights the importance of accommodating international travelers, expatriates, and tourists, reflecting Larnaca's status as a cosmopolitan city with a diverse population. The design of the sign is clear and professional with distinct fonts and colour scheme (blue background with yellow and white text) that enhances readability. The use of both Greek and English highlights the economic importance of tourism and international mobility, however, the absence

of Turkish- despite its official status- highlights a significant gap in language policy implementation. This discrepancy suggests that the practical use of official language in public space may be influenced by historical, political, and social factors. Including Turkish alongside Greek and English on official signs would enhance inclusivity, respect cultural identities, and align with the constitutional language policy of Republic of Cyprus.



Figure 4.29: An Image of a Bilingual Top-Down Sign for Recycling

Figure 4.29 is an image of a bilingual top-down sign found on a recycling bin. The Greek: ΑΝΑΚΥΚΛΩΣΗ (meaning *recycling*), ΟΧΙ ΧΑΡΤΙ (meaning *no paper*), and ΜΟΝΟ (meaning *only*). The use of Greek ensures that the local population understands the recycling instructions, while English is included to accommodate non-Greek speakers, reflecting the international makeup of the community. Greek appears first and is more prominent, indicating its primary role in communication with the majority population. English is used in a secondary role, providing additional clarification and accessibility for international residents and visitors. The use of icons

and colours (blue and recycling) is consistent with international recycling signage, aiding quick recognition and understanding. This strategy highlights the importance of effective communication in public services and environmental policies while respecting and accommodating the local population making it easy to contribute to sustainable practices.



Figure 4.30: An Image of a Bilingual Top-Down Traffic Sign

Figure 4.30 is an image of a top-down road sign with the Greek ΚΥΡΤΩΜΑΤΑ ΟΔΟΣΤΡΩΜΑΤΟΣ (meaning *Road Humps*) and English: *Road Humps Ahead*. The sign provides information about upcoming road humps, catering to both local residents and international visitors. The sign design follows standard traffic signage conventions, with clear, bold text and a triangular warning icon for road humps, which enhances readability and immediate recognition. The colour scheme (yellow background for the warning and red for the speed limit) is consistent with international traffic signage standards, aiding quick comprehension. Despite Turkish being an

official language of Cyprus, its absence on this sign is notable and reflects a discrepancy between language policy and actual practice, while at the same time highlights a gap in fully representing the linguistic diversity of the region.



Figure 4.31: An Image of a Predominantly Monolingual Top-Down Sign

Figure 4.31 is an image of a top-down sign with predominately Greek text. The Greek: ΕΡΓΟΔΟΤΗΣ: ZUDOLEX CYPRUS LTD shows who the client is. ΕΡΓΟ meaning *project*, and beneath it a detailed description of the project. The Greek ΕΠΙΒΛΕΨΗ: ΔΗΜΟΣ ΛΑΡΝΑΚΑΣ states that the supervision is done by the municipality of Larnaca. The sign is uses Greek and English to provide information about the construction project, catering to both local residents and international stakeholders. The project details and the names of the companies involved are provided in Greek, with key names and titles repeated in English to ensure accessibility to a broader audience. The inclusion of English reflects the international nature of the companies involved and the need to communicate effectively with non-Greek-speaking stakeholders. The use of fonts and layouts help maintain uniformity and ensures that the information is easily recognisable. The exclusion of Turkish on a top-down sign indicates sociopolitical factors influencing language use in public signage, potentially

contributing to feelings of marginalisation among Turkish-speaking residents and visitors.



Figure 4.32: An Image of a Bilingual Top-Down Sign

Figure 4.32 is an image of a bilingual top-down sign taped on the window of the District Administration of Famagusta building. The Turkish KULLANIM DIŞI (meaning *out of order*) is given with the English translation underneath. The Greek translation is not presented on the sign. The bilingual approach ensures that the information is accessible to Turkish-speaking visitors and English-speaking individuals, reflecting the need to communicate with both language groups. The sign is taped to a window in an unprofessional manner which undermines the credibility of the sign and may not be taken seriously in public. As a top-down sign in a governmental office, the presentation should reflect the professionalism and standards expected from government institutions. The haphazard and unprofessional appearance of the sign indicates a disregard for these standards, which can reflect poorly on the

government's commitment to effective communication with the Turkish-speaking Cypriot community.



Figure 4.33: An Image of a Predominantly Monolingual Road Sign with the Mention of the “Turkish Invasion 1974”

Figure 4.33 is a bilingual top-down road sign with the Greek road name ΟΔΟΣ ΚΛΕΙΤΟΥ ΜΑΝΔΡΙΔΗ and the English translation below: *Kletiou Mandridi Street*. ΠΕΖΟΝΑΤΟ ΤΟΥΡΚΙΚΗΣ ΕΙΣΒΟΛΗΣ 1974 is given below the street name meaning *victim of the Turkish Invasion 1974*. English is used for the street name only, indicating that the primary audience of the historical context is Greek-speaking. The sign is clear and professional, with distinct sections for the street name and the historical information. The historical note “victim of the Turkish invasion 1974” serves to memorialise the individuals and events associated with the Turkish invasion of Cyprus in 1974. The inclusion of the historical note serves as a form of commemoration and acknowledgement of the past events that shaped the community. It keeps the memory of the invasion and its victims alive in public consciousness. The sign could also serve as an educational purpose, informing both locals and visitors

about significant historical events which may help preserve historical knowledge and foster understanding of the community's past. The historical note can also be seen as a political statement, reflecting ongoing division and tensions between Greek-speaking and Turkish-speaking Cypriots. It highlights the unresolved nature of the Cyprus conflict and the lasting impact of the war. The use of Greek for this context reflects the primary audience's cultural and linguistic identity. However, it also emphasises the complex sociopolitical landscape of Cyprus, highlighting ongoing tensions and the need for sensitive handling of historical narratives in public spaces. The absence of Turkish, despite its official status, further emphasises these sociopolitical factors, suggesting a gap in fully representing the linguistic diversity of the region.



Figure 4.34: An Image of Monolingual Top-Down Signage Found on a Bus

Figure 4.34 is an image of English top-down texts written on a public transport bus in Larnaca and reflect a monolingual approach using English. While this caters effectively for international visitors and expatriates, it highlights a gap in the inclusion

of Greek and Turkish, despite their official status. This discrepancy indicates a need for a more inclusive language policy that fully represents the linguistic diversity of the region. Including Greek and Turkish alongside English on public transport signage would enhance inclusivity, respect cultural identities, and align with the constitutional language policy of Cyprus.



Figure 4.35: An Image of a Bilingual Top-Down Sign on the Building of District Administration Building. Turkish Has the Letter “K” Missing

Figure 4.35 is an image of a top-down sign on the building of District Administration building. The sign on the left shows: ΕΠΑΡΧΙΑΚΗ ΔΙΟΙΚΗΣΗ ΑΜΜΟΧΩΣΤΟΥ ΕΙΣΟΔΟΣ ΟΡΟΦΩΝ 1-4, which translates to *Famagusta District Administration Entrance Floors 1-4*, and the sign on the right ΑΙΘΟΥΣΑ ΑΝΑΜΟΝΗΣ meaning *waiting room* is presented in Greek and the Turkish translation underneath: BEKLEME SALONU, with the letter “K” missing.

The sign uses both Greek and Turkish, reflecting the official language policy of Cyprus. This bilingual approach ensures that the information is accessible to Greek-

speaking locals and Turkish-speaking visitors. Greek appears first and is more prominently displayed, indicating its primary role in communication within the government building. Turkish is used as a secondary role, which reflects the linguistic hierarchy but also ensures accessibility for Turkish-speakers.

The sign is clear with distinct sections for Greek and Turkish text. However, the missing letter “K” in *bekleme salonu* (meaning waiting room) indicates a lack of attention to detail and also a lack of care for the Turkish-speaking community. Proper representation of both languages is essential for effective communication and to avoid alienating any part of the population but the misspelling on Turkish undermines this effort and may be perceived as inconsiderate or disrespectful by Turkish-speaking visitors.

As a top-down sign on a governmental building, the signage should reflect the professionalism and standards expected from government institutions. Correct and accurate use of both languages shows respect for the cultural and linguistic identities of all residents, as a result, error-free signs that are professionally presented is important for fostering a sense of inclusion and respect among the main linguistic groups.



Figure 4.36: An Image of a Mostly Greek Top-Down Sign of the Municipality

Figure 4.36 is an image of a predominantly Greek multilingual top-down sign by the municipality of Larnaca as the heading of the sign indicates: ΔΗΜΟΣ ΛΑΡΝΑΚΑΣ. Below is a detailed explanation of the parking instructions all in Greek. Although the sign is bilingual, is it primarily Greek. The English translation is presented on the sign which reflects a bilingual approach. This may cater to many local and international users, however, the absence of Turkish highlights a significant gap in the implementation of language policy which illustrates public signage being influenced by historical, political, and social factors. The inclusion of Turkish would respect cultural identities, and align with the constitutional language policy of the RoC.

4.1.3.2 Larnaca Linguistic Landscape: Bottom-Up Items

Table 4.7: Bottom-up Items in Larnaca (no. of Items and %)

LL Languages	Clothing and leisure	Food and houseware	Private offices
Greek only	12.46 (n =41)	14.87 (n = 47)	24.75(n = 192)
Turkish only	(n = 0)	(n = 0)	(n = 0)
English only	55.01 (n = 181)	47.46 (n = 150)	31.45 (n = 244)
Greek – Turkish	(n = 0)	(n = 0)	(n = 0)
Greek – English	17.93 (n = 59)	28.16 (n = 89)	41.10 (n = 319)
Turkish – English	(n = 0)	0.65 (n = 2)	(n = 0)
Greek – Turkish – English	(n = 0)	(n = 0)	(n = 0)
Other	14.60 (n = 48)	8.86 (n = 28)	2.70 (n = 21)
Total	100 (n = 329)	100 (n = 316)	100 (n = 776)

Bottom-up items were further subdivided according to areas of activity under ‘clothing and leisure’, ‘food and houseware’, and ‘private offices’. Across all sectors, English is the most commonly used language, either alone or in combination with Greek. This reflects the international orientation and accessibility of businesses to both local and foreign customers.

Turkish is notably absent from all sectors which is significant given the official status of Turkish in Cyprus and indicates a potential gap on language inclusivity for Turkish-speaking visitors. Greek, on the other hand, is consistently present across all sectors, either alone or in combination with English, underscoring its role as the primary local language. The highest usage of Greek only is in private offices (27.5%), suggesting that local businesses catering to residents may prioritise Greek.

The combination of Greek and English is significant in private offices (41.10%) and food and houseware (28.16%), indicating an effort to cater to both local and international audiences.

Turkish and Greek are not seen together on any signs photographed in any of the sectors which is notable given the official status of Turkish in RoC. The absence of Turkish-Greek bilingual signs might indicate sociopolitical factors or historical tensions influencing the linguistic landscape.

English only signs are the most prevalent across all sectors, highlighting the international nature of commerce and the importance of English for communication with tourists and expatriates; clothing and leisure: 55.01%, food and houseware: 47.46%, and private offices: 31.45%.



Figure 4.37: An Image of a Monolingual ‘Clothing and Leisure’ Sign

Figure 4.37 is a monolingual Greek bottom-up sign on a storefront with Greek text, from top to bottom the translation is as follows: ΔΩΡΟ: *gift*, ΣΕΤ ΜΑΝΙΚΙΟΥΡ: *manicure set*, ΜΕ ΚΑΘΕ ΑΓΟΡΑ: *with every purchase*, ΣΕΤ ΠΥΤΖΑΜΑΣ: *pajama set*, ΣΥΛΛΟΓΗΣ ΦΘΧ 21: *collection FTH 21*. It is a promotional sign entirely in Greek, indicating that the primary audience is that of Greek-speaking locals. The absence of any other language suggests that the store is primarily catering to the local population rather than international tourists or expatriates. The sign is professionally designed, with a focus on aesthetics and readability with the use of images (manicure set, pajama set) helps in visually conveying the promotional message, enhancing its appeal. While the monolingual signage in Greek is effective for local customers, it may not be accessible to non-Greek speakers, however, including additional languages such as English and Turkish, could enhance inclusivity and accessibility, catering to a more diverse audience.



Figure 4.38: An Image of a Monolingual 'Food and Houseware' Sign

Figure 4.38 is an image of a monolingual bottom-up restaurant The sign. The Greek heading reads: Το μπαλκονάκι which means *the little balcony*. The text underneath reads: Ουζερί – Μεζεδοπωλείο which translates to *ouzo* and *meze*. The sign is entirely in Greek and suggests that the restaurant is primarily catering to the local population rather than international tourists and expatriates. The use of clear, bold fonts and a straightforward design ensures that the message is clear and visually appealing to potential Greek customers. The type of establishment is deeply rooted to Greek culture, further emphasising the local cultural context with the presentation of *ouzo* and *meze*, both of which are very Cypriot.



Figure 4.39: An Image of a Monolingual ‘Private Offices’ Kindergarten Sign

Figure 4.39 is an image of a bottom-up Greek sign of which the heading is: ΝΗΠΙΑΓΩΓΕΙΟ meaning *kindergarten*. The text that follows states: ΠΕΡΙΟΧΗ ΒΕΡΓΙΝΑΣ which means *Verginas Area*, which is followed by the contact details. The text beneath the alarm clock states: Το Πρωινό Ξυπνητήρι which means *the morning alarm clock*. The absence of any other language indicates that the kindergarten is primarily catering to the local population rather than international families or expatriates. Kindergartens often cater to the immediate local community, emphasising the importance of the Greek language in early childhood education within this context. However, including additional languages, such as English or Turkish, could enhance inclusivity and accessibility, making the kindergarten more approachable to a diverse audience. The sign is colourful and child-friendly, featuring an animated character and bright colours to attract the attention of parents and children. The use of the smiling clock character may be for the use of creating a welcoming and friendly image for the kindergarten.



Figure 4.40: An Image of Bilingual ‘Clothing and Leisure’ Sign

Figure 4.40 is an image of a bilingual sign which is predominantly Greek. The text reads: ΠΡΟΣΦΟΡΑ ΚΟΣΤΟΥΜΙΑ €95 which means *Suit offer €95*. The text beneath reads: ΜΕΓΑΛΑ ΜΕΓΕΘΗ and has been translated to *big sizes*. The signs on the store window use both Greek and English to advertise their offers, catering to both local and international customers. Greek is used for the main advertising text, with English included to ensure the message is accessible to non-Greek speakers. The bilingual signage is clear and straightforward, using bold fonts and contrasting colours to grab the attention and communicate the promotional message effectively. The approach aligns with language policy that seeks to accommodate the diverse linguistic landscape of Larnaca, where Greek and English are both significant. The use of both Greek and English shows respect for the local language and acknowledges the presence of international customers. However, incorporating Turkish alongside Greek and English would demonstrate greater cultural sensitivity and respect for the linguistic diversity of the community.



Figure 4.41: An Image of a Bilingual ‘Food and Houseware’ Sign

Figure 4.41 is an image of a business that offers products such as curtains and wallpaper. The “House of Cotton Ltd” is the heading of the sign and is followed by the Greek KOYPTINEΣ meaning *curtains*. The text is then followed by English *roller blinds* and *wall paper*. The text then reads: ΛΕΥΚΑ ΕΙΔΗ which means *white goods*. The sign is also advertising the fact that the products that are 100% Egyptian cotton, which is in English and indicates an emphasis on quality and international standards, appealing to a broad customer base. Greek is used for key product categories, while English is used for the business name and other product categories, ensuring accessibility for the Greek-speaking locals and English-speaking residents or visitors. Including Turkish alongside Greek and English would enhance inclusivity, respect cultural identities, and align with the constitutional language policy of Cyprus. The clear and straightforward design of the signage contributes to its effectiveness in attracting customers, but a more inclusive approach would broaden its appeal and accessibility.



Figure 4.42: An Image of a Bilingual ‘Private Offices’ Sign

Figure 4.42 is an image of a construction project sign by Mertopolis, a shopping centre in Larnaca. The sign is predominantly Greek with some English found providing readers information on local companies and some project details. The top left corner of the sign reads: ΑΝΕΓΕΡΣΗ ΕΜΠΟΡΙΚΟΥ ΚΕΝΤΡΟΥ which means construction of commercial centre and Greek text offering the services provided such as: recreation areas, parking areas, and dining areas. The sign uses both Greek and English to provide information about the construction project, catering to both local residents and international stakeholders. Greek is predominantly used for detailed project descriptions, while English appears in company names and some key project details, ensuring accessibility for both Greek-speaking locals and English-speaking residents or visitors. The sign is clear and professional, with distinct sections for different pieces of information, enhancing readability.



Figure 4.43: A Multilingual ‘Private Offices’ Sign of Property Development

Figure 4.43 is an image of a property development sign with multiple languages reflecting a comprehensive approach to linguistic inclusivity. English is the primary language, followed by Greek, Arabic, Russian, and Chinese, indicating a focus on international communication and accessibility. English is the dominant language, used for the company name, key project categories, and contact information. The use of multiple languages reveals the international scope of the property development project, aiming to attract investors and buyers from various linguistic backgrounds. The inclusion of Greek ensures accessibility for local residents, while Arabic, Russian, and Chinese reflect the target markets in the Middle East, Russia, and China. However, although Turkish is one of the official languages of Cyprus, it is once again absent from the sign and is consistent with broader trends in the linguistic landscape where Turkish is often underrepresented. Including Turkish could enhance the inclusivity and accessibility of the project information, making it more welcoming to Turkish-speaking residents and visitors.



Figure 4.44: An Image of Multilingual ‘Food and Houseware’ Signage

Figure 4.44 is an image of multilingual advertising brochure for LIDL. The brochure presents Greek and English to provide information about the products and their prices, catering to both local and international customers. English is used for the main slogan (“Quality for less!”), while Greek is used for detailed product descriptions and prices, ensuring accessibility for its readers. The use of English for the slogan highlights the international branding of Lidl, a multinational retailer, while Greek provides the necessary details for local shoppers. The brochure is colourful and professionally designed, with images of products and clear text to attract the attention of potential customers. While it is effective for most users, the absence of Turkish- despite its official status- highlights a gap in inclusivity and accessibility for Turkish-speakers who regularly visit Lidl for their weekly shopping.



Figure 4.45: An Image of a Multilingual ‘Clothing and Leisure’ Sign

Figure 4.45 is an image of a multilingual sign of a perfume shop. The title of the sign is “LA MAISON DE PARFUMS” which is French for *The House of Perfumes*. The text on the right is in English *Hand made perfumes* followed by Greek ΑΡΩΜΑΤΟΠΟΙΕΙΟ meaning *perfume shop*, Εισαγωγές – Εξαγωγές meaning *imports-exports*, and Γνωστοί Διανομείς Αρωμάτων meaning *famous perfume distributors*. The sign uses French, English, and Greek to provide information about the perfume shop, catering to a diverse audience including locals and international visitors. French is used for the shop name, reflecting a branding choice that emphasizes sophistication and a connection to French perfumery traditions and evoking a sense of luxury and tradition. English is used for a key product description, while Greek is used for additional business details, ensuring accessibility for Greek-speaking locals.



Figure 4.46: An Image of a Multilingual ‘Private Offices’ Sign

Figure 4.46 is an image of a car rental company in English, Greek (ΕΝΟΙΚΙΑΣΕΙΣ ΑΥΤΟΚΙΝΗΤΩΝ), and Russian (аренда авто) meaning *car rentals*. English is used for the main advertisement text and slogan, Greek for the detailed service description, and Russian for an additional service description, ensuring accessibility for multiple linguistic groups. English is predominantly displayed, reflecting its role as an international language and a means to attract a broad customer base, including tourists and expatriates. Greek is used for local communication, ensuring Greek-speaking residents can understand the services offered. Russian is included to cater to the significant Russian-speaking population in Cyprus, reflecting the multicultural demographic of the region. The multilingual approach is indicative of Larnaca’s diverse population and its role as a tourist and expatriate hub. Despite the multilingual approach, Turkish is once again absent, which reflects a broader trend in the linguistic landscape where Turkish is very much underrepresented.

4.2 Subjective Ethnolinguistic Vitality Questionnaire Results

Subjective Ethnolinguistic Vitality (SEV) refers to individuals' attitudes and perceptions with regards to the significance, strength, and sustainability of their own language and the language of another groups in a given community. The Subjective Ethnolinguistic Vitality Questionnaire (SEVQ) is a tool for evaluating individual's subjective attitudes and perceptions. The SEVQ investigates how people perceive the vitality or strength of their language and that of another group which in turn effects language maintenance, language shift, and cultural identity. The SEVQ contains questions regarding language use, attitudes, and beliefs about the present and future of given languages.

The SEVQ of Bourhis et al., (1981) was employed in order to determine the subjective views of the two main groups. In order to gauge group vitality, respondents were asked to score Turkish, Greek, and English groups by answering 22 questions in the questionnaire. The three main dimensions were the demographic factor, institutional factor, and status factors.

Participants rated Turkish, Greek, and English vitalities on 9-point likert scales. The ordering of the Turkish, Greek and English scales was the same between all 22 items. The questionnaire was administered to 150 participants; 39 Turkish Cypriots, 48 Greek Cypriots, 3 Turkish, 5 British and 10 international participants filled in the questionnaire. The number of female informants (64) was more than the male informants (36). 5 participants did not provide any gender information. The age of the participants ranged from 17 years to 70 years of age (mean age = 23.7).

The participants had professions from a variety of fields: education, health, administration, law, students, art, self-employed, and engineering. There were also those participants who were unemployed. Additionally, participants that did not fall in to the aforementioned fields, were categorised under “other”.

Participants that volunteered to answer the Subjective Ethnolinguistic Questionnaire filled in the questionnaire by answering a 9 point Likert scale which consisted of three sub-scales. The descriptive statistics of the scale and its sub-scales are presented in Table 4.8.

Table 4.8: Descriptive Statistics of the Scale Total and the Sub-scales

	N	Min.	Max.	$\bar{X}$	Sd
Scale Total	105	2.52	7.70	5.30	.986
Demographic Factor	105	2.39	7.94	4.55	1.118
Status factor	105	2.43	7.83	5.46	1.024
Institutional Factor	105	2.73	9.19	5.84	1.231

When the results in Table 4.8 are examined, it is possible to state that the 105 participants’ opinions about their subjective ethnolinguistic vitality of the three major ethnic groups, which were Turkish Cypriot, Greek Cypriots, and of English origin are at a moderate level in the Scale Total ($\bar{X}$ = 5.30), Demographic Factor ($\bar{X}$ =4.55), Status Factor ($\bar{X}$ = 5.46), and Institutional Factor ($\bar{X}$ =5.84) possibly meaning that the participants’ subjective views of the Demographic Factor, Status Factor, and Institutional Factors have similar subjective views on the ethnolinguistic vitality of the three major ethnic groups under investigation.

The first variable of the research in terms of the demographic information of the participants is the gender and descriptive statistics related to this variable is reflected in Table 4.9.

Table 4.9: Descriptive Statistics of Gender Variable

		N	$\bar{X}$	Sd	Min.	Max.
Scale Total	Male	36	5.2261	.92702	3.56	6.83
	Female	64	5.2953	1.03622	2.52	7.70
	Prefer not to say	5	6.0313	.39187	5.52	6.48
	Total	105	5.3066	.98647	2.52	7.70
Demographic Factor	Male	36	4.4799	1.11919	2.83	7.94
	Female	64	4.5755	1.15493	2.39	7.61
	Prefer not to say	5	4.8889	.58531	4.39	5.56
	Total	105	4.5577	1.11816	2.39	7.94
Status Factor	Male	36	5.3269	.93193	3.90	7.17
	Female	64	5.4750	1.07805	2.43	7.83
	Prefer not to say	5	6.3133	.57232	5.70	7.17
	Total	105	5.4641	1.02478	2.43	7.83
Institutional Factor	Male	36	5.8490	1.25920	3.56	9.19
	Female	64	5.7673	1.21648	2.73	8.13
	Prefer not to say	5	6.7875	1.01030	5.44	8.00
	Total	105	5.8439	1.23115	2.73	9.19

When Table 4.9 is examined, it is possible to see that the majority of the participants are female (n=64) with the highest averages in the Scale Total ($\bar{X}$ =5.29), followed by Demographic factor ($\bar{X}$ =4.57), and in Status factor ($\bar{X}$ =5.47). On the other hand, male participants' responses were measured to be higher than females in the Institutional factor ($\bar{X}$ =5.84). The data illustrates that there are no significant differences in the perceptions of the ethnolinguistic vitality between male and female participants in North and South of Cyprus. The participants who chose not to share their gender, however, seems to have higher mean scores across all factors.

In order to test the effect of the gender, Anova test was applied and results are presented in Table 4.10.

Table 4.10: Anova Analysis of Gender Variable

		Sum of Squares	df	Mean Square	f	p	Diff .
Scale Total	Between Groups	2.867	2	1.433	1.487	.231	-
	Within Groups	98.339	102	.964			
	Total	101.206	104				
Demographic Factor	Between Groups	.786	2	.393	.310	.734	-
	Within Groups	129.244	102	1.267			
	Total	130.030	104				
Status Factor	Between Groups	4.292	2	2.146	2.086	.129	-
	Within Groups	104.925	102	1.029			
	Total	109.217	104				
Institutional Factor	Between Groups	4.828	2	2.414	1.611	.205	-
	Within Groups	152.807	102	1.498			
	Total	157.636	104				

Noticing that the Levene's test is not significant; (Levene=1.287; $p=.280>0.05$) the assumption of homogeneity of variance is met and Sheffe Pos-Hoc test was utilised. The results reflected that there was not a significant difference in the Scale Total [$F_{(2-102)}=1.487$, $p=.231>0.05$]. Likewise, Demographic Factor's Levene's test was not significant ($.788>p=.457>0.05$) and no significant different was found [$F_{(2-102)}=.310$, $p=.734>0.05$]. Status Factor's Levene test ($.917>p=.403>0.05$) also stated no significance and no difference was found [$F_{(2-102)}=2.086$, $p=.129>0.05$].

Finally, when “gender” was considered, Institutional Factor’s Levene test (.165> $p=.403>0.05$) also stated no significance and no difference was found [$F_{(2-102)}=1.487$, $p=.848>0.05$] between participants’ perception of the vitality of their own language vitality and that of the outgroup’s vitality. Overall, the ANOVA analysis reveals that gender does not significantly affect perceptions of subjective ethnolinguistic vitality.

4.2.1 Perceptions of Vitality among Turkish Cypriots in North Cyprus

Table 4.11 presents the descriptive statistics according to the nationality of the participants.

Table 4.11: Descriptive Statistics of Nationality Variable

		N	$\bar{X}$	Sd	Min.	Max.
Scale Total	Turkish Cypriot	41	5.4417	1.14737	2.52	7.70
	Greek Cypriot	47	5.2847	.89196	2.57	6.83
	Turkish	3	4.4323	1.05562	3.53	5.59
	International	9	5.1545	.86038	4.25	6.67
	British	5	5.2031	.34428	4.69	5.64
	Total	105	5.3066	.98647	2.52	7.70
Demographic Factor	Turkish Cypriot	41	4.6531	1.31320	2.39	7.94
	Greek Cypriot	47	4.4835	1.02707	2.44	6.89
	Turkish	3	4.1667	.75154	3.39	4.89
	International	9	4.5617	1.07599	2.94	6.50
	British	5	4.7000	.48528	4.22	5.39
	Total	105	4.5577	1.11816	2.39	7.94
Status Factor	Turkish Cypriot	41	5.5065	1.17896	2.43	7.83
	Greek Cypriot	47	5.5099	.95497	2.57	7.17
	Turkish	3	4.5000	1.26667	3.43	5.90
	International	9	5.4222	.74480	4.77	6.70
	British	5	5.3400	.49182	4.70	5.97
	Total	105	5.4641	1.02478	2.43	7.83
Institutional Factor	Turkish Cypriot	41	6.1829	1.40995	2.81	9.19
	Greek Cypriot	47	5.7629	1.06249	2.73	8.00
	Turkish	3	4.6042	1.05389	3.88	5.81
	International	9	5.3194	1.05948	4.06	6.88
	British	5	5.5125	.76342	4.38	6.25
	Total	105	5.8439	1.23115	2.73	9.19

Table 4.11 presents the descriptive statistics test conducted to analyse the Nationality variable. It was found that in the Scale total ($\bar{X}$ =5.44) and Institutional factor ($\bar{X}$ =6.18) Turkish Cypriot participants formed the majority with high average scores. In the Demographic factor ($\bar{X}$ =4.70), British participant's scores were measured to be higher than other participant groups. At this point, it is possible to state that the participant amount (n=5) can be regarded as an effect on the average measured in this sub-scale. Status factor ($\bar{X}$ =5.50), on the other hand, reflected the averages of Greek Cypriot participants, that were higher than the other nationality groups. The data reveals that the Turkish Cypriots and Greek Cypriots have similar vitality perceptions, with Turkish Cypriots showing slightly higher perceptions on the institutional support factor. The data also reveals that Turkish nationals report the lowest scores across all factors which indicates they perceive the least vitality in comparison to the other groups who took part in the questionnaire. International and British participants tend to perceive moderate levels of vitality.

The demographic factor shows a moderate mean score which indicates that while Turkish Cypriots feel their language is present demographically, there is still a perceived need for a greater need for a greater demographic strength.

The high mean score for the status factor suggests that Turkish Cypriots perceive their language as having high significant social prestige. This could be due to the cultural and historical importance of the Turkish language in the participants' community in north Cyprus.

The institutional factor indicates a very high mean score indicating a strong perceived institutional support for the Turkish language. The high score may suggest that Turkish

Cypriots feel their language is well represented and supported by official policies and institutions.

The findings of the SEVQ show that Turkish Cypriots feel positive about the vitality of their language and have strong perceptions of institutional support and social prestige. The significant variability in responses, however, may suggest diverse experiences and perceptions within the community. This may suggest that while the overall findings and results are positive, efforts to enhance language vitality ought to consider differing contexts and individual experiences of communities and regions within communities.

4.2.2 Perceptions of Vitality among Greek Cypriots in South Cyprus

The moderate mean score for the demographic factor illustrates that while Greek Cypriots feel that their language is vital demographically, there is a perceived need for a greater demographic strength, however, the variability in responses are not as high as the Turkish Cypriot group which suggests that the perceptions of demographic vitality may be influenced by that of personal and individual experiences and local contexts.

The high mean score for the status factor suggests that Greek Cypriots perceive their language to be of high social prestige. The data indicates a consistent perception across participants and likely reflects a strong cultural and historical importance of the Greek language within their community.

The high mean score for the institutional factor shows a strong perceived institutional support for the Greek language. This high score suggests that Greek Cypriots perceive the Greek language as being well-represented by official policies and institutions.

The findings from the SEVQ indicate a positive perception among the Greek Cypriot respondents with particularly strong perceptions of social prestige and institutional support. The lower variability in responses, when compared to the responses of the Turkish Cypriots, suggest more uniform perceptions of the language vitality of the Greek language within the Greek Cypriot community.

In order to measure the differences between the participants' nationalities Anova test is utilised and the results are presented in Table 4.12.

Table 4.12: Anova Analysis of Nationality Variable

		Sum of Squares	df	Mean Square	f	p	Diff.
Scale Total	Between Groups	3.326	4	.831	.849	.497	-
	Within Groups	97.880	100	.979			
	Total	101.206	104				
Demographic Factor	Between Groups	1.192	4	.298	.231	.920	-
	Within Groups	128.838	100	1.288			
	Total	130.030	104				
Status Factor	Between Groups	3.054	4	.763	.719	.581	-
	Within Groups	106.163	100	1.062			
	Total	109.217	104				
Institutional Factor	Between Groups	12.656	4	3.164	2.182	.076	-
	Within Groups	144.980	100	1.450			
	Total	157.636	104				

As stated in Table 4.12 the Levene's test is not significant; (Levene=1.664; $p=.164>0.05$) the assumption of homogeneity of variance is met and Sheffe Post-Hoc test is utilised. The results reflected that there was not a significant difference in the Scale Total [$F_{(4-104)}=.849$, $p=.497>0.05$]. Likewise, Demographic Factor's Levene's test was not significant (Levene=1.464; $p=.219>0.05$) and no significant different was

found [$F_{(4-104)}=.231$, $p=.920>0.05$]. Status Factor's Levene test (Levene=1.643; $p=.169>0.05$) also stated no significance and no difference was found [$F_{(4-104)}=.719$, $p=.581>0.05$].

Finally, Institutional Factor's Levene test (Levene=.165; $p=.403>0.05$) also stated no significance and no difference was found [$F_{(4-104)}=2.182$, $p=.076>0.05$] between participants' perception of the subjective ethnolinguistic vitality of the three main factors according to the participants' nationalities. The lack of significant differences can suggest a consistent perception of ethnolinguistic vitality across nationalities.

Table 4.13 presents the descriptive statistics according to the age groups of the participants.

Table 4.13: Descriptive Statistics of Age Variable

		N	$\bar{X}$	Sd	Min.	Max.
Scale Total	17-22	24	5.1907	.69486	3.86	6.56
	23-28	21	5.3661	1.00988	3.53	7.58
	29-34	26	5.2281	1.34926	2.52	7.70
	35-40	16	5.4072	.67795	4.58	6.72
	41-46	13	5.3438	.99978	3.97	6.84
	47-52	2	5.2500	.77340	4.70	5.80
	53+	3	5.8385	1.24730	4.44	6.83
	Total	105	5.3066	.98647	2.52	7.70
Demographic Factor	17-22	24	4.3958	.88455	2.50	6.00
	23-28	21	4.6958	1.32143	2.72	7.94
	29-34	26	4.6218	1.33046	2.39	7.11
	35-40	16	4.3056	.80941	3.33	6.22
	41-46	13	4.8590	1.13462	3.56	6.89
	47-52	2	4.3056	.11785	4.22	4.39
	53+	3	4.5370	1.43300	2.94	5.72
	Total	105	4.5577	1.11816	2.39	7.94
Status Factor	17-22	24	5.4167	.77678	4.17	7.17
	23-28	21	5.3698	1.02772	3.43	7.43
	29-34	26	5.3795	1.40302	2.43	7.83
	35-40	16	5.6667	.69783	4.80	7.07
	41-46	13	5.5103	.98549	4.10	7.00

Institutional Factor	47-52	2	5.3667	1.36707	4.40	6.33
	53+	3	6.0222	1.02758	4.87	6.83
	Total	105	5.4641	1.02478	2.43	7.83
	17-22	24	5.6589	.83771	3.94	7.44
	23-28	21	6.0655	1.28703	3.88	9.19
	29-34	26	5.6268	1.50850	2.73	8.13
	35-40	16	6.1602	1.17990	4.50	8.06
	41-46	13	5.5769	1.18177	4.19	7.63
	47-52	2	6.0938	.39775	5.81	6.38
	53+	3	6.9583	1.45282	5.31	8.06
	Total	105	5.8439	1.23115	2.73	9.19

Table 4.13 presents the descriptive statistics test conducted to analyse the subjective ethnolinguistic vitality of the three main groups in North and South of Cyprus according to the age groups of the participants. It was found that in the Scale total ($\bar{X}$ =5.83), Status Factor ($\bar{X}$ =6.02), and Institutional factor ($\bar{X}$ =6.95), the participants with age of 53 and above reflected higher average scores rather than the other age groups. Only in Demographic Factor ($\bar{X}$ =4.85), the age group of 41-46 reflected higher average scores when it is compared to other participant age groups. The descriptive statistics reveals that, in general, the perceptions of subjective ethnolinguistic vitality are consistent across age groups. However, there are notable differences when it comes to older participants who tend to have higher mean scores for institutional factors, which may indicate a perceived stronger institutional support when it comes to their ethnolinguistic group.

In order to measure the differences between the participant age groups, Anova test was utilised and the results are presented in Table 4.14.

Table 4.14: Anova Analysis of Age

		Sum of Squares	df	Mean Square	f	p	Diff.
Scale Total	Between Groups	1.592	6	.265	.261	.954	-

	Within Groups	99.613	98	1.016			
	Total	101.206	104				
	Between Groups	3.462	6	.577	.447	.846	-
Demographic Factor	Within Groups	126.569	98	1.292			
	Total	130.030	104				
	Between Groups	2.064	6	.344	.315	.928	-
Status Factor	Within Groups	107.153	98	1.093			
	Total	109.217	104				
	Between Groups	9.456	6	1.576	1.042	.403	-
Institutional Factor	Within Groups	148.179	98	1.512			
	Total	157.636	104				

Table 4.14 presents that the Levene's test is not significant; (Levene=2.329; $p=.058>0.05$) and the assumption of homogeneity of variance is met so that Sheffe Post-Hoc test is utilised. The results reflected that there was not a significant difference in the Scale Total [$F_{(6-104)}=.261$, $p=.954>0.05$]. Likewise, Demographic Factor's Levene's test was not significant (Levene=1.698; $p=.130>0.05$) and no significant different was found [$F_{(6-104)}=.447$, $p=.846>0.05$]. Status Factor's Levene test (Levene=1.551; $p=.170>0.05$) also stated no significancy and no difference was found [$F_{(6-104)}=.315$, $p=.928>0.05$]. Finally, Institutional Factor's Levene test (Levene=1.335; $p=.175>0.05$) also stated no significancy and no difference was found [$F_{(6-104)}=1.042$, $p=.403>0.05$] between participants' perception of their subjective views on the ethnolinguistic vitality of the three main groups according to the age of the participants.

Table 4.15 presents the descriptive statistics according to the professions of the participants.

Table 4.15: Descriptive Statistics of Profession

		N	$\bar{X}$	Sd	Min.	Max.
Scale Total	Educator	20	5.67	1.24	2.52	7.70
	Health	6	5.2656	.97488	4.13	6.39
	Admin	16	5.0201	.74967	2.57	5.92
	Law	6	5.3698	1.23731	3.53	6.84
	Student	26	5.1273	.76297	3.86	6.67
	Art	6	5.5521	.65488	4.66	6.58
	Self-emp.	6	6.1536	1.17420	4.58	7.23
	Unemp.	4	5.4414	.74623	4.70	6.25
	Engineer	3	4.8073	.88061	4.17	5.81
	Other	12	4.9870	1.07080	3.56	6.83
	Total	105	5.3066	.98647	2.52	7.70
Demographic Factor	Educator	20	4.9361	1.48485	2.39	7.94
	Health	6	4.5000	.79271	3.56	5.50
	Admin	16	4.2778	.78803	2.44	5.61
	Law	6	5.0000	1.49979	3.39	6.89
	Student	26	4.3846	.95671	2.50	6.50
	Art	6	4.6944	.90113	3.72	6.22
	Self-emp.	6	5.3519	1.05331	4.06	6.78
	Unemp.	4	4.5139	.91442	3.39	5.50
	Engineer	3	4.0926	1.08913	2.94	5.11
	Other	12	4.1481	1.14453	2.72	6.22
	Total	105	4.5577	1.11816	2.39	7.94
Status Factor	Educator	20	5.8083	1.28427	2.43	7.83
	Health	6	5.2556	1.06012	3.77	6.33
	Admin	16	5.1979	.84962	2.57	6.10
	Law	6	5.4778	1.30600	3.43	6.83
	Student	26	5.4115	.79235	4.17	7.17
	Art	6	5.5778	.58601	4.87	6.47
	Self-emp.	6	6.3222	1.13738	4.60	7.27
	Unemp.	4	5.5167	.85743	4.40	6.37
	Engineer	3	4.3111	.49926	3.90	4.87
	Other	12	5.2417	1.10345	4.00	7.17
	Total	105	5.4641	1.02478	2.43	7.83
Institutional Factor	Educator	20	6.2531	1.36773	2.81	8.13
	Health	6	6.1458	1.46930	3.81	7.81
	Admin	16	5.5224	.90333	2.73	6.88
	Law	6	5.5833	1.34145	3.88	7.63
	Student	26	5.4279	.96383	3.94	7.44
	Art	6	6.4688	.96724	5.31	8.00
	Self-emp.	6	6.7396	1.51936	4.50	8.06
	Unemp.	4	6.3438	.78810	5.81	7.50
	Engineer	3	6.2083	2.64747	4.13	9.19
	Other	12	5.4531	1.12378	3.56	7.13
	Total	105	5.8439	1.23115	2.73	9.19

Table 4.15 presents the descriptive statistics test conducted to analyse the Professions of the participants. It was found that in the Scale Total ($\bar{X}$ =6.15), Demographic Factor ($\bar{X}$ =5.35), Status Factor ($\bar{X}$ =6.32), and Institutional Factor ($\bar{X}$ =6.18) self-employed participants' average scores were higher than other professions.

In order to measure the differences between the participant professions, Anova test was utilised and the results are presented in Table 4.16.

Table 4.16: Anova Analysis of Profession

		Sum of Squares	df	Mean Square	f	p	Diff.
Scale Total	Between Groups	11.599	9	1.289	1.366	.214	-
	Within Groups	89.607	95	.943			
	Total	101.206	104				
Demographic Factor	Between Groups	12.656	9	1.406	1.138	.344	-
	Within Groups	117.374	95	1.236			
	Total	130.030	104				
Status Factor	Between Groups	12.926	9	1.436	1.417	.192	-
	Within Groups	96.291	95	1.014			
	Total	109.217	104				
Institutional Factor	Between Groups	20.844	9	2.316	1.608	.124	-
	Within Groups	136.792	95	1.440			
	Total	157.636	104				

Table 4.16 presents that the Levene's test is not significant; (Levene=1.220; $p=.292>0.05$) and the assumption of homogeneity of variance is met so that Sheffe Pos-Hoc test is utilised. The results reflected that there was not a significant difference in the Scale Total [$F_{(9-104)}=1.366$, $p=.214>0.05$]. Likewise, Demographic Factor's

Levene's test was not significant (Levene=1.433; $p=.185>0.05$) and no significant different was found [$F_{(9-104)}=1.406$, $p=.344>0.05$]. Status Factor's Levene test (Levene=1.305; $p=.245>0.05$) also stated no significance and no difference was found [$F_{(9-104)}=1.417$, $p=.124>0.05$]. Finally, Institutional Factor's Levene test (Levene=1.950; $p=.054>0.05$) also stated no significance and no difference was found [$F_{(6-104)}=1.608$, $p=.124>0.05$] between participants' perception of the subjective ethnolinguistic vitality of the three main groups according to their professions.

In order to examine the relation between the sub-scales of the SEVQ, Pearson Correlation test was utilised and the results are presented in Table 4.17.

Table 4.17: Pearson Correlation Test Results of the Sub-scales

		Demographic Factor	Status Factor	Institutional Factor
Demographic Factor	Pearson	1		
	Correlation			
	Sig. (2-tailed)			
	N	105		
Status Factor	Pearson	.716**	1	
	Correlation			
	Sig. (2-tailed)	.000		
	N	105	105	
Institutional Factor	Pearson	.620**	.712**	1
	Correlation			
	Sig. (2-tailed)	.000	.000	
	N	105	105	105

**Correlation is significant at the 0.01 level (2-tailed).

As stated in Table 4.17, a meaningful, positive and high level of correlation was found between Demographic Factor and Status Factor ($r=.716$, $p=.000<0.01$). Likewise, there was a meaningful, positive and moderate level of correlation between Demographic Factor and Institutional Factor ($r=.620$, $p=.000<0.01$). It was also found that there is a meaningful, positive and high level of correlation between Status Factor

and Institutional Factor ($r=.712$, $p=.000<0.01$). Regarding the findings of the Pearson Correlation test, it is possible to state that a possible increase in the participants' demographic factor has the potential to considerably affect the status factor of the participants. Likewise, demographic factor of the participants has the potential to affect the participants' institutional factor. Moreover, an increase in the status factor has the potential to affect participants' institutional factor within a considerably high impact.

4.3 Comparison of Linguistic Landscape Approach and SEVQ

4.3.1 The Linguistic Landscape of Kyrenia

The linguistic landscape of Kyrenia in north Cyprus shows a dominance of Turkish signs with 41.6% indicating a strong presence in the linguistic landscape of the public space. The significant presence of monolingual English signs (24.6%) and Turkish-English bilingual signs (29.50%) shows the importance of English as a lingua franca and also a tool for communication and business. However, the underrepresentation of Greek (0.03%) and Greek-English (0.21%) in the public space reflects the conflict between the two communities and the overwhelming use of the English language.

4.3.2 The Linguistic Landscape of Larnaca

The linguistic landscape of Larnaca with a majority of Greek-English bilingual signs (39%) and English only signs (34.17%) indicates the role of English in facilitating communication. The considerable number of Greek signs (21.02%) emphasises a strong presence of the Greek language while the absence of Turkish-only signs and minimal Turkish-English signs indicates the underrepresentation of the Turkish language in the public space of south Cyprus even though it is an official language.

4.3.3 Turkish Cypriots and Subjective Ethnolinguistic Vitality

The high mean scores in the Scale Total (5.4417), Status (5.5065), and Institutional Factors (6.1829) suggest that Turkish Cypriots perceive their language as having strong social prestige and institutional support.

The lower mean score in Demographic Factor (4.6531) suggests some the perceptions of the participants may have concerns regarding the demographic strength of the Turkish language, which may be related to migration patterns and the presence of other languages in the public space, such as Persian and Russian.

4.3.4 Greek Cypriots and Subjective Ethnolinguistic Vitality

The high means scores in the Scale Total (5.2847), Status (5.5099), and Institutional Factors (5.7629) suggest that Greek Cypriots also perceive their language as having strong prestige and institutional support. Similar to the Turkish Cypriot respondents, the moderate scores in the Demographic Factor (4.4835) suggests participants' perceived concerns about the demographic strength of the Greek language.

4.3.5 Linguistic Landscape and SEV Perceptions

In Kyrenia, the dominance of Turkish in the linguistic landscape aligns with the high vitality perceptions among the Turkish Cypriots, as indicated by their strong demographic and institutional factors in the subjective ethnolinguistic vitality questionnaire.

In Larnaca, the strong presence of Greek and Greek-English public signs align with the perceptions of the Greek Cypriot participants who have perceived strong institutional support of their language. However, the moderate demographic factor variable may reflect concerns when considering the actual usage and representation of Greek in daily life despite the perceive institutional support.

4.4 Role of Language Policy in Language Vitality

The linguistic landscape of Cyprus, particularly in Larnaca and Kyrenia, offers an insight into how language policies influence the vitality and visibility of different languages in the public space. By examining the distribution of language on public signs, the researcher can gain insights into the practical implications of language policies and the sociolinguistic dynamics in the regions under investigation.

In north Cyprus, the official language is Turkish but the absence of a strict language policy has led to a linguistic landscape that is diverse and varied where multiple language coexist, sometimes without any translations or inclinations as to what signs may be referring to. The influence of Turkish is dominant, especially in government and educational settings while English also plays a significant role due to its status as a global lingua franca.

In south Cyprus, Greek and Turkish are the official languages, however, Greek is heavily used in governmental, educational, and public spheres while Turkish is heavily underrepresented despite it being an official language in south Cyprus.

4.4.1 Language Vitality and Language Policy in Kyrenia

Kyrenia shows a dominant presence of Turkish on its public signs. Monolingual Turkish signs make up 41.06% of the total, reflecting the predominance of Turkish in the north of Cyprus. Monolingual English signs are also significantly present comprising 24.6% of the signage, which underlines the importance and the role of English in constructing the linguistic landscape.

The data also reveals a considerable number of bilingual Turkish-English signs, accounting for 29.5% of the total. This indicates a more integrated approach to

multilingualism compared to Larnaca. The underrepresentation of Greek on the public sign, with only a single monolingual Greek sign, reveals the political and cultural separation between the north and south of Cyprus.

4.4.2 Language Vitality and Language Policy in Larnaca

Larnaca displays a significant presence of both Greek and English on its public signs. The data reveals that monolingual Greek signs constitute 21.02% of the total signage, while English-only signs account for 31.17%. This is an indication that English is widely used, which is likely due to its role as an international lingua franca. Bilingual Greek-English signs are also prominent, making up 39% of the signage which suggests an effort to cater to both Greek speakers and international visitors. However, the near nonexistence of Turkish, with only a few signs in multilingual English-Turkish and Turkish-Greek, highlights the sociopolitical divide and the limited representation of the Turkish language in the south.

Language policies, both overt and covert, significantly shape the linguistic landscapes of regions. In RoC, the official language policy mandates the use of both Greek and Turkish in public documentations and signage, however, the practical implication of the language policy seems not to be adhered to in neither bottom-up, nor top-down signs.

4.5 Semi-Structured Interview Results

A total of 19 interviews took place. Nine of the participants of whom were from the Republic of Cyprus, and ten of whom were from the Turkish Republic of North Cyprus. The businesses were chosen according to the English signs used on the front panel of the shops. The type of businesses varied from bakery to educational toys and books shop.

Each interview took around five to ten minutes. The shops chosen for the interviews varied and the researcher made sure that the types of shops were similar on both North and South of Cyprus. To elaborate, if a pet shop was chosen for an interview in North Cyprus, a pet shop would be chosen for an interview in South Cyprus also. This hoped to ensure a fair balance between the business sectors on both sides of Cyprus.

Below are tables representing the participants' demographic background gained from part 1 of the interview questions.

Table 4.18: Participants from the Republic of Cyprus

Participant	Gender	Age	Nationality	Language(s)	Sector
1	F	40	Greek Cypriot	Greek, English	Bakery
2	F	35	Greek Cypriot	Greek, English	Pet shop
3	M	42	Greek Cypriot	Greek, English	Restaurant
4	F	38	Greek Cypriot	Greek, English	Boutique
5	F	45	Greek Cypriot	Greek, English	Accessories
6	F	48	Greek Cypriot	Greek, English	Beauty and Skincare
7	F	54	Greek Cypriot	Greek, English	Shoes and Handbags
8	M	53	Greek Cypriot	Greek, English	Gym facilities, supplements
9	M	59	Greek Cypriot	Greek, English, German, Swedish	Coffee Shop

Table 4.19: Participants from the Republic of Northern Cyprus

Participant	Gender	Age	Nationality	Languages	Sector
10	M	42	Turkish Cypriot	Turkish, English	Bakery
11	F	52	English	English, Turkish	Swimming pool company
12	F	56	English	English	Book shop
13	M	64	Turkish Cypriot	English, Turkish	Café and Bar
14	F	40	Turkish	Turkish, English	Carpet shop
15	F	21	Turkish	Turkish, English	Coffee Shop
16	F	25	Turkish Cypriot	Turkish, English	Toys and Books
17	M	44	Turkish Cypriot	Turkish, English	Boutique
18	M	52	Turkish Cypriot	Turkish, English, Greek	Restaurant
19	M	39	Turkish Cypriot	Turkish, English	Gym facilities, supplements

The interview questions for part 1 included demographic questions of which involve questions such as name, age, nationality.

Part 2 of the interview included questions that were revolved around the use of languages on signage, the participants' perceptions of the role of English, and the potential perceptions of the public according to the participants' views and experiences.

In no particular order, the participants will be presented and named as *Participant 1*, *Participant 2*, etc., so as to keep the participants anonymous and to abide by the ethical rules and regulations which ensure the privacy and safety of all volunteering participants.

4.5.1 Role of English

4.5.1.1 English as a Lingua Franca

Participant 1 is a female participant of the age of 40. She is Greek Cypriot with both her parents from Cyprus. She owns a family-run bakery shop. She states that she understands a little Turkish as she has customers from the North of Cyprus, so she has begun to understand and utter basic uses of Turkish. She travels three times a years and uses English on her travels.

When *Participant 1* was asked part 2 of the interviews questions, she responded with positive remarks about the use of English and how it has helped her business.

For the question of “why did you choose English to represent your shop as shown on its front panel?”, she answered with the following anecdotes:

“English attracts more customers. I think English language gives my shop a more welcoming, more comfortable feeling. My customers come and enjoy” (Participant 1, age: 40).

She also states that the use of English adds prestige to her shop and that it gives her business a modern and cosmopolitan feel which, in turn, attracts more customers.

The need and desire to attract customers by using English on her shop sign, on her menu and by conversing with customers, she is in fact using English as a commodity. Participant 1 also states that the use of English in her shop attracts foreign customers and English adds a sense of modernity to the overall ambiance of the shop. Furthermore, with the use of English, Participant 1 adds that her shop seems more cosmopolitan and attractive.

As for the question of how she thinks Greek Cypriots perceive her shop since only English is used, she states:

“My regular customers are local Greek Cypriots like the English décor. They like the positive and modern English panel. Of course, there maybe traditionalist customers maybe prefer the Greek Cypriot identity more with Greek sign but they have never commented before, I have no problems with the English sign before” (Participant 1, age: 40).

English might be seen as the language of globalisation, and *Participant 1* seems fond of the fact that English helps her do business due to the fact that English is seen as “welcoming”, and “comfortable” however, she is also aware of the fact that there may seem some Greek Cypriots who, according to Karoulla-Vrikki (2013), are threatened by the use of English, and according to Participant 1, customers that are “traditionalist” may prefer Greek on the shop sign so as to preserve their national identity in regards to their religion and their culture.

Participant 3, a 55-year-old chef and owner of a Greek restaurant, is a Greek Cypriot with basic knowledge of French and Italian. He travels often for business and to visit family and friends and uses Greek and English on his travelling experiences. Part 2 of the interview involved the question of why English was chosen to represent the shop. He states that the reason he chosen English to represent his shop was to attract more customers, especially tourists who are willing to try the Greek cuisine, and by using English, he wanted to welcome all customers from different backgrounds. When asked whether he thinks English adds prestige to his restaurant, he answered positively and stated, with the use of English, the restaurant has a modern feel and attracts tourists and also local who “want a modern and globalised experience.”

However, when *Participant 3* answered the question of what he thought of how Greek Cypriots perceive his restaurant since only English is used, he answered positively without considering whether or not the Greek Cypriots may have negative feelings of the use of a monolingual English sign. Unlike the previous two participants, he believes his customers “appreciate the international touch mixed with the traditional foods” that he serves. Although *Participant 3* has a positive attitude towards the perceptions of his customers and the use of English, he states that English is very much everywhere. To elaborate, when he was asked whether he thinks English will have more presence in businesses in the future, he states:

" I don't know if English will have more presence because it's already everywhere. English is very important in businesses connected to tourism and international markets because it's universal and connects everyone" (Participant 3, age: 55).

By stating that English is “already everywhere”, *Participant 3* seems to have the opinion that although English is not an official language such as that of Greek and Turkish, English is seen to be an unofficially official language, or as Crystal (2003) puts it, a “semi-official status” (Crystal, 2003, p. 5). Although English is not an official language in Cyprus, it certainly has official roles such as in governmental offices, in education, in politics, and of course, in business.

The last question of how English helps in doing business, *Participant 3* answered as follows:

“When I use English, it helps attract customers and doing business with other chefs and restaurant owners, suppliers, international culinary networks. It helps the success and growth of my business. My emails, messaging, my daily connections are most in English” (Participant 3).

4.5.1.2 English as a Sign of Modern and Cosmopolitan Business

Participant 2, a Greek Cypriot pet shop owner is native of Greek and English. She also states that she knows a little Italian. She often travels to Greece for pet care products and uses English when travelling to different countries. She uses English on her travels as she explains that “it is a global language. If you don’t know English, you will have trouble communicating”. When asked part 2 of the interview questions, she also gave positive comments on the use of English while doing business. When asked why she chose English to represent her shop, she commented as follows:

“I chose English to make the store more accessible to customers from different countries. English is a common language. A lot of people know English but they don’t know Greek. English helps me do business” (*Participant 2*, age: 35).

As with *Participant 1*, *Participant 2* also is of the opinion that English is a global, common language and that it helps communicate and do business with her customers who do not have knowledge of the official language which is Greek. Additionally, when asked whether she thinks English adds to the prestige of her shop, she gave positive remarks on the use of English and that “using English can create a modern and international image. This can show that my shop caters to all customers from different countries. At the end, this adds to prestige of my shop”.

According to *Participant 2*, no matter where her customers are from, she will be able to cater for them and be able to do business with them with the use of English.

For the question of how she thinks Cypriots perceive her shop since she only used English on her sign, similar to *Participant 1*, she also seems to have the opinion that there may be customers who might not appreciate the monolingual English sign, as she states the following:

“Generally, Cypriots appreciate the English. It is a global language which they think is global and modern for business. But of course other people might think different, they may prefer businesses that show the Greek Cypriot identity more” (Participant 2, age: 35).

Karoulla-Vrikki (2004) claimed that the use of English in Cyprus, both in the North and the South, was seen as posing a risk of the loss of people’s ethnic, linguistic, and cultural identity and as can be seen in the comments made by *Participant 2*, there is still this frame of mind that there are individuals who are threatened by the English language and that they feel the necessity to protect their own ethnic, linguistic, and cultural identity.

However, *Participant 2* is optimistic about the use of English and how it helps her do business, as can be seen in her comments below:

“Yes, I think English will be global language for businesses that help for the international customers because it helps to communicate in a global market. I said before, English helps me do business with international customers ok? They don’t know Greek. I can do business with international suppliers in the global market. I can have pet care discussions from people all over” (Participant 2, age: 35).

With the use of English, *Participant 2* is able to successfully do business nationally and also internationally as she uses English as a tool to effectively cater for her customers’ needs and also the needs of her very own business.

4.5.1.3 Feeling of Inclusion

Participant 4, a 38-year-old owner of a boutique is a Greek Cypriot who is fluent in Greek and English with also some knowledge of Spanish. She states that she often travels for business in search for new trends and unique pieces for her boutique. She used English to represent her shop as it reflects “the cosmopolitan and handmade products” that she sells in her shop. She also has a more humanistic and emotional

approach to the use of English and adds that she wanted to attract customers from different nationalities in order for them not to feel “left out” and to feel included. She seems to believe that had she used only Greek on her shop sign, foreign customers would feel alienated and unimportant and consequently may not feel welcome in her shop.

As Cyprus is a touristic island and has become an overwhelmingly multicultural country, taking into consideration international customers is of high importance for a business, especially if that business wants to branch out into other countries and build connections.

The question of whether she thinks English adds prestige to her shop, she states:

“I think yes, English adds prestige to my shop because it makes my shop more global and united with customers. A lot of my customer are local but I also have customers from different nationalities they all love clothing from different cultural influences” (Participant 4, age: 38).

For *Participant 4*, a sense of unity is accomplished with the use of English and with her local and foreign customers, she is able to connect with and unite with customers from all parts of the world. She also believes that the use of a monolingual English sign does not bring about negative attitudes from her Cypriot customers as she states that they perceive the English sign “as modern and globally connected”. Additionally, her desire to branch out to other countries can be observed in her answer to the question of whether or not she thinks English helps in doing business:

“For my business, English helps me reach many many more customers and helps me connect with suppliers and customers worldwide. Maybe one day I will hopefully succeed in a global market with using English. Everyone needs to know English nowadays” (Participant 4).

As can be seen, *Participant 4* is of the opinion that English is a global language that helps her stay connected with suppliers, customers and other boutique owners from different countries, and according to McEntee-Atalianis (2004), English is seen as a lingua franca and is used in social and professional circumstances to promote connection and success in one's business.

Participant 11, is an English 52-year-old secretary and accountant at her swimming pool company. She runs the shop with her Turkish husband. She has been living in North Cyprus for fifteen years. When asked which languages she speaks when traveling, she answers by stating that she uses English because English people are aware that most people speak English no matter where they are, and as a result, they do not make an effort to learn any other language and that they are "a little lazy" in that respect.

Participant 11 answered the question of why she chose English to represent her company by stating that they in fact attempted to use both English and Turkish. The instructions for the products that they sell are both in English and in Turkish, and so is their website. However, when the signage is concerned, the front panel and the internal décor are all in English. *Participant 11* states that English is mainly used inside and outside the shop due to the fact that most of their customers are foreign:

"Because we're a swimming pool company and the majority of our customers tend to be not foreigners let's say, mainly English people actually, but now more so Germans, Russians, Ukrainians, etc., so the common language is English but we don't ignore the local population and the Turkish people, that's why we try and use both" (*Participant 11*, age: 52).

When answering the question of whether *Participant 11* thinks English adds prestige to their company, she replied that that was not the intention of using English, however,

there are individuals who perceive English as a prestigious language. By using English, their main aim was to:

“... attract as many customers as possible and with the use of English, we can cover a really broad, stretch of customers, and prestige? Potentially, yes, let's face it, but that's not coming from me, it's coming from other people, isn't it? They see it as more, prestigious I guess, or maybe they think it's more professional” (Participant 11).

The question of how she thinks Cypriots perceive her company since only English is used on the front panel, she answers by making a differentiation of the perceptions of Turkish citizens and Cypriot citizens. As she is married to a Turkish citizen, she has presumably come to the awareness that Turkish nationals do not have as good as English as the Cypriots do. Due to an exam oriented education system in Turkey, it is unfortunate that most Turkish individuals have proficiency in the grammar of English and also the vocabulary, however, when speaking and listening are concerned, they seem to have great difficulty, especially when communicating and getting their point across.

This is the unfortunate case of many Turkish citizens who learn English deductively, strictly focusing on the grammar structures and high level vocabulary items of which they learn so as to pass strict university entrance examinations in Turkey. Communication, speaking, listening, and functional language are not given enough importance and hence, students have difficulty when it comes to understanding and speaking in English.

Participant 11 gives the following anecdote on the question of how Cypriots perceive her monolingual signage:

“I think I have to separate the two if you don’t mind, Cypriots, I don’t think they have an issue with that at all, because it’s something they’re used to on the island. They used three languages for a long time. People from mainland Turkey, maybe yes, they, I’m surprised how many Turkish people don’t speak English, that sounds awful I don’t mean it like that, so, they may have therefore difficulty, understanding what our business is, just from the signage” (Participant 11).

Participant 11 answered the question of whether she thinks English will have more presence in business in the future by replying English is “everywhere already” and it is “pretty populated already”, however, it may potentially have more presence in the future as international trade is on the rise and business-minded individuals need a “common language without any boundaries”.

Participant 11 also points out that businesses and companies ought to support the local people and the local language wherever they are situated:

“wherever you’re situated, you have to support the local language as well. You can not have anybody in the business who doesn’t speak the local language for sure. So, if you’re not based in the U.K., and you’re actually basing yourself in another country, you have to have both” (Participant 11).

Participant 11 makes a very considerate point in stating that the local languages ought to be supported no matter where one is located but the fact that there is no official language policy in North Cyprus makes this quite cumbersome. There are businesses and companies with signage that do not include Turkish nor even English for that matter. There are panels and billboards that include languages with no translation or any inclination of what that sign may be referring to.

As stated before, the lack of language policy in North Cyprus has had a huge effect in the linguistic landscape and bottom-up signs clearly reveal a lack of acknowledgement and disregard to the main language of North Cyprus, Turkish.

Below is a figure (Figure 4.47) that illustrates the opinion of *Participant 11*.



Figure 4.47: An Image of a Persian Billboard Representing an Estate Agent.
Translation: Aretan Company Will Revolutionise Your Life. Real Estate, Buying, Registering Company

4.5.2 English as Commodity

4.5.2.1 Connect and Collaborate with other Businesses

Participant 7, a 54-year-old owner of a shoes and bags shops is also a Greek Cypriot who knows English well and uses it on her travels. She often travels to source for her shop and to do market research on the latest trends. She is aware that the use of English attracts tourists and foreign customers, especially in Cyprus which attracts a lot of tourists. Consequently, her use of English was inevitable. When asked what she thinks about Cypriots' perceptions of the monolingual English sign, she states:

“Cyprus is multicultural, there are so many people from so many different countries and I think that English brings everybody together, without English, we can't communicate in each other's language. Not everyone knows Greek, I don't know other languages other than Greek and English. I think my Cypriot customers also think this, and they have no problem with my English panel” (Participant 7, age: 54).

Participant 7 holds more positive feelings towards the spread of English as she is aware that without English, the language barrier would not be so easy to get around. The question of whether she thinks English will have more presence in businesses in the future, her answer was a positive one and she believes tourism and international trade are mostly likely to be affected by the use of English most. Without English, such sectors may not be so successful.

Her remarks on the last question of part 2 of the interview was also of a positive opinion which answers the question of how English helps in doing business:

“English helps businesses stay connected and can get together and work together. English is very important for communication and attracting customers and doing business. With English, I can reach more people from different cultures and countries” (*Participant 7*).

Participant 8, owner of a body building facilities and supplements shop, is a 53-year-old Greek Cypriot who often travels to Greece for work. When asked whether he thought English adds prestige to his shop, he answered “No, it’s just easier to people understand what we sell”. For *Participant 8*, English is only a tool for communicating with his customers and uses English for practicality and to ensure customers are aware of what is being sold in his shop. Additionally, when he was questioned on how he thinks Cypriots perceive his shop since he only used English for his shop sign, he answers as follows:

“Ah, only English because 90 percent of everybody Cypriot can speak English so they have no problem. We have international people now. 50% of my customers are foreigners in our shop. So they demand to read English and communicate in English language. My foreign customers don’t know Greek and so we have to speak in English so they understand me and I understand them. They want help from me. When they come to my shop, they ask me many questions about fitness and the equipment I sell. They want advice and knowledge and I must use English, unfortunately” (*Participant 8*, age: 54).

According to *Participant 8*, the use of English is unfortunate. Although it is used as a means to communicate with his customers, and ultimately, make a profit and to be able to continue his business, he still has negative feelings regarding the use of English, and this can also be observed in the following statement when asked whether or not he thought English would have more presence in the future:

“Yes. Unfortunately. Not only English, we also need to speak different languages to understand more people. The rest of the people go with the market. That's why. But a lot of people learn Chinese now, because the market needs it. And Russian, because the market before they need it” (*Participant 8*)

Participant 8 holds the opinion that other languages other than English ought to be given importance and used globally, such as Chinese and Russian. According to Crystal (2003), English serves as the best example of the function of an official language, having gained a very valuable status in more than 70 nations. However, other languages such as French, Russian and Arabic are among some languages that have also gained widespread official use. As a result of immigration, a majority of Russian citizens have immigrated to Cyprus- North and South- and as a result, business owners such as *Participant 8* sees a necessity in the use of the Russian language as well as English so as to promote their business and their products to customers from a wider spectrum of nationalities and cultures.

4.5.2.2 Connect and Attract Customers

Participant 10 owns a bakery in the North of Cyprus. He is a Turkish Cypriot and speaks Turkish and English fluently. He tends to travel for inspiration for his business, but other than that, he does not often travel due to work commitments. When asked why he chose English to represent his shop, he stated that English makes everyone feel “welcome”, no matter where they are from, furthermore, he adds that English brings “sophistication” to his shop and that it attracts tourists.

To add to this positive outlook, *Participant 10* answers the question of how he thinks Cypriots perceive his shop since only English is used as follows:

“Cypriots are very modern people and I think they appreciate my effort to reach out to broader audience. Using English daily in business or conversation adds to our culture and opens doors and makes us more international and welcoming to foreign nationals” (*Participant 10*, age: 42).

Participant 10 seems to hold the opposite view that English “adds to our culture and opens doors and makes us more international and welcoming to foreign nationals”.

While some of the Greek Cypriot participants are worried that the spread and the use of English may be a threat to their national identity when religion and culture are concerned (Karoulla-Vrikki, 2013), *Participant 10* seems to think otherwise.

Participant 10 also gave positive remarks to the last two questions of the interview:

I: Do you think English will have more presence in businesses in the future? If yes, why? If no, why not?

P: Yes, for sure. International businesses use English and because Cyprus is so multicultural now, English will be more present because it is the language of business and cooperation.

I: Do you think the use of English helps in doing business?

P: Yes, definitely yes. English opens doors to cooperation, collaborations and attracts people from all over the world. English helps me interact with other shop owners and customers from all over the world” (*Participant 10*)

Participant 10 is optimistic of the possibility that English will be more present in businesses as he believes it is the language of “cooperation and “collaboration” since the North and South of Cyprus have had people emigrating from different countries in to Cyprus and since has become a multicultural island with people residing there from all over the world. Furthermore, Turkish Cypriots and Greek Cypriots do not have much knowledge of each other’s language and therefore Greek and Turkish bilingualism is not very common (Hadjioannou et al., 2011), and so English plays an

important role in the communication and cooperation between the two ethnic communities.

Participant 13, a Turkish Cypriot from the United Kingdom is a 64-year-old owner of a cafe/bar. He is fluent in Turkish and English. He is unable to travel a lot due to his work commitments. When asked why he chose English to represent his cafe, he stated:

“Because we knew there was an opportunity for the market. We knew that the English needed their cafe and they love their English food. So that's what we've ventured in and so far it's been good for us. English people like your food, they're very loyal. They will come in and they don't query about prices. Unlike my people, they do that. Oh. If it's ten lira more, they go, “oh my God, what's that ten lira?” You understand? So, that's the reason” (*Participant 13*, age: 64).

Although *Participant 13* is fluent in English and has British citizenship and also Cypriot citizenship, the sole reason for using English to represent his shop is for business purposes. He states that there was a need for English in the market, which has been the case in many countries in many sectors of business, which according to Cameron (2012, p. 360), “reinforces the status of English as the single most valuable commodity in the global linguistic market, creating added incentive for individuals, families, companies, and nations to invest resources in it”.

Participant 13 also mentions the presence of English in the future as being somehow forbidden by Turkey for question of whether he thinks English will have more presence in business in the future, as the following statement illustrates:

“Well, over here, probably not because the Turkish system doesn't allow it. Unless you've got big money, and you've got Cypriot behind you, you can't do it. That's the reason. So, I don't know what else you want me to say” (*Participant 13*).

As Turkey is considered the “motherland” of North Cyprus following the military operation in 1974 and the division of the island, Turkey has had an ample role in shaping the decisions made in North Cyprus (Bozkurt, 2014). *Participant 13* seems to hold the view that Turkey has a substantial function in the decisions made in North Cyprus.

Participant 13 answered the question of how he thinks English helps in doing business as follows:

“Oh, well, the biggest spoken language in the whole world is English. Secondary is Spanish, so, I mean, why not? Anyone learns English, you're halfway there. Am I right? There you go” (*Participant 13*).

4.5.2.3 Market Analysis

Participant 14 is a Turkish 40-year-old carpet shop owner. Her father is Turkish Cypriot and her mother Turkish. She speaks English and Turkish and is married to a businessman of Indian origin. When travelling, she speaks English. As *Participant 13* stated, *Participant 14* also mentions the use of English as a “need” in the market as the following anecdote illustrates:

“Because when we did the market analysis for our carpet products, we found that our main clientele will be, uh, foreigners, then locals. We studied the customer data, which is publicly available from the government departments. And we saw the need and what is available locally. So we checked the local markets, what is available here and also what products are available. So we chose a particular specific type of product because carpet is a very vast field. So we chose a product which is suitable for this weather conditions. Foreigners have more carpet culture. They come from other countries. But the local Cypriots do not have a big carpet culture. That's what we found. So we preferred to go with English language signage” (*Participant 14*, age: 40).

Participant 14 does not seem to think that English adds prestige to her shop but it helps in communicating with her foreign customers. The Turkish Cypriots are seen as

“neutral” to the fact that English is used on the signage and that they are accustomed to English being used on most business signs.

Participant 14 provides the following anecdote when asked if English will have more presence in business in the future:

“Well, it will all depend on market to market, country to country, you know. In Cyprus, we'll always be multilingual based on the migration. So English will play an important role in Cyprus. But I feel that language is very specific to the country. And it also depends on what kind of business you are talking about. You know, if it is retail business, you know, then of course you need to speak the local language of the country. But if you do international trade, for example, you know, we are doing international trade. You are exporting or importing, then English plays a very important role” (*Participant 14*).

Due to the appealing nature of Cyprus, the warm climate, low crime rate, the welcoming personalities of Cypriots and also due to the currency, Cyprus has become home for a number of nationalities immigrating from Turkey, Russia, Iran, Africa and many other countries. The following statement made by *Participant 14* portrays this:

“It all comes to the same point that you know, our customers don't speak Turkish. I mean general customer profile. Our customers are mainly British and many different countries from Europe. Russia, Iran, Kazakhstan. It's become a very multicultural country. Yes. It's like mini Dubai now. Especially after COVID, I think there is a huge migration. Earlier, the migration was coming mainly from Turkey. But now, maybe the Turkish migration remains constant. I don't know the figures, but the other migration are much higher, especially from Iran and Kazakhstan and Russia. We have seen a lot of migration and many times even we cannot differentiate if they are from Ukraine or Russia, but when we see the car plates, sometimes we see. Yeah. They are Ukrainian. You know, we don't ask” (*Participant 14*).

4.5.3 Identity Representation

4.5.3.1 Greek for Representing Greek-Cypriot Identity

Participant 5 is an accessory shop owner who is of Greek Cypriot nationality. She is 53 years of age and is fluent in Greek and has good command of English. When

travelling, she uses English as she states it “is the only way to understand one another”. For the question of why she chose English to represent her shop, she answered with a feeling of regret, as if she had no other choice but to use English. She states she “had to” use English to attract more customers- a purely business-minded perspective for which she had no other option. This reluctant and unwillingness of using English can also be observed in the following comment when asked whether or not she thought English adds prestige to her shop:

“Not really no. English is only for communication, for me, nothing more. I prefer to use Greek and to keep my cultural identity my own language by using Greek. But unfortunately English is the main language and everyone must know it, if you don’t know it, you cannot be successful and my business won’t grow” (Participant 5, age: 53).

By mentioning her preference and need to highlighting her cultural identity by using Greek, and by stating that if one does not know English, they are considered unsuccessful, shows that the presence of English is of a potential threat to her identity and culture. According to Karoulla-Vrikkis (2010), although English is seen to be the language of globalization and communication, it is also seen as a threat to Greekness, the Greek national identity, religion and culture.

Additionally, *Participant 5* perceives the ever-growing use of English as “unfortunate” when she answered the question of whether English will have more presence in the future: “Unfortunately, I think English will grow and spread in business because it is the main language everybody is speaking for business and communication”. However, although *Participant 5* seems unhappy with the spread of English, she is also aware that it helps doing business with international customers:

“English helps attract tourists and international customers from different countries and makes the world smaller because everyone can speak and understand each other. This helps businesses and help make a profit. Customers

come and ask for many different kinds of accessories they sometimes see on the internet on social media or want to talk to me to get ideas. English helps a lot with foreign customers” (Participant 5).

For *Participant 5*, English is only a tool to attract customers and make a profit- English as a commodity. According to Bourdieu (1991), using languages as linguistic markets, like other commodities that can be traded, can add value to a business. The value placed upon a specific language, in this case English, while other national languages may not be so valuable, show how businesses feel the need to commodify the English language so as to add value and deem such businesses a success.

The commodification of English has been and will be commercialised for many more years to come. According to *Participant 5*, if she had not used English on her sign, she would have had the risk of not being able to sell what she has on the market, but with the use of English, her accessories are easily accessible by foreign customers and she will continue to make a profit by commodifying English.

Participant 6, a 48-year-old owner of a beauty shop holds the view that her use of English on the monolingual sign is purely for the sake of doing business and making a profit. When asked why she chose English to represent her store, she states that she chose English for “business purposes” so as to “reach more people”. Also, *Participant 6* believes that English does not add to the prestige of her shop but rather the prestige comes from the quality of her products and not the English language itself. She states “English only helps with communication with my customers”. *Participant 6* is aware that the use of English is a threat to their identity and culture. When asked how she thinks Cypriots perceive her monolingual English sign, she states the following:

“I heard mixed opinions. Some of my friends and family asked why English and not Greek, they would prefer to see our language, Greek, on the shop sign. Other people I know like the English language, they think it adds a cosmopolitan and modern touch to the shop” (Participant 6, age: 48).

The need to protect their culture and identity is felt among the Greek Cypriot community and *Participant 6* also shows that she is among those individuals who are threatened by the use of English and would prefer their own native language to represent them.

4.5.3.2 Divided Cyprus

Participant 9, an owner of a coffee bar, is a 58-year-old Greek Cypriot who is also a farmer. He states he knows 4 languages and those are German, Swedish, English and of course, Greek. His knowledge of German comes from the fact that he emigrated from Cyprus to Berlin when the war broke out in Cyprus in 1974. When *Participant 9* was asked whether English adds prestige to his shop, he answered by saying it does not add prestige and that the name of his shop does not influence his customers. When asked what he thinks of how Cypriots perceive his English signage, he stated that Cypriots do not have a problem. The majority of his customers are Greek Cypriots and Turkish Cypriots and he states they do not have a problem with the monolingual English name of this shop.

The question of whether *Participant 9* thinks English will have more presence in the future, his answer is as follows:

“I think no again because I don't like England, I don't like English because they are responsible for all the problems in Cyprus. They try to divide Cyprus. And... Some people from your side and some people from our side, help them” (Participant 9, age: 58).

As can be seen from the comment above, *Participant 9* has strong negative feelings against the English language and its people. Cyprus is the only divided country in the world, and *Participant 9* seems to think that the English have a big role to play in the ongoing division of the island. He experienced the war first hand, he had to flee his country and after having no progress politically, after decades of division, *Participant 9* seems frustrated and fed up with the disagreement between both sides of Cyprus and blames England for the disputes that are going on in Cyprus to the present day. He clearly states his dislike for England and the English language. *Participant 9* clearly wants peace on the island, as does any Cypriot living in divided Cyprus, and has no trouble in expressing his true thoughts.

Although *Participant 9* possesses strong negative feelings against the English language, he has still used it on signage in and around the coffee shop; in the interior, exterior and on the menus. He has used English only as a tool for communication with his customers, although he had stated that most of his customers are from Cyprus. When asked the question of how he thinks English helps in doing business, he stated he does not think that English helps his business. He commented that he only used English as a medium to be able to communicate with his customers when and if necessary.

4.5.4 Future of English

4.5.4.1 English in Education

Participant 12 is a 56-year-old English lady who owns a bookshop. She states the reason for using English on her front panel is due to the fact that all of the books she sells are English books and that all her stock is from the United Kingdom. When asked whether she thinks English brings prestige to her shop, she answers by stating:

“Because I think there is a need for English books in Northern Cyprus, we have English schools. The language that all Turkish Cypriots, Turkish people, everybody, the next language is English they want to speak English. So I think there is a need for an English bookshop” (Participant 12, age: 56).

The importance of English in government schools, private schools, language institutions, and universities is omnipresent. Students ought to have a good level of English in order to be able to graduate and progress to the following term. For a majority of parents, the pressure to get their children to have a good level of English is expensive and stressful, and as Cameron (2012) states “... individuals and families compete to maximise their own and their children’s advantages” (Cameron, 2012, p. 355). The lack of hours of English classes in government schools push parents to get their children private English lessons. Private schools such as English School of Kyrenia and Necat British have English-medium classes and the amount of English that students have exposure to is high. At an early age, students have a good command of English, however, the tuition fee of such schools are unreasonably costly. Therefore, the pressure and expense students and parents have to go through to get in to good schools can be quite a burden.

Schools such as English School of Kyrenia and Necat British are English medium instruction where all academic subjects are taught in English are mentioned by *Participant 12* when she answers the question of how she thinks Cypriots perceive her shop since only English is used on the front panel:

“I think it’s a mix, I think it depends on how much wealth they have. I think for Turkish Cypriots whose children go to state schools maybe they don’t have the money because my books are expensive because I have to ship them from England. So they may not have the same amount of money as what the Turkish Cypriots have to send their children to private schools. English School of Kyrenia is very expensive, a lot of my customers are from ESK so they are really pleased I have these kind of books” (Participant 12).

Participant 12 has a similar opinion to *Participant 11* in that they both perceive themselves as being “lazy” when it comes to learning the language of the country they are residing in- Turkish. They both hold the opinion that they do not feel it necessary to learn Turkish because of the fact that the majority of the individuals they meet and comes across actually make an effort to speak to them in English and therefore the participants have not felt the need to learn Turkish even though they have been living in a Turkish speaking country for almost two decades. *Participant 12* gave the following reply when asked whether she thinks English will have more presence in business in the future:

“I don’t know it depends on what you are selling, a lot of tourists come from England. I don’t know, I think everybody knows English and that’s what makes English people lazy because everybody wants to speak English and we don’t learn other languages because everybody talks English back to us. My parents are fluent in Turkish they live in Turkey and we try to learn and when we first came we wanted to learn Turkish but it was very difficult because everybody spoke back to us in English. So you just think “oh well”. They make it so easy for English people. So we become very very lazy because everybody speaks English so we think “oh it’s okay, we will find somebody who speaks English”. Personally I think we are lazy. Even though my parents speak fluent Turkish.. but they had to because they live in an area where there was no English people when they first moved so they had to learn the language. Here, everywhere you go, restaurants, bars, supermarkets, hospitals, tax office, accountants.. everybody speaks English” (*Participant 12*).

Participant 16 is a 25-year-old books and toys shop owner. She is Turkish Cypriot with good command of English. She uses English when abroad although she can not travel as often as she would like to. When asked why English was chosen to represent her shop, she states the following:

“We chose the English language because there are a lot of tourists coming here, and since people from the Greek side also come, it attracts their attention. That's why we named the shop that way. I think this contributes because tourists come and ask for and look for English books or English games. They ask for games and books that are popular in their own country” (*Participant 16, age:25*).

When answering the question of whether she thinks English adds prestige to her shop, she states that due to the English signage, it attracts the members of public because it brings prestige to the shop and grabs their attention. When it comes to what she thinks about how Cypriots perceive the shop since only English is used, she answers with the following anecdote:

“I think Cypriots like it and enjoy seeing English on shop signs. The sign affects the business because tourists or people from other walks of life or people who study at the university (EMU) and go for a walk see the sign and enter, thinking "Maybe there is this, there is that." (Participant 16).

The pressure families are under when it comes to the need for English in their children's education is also illustrated in the response of *Participant 16* when she asserts that there is a need for English for the entrance exams for good schools:

“I think that English will be more prevalent because English is spoken everywhere now. When we go on a trip abroad, for example in schools, the main language is English. I think this will develop further. When you take the university exam or something like that, if you want to study abroad, you have to take GSCE exams and they are always in English. The examinations do not require Russian or German for example, they will check your English level and accept you according to your level” (Participant 16).

She also has the opinion that the use of English helps in doing business as she compares it to the role of other languages when she states that: “English is a common language. So, for example, even those coming from Russia, Germany, Italy or even China now use English. For example, when a person comes from China, you do not know Chinese and he/she does not know Turkish. How would he know? But even if you know a few words in English, it is more or less understandable. That's why I think English helps”.

4.5.4.2 English in Businesses

Participant 15, is a 21-year-old barrister and student and also one of the owners of a coffee shop. She is Turkish and she speaks English and also has a good command of

Arabic. Due to financial reasons, she is unable to travel but when she does, she speaks English and Turkish. English was chosen as the main language to represent her shop to attract customers and also tourists. She states there are a lot of foreigners in Cyprus and the use of English helps with business, she states that if they had chosen Turkish for the signage, foreign customers might not have found the coffee shop so appealing and may not have been able to communicate with the staff.

When *Participant 15* answered the question of whether she thought English adds prestige to the shop, she answers with the following:

“Of course, English contributes to the prestige because when we look at the stores in Turkish, foreigners may think something like, "There is no one here who speaks the language, I cannot communicate." That's why they might not choose this place” (Participant 15, age: 21).

Additionally, *Participant 15* mentions the need for English in the application for jobs which once again proves what Cameron (2012) claimed about the use of English and how it affects individuals in their lives when it comes to their education, job prospects, workplace and overall daily communications. This can be illustrated in the following anecdote:

“Using English helps a lot when doing business because even when we apply for a job, we are asked whether English is a second language or something. Those who speak English are more prominent. The customers here can be foreign so communication with them is really important. You know, politeness is very important” (Participant 15)

4.5.4.3 Peace in Cyprus

Participant 17 is a boutique owner who has studied computer engineering prior to completing a Masters of Business Administration. He is 44 years old and runs his business together with his wife. He is Turkish Cypriot and also has Republic of Cyprus citizenship. He often travels to France, Paris and has travelled to different countries

also. He uses English on his travels as he states: “We speak English when we go. The reason we speak English is because we saw that it is a common language that is accepted in different societies. Therefore, we try to use English because it is the common language”.

The perception of English as a commodity is also seen in his comment when he answered the question of why he chose English to represent his business:

“There are global brands that have achieved success in the world. When you look at their names, the foreign name gives an image and the perspective it gives, generally store owners act with the instinct of giving a foreign name and presenting a beautiful, prestigious image. Therefore, we gave such a name to our store because we have the same point of view” (Participant 17, age: 44).

Participant 17 also states his thoughts on how Cypriots may perceive his shop since only English is used on the signage:

“It is a fact that we noticed that people who do not know English had difficulty in pronouncing the name on the sign, but we were still not in favor of changing it because it can be read and understood by most of the community. Maybe not its meaning, but it can be remembered as a thing, as a sound. Therefore, we never tried to change the name of our store. We decided that it would be in English and continued on our way” (Participant 17).

Despite decades of ongoing efforts to unite Cyprus, which is “physically and demographically divided” (Michael, 2007, p. 587), *Participant 17* expresses his desire for a recognised North Cyprus in his answer to the question of whether he thinks English will have more presence in the future:

“Yes, it will continue, will there be more? I don't know, maybe if we consider this case: We are an unknown, unrecognised country, the TRNC may be recognised in the future, more foreign people will come, many tourists from abroad will come. In order to communicate with foreigners who may come, people who do not speak English may try to learn it. You can use more English sentences in stores, just to attract the customers' attention. Other than that, I don't think so” (Participant 17).

In order for North Cyprus to be recognised, there must be peace between the two communities and the fact that intercommunal negotiations continue (Canan-Sokullu & Sozen, 2010), there is a light at the end of the tunnel.

Participant 18 is a 52-year-old restaurant owner. He is Turkish Cypriot and has both Turkish Cypriot and Greek Cypriot citizenship. He knows English and also a little Greek. He often travels and is fond of learning new things on his travels. He states that while travelling, he speaks English: “English of course, without English it would be very difficult. It’s a universal language, makes connecting with people from all over the world very easy”.

For the question of why he used English to represent his shop, he states the following:

“English opens doors, attracts people from all nationalities which is very important for business. I wanted English to represent my shop because I wanted customers to feel they are welcome no matter where they are from. If I used Turkish, I feel it would have limited my business because it would focus on Turkish customers only and would give negative feelings to any potential foreign customers” (Participant 18, age: 52).

He also states positively that English adds prestige to his shop when he comments:

“English adds a cosmopolitan feeling. People who walk by my shop, look at the sign and think ‘this place is accepting of all faces and races’ and it’s like an open invitation to everybody”.

When answering the question of how Cypriots may perceive his business with the use of a monolingual English sign, he states:

“I haven’t had any negative comments from my Cypriot friends or customers. I think Cypriots are accepting and welcoming of all cultures and so I think they understand why English was used to represent my shop rather than our mother tongue. Cyprus has become a multicultural island and there are people living

here from so many different countries and English helps to welcome them no matter where they are from” (Participant 18).

Participant 18 has a longing for a united Cyprus, for the wellbeing and prosperity of the island as his comment for the question of whether he thinks English will have more presence in the future:

“Yes, for sure. English is the language of business. It for sure helps connect with people. English is like a friendly handshake. Maybe it will have more presence in the future here in North Cyprus. You know, North Cyprus is unrecognised, and if there was peace between the South and North, we would be able to have recognition worldwide and we would then use more English because there would be more people from the South coming and going. We would then need more English I guess” (Participant 18).

Finally, *Participant 19*, a 39-year-old owner of a fitness shop that sells gym facilities. He is a Turkish Cypriot who often travels for pleasure and also for work when he attends fitness competitions. When asked which languages he speaks when travelling, he states: “No other choice but to use English. It is a common language. Unfortunately, other languages are not used as much”. In this comment, it is evident to see that *Participant 19* is unhappy that other languages do not have the same privilege and prestige that English has.

When asked why he chose English to represent his shop, he comments as:

“English is like an invitation to passersby, they are attracted to the sign” and he thinks that English is a prestigious language and that it gives the perception of quality as he states: “English is prestige and quality. When people see my sign, they know I am not selling just gym gear, I am selling good quality service that caters to all customers, no matter where they are from, you know?” (Participant 19).

As for the question of how he thinks Cypriots perceive his shop with a monolingual English sign, he states that the Turkish Cypriots have a good command of English and

they are good at communicating and that they do not have any negative feelings about the English shop sign.

Similar to the thoughts and perceptions of other participants on the future of Cyprus and its recognition worldwide, *Participant 19* has the view that English could have more presence in the future if the TRNC was not to be unrecognised. He states the following:

“English could be more present if the TRNC were to be recognized. More people would come to explore the beauty of Cyprus and English would be used in such a case. In such a case, English would be more present, yes” (*Participant 19*).

He also has the view that English helps him do business, especially when he has to travel to the Republic of Cyprus for work and due to the lack of Greek, he needs English to communicate with suppliers and customers.

4.6 Summary

In this chapter, the data collected with the aid of a range of methods, which included quantitative and qualitative methods, were used in order to answer the five research questions posed at the beginning of the study. The overall layout of the chapter started with quantitative data to qualitative data analysis. Each section of the chapter analysed and interpreted the data collected. The following chapter discusses the findings and results and later concludes with limitations and suggestions for further research.

Chapter 5

DISCUSSION AND CONCLUSION

The present chapter presents the discussion of the findings of the study related to the linguistic landscape of North Cyprus and South Cyprus with an emphasis on whether there is a direct link between language policy and language usage in reality, as well as how language policies influence language use in public spaces, the subjective ethnolinguistic vitality of individuals residing in multilingual settings in both the Turkish Republic of North Cyprus and the Republic of Cyprus, and the perceptions of individuals who have preferred to use English to represent their businesses and the future of English in Cyprus. The chapter, along with the research objectives and possible implications of the study, the research results derived from the findings are also presented in this chapter. As recommendations for further research, the study's delimitations and limits have been clarified in the last part.

5.1 Discussion

The findings of the present study aimed to answer the five research questions that were thought to be a research gap in the field, these include: a) How can linguistic landscape approach be used for exploring language vitality in Cyprus? b) What are the Turkish-Cypriot and Greek-Cypriots' subjective ethnolinguistic vitality perceptions of the Turkish, Greek, and English languages? c) How can linguistic landscape and ethnolinguistic vitality approaches be used to discover the vitality of Turkish and Greek in the North and South of Cyprus? d) What is the role of language policy (overt

and covert) in exploring language vitality? e) What are the residents' perceptions of the role of English in constructing the linguistic landscape?

5.1.1 Discussion of Results of Research Question #1: How Can Linguistic Landscape Approach Be Used for Exploring the Language Situation in the North and South of Cyprus in Terms of Language Vitality?

Researching the representation, or lack of representation, of specific languages by implementing the linguistic landscape approach helped with the findings of the language situation on both sides of the island, this in turn helped illustrate whether covert and overt language policies were adhered to.

The analysis of 2735 photos in Kyrenia and 1779 photos in Larnaca, it can be seen that the need for 'presentation of self' is found to be higher in the TRNC in Kyrenia when compared to Larnaca in the Republic of Cyprus. Although the researcher visited two different places in Larnaca during fieldwork, it was challenging to reach the desired number of public signage. The 956 difference in the number of photos taken in Kyrenia, unfortunately could not be reached, however, this can be said to be a result of what Goffman (1963) refers to as 'presentation of self', whereby linguistic landscape actors' purpose is to present themselves and their unique distinctiveness in comparison to other linguistic landscape actors. According to Goffman (1963), this subjective component of presentation of self of linguistic landscape actors is to capture the attention of the general public. When compared to Larnaca, Kyrenia's linguistic landscape illustrates more of a need to present oneself in the public space. To illustrate, when monolingual Turkish signs in Kyrenia were counted, it accumulated to a total of 1123 signs when compared to only 374 monolingual Greek signs in the city of Larnaca. Although it is not an official language in neither the South nor the North of Cyprus

English has a strong presence in the linguistic landscape in both sides of the island. In both top-down and bottom-up signage, English is strongly represented on monolingual signs in Kyrenia and in Larnaca cities.

The main languages of Cyprus are Greek and Turkish, however, when the public signs are analysed and counted, it was seen that the language of the “other” (Charalambous, 2013) was not represented enough as it should have been when language policy is considered. Nonetheless, the representation of English was much higher when compared to the official languages of Turkish and Greek.

When other languages such as Russian, Arabic, French, etc., are considered, they were found to be more represented on public signs than Greek in Kyrenia and Turkish in Larnaca which illustrates possible hostility (Charalambous, 2013) and lack of appreciation towards one another.

5.1.2 Discussion and Results of Research Question #2 What Are the Turkish-Cypriot and Greek-Cypriots’ Subjective Ethnolinguistic Vitality Perceptions of the Turkish, Greek, and English Languages?

A preliminary classification of groups as having low, medium, or high vitality was made using the ethnolinguistic vitality questionnaire which assessed the attitudes of mainly Turkish-Cypriots, Greek-Cypriots together with English and international group members in these domains in terms of how group members actually perceive their own group and out-groups on significant vitality items.

When considering the subjective ethnolinguistic vitality of Turkish, Greek and English, the participants were seen to agree on most of the questions. The participants provided the researcher their attitudes and perceptions in regards to the significance,

strength and sustainability of their own language and the language of other groups, and also English. Irrespective of their background, the participants perceived the vitality of their own and the outgroup's vitality alike.

Descriptive statistics indicate that the participants' perceptions of the three factors: Demographic, Status, and Institutional- are of moderate level possibly indicating that the participants' subjective views have similar perceptions and beliefs of the ethnolinguistic vitality of the three major ethnic groups.

The descriptive data of the gender variable indicate that the majority of the participants were female and they provided higher averages for Demographic Factors and the Status Factor while the male participants provided higher rating for Institutional Factor. According to the Sheffe Post-Hoc test, there was not a significant difference found in the Scale Total, nor for the Demographic Factor among the gender variable. The Status Factor among the gender variable also showed no significant difference. Finally, when Institutional Factor was considered, there was no significant difference among the participants' perceptions of their own and the outgroup's vitality.

The nationality of the participants was also taken into consideration, and according to the illustrated results of descriptive statistics, the Scale total and the Institutional Factor, Turkish Cypriots were the majority with high average scores presented. The Demographic Factor variable showed that the scores of the British participants were measured to be higher. This can be the result of the number of British participants that volunteered to answer the SEVQ. The Status Factor was a reflection of the higher average given by the Greek Cypriots when compared to the other nationalities. Anova test was conducted so as to measure the differences between the participants'

nationalities and it was found that the Levene's test was not significant and therefore the assumption of homogeneity of variance resulted in the use of Sheffe Post-Hoc, and once again, there was no significant difference in the Scale Total. Similarly, Demographic Factor's Levene's test, Status Factor's Levene test also showed no significance and no difference was found. Lastly, Institutional Factor's Levene test also presented no significance between the participants' perception of the vitality of their own and the outgroups according to the nationality variable.

The descriptive statistics of the age variable showed that in the Scale total, participants with the age of 54 and above scored higher average scores for the Status Factor and Institutional Factor when compared to the other age groups. However, participants with the age group of 41-46 scored higher for the Demographic Factor. In order to measure the differences between the participants' age groups, Anova test was utilised and Levene's test illustrated that there was no significance and the assumption of homogeneity of variance was met so and Sheffe Post-Hoc was utilised. The results revealed that there was no significance and no difference was found in the Institutional Factor, Status Factor, and Demographic Factors.

When the profession variable was taken into account, it was found that in the Scale Total, the Demographic Factor, Status Factor, and the Institutional Factor for the participants who were under the category of "self-employed", showed higher average scores. Anova test was also utilised so as to measure the differences between the participants' professions. The results showed that the Levene's test was not significant and the assumption of homogeneity of variance was met and so Sheffe Post-Hoc was utilised. The results showed that there was no significant difference in the Scale Total. Demographic Factor, Status Factor, and Institutional Factors showed no significance

between participants' perception of the subjective ethnolinguistic vitality of the three main groups according to their professions.

Finally, in order to measure the relation between the sub-scales of the SEVQ, Pearson Correlation test was used and a meaningful, positive and high level of correlation was found between Demographic Factor and Institutional Factor. Additionally, it was found that there was a meaningful, positive, and high level of correlations between Status Factor and Institutional Factor.

The findings of the Pearson Correlation test illustrate that a likely increase in the participants' demographic factor has the potential to affect the status factor of the participants. Similarly, the participants' perceptions of the vitality of the demographic factor has the potential to affect the subjective ethnolinguistic vitality of the institutional factor. Additionally, an increase in the status factor is likely to affect the participants' subjective ethnolinguistic vitality of the institutional factor within a high impact.

5.1.3 Discussion and Results of Research Question #3 How Can Linguistic Landscape and Ethnolinguistic Vitality Approaches Be Used to Discover the Vitality of Turkish and Greek in North and South of Cyprus?

With the utilisation of the linguistic landscape approach and the SEVQ, it can be said that both approaches were effective in becoming aware of and comprehending the vitality of both the Turkish and the Greek languages in both the TRNC and RoC. The two local and official languages, Turkish and Greek, are seen on the linguistic landscape to be vital within their own community, however, the vitality of the language of the "other" is highly excluded in the linguistic landscape. The lack of linguistic landscape representation of the Turkish language is more evident in Larnaca when

compared to the representation of Greek in Kyrenia. With the use of the linguistic landscape approach, it was evident to see that Turkish, although an official language in RoC, has hardly any representation and is ignored from the public space. The linguistic landscape approach to language vitality also provides evidence that the micro spaces, which include workplaces, shopping centres and small businesses, also do not adhere to the official language policy such as the macro spaces, which include municipal territories and governmental buildings. Even though we are living in a day and age where multiculturalism, multilingualism, and diversity are inevitable and much welcomed, Turkish is clearly seen as a minority language and it present only on signage when crossing the borders.

Nevertheless, the vitality of English is seen to be far more explicit and vital in the public signs. The documentation of the linguistic landscape in the two cities that were under investigation, illustrates the functionality, dominance, and vitality of English although it is not an official language. The representation of English in the bottom-up linguistic landscape in the North and South of Cyprus is highly evident in all sectors of business, from “food and houseware”, “clothing and leisure”, and “private offices”, in the micro spaces and also in governmental signage in the macro spaces such as road signs, names of streets and municipal and governmental offices.

5.1.4 Discussion and Results of Research Question #4 What Is the Role of Language Policy (Overt or Covert) in Exploring Language Vitality?

Researching the representation, or lack of representation, of specific languages by using the linguistic landscape approach helped with the findings of the language situation on both sides of the island, this in turn helped illustrate whether covert and overt language policies were adhered to and how the role of language policy, or lack

of language policy, had a role to play in the construction of the linguistic landscape of both sides of the island. While “overt policies refer to explicit, formalized, *de jure*” and “covert policies refer to language policies that are implicit, informal, indirect, unstated, *de facto*, grass-roots and latent” (Shohamy, 2009: 52), both overt and covert language policies help expose the ideological positions and attitudes that are prevalent within communities that justify the use of some linguistic resources rather than others. Due to the fact that most Turkish-Cypriots and Greek-Cypriots are unable to speak each other’s language, English was found to be on most bilingual and multilingual signs. Although English is not an official language in neither RoC nor the TRNC, it is found to be on most signage and is seen as a *lingua franca*.

The lack of overt and covert language policy in North Cyprus resulted in a myriad of signage with myriad languages, including monolingual English signs, bilingual English and Turkish signs, and also multilingual English, Greek, and Turkish signs. Some of the signage found in Kyrenia also included monolingual public signs without any translations. Since there is no language policy, it was seen that there were no laws that were upheld or local administrations that issue directives on the linguistic landscape and as a results, shop owners from a range of sectors were free to use any kind of signage with or without translations, involving spelling mistakes, misuse of the percentage sign, and businesses that had more than enough signs representing their shop- there were cases where shop owners had five or six signs representing their shop. On the other hand, according to RoC’s constitution, their policies for language use on public signs include laws that state both Greek and Turkish ought to appear in public documents and on governmental buildings, however, it was seen that this was not the

case. The Greek-Cypriot language policy was not adhered to, and hence, Turkish was not found on a majority of public signs- covert or overt.

The linguistic landscape constructed by language policy, or lack of, illustrates that the language of the “other” is excluded, more so in the RoC than in the TRNC, which indexes the territorial limitations and language barriers found in the two communities. Additionally, this could be a sign of nationalist ideologies that promote hostilities and historical narratives that do not consider the other’s narrative which could be a direct results of education systems, the curricula followed, mass media, and politics.

5.1.5 Discussion and Results of Research Question #5 What Are the Residents’ Perceptions of the Role of English in Constructing the Linguistic Landscape?

The themes and subthemes that emerged from the interviews resulted in a total of four codes: the Role of English, English as a Commodity, Identity Representation, and the Future of English.

The *Role of English* code was emerged from themes such as “English as a lingua franca” and “English as a sign of modern and cosmopolitan business”. These themes were brought about from the participants’ responses that include statements such as English being seen as a common language. It was stated that English is “everywhere” and that the use of English makes shops and businesses accessible to customers and other collaborators such as suppliers and international partners. Additionally, English is used on the public signs by shop owners in order to give their customers the feeling of inclusion, no matter where they are from, if English is spoken, everybody can communicate, be understood, and get their point across. Moreover, the participants of the study stated that the use of English on their shop signs gives customers and shop owners the perception of their business being modern and cosmopolitan.

The *English as a Commodity* code was emerged from themes that include “connecting and collaborating with other businesses” and “connect and attract customers”. The subthemes that emerged from the interviews include the participants’ use of English for profitable uses. The participants’ use of English revolved around the belief that English was used for business prospects and opportunities. Moreover, the participants mentioned the necessity of the use of English conducting market analysis. Cyprus has become a multicultural island and catering for customers who immigrate to Cyprus from countries such as Russia, Africa, Iran, and Arab countries has brought about the need to use English and other languages on the shop signs. As a result, shop owners can cater for an international audience and bring about prosperity in their business with the use of English and multilingual signs.

Another code that emerged from the interviews is *Identity Representation*. This specific code came about from themes such as ‘Turkish signs for representing Turkish Cypriot identity’ and ‘Greek signs for representing Greek Cypriot identity’. According to the interview transcripts, it was discovered that participants used English on their shop signs, however, they were also apprehensive of customers who may prefer to have signs that represent their culture and identity with the use of their own native language instead of English. Certain participants stated that customers might have preferred the use of their own language so as to represent their own culture and identity due to the fact that Cyprus is a divided island, and by using their own language, they believed that their culture and identity would be more likely to be represented, and these findings are in line with Themistocleous and Çavuşoğlu (2023). The shop owners mentioned having traditionalist customers who preferred having their own native language on shop signs as they felt they were not represented with the use of English.

Finally, the last code *Future of English* emerged from the interviews. The themes that came about from the interview responses were ‘English in businesses’ and ‘English in education’. According to the participants who used English on their shop signs, they gave responses that included ‘English in exams’, ‘English at schools’, and ‘Peace in Cyprus’, as perceptions of the future of the English language. The use of English in international examinations was mentioned as one of the reasons why English is a necessity and why individuals need to know English in order to be able to apply to universities abroad. Individuals who aspire to continue their higher education in English speaking countries such as England and Canada need to have a good command of English in order to apply. English examinations such as IELTS and TOEFL are requirements for universities in these countries and parents feel obliged to prepare their children for these examinations by sending them to private institutions or getting them to attend private lessons which provide students opportunities to learn the format of the English exams and take sample tests. These private institutions and private lessons are costly but individuals still feel the need to attend. According to participants of the study, English is the main language in education and will continue to be of great importance in education and the younger generation’s future. The use of English in private schools such as Necat British, English School of Kyrenia and Dr. Suat Gunsel Kyrenia College. As illustrated in Figure 5.1, the tuition fees found on Dr. Suat Gunsel’s main web page, it can be seen that the English program is more expensive than that of the other program. The primary English program fee is 158,250.00 TL while the program which is not in full English is 119,750.00 TL. As can be seen, the difference between the two is 38,500 TL. The fact that the English program is more

expensive than that of the Turkish program shows that the use of English is being shown as a prestigious, more valuable language than the Turkish medium program.

2023 - 2024 Academic Year Tuition Fees

PRIMARY SCHOOL	From 1 September (Advance payment)
Tuition Fee	119.750,00 ₺
%25 Tuition Scholarship	104.750,00 ₺
%50 Tuition and Staff Scholarship	89.750,00 ₺
Full Tuition Scholarship	72.000,00 ₺

PRIMARY SCHOOL ENGLISH PROGRAMME	From 1 September (Advance payment)
Tuition Fee	158.250,00 ₺
Full Tuition Scholarship	95.000,00 ₺

- Tax is not included in our fees.
- Education, food, clothes, books, and stationary are included in our fees .
- "Emergency Health Insurance" scope will be widened and continue.
- "Education Insurance" will continue on to the new academic year.
- The transportation fees will be announced in the upcoming days.
- Starting from 2023-24 academic year, all installments will be made through the bank.

Figure 5.1: The 2023-2024 Tuition Fee for Dr. Suat Günsel College

Another subtheme that emerged from the interviews was the hope for *Peace in Cyprus*. This came about from one of the shop owners who stated that the spread of English in the future can be a possibility when and if there is reconciliation between the North and South of Cyprus. The participant stated that English is already being used in more cases as a lingua franca, but if there were to be peace and harmony on the island, the command and use of English would be of greater importance since the TRNC would be recognised and more tourists would arrive, more business would be done between shop owners, clienteles and other stakeholders.

The shop owners that volunteered to take part in the study were mostly using English on their shop signs as a way to attract customers, and to ultimately, make a profit for their businesses.

5.2 Conclusion

The present study attempted to address the area of language policy, linguistic landscape of public signs, how Turkish, Greek, and English are used in constructing the public space in Cyprus. The language situation in Cyprus was explored by examining whether or not there was a relationship between language policy and language use in practice.

The study explored how language policies impact language use in the public space by using the linguistic landscape approach. The subjective vitality of in-group and out-group of participants was explored with the use of the Subjective Ethnolinguistic Vitality Questionnaire. The questionnaire was distributed to mainly Turkish-Cypriot participants from the Turkish Republic of Northern Cyprus and Greek-Cypriot participants from the Republic of Cyprus. The participants of the questionnaire provided their subjective views on the vitality of their own language and the other community's language, and also the unofficially official English language and its vitality on the island.

Additionally, interview questions were asked to shop owners regarding the use of English on their shop signs. The responses were enlightening as it was found that the Greek Cypriot participants were not as fond of the presence of English as the Turkish Cypriot participants were. This may be due to the fact that the Greek Cypriots are in the EU and they are recognized, hence, they may not feel the need to 'present

themselves’ as in the theory *presentation of self* by Goffman (1963) as the Turkish Cypriots do. This may be the reason why Turkish Cypriots have positive feelings about the use of English and have no worries about it being of more presence in the future. The Greek Cypriots on the other hand, feel apprehensive that English has spread so much and that it is being used everywhere even though it is not an official language in neither the North nor the South of Cyprus.

The discussion surrounding teaching language through linguistic landscapes remains relatively new, as evidence by the limited number of papers on the topic (Chren & Dooley, 2014; Sayer, 2010). Particularly lacking are resources for language instructors that offer practical approaches for integrating linguistic landscapes into their teaching. There is a demand for books that outline teaching methods utilising linguistic landscapes to aid educators in envisioning these practices within their lessons. Implementing such activities could expand the scope of existing teaching approaches based on linguistic landscapes, offering a broader array of authentic options both in geographical and sociocultural contexts.

Learning that occurs outside of school premises has been given terms such as ‘learning in the wild’ (Little and Thorne, 2017), ‘incidental learning’ (Rogers, 2017), and ‘informal learning’ (Benson & Reinders, 2011). This perspective stresses that explanations based solely on social or cognitive factors are insufficient to fully understand language acquisition. Instead, language learning should be viewed as an ecosystem interconnected through socially embedded interaction, diverse multimodal environmental influences and subjective processes that are unique to each individual.

Additionally, the positive impact of linguistic landscapes on language instruction, according to academics such as Cenoz and Gorter (2008), and İnal, Bayyurt, Özturhan, and Bektaş (2021), can enable learners and teachers to become more aware of the multimodal and multilingual language learning resources that are accessible in their immediate surroundings solely by looking at linguistic landscapes.

Learners will have the opportunity to be engaged in a comparative analysis of various linguistic features of various languages within and around their surroundings whereby students will be able to employ a range of linguacultural resources as mediators in culturally heterogeneous contexts and eventually learn about linguistic pragmatics and gain proficiency in interpreting signals and meanings (İnal et al., 2021).

In a book chapter authored by Karakaş and Bayyurt (2019), the authors contend that a pedagogical approach that embraces multilingualism and allows students to come into contact with and explore the multiple languages in the linguistic landscape would not only enhance students' language learning but would also promote greater cultural understanding and inclusivity.

Furthermore, linguistic landscape data can be used as a tool to provide researcher, linguists, teachers, students, politicians, and member of the general public to examine the status and the vitality of languages within a range of spaces in multicultural communities, especially those communities that have a history of conflict such as Cyprus. Linguistic landscape has the possibility to act as an “activist tool to bridge communities in order to create a more harmonious co-existence” (Shohamy, 2012, p. 104).

The use of linguistic landscape has the potential to provide communities that are considered to be the ‘minority’ a greater chance to have recognition of the people in a fair and equitable society. Currently, Cyprus’s two local administrations are in charge of independently enforcing laws regarding signage on public space and commercial establishments. There were no laws or regulations in place to direct, control, or promote multilingualism in Turkish and Greek. Hence, the study shows that there is a need to draw attention to the necessity for the two local authorities to establish guidelines for the usage of public signage and create a harmonious environment of the public space. Due to the current division of the island, such policies will need to be implemented by its producers and also other stakeholders which include members of the community and also potential customers. Such measures might encourage attempts at reconciliation between the two communities and bring about a more welcoming and accepting island for both communities when crossing over the borders.

According to the photographic data, the Turkish-Cypriot shopkeepers are more willing to use Greek on their shop signs. The Turkish-Cypriots view Greek as a valuable economic resource and are more willing to adapt their signs according to the Greek-Cypriot clientele and target more customers. However, this was not the case in the South of Cyprus, bottom-up signage did not include Turkish translations, regardless of the sector; clothing and leisure, food and houseware, or private office, Turkish was not preferred on any of these categories on bottom-up signage.

5.3 Limitations and Delimitations of the Study

The sample size of the study may be considered a limitation of the study in terms of generalisability. While efforts were made to include a diverse range of participants, especially in regard to the SEVQ, the relatively small sample size may have restricted

the broader application of the findings. The lack of participation may have been due to the fact that the subject of vitality may have been seen as a controversial topic.

The Cypriots that took part in the questionnaire had given valuable feedback with regard to the terminology used throughout the questionnaire. To elaborate, the term “Turkish Cypriot” and “Greek Cypriot” was seen as having a negative connotation since they did not see themselves of the Greek or Turkish origin. Rather, the participants had the desire to be seen as Cypriots and as a result, they requested to be seen as “Turkish speaking Cypriot” and “Greek speaking Cypriot” and therefore the researcher felt the need to please the participants and respect their wish. The questions were changed according to the participants’ request.

Another limitation of the study could be the number of photographs taken for the analysis of the linguistic landscape in the two cities of Larnaca and Kyrenia. Although both cities are considered to be one of the most touristic and populated cities in Cyprus, the number of photographs could have been increased if the researcher had considered to undertake fieldwork and collected data in more than two cities. However, the researcher considered both Larnaca and Kyrenia as the focal points of the study due to the fact that there has been no other study that undertook linguistic landscape studies in both sides of Cyprus, apart from a few studies that focused only on Nicosia and the buffer zone (Themistocleous et al., 2023; Karoula-Vrikki, 2016) and another study that looked into the linguistic landscape of Cyprus but solely the south of Cyprus not taking into consideration the north of Cyprus (Karpava, 2024). Therefore, although the number of photographs taken and the limited number of regions under investigation were limited, the quality of the data collected in these two regions can be considered good use for further research and can be considered a delimitation.

An additional limitation of the use of the linguistic landscape approach for this specific study was the fact that the photographs taken in Kyrenia were much more than those taken in Larnaca; 2735 and 1777, respectively. The researcher went around to collect as many photos as possible so as to have an even number between the photos taken in each region, however, it had become quite cumbersome for the researcher to go around Larnaca with limited time and resources. The delimitation of this could be said to have a relation to the lack of language policy and hence, a lack of rules and regulations regarding the number of signs presented in the TRNC. The number of signs collected in Kyrenia were vast because there were some shops that presented three to four signs. Furthermore, as the TRNC is not in the EU and unfortunately not recognised, the citizens of North Cyprus feel the need to present themselves (Goffman, 1963) to the general public and to a general international audience. With signage, and plenty of it, shop owners and businesspeople in the Kyrenia region aimed to be seen by tourists, foreign immigrants and the general public.

5.4 Suggestions for Further Research

This study examined urban multilingualism in both the north and south of Cyprus ethnographically. The study's main components were the analysis of street signs that make up the linguistic landscape, the subjective ethnolinguistic vitality of the people living in the north and south of Cyprus, and the views of individuals on the role and importance of English on signage.

The Turkish Republic of Northern Cyprus does not have a clearly defined language policy, merely a statement that the official language is Turkish, but the Republic of Cyprus does have a clear language policy which may be called to be overt language policy. The study investigated overt and covert language policy on both sides of the

island using the linguistic landscape theory. It could be suggested to conduct a more comprehensive study involving more parts of the island, both North and South. Cities like Nicosia- both North and South, Famagusta, Limassol, Guzelyurt, etc. These cities are also very valuable for fieldwork and data collection.

The participants of the study could be more varied, rather than focusing on Turkish and Greek Cypriots, the study could include participants from other backgrounds so as to get more insight into the perspectives of not only shop owners, but also ordinary passersby; immigrants, foreigners, sign owners, sign regulators, this would enable the researcher to accumulate rich data which can be used for researchers, lecturers, policy makers, linguists, and other stakeholders.

Additionally, further research can be done on the role of linguistic landscape and English language teaching lectures, and also in English preparatory schools so as to involve students in projects such as those mentioned in this study (Sayer, 2020). Further research can involve teachers and learners in such projects and conduct a longitudinal study to investigate whether or not the use of linguistic landscape projects helps English language learners, or any language for that matter, in becoming autonomous, confident, and proficient language users.

Regarding subjective ethnolinguistic vitality, the findings of the study revealed there were no major differences in the subjective perspectives of the Turkish Cypriots and the Greek Cypriots regarding their own in-group's vitality. It refers to individual's perceptions of the strength of their own ethnic and linguistic group.

For the present study, the Subjective Ethnolinguistic Vitality Questionnaire was distributed to Turkish Cypriots and Greek Cypriots and also international citizens, a possible suggestion for further study could include participants from different nationalities so as to explore their perceptions of the vitality of the Turkish Cypriots and Greek Cypriots, this would give the opportunity for the researcher to compare SEV across different linguistic and cultural contexts to identify common patterns. This would enable further research to explore and shine light upon the necessity of vitality of minority languages in Cyprus: from the North and South.

Finally, suggestions for further research could also include the role of media, social media, and digital platforms in shaping the linguistic landscape in North and South Cyprus.

To conclude, the linguistic landscape of Cyprus, in particular Kyrenia and Larnaca, presents a rich and diverse number of languages that reflect the island's historical, cultural, and socio-political complexities. Through the analysis of various signs across top-down and bottom-up, overt and covert signage, a number of key themes arose with regards to the subjective ethnolinguistic vitality, language policy, and the role of English in Cyprus.

The linguistic landscape in Cyprus is dominated by a mix of Turkish, Greek, and English. The south of Cyprus has Greek and English as the predominant language with Turkish and English languages in the north of Cyprus. In the RoC, the importance of Greek marks a strong ethnolinguistic vitality of the Greek-speaking community, reflecting its culture and historical significance. Cyprus's language policy officially

recognises Greek and Turkish as the two main languages, emphasising the islands bi-communal nature, however, the practical application of this policy is inconsistent.

The data analysis of the linguistic landscape shows an important gap between policy and practice with Turkish often absent from official and commercial signage, despite its official status. This in turn indicates a lower subjective ethnolinguistic vitality for the Turkish-speaking population. This underrepresentation could be attributed to historical conflicts and ongoing socio-political tensions between Greek Cypriots and Turkish Cypriots which has influenced the practical implementation of bilingual policies.

The underrepresentation of the Turkish language in RoC in the linguistic landscape may also impact the subjective ethnolinguistic vitality of the Turkish-speaking Cypriot community, potentially provoke feelings of marginalisation. This gap can be addressed through inclusive language policies that actively promote bilingual signage and could foster greater social cohesion and mutual respect between the two communities.

The presence of other languages such as Russian, Persian, Arabic, and Chinese in the linguistic landscape highlights the multicultural and international dimensions of modern Cypriot society. These languages cater to the significant expatriate communities and tourists, particularly in the commercial sector, indicating economic motivations behind their inclusion. This varied linguistic representation highlights the dynamic and evolving nature of Cyprus' demographic composition.

The role of English plays a pivotal role in Cyprus's linguistic landscape, serving as a lingua franca that bridges the gap between diverse linguistic groups. Its widespread

use in commercial and official contexts reflects Cyprus's colonial history and its current status as an international business and touristic destination with a number of expatriates immigrating in to the island due to its warm climate, low crime rate, and opportunities for various jobs. English is seen not only a practical tool for communication but also a symbol of modernity and global integration.

However, the importance of English may although facilitate the involvement of expatriates and tourists but at the same time might overshadow the need to promote and preserve the official languages, particularly Turkish in Roc, and Greek in the TRNC. A balance of the functional role of English with the cultural and political imperatives of supporting Greek and Turkish is crucial for maintaining linguistic diversity and promoting social equity.

Furthermore, the linguistic landscape of Cyprus offers a dynamic and rich resource for enhancing English language learning. By integrating a rich visual and textual diversity found in public signage into English language classrooms, educators can create immersive, real-world learning experiences. The ubiquitous presence of English in the Cypriot community can provide contextualised learning opportunities, facilitating language acquisition through authentic material found in their immediate environment which can prepare students to navigate and thrive in an increasingly interconnected and multicultural world.

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APPENDICES

Appendix A: Subjective Ethnolinguistic Vitality Questionnaire of

Bourhis et al. (1981)

In this questionnaire, we are interested in what you know about certain groups in Cyprus. You may feel that you have insufficient information at your immediate disposal to answer these questions, yet it is your *impressions* that we are interested in. Please make sure that you answer EACH question by ticking in the position on every item. Since we are interested in comparisons between various groups in Cyprus, identical ratings given to two groups on any items will be taken to mean that you regard the two groups as being the same on that item. Please answer each item on the questionnaire and complete it on your own.

Thank you.

1. Estimate the *proportion* of the Cyprus population made up of the following groups:

	People of Turkish descent	
0%	____:____:____:____:____:____:____:	100%
	People of Greek descent	
0%	____:____:____:____:____:____:____:	100%
	People of English descent	
0%	____:____:____:____:____:____:____:	100%

2. How highly regarded are the following languages in Cyprus?

	Turkish	
Not at all	____:____:____:____:____:____:____:	extremely high
	Greek	
Not at all	____:____:____:____:____:____:____:	extremely high
	English	
Not at all	____:____:____:____:____:____:____:	extremely high

3. How highly regarded are the following languages *internationally*?

	Turkish	
Not at all	____:____:____:____:____:____:____:	extremely high
	Greek	
Not at all	____:____:____:____:____:____:____:	extremely high
	English	
Not at all	____:____:____:____:____:____:____:	extremely high

4. How often are the following languages used in Cyprus *government services* (e.g., health clinics, social welfare etc.)?

	Turkish	
Not at all	____:____:____:____:____:____:____:	extremely high
	Greek	
Not at all	____:____:____:____:____:____:____:	extremely high
	English	
Not at all	____:____:____:____:____:____:____:	extremely high

5. Estimate the *birth rates* of the following groups in Cyprus:

People of Turkish descent

decreasing _____:_____:_____:_____:_____:_____:_____: increasing

People of Greek descent

decreasing _____:_____:_____:_____:_____:_____:_____: increasing

People of English descent

decreasing _____:_____:_____:_____:_____:_____:_____: increasing

6. How much control do the following groups have over *economic* and *business* matters in Cyprus?

People of Turkish descent

none at all _____:_____:_____:_____:_____:_____:_____: exclusive

People of Greek descent

none at all _____:_____:_____:_____:_____:_____:_____: exclusive

People of English descent

none at all _____:_____:_____:_____:_____:_____:_____: exclusive

7. How well-represented are the following languages in the Cyprus *massmedia* (e.g., TV, radio, newspapers)?

Turkish

extremely well _____:_____:_____:_____:_____:_____:_____: not at all

Greek

extremely well _____:_____:_____:_____:_____:_____:_____: not at all

English

extremely well _____:_____:_____:_____:_____:_____:_____: not at all

8. How highly regarded are the following groups in Cyprus?

People of Turkish descent

none at all _____:_____:_____:_____:_____:_____:_____: extremely high

People of Greek descent

none at all _____:_____:_____:_____:_____:_____:_____: extremely high

People of English descent

none at all _____:_____:_____:_____:_____:_____:_____: extremely high

9. In all parts of Cyprus where the following groups live, to what extent are they in the majority or minority?

People of Turkish descent

very small minority _____:_____:_____:_____:_____:_____: very large majority

People of Greek descent

very small minority _____:_____:_____:_____:_____:_____: very large majority

People of English descent

very small minority _____:_____:_____:_____:_____:_____: very large majority

10. How much are the following languages taught in Cyprus *schools*?

Turkish

not at all _____:_____:_____:_____:_____:_____:_____: exclusively

Greek

not at all _____:_____:_____:_____:_____:_____:_____: exclusively

English

not at all _____:_____:_____:_____:_____:_____:_____: exclusively

11. How many of the following groups *immigrate* into Cyprus each year?

People of Turkish descent

very many _____:_____:_____:_____:_____:_____:_____: none at all

People of Greek descent

very many _____:_____:_____:_____:_____:_____:_____: none at all

People of English descent

very many _____:_____:_____:_____:_____:_____:_____: none at all

12. To what extent do the following *marry only* within their own groups?

People of Turkish descent

not at all _____:_____:_____:_____:_____:_____:_____: exclusively

People of Greek descent

not at all _____:_____:_____:_____:_____:_____:_____: exclusively

People of English descent

not at all _____:_____:_____:_____:_____:_____:_____: exclusively

13. How much *political* power do the following groups have in Cyprus?

People of Turkish descent

Complete _____:_____:_____:_____:_____:_____:_____: none at all

People of Greek descent

Complete _____:_____:_____:_____:_____:_____:_____: none at all

People of English descent

Complete _____:_____:_____:_____:_____:_____:_____: none at all

14. How well-represented are the following languages in Cyprus *business* institutions?

Turkish

not at all _____:_____:_____:_____:_____:_____:_____: exclusively

Greek

not at all _____:_____:_____:_____:_____:_____:_____: exclusively

English

not at all _____:_____:_____:_____:_____:_____:_____: exclusively

15. How many of the following groups *emigrate from* Cyprus to other countries each year?

People of Turkish descent

very many _____:_____:_____:_____:_____:_____:_____: none at all

People of Greek descent

very many _____:_____:_____:_____:_____:_____:_____: none at all

English

very many _____:_____:_____:_____:_____:_____:_____: none at all

16. How proud of their cultural history and achievements are the following groups in Cyprus?

People of Turkish descent

not at all _____:_____:_____:_____:_____:_____:_____: extremely

People of Greek descent

not at all _____:_____:_____:_____:_____:_____:_____: extremely

People of English descent

not at all _____:_____:_____:_____:_____:_____:_____: extremely

17. How frequently are the following languages used in Cyprus places of religious worship?

Turkish

not at all _____:_____:_____:_____:_____:_____:_____: extremely

Greek

not at all _____:_____:_____:_____:_____:_____:_____: extremely

English

not at all _____:_____:_____:_____:_____:_____:_____: extremely

18. How well-represented are the following groups in the cultural life of Cyprus (e.g., festivals, concerts, art exhibitions)?

People of Turkish descent

not at all _____:_____:_____:_____:_____:_____:_____: extremely

People of Greek descent

not at all _____:_____:_____:_____:_____:_____:_____: extremely

People English descent

not at all _____:_____:_____:_____:_____:_____:_____: extremely

19. How *strong* and *active* do you feel the following groups are in Cyprus?

People of Turkish descent

not at all _____:_____:_____:_____:_____:_____:_____: extremely

People of Greek descent

not at all _____:_____:_____:_____:_____:_____:_____: extremely

People of English descent

not at all _____:_____:_____:_____:_____:_____:_____: extremely

20. How *wealthy* do you feel the following groups are in Cyprus?

People of Turkish descent

not at all _____:_____:_____:_____:_____:_____:_____: extremely

People of Greek descent

not at all _____:_____:_____:_____:_____:_____:_____: extremely

People of English descent

not at all _____:_____:_____:_____:_____:_____:_____: extremely

21. How *strong* and *active* do you feel the following groups will be 20 to 30 years from now?

People of Turkish descent

not at all _____:_____:_____:_____:_____:_____:_____: extremely

People of Greek descent

not at all _____:_____:_____:_____:_____:_____:_____: extremely

People of English descent

not at all _____:_____:_____:_____:_____:_____:_____: extremely

22. In general, how much contact is there between of British and Greek descent?

very much _____:_____:_____:_____:_____:_____:_____: none at all.

Appendix B: Interview for Shop/Restaurant Owners

PART I. Background Questions

1. How old are you?
2. What is your profession?
3. Do you have nationalities other than Cypriot?
4. Are both your parents Cypriots?
5. How many languages do you speak? What are they?
6. Do you travel a lot to other countries?
7. What language(s) do you use there?

PART II. Questions Related to the Use of English in Business and Street Landscape

1. When did you start your business?
2. Why did you choose English language to represent your store/restaurant as shown on its front panel?
3. Do you think English adds to the prestige of your shop/restaurant?
4. How do you think Cypriots perceive your shop/restaurant since you use English in your front panel or in internal decorations?
5. Do you think English will have more presence in businesses in the future? If yes, why? If no, why?
6. How do you think the use of English helps in doing business?

Appendix C: Consent Form for Questionnaire

Questionnaire Consent Form

Dear Participant,

I am a PhD student and currently working on my dissertation entitled “The Role of English in Constructing the Linguistic Landscape of Public Spaces in the Context of Conflicting Language Policies: A Case Study”. I am hoping you participate so that I can have your invaluable ideas on this topic. The questionnaire investigates your valuable perceptions of how you rate your own ethnic group relations and cross-cultural communications in multilingual and multicultural societies such as Cyprus. The questionnaire includes a 22-item 7-Likert scale questions. It takes approximately 10 minutes to complete the survey. Your participation is **voluntary** so there are no consequences of opting out from the research. Any information obtained in connection with this research will remain confidential and will not be shared with third parties. All responses will remain anonymous and will be analysed statistically collectively. The questionnaire items do not include any kind of deception. I would like you to know that I am ready to share the findings regarding the results of the research with the participants upon your request.

If you have any questions or concerns regarding this research, please do not hesitate to If you have any queries about this research, please feel free to contact the researcher, Vacide Kose, or the dissertation supervisor Prof. Dr. Javanshir Shibliyev. Thank you for your participation and cooperation.

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✂-----

Consent Form

I have been properly informed about the objectives and procedures of the interview and I am

willing to take part in it.

Name, Surname : ----- Your pseudo name: -----

Signature: ----- Date : -----

Appendix D: Consent Form for Interview

Participant Consent Form

Dear Participant,

I am a PhD student and currently working on my dissertation entitled “The Role of English in Constructing the Linguistic Landscape of Public Spaces in the Context of Conflicting Language Policies: A Case Study”. I need your ideas and thoughts to investigate this topic in depth.

The interview will take about 15-25 minutes. I do not anticipate that there are any risks associated with your participation, but you have the right to stop the interview or withdraw from the research at any time.

The interview will be recorded and a transcript will be produced. You will be sent the transcript and given the opportunity to correct any factual errors. Any direct quotations from the interview that are made available through academic publication or other academic outlets will be anonymized so that you cannot be identified, and care will be taken to ensure that other information in the interview that could identify yourself are not revealed.

If you have any queries about this research, please feel free to contact the researcher, Vacide Köse, or the dissertation supervisor Prof. Dr. Javanshir Shibliyev. Thank you for your participation and cooperation.

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✂-----

Consent Form

I have been properly informed about the objectives and procedures of the interview and I am willing to take part in it.

Name, Surname : ----- Your pseudo name: -----

Signature: ----- Date : -----

Appendix E: Transcription of Interviews

Interviewer (I)

Participant (P)

RoC

Bakery – Participant (1)

I: How old are you?

P: I am 40 years old.

I: What is your profession?

P: I am owner of family-run bakery shop.

I: Do you have any nationalities other than Cypriot?

P: No, only Cypriot nationality.

I: Are both your parents Cypriots?

P: Yes.

I: How many languages do you speak? What are they?

P: I speak Greek and English. Also understand basic Turkish, it is useful for diverse community.

I: Do you travel a lot to other countries?

P: Three times a year. I use English.

I: When did you start your business?

P: Around 10 years ago.

I: Why did you choose English to represent your shop as shown on its front panel?

P: English attracts more customers. I think English language gives my shop a more welcoming, more comfortable feeling. My customers come and enjoy.

I: Do you think English adds to the prestige of your shop?

P: Yes. Our English sign and menu makes our shop modern and cosmopolitan, attracting more customers.

I: How do you think Cypriots perceive your shop since you use on English in your front panel or in internal decorations?

P: My regular customers are local Greek Cypriots, they like the English décor. They like the positive and modern English panel. Of course, maybe traditionalist customers maybe prefer the Greek Cypriot identity more with Greek sign but they never commented before, I have no problems with the English sign before.

I: Do you think English will have more presence in businesses in the future? If yes, why? If no, why not?

P: Yes, I think English will continue to be important in businesses, especially in places with a lot of tourists.

I: How do you think the use of English helps in doing business?

P: English helps communication with customers from everywhere. English helps in attracting tourists that don't know Greek. Also, I think younger generation, they prefer English because young generation think English is convenient. Also, English can give shop owners opportunity for global partnerships.

Pet shop owner – Participant (2)

I: How old are you?

P: I am 35 years old.

I: What is your profession?

P: I am the owner of a pet supply store.

I: Do you have nationalities other than Cypriot?

P: No, I am Greek Cypriot only.

I: Are your parents Cypriots?

P: Yes, they are both Cypriots.

I: How many languages do you speak? What are they?

P: Greek and English. I can also speak a little Italian.

I: Do you travel a lot to other countries?

P: Yes, I travel often, I go to Greece a lot. I usually go to look for pet care products.

I: What languages do you speak there?

P: I use English when I am travelling because everybody speaks English. English is a global language. If you don't know English, you have trouble with communicating.

I: When did you start your business?

P: approximately 7 years ago.

I: Why did you choose English to represent your shop as shown in its front panel?

P: I chose English to make my shop more available to customers from different countries. English is a common language. A lot of people know English but they don't know Greek. English helps me do business.

I: Do you think English adds to the prestige of your shop?

P: English create modern and international image. This can show customers that my shop is available to all customers from different countries. At the end, this adds to prestige of my shop.

I: How do you think Cypriots perceive your shop since you use English in your front panel or in internal decorations?

P: Generally, Cypriots appreciate the English. It is a global language which they think is global and modern for business. But of course other people might think different, they may prefer businesses that show the Greek language more and Cypriot identity more.

I: Do you think English will have more presence in business in the future? If yes, why? If no, why not?

P: Yes, I think English will be global language for businesses that help for the international customers because it help to communicate in a global market.

I: How do you think the use of English helps in doing business?

P: I said before, English helps me do business with international customers ok? They don't know Greek. I can do business with international suppliers in the global market. I can have pet care discussions from people all over the world.

Restaurant owner – Participant (3)

I: How old are you?

P: 55 years.

I: What is your profession?

P: I am a chef and owner of Greek restaurant.

I: Do you have nationalities other than Cypriot?

P: Only Cypriot nationality.

I: Are both your parents Cypriot?

P: Yes, my parents born in Cyprus.

I: How many languages do you speak? What are they?

P: I am fluent in Greek and English. Also I can communicate in French and Italian. It is very useful when I am talking to tourists.

I: Do you travel a lot to other countries?

P: I usually travel to visit family and friends, but because of work, I can not travel as often as I would like.

I: What languages do you use there?

P: English and Greek.

I: When did you start your business?

P: I opened my restaurant 15 years ago.

I: Why did you choose English to represent your restaurant as shown on its front panel?

P: I chose English to attract customers, especially tourists who want to try Greek food. I wanted to welcome all customers from different countries.

I: Do you think English adds to the prestige of your restaurant?

P: Yes, I think so. The English sign can give the restaurant a modern feel that attracts tourists and also locals who want a modern and globalised experience.

I: How do you think Cypriots perceive your restaurant since you use only English in your front panel or in the internal decorations?

P: I think they are happy with it. I think they appreciate the international touch mixed with the traditional foods I serve.

I: Do you think English will have more presence in businesses in the future? If yes, why? If no, why not?

P: I don't know if English will have more presence because it's already everywhere. English is very important in tourism and international markets because it's a universal and connects everyone.

I: How do you think the use of English helps in doing business?

P: When I use English, it helps attract customers and doing business with other chefs and restaurant owners, suppliers, international networks. It helps the success and growth of my business. My emails, messaging, my daily connections are most in English.

Boutique owner – Participant (4)

I: How old are you?

P: 38.

I: what is your profession?

P: I'm the owner and manager of a boutique.

I: Do you have nationalities other than Cypriot?

P: No, I am only Cypriot.

I: Are both your parents Cypriots?

P: Yes, both my parents are Cypriots.

I: How many languages do you speak?

P: I am fluent in Greek and English. I also now a bit of Spanish I learned during my travels.

I: Do you travel a lot to other countries?

P: Yes, I travel frequently to get unique pieces for my boutique.

I: What languages do you use there?

P: I use mostly English to communicate with suppliers and fashion designers.

I: Why did you choose English to represent your store as shown on its front panel?

P: I chose English because it shows the cosmopolitan and handmade products I sell in my shop. I wanted to attract customers from different nationalities so they feel included and not feel left out because they don't know Greek.

I: Do you think English adds to the prestige of your shop?

P: I think yes, English adds prestige to my shop because it makes my shop more global and united with customers. A lot of my customer are local but I also have customers from different nationalities they all love clothing from different cultural influences.

I: How do you think Cypriots perceive your boutique since you use only English on your front panel or in internal decorations?

P: I think most of the locals perceive the English panel as modern and globally connected.

I: Do you think English will have ore presence in businesses in the future? If yes, why? If no, why not?

P: I think English will continue to be important because it's a language of communication and the world is becoming more and more connected. I think English will continue to grow.

I: How do you think the use of English helps doing business?

P: For my business, English helps me reach many many more customers and helps me connect with suppliers and customers worldwide. Maybe one day I will hopefully succeed in a global market with using English. Everyone needs to know English nowadays.

Accessory shop – Participant (5)

I: How old are you?

P: I'm 53.

I: What is your profession?

P: I am the owner this shop.

I: Do you have nationalities other than Cypriot?

P: No, I am Cypriot, Greek Cypriot.

I: Are both your parents Cypriots?

P: Yes.

I: How many languages do you speak? What are they?

P: I am fluent in Greek and English.

I: Do you travel to other countries?

P: Yes, I do. For holidays and for business.

I: What languages do you speak there?

P: Mostly English. English is the only way to understand one another. It helps with connecting with suppliers and customers too.

I: When did you start your business?

P: I started my business almost 20 years ago. I love accessories it makes people unique and brings out their true colours.

I: Why did you choose English to represent your store as shown on its front panel?

P: I had to choose English to attract more customers.

I: Do you think English adds to the prestige of your shop?

P: Not really no. English is only for communication, for me, nothing more. I prefer to use Greek and to keep my cultural identity my own language by using Greek language

but unfortunately English is the main language and everyone must know it, if you don't know it, you cannot be successful and my business won't grow.

I: How do you think Cypriots perceive your shop since you use English in your front panel and in internal decorations?

P: I think they know it's for practical reasons, to attract customers and tourists into my shop.

I: Do you think English will have more presence in the future? If yes, why? If no, why not?

P: Yes, unfortunately, I think English will grow and spread in businesses because it is the main language everybody is speaking and it is important for business and communication, and for tourism.

I: How do you think the use of English helps in doing business?

P: English helps attract tourists and international customers from different countries and makes the world smaller because everyone can speak and understand each other. This helps businesses and help make a profit. Customers come and ask for many different kinds of accessories they sometimes see on the internet on social media or want to talk to me to get ideas. English helps a lot with foreign customers because they don't know Greek.

Beauty and cosmetics – Participant (6)

I: How old are you?

P: I am 48.

I: What is your profession?

P: I am the owner of a beauty shop and I sell skincare and makeup products.

I: Do you have nationalities other than Cypriot?

P: No.

I: Are both your parents Cypriots?

P: Yes, both Cypriot.

I: How many languages do you speak? What are they?

P: I speak two, English and Greek.

I: Do you travel a lot to other countries?

P: Yes, I usually travel for business.

I: What language do you use there?

P: I travel for business so I need to speak English for my business and for networking with the beauty industry.

I: When did you start your business?

P: I opened my beauty shop 7 years ago. I wanted people to feel confident and happy with their skin.

I: Why did you choose English to represent your store as shown in the front panel?

P: To attract customers and tourists too. I chose English on my front panel for business purposes so that I can reach more people and attract customers.

I: Do you think English adds to the prestige of your shop?

P: The prestige is from my business and my quality products and the service I give to my customers, not the English language. English only helps with communication with my customers.

I: How do you think Cypriots perceive your shop since you use English in your front panel on in the internal decorations?

P: I heard mixed opinions. Some of my friends and family asked why English and not Greek, they would prefer to see our language, Greek, on the shop sign. Other people like the English language, they think it is cosmopolitan and modern.

I: Do you think English will have more presence in businesses in the future? If yes, why? If no, why not?

P: Everybody speaks English globally by everyone, young and old. If you want to survive in the business, you must know English. It is very very important.

I: How do you think the use of English helps in doing business?

P: English helps with communication. I can attract more customers. With English, businesses can collaborate and you have the chance for partnerships.

Shoes and handbags – Participant (7)

I: How old are you?

P: 54

I: What is your profession?

P: Owner and manager of a handbags and shoes shop.

I: Do you have nationalities other than Cypriot?

P: No, I am Cypriot only.

I: Are both your parents Cypriots?

P: Yes.

I: How many languages do you speak? What are they?

P: I am fluent in Greek and English.

I: Do you travel a lot to other countries?

P: Yes, I travel for business, for my shop. There are many many creative creations abroad and travelling helps me stay creative and source for my shop.

I: What languages do you use there?

P: I use English and Greek.

I: When did you start your business?

P: 15 years ago.

I: Why did you choose English to represent your store as shown on its front panel?

P: Cyprus is a country that attract a lot of tourists this is why I had to use English to attract more customers. My customers are looking for good quality shoes and bags and I can give them this service with English.

I: Do you think English adds to the prestige of your shop?

P: Yes. English is modern and attractive. It helps attract customers and because everyone knows English.

I: How do you think Cypriots perceive your shop since you use English in your front panel or in internal decorations?

P: Cyprus is multicultural, there are so many people from so many different countries and I think that English brings everybody together, without English, we can not communicate in each other's language. Not everyone knows Greek, I don't know other languages other than Greek and English. I think my Cypriot customers also think like this, and they have no problem with my English panel.

I: Do you think English will have more presence in businesses in the future? If yes, why? If no, why not?

P: Yes, especially in businesses in tourism and international trade.

I: How do you think the use of English help in doing business?

P: English helps businesses stay connected and can get together and work together. English is very important for communication and attracting customers and doing business. With English, I can reach more people from different cultures and countries.

Body building shop – Participant (8)

I: How old are you?

P: I'm 53.

I: What is your profession?

P: I'm the CEO of this company, okay?

I: Do you have a nationality other than Cypriot?

P: No, I'm Cypriot.

I: Are both are your parents Cypriot?

P: Yes.

I: How many languages do you speak?

P: I speak two languages, Greek and English.

I: Do you travel a lot in other countries?

P: Yes, I travel in Greece most of the time.

I: What language do you use?

P: English and Greek. Because I'm traveling also in Europe. Okay?

I: When did you start in your business?

P: Oh, 1996.

I: Why did you choose English language to represent your store?

P: Because it's our culture. Okay?

I: Do you think English adds to the prestige of your shop?

P: No, it's easier to, to people understand what we sell.

I: How do you think Cypriots perceive your shop since you use English on your front panel?

P: Ah, only English because 90 percent of everybody Cypriot can speak English so they have no problem. We have international people now. 50 percent of my customers are foreigners in our shop. So they demand to read English and communicate in English language. My foreign customers don't know Greek and so we have to speak in English so they understand me and I understand them. They want help from me. When they come to my shop, they ask me many questions about fitness and the equipment I sell. They want advice and knowledge and I must use English, unfortunately.

I: Do you think English will have more presence in the future?

P: Yes. Unfortunately. Not only English, we also need to speak different languages to understand more people. The rest of the people go with the market. That's why. But a lot of people learn Chinese now, because the market needs it. And Russian, because the market before they need it.

I: How do you think the use English helps in doing business?

P: We speak with the different countries to, to make the products to come to Cyprus. So we need to have a common language. And unfortunately, again, it's English.

Coffee bar – Participant (9)

I: How old are you?

P: Yes, I'm 58 years old.

I: What is your profession?

P: Farmer and, uh, restaurant manager.

I: Do you have nationalities other than Cypriot?

P: No, I'm a Cypriot. Okay.

I: Are both your parents Cypriots?

P: Both of my parents are Cypriot.

I: How many languages do you speak?

P: I speak three, four languages. German, Swedish, English. I was in Berlin. For one year. When the war broke out in Cyprus. And Swedish. I work with Swedish people before when I was a waiter.

I: Do you travel a lot to other countries?

P: I travel a lot. Many countries around Europe. Yeah. England, Germany.

I: What languages do you use there?

P: I use English. The main language is English everywhere.

I: When did you start your business?

P: Seven years now.

I: Why did you choose English to represent your store?

P: There is no specific reason that I do that, it is just the name. Registration in the Cyprus consulate. I had to register as a company. I have a lot of English customers.

I: Do you think English adds to the prestige of your shop?

P: No, not really.

I: How do you think Cypriots perceive your shop since you use English in your front panel?

P: I think the name does not influence the customers. I have more Cypriot customers. And Turkish Cypriot customers. They don't have a problem with the name of my shop.

I: Do you think English will have more presence in business in the future?

P: I think no again because I don't like England, I don't like English because they are responsible for all the problems in Cyprus. They try to divide Cyprus. And... Some people from your side and some people from our side, help them.

I: How do you think the use of English helps in doing business?

P: I think I already answered. I don't think that English helps my business.

TRNC

Bakery – Participant (10)

I: How old are you?

P: 42

I: What is your profession?

P: I am the owner of a bakery shop.

I: Do you have nationalities other than Cypriot?

P: No, I am a Cypriot.

I: Are both your parents Cypriots?

P: Yes, both my parents were born from Cyprus.

I: How many languages do you speak?

P: I speak Turkish and English.

I: Do you travel to other countries?

P: Not too often but I when I do, I like to travel and get inspiration for new pastries and also the traditional pastries.

I: What languages do you use there?

P: When I travel, English is very useful, you know, it is a universal language.

I: When did you start your business?

P: I opened my shop about 10 years ago.

I: Why did you choose English to represent your shop as shown on its front panel?

P: Using English on the front panel felt right. I used English to attract tourists and also to make everyone feel welcome in my shop. Also I think it adds sophistication and it is special.

I: Do you think English adds to the prestige of your shop?

P: Yes, definitely. English gives the message of welcome, no matter where you are from, you are welcome here in this shop.

I: How do you think Cypriots perceive your shop since you use English in your front panel or in internal decorations?

P: Cypriots are very modern people and I think they appreciate my effort to reach out to broader customers. Using English daily in business or conversation adds to our culture and opens doors and make us more international and welcoming to foreign nationals.

I: Do you think English will have more presence in businesses in the future? If yes, why? If no, why not?

P: Yes, for sure. International businesses use English and because Cyprus is so multicultural now, English will be more present because it is the language of business and cooperation.

I: Do you think the use of English helps in doing business?

P: Yes, definitely yes. English opens doors to cooperation, collaborations and attracts people from all over the world. English helps me to interact with other shop owners and customers from all over the world.

Pool Tech: Participant (11)

I: How old are you?

P: I'm 52 years old.

I: What is your profession?

P: Secretary, accountant, we have our own small business which means kind of doing a little bit of everything, sales, just the front of house let's call it.

I: Do you have any other nationalities?

P: I'm English but since my husband is Turkish I now also have Turkish nationality from the marriage.

I: And what about your parents?

P: English, they're both English. They're both British citizens.

I: How many languages do you speak?

P: I speak fluent English and I do speak Turkish now to some extent because I've been here 15 years.

I: Do you travel a lot to other countries?

P: Yeah we do, whenever it's possible yeah.

I: What languages do you use there?

P: Mainly English. This is the thing about the English people, we don't really make an effort to learn other languages because we know most people speak English, we're a little bit lazy.

I: When did you start your business?

P: 15 years ago.

I: Why did you choose English to represent your store?

P: We tried to do both to be honest. Like our website as you can see, we can flick between Turkish and English. We tried to use both, if we have any products that we

sell with instructions, we ensure the instructions are in English and in Turkish. But, the question was why did we use English. Because we're a swimming pool company and the majority of our customers tend to be not foreigners let's say, mainly English people actually, but now more so Germans, Russians, Ukrainians, etc, so the common language is English but we don't ignore the local population and the Turkish people, that's why we try and use both.

I: Do you think English adds to the prestige of your shop?

P: It depends what you mean by the word 'prestige', I mean we're not doing it from that aspect, we're doing more so that we can attract as many customers as possible and with the use of English, we can cover a really broad stretch of customers, and prestige? Potentially, yes, let's face it, but that's not coming from me, it's coming from other people, isn't it? They see it as more, prestigious I guess, or maybe they think it's more professional. So, I can understand this question.

I: How do you think Cypriots perceive your shop since you use only English on the front panel of your shop?

P: I think I have to separate the two if you don't mind, Cypriots, I don't think they have an issue with that at all, because it's something they're used to on the island. They used three languages for a long time. People from mainland Turkey, maybe yes, they, I'm surprised how many Turkish people don't speak English, that sounds awful I don't mean it like that, so, they may have therefore difficulty, understanding what our business is, just from the signage. For example, our website, for a long time, was "poolshopsCyprus.com" but now for many years, it's been "kibrishavuzmarket.com", so we try and like fix it up and do a bit of both.

I: Do you think English will have more presence in business in the future, if yes, why, if no, why not?

P: Yeah, I mean more, I think it's everywhere already, I used to live in the middle east, they perform their business in English, although American English, but still English. So the word "more" presence, I think it's pretty heavily populated already but when you travel the world, so, it will either stay the same, or potentially get a little bit more because everybody is trying to trade internationally now and without any boundaries so a common language may be required. Yeah, and, I think everybody seems to speak English to some level.

I: How do you think the use of English helps in doing business?

P: Yeah well I think I just mentioned it, I think it just closes the barriers down to any business relationship if there's a common language, everybody understands. But I think, wherever you're situated, you have to support the local language as well. You can not have anybody in the business who doesn't speak the local language for sure. So, if you're not based in the U.K., and you're actually basing yourself in another country, you have to have both. How does it help in doing business? Well, for us, specifically, I would say 80% of our customers are English, or from European countries, and it's a common language and they want to have things fully explained and so it works for us very well in our line of business which is kind of travel and leisure, under that category, so for us particularly, yeah, it's good.

Book shop – Participant (12)

I: Hold you are?

P: 56.

I: What is your profession?

P: I own a bookshop.

I: What's your nationality?

P: I'm English British.

I: What about your parents?

P: They're both English.

I: How many languages do you speak?

P: Just the one.

I: Do you travel a lot to other countries?

P: Yes, I do.

I: What language do you speak there?

P: We go to Thailand, Srilanka, we have winter holidays and we speak English.

I: When did you start your business?

P: The bookshop was started 12 years ago. But it is my business from one year.

I: Why did you choose English to represent your store?

P: Because it's an English bookshop, all my books are in English. I order all of my stock from England. So that's why it's English.

I: Do you think English adds to the prestige of your shop?

P: Yes I do

I: Would you mind telling me how?

P: Because I think there is a need for English books in Northern Cyprus, we have English schools. The language that all Turkish Cypriots, Turkish people, everybody,

the next language is English they want to speak English. So I think there is a need for English bookshop

I: How do you think Cypriots perceive your shop since you use English in your front panel or your interior decorations?

P: I think it's a mix, I think it depends on how much wealth they have. I think for Turkish Cypriots whose children go to state schools maybe they don't have the money because my books are expensive because I have to ship them from England. So they may not have the same amount of money as what the Turkish Cypriots have to send their children to private schools. English school of Kyrenia is very expensive, a lot of my customers are from ESK so they are really pleased I have these kind of books.

I: Do you think English will have more presence in businesses in the future?

P: I don't know it depends on what you are selling, a lot of tourists come from England. I don't know, I think everybody knows English and that's what makes English people lazy because everybody wants to speak English and we don't learn other languages because everybody talks English back to us.

I: Do you know any Turkish?

P: Very small. My parents are fluent in Turkish they live in Turkey and we try to learn and when we first came we wanted to learn Turkish but it was very difficult because everybody spoke back to us in English. So you just think oh well they make it so easy for English people. So we become very very lazy.

I: I wouldn't say lazy though

P: We do because everybody speaks English so we think oh its okay we will find somebody who speaks English. Personally I think we are lazy. Even though my parents speak fluent Turkish. but they had to because they live in an area where there was no English people when they first moved so they had to learn the language. Here,

everywhere you go, restaurants, bars, supermarkets, hospitals, tax office, accountants .. everybody speaks English.

I: How do you think the use of English helps in doing business?

P: I don't know I think because English language is spoken all over the world. People want to learn English ... they go to school doesn't matter what country go to they go to school there and learn English. So if English is going to be people's first language then that's my business predominantly in English because I'm an English bookshop . Other places, I don't know I can't really answer that question

Cafe & Bar – Participant (13)

I: How old are you?

P: 64.

I: What is your profession?

P: I'm a cafe owner.

I: Do you have any nationalities other than Cypriot?

P: No. I'm British as well, but I was born here.

I: Are both your parents Cypriots?

P: Yes.

I: How many languages do you speak? What are they?

P: Two. English and Turkish.

I: Do you travel a lot to other countries?

P: No. Too, too busy working. Unfortunately.

I: When did you start your business?

P: Five years ago.

I: Why did you choose English to represent your restaurant as on the front panel?

P: Because we knew there was an opportunity for the market. We knew that the English needed their cafe and they love their English food. So that's what we've ventured in and so far it's been good for us.

I: Do you think English adds to the prestige of your restaurant?

P: Yes. Well, English people like your food, they're very loyal. They will come in and they don't query about prices. Unlike my people do that. Oh. If it's ten lira more, they go, "oh my god, what's that ten lira?". You understand? So, that's the reason.

I: How do you think the Cypriots perceive your shop, since you use only English in your front panel?

P: Well, we have loads of Turkish English that's come back here as well, and they love it, because they love the English breakfast as well. So, we have loads of Turkish people that come in here. We have Turkish breakfast, we have Cypriot breakfast, you know. We cater for everybody, even though it's English dominated. And a lot of Turkish people come here.

I: Do you think English will have more presence in businesses in the future?

P: Well, over here, probably not because the Turkish system doesn't allow it. Unless you've got big money, and you've got Cypriot behind you, you can't do it. That's the reason. So, I don't know what else you want me to say.

I: How do you think the use of English helps in doing business?

P: Oh, well, the biggest spoken language in the whole world is English. Secondary is Spanish, so, I mean, why not? Anyone learns English, you're halfway there. Am I right? There you go.

Carpet Shop - Participant (14)

I: How old are you?

P: 40 years old.

I: And what is your profession?

P: Uh, it's public relations.

I: And where are you from?

P: So, uh, Father is Turkish Cypriot and mother is, uh, Turkish.

I: How many languages do you speak?

P: So, English and Turkish.

I: Do you travel a lot to other countries?

P: Yes.

I: What languages do you use there?

P: In traveling, it's always English.

I: When did you start your business?

P: We started this business exactly one year ago. Yes, September 2022.

I: Why did you choose English to represent your store?

P: Because when we did the market analysis for our carpet products, we found that our main clientele will be, uh, foreigners, then locals. We studied the customer data, which is publicly available from the government departments. And we saw the need and what is available locally. So we checked the local markets, what is available here and also what products are available. So we chose a particular specific type of product because carpet is a very vast field. So we chose a product which is suitable for this weather conditions. Foreigners have more carpet culture. They come from other countries. But the local Cypriots do not have a big carpet culture. That's what we found. So we preferred to go with English language signage.

I: Do you think English adds to the prestige of your shop?

P: I don't think so but it helps in communicating very easily with our foreign customers because they feel happy that, Oh, I mean, you speak English. So they find it very easy. And anyway, we speak Turkish, so it's not a problem for our other clients.

I: How do you think Cypriots perceive your shop since you use only English in your front panel?

P: I think they are very neutral to it because I think the locals are much more accustomed to English language and signage in Cyprus. So I mean, there is no surprise. I think they are very neutral towards it.

I: Do you think English will have more presence in businesses in the future? If yes, why? If no, why not?

P: Well, it will all depend on market to market, country to country, you know. In Cyprus, we'll always be multilingual based on the migration. So English will play an important role in Cyprus. But I feel that language is very specific to the country. And it also depends on what kind of business you are talking about. You know, if it is retail business, you know, then of course you need to speak the local language of the country. But if you do international trade, for example, you know, we are doing international trade. You are exporting or importing. Then English plays a very important role.

I: How do you think the use of English helps in doing business?

P: It all comes to the same point that you know, our customers don't speak Turkish. I mean general customer profile. Our customers are mainly British and many different countries from Europe. Russia, Iran, Kazakhstan. It's become a very multicultural country. Yes. It's like mini Dubai now. Especially after COVID, I think there is a huge migration. Earlier, the migration was coming mainly from Turkey. But now, maybe the Turkish migration remains constant. I don't know the figures, but the other

migration are much higher, especially from Iran and Kazakhstan and Russia. We have seen a lot of migration and many times even we cannot differentiate if they are from Ukraine or Russia, but when we see the car plates, sometimes we see. Yeah. They are Ukrainian. You know, we don't ask.

Coffee Shop – Participant (15)

I: How old are you?

P: I am 21 years old.

I: What is your profession?

P: Barrister.

I: What is your nationality?

P: I am from Turkey.

I: Where are your parents from?

P: My parents are also in Turkey.

I: How many languages do you speak? What are they?

P: We can say that I speak two and a half languages: Turkish and English. I also know a little bit of Arabic.

I: Do you travel a lot to other countries?

P: I cannot travel to other countries often due to financial reasons.

I: What languages do you speak there?

P: We speak English when we are abroad.

I: When did you start your business?

P: 2 years.

I: Why did you choose English to represent your shop as shown on its front panel?

P: We chose English as the language here and there are a lot of foreigners in Cyprus and since it is an international language it needs to appeal to everyone. So, even if it was in Turkish, foreigners might not prefer this place.

I: Do you think English adds to the prestige of your shop?

P: Of course, English contributes to the prestige because when we look at the stores in Turkish, foreigners may think something like, "There is no one here who speaks the language, I cannot communicate." That's why they might not choose this place.

I: How do you think Cypriots perceive your shop/restaurant since you use English in your front panel or in internal decorations?

P: I do not think that the public has a negative impact on our store, because in the decoration, yes, there are foreign red letters with LED lights, just like everywhere else. I think this also contributes to the economy, because we can get more customers, it is more preferred. So I think it's a good sign.

I: Do you think English will have more presence in businesses in the future? If yes, why? If no, why?

P: Of course, I don't think English will ever disappear in the business world, but sometimes a second language is needed in addition to English. I think French or Spanish is more popular right now.

I: How do you think the use of English helps in doing business?

P: Using English helps a lot when doing business because even when we apply for a job, we are asked whether English is a second language or something. Those who speak English are more prominent. The customers here can be foreign so communication with them is really important. You know, politeness is very important.

Books and Toys – Participant (16)

I: How old are you?

P: I am 25 years old.

I: What is your profession?

P: I am a sales consultant.

I: Do you have nationalities other than Cypriot?

P: I have no nationality other than Cyprus. Only TRNC.

I: Are both your parents Cypriots?

P: My parents are also Cypriot.

I: How many languages do you speak? What are they?

P: Besides Turkish, I can also speak English. But not much, just a little.

I: Do you travel a lot to other countries?

P: When I'm on summer vacation I go abroad and I spend my holidays in some foreign places.

I: What language do you use there?

P: I use English there. I understand English.

I: When did you start your business?

P: I started my business 5 years ago.

I: Why did you choose English to represent your shop?

P: We chose the English language because there are a lot of tourists coming here, and since people from the Greek side also come, it attracts their attention. That's why we named the shop that way. I think this contributes because tourists come and ask for and look for English books or English games etc. They ask about games that are popular in their own country.

I: Do you think English adds to the prestige of your shop?

P: I think having our English sign attracts attention among the public because foreigners and tourists come here after seeing the name and makes our shop prestigious and eye catching.

I: How do you think Cypriots perceive your shop since you use English in your front panel?

P: I think Cypriots like it and enjoy seeing English on shop signs. The sign affects the business because tourists or people from other walks of life or people who study at the university (EMU) and go for a walk see the sign and enter, thinking "Maybe there is this, there is that."

I: Do you think English will have more presence in business in the future? If yes, why? If no, why not?

P: I think that English will be more prevalent because English is spoken everywhere now. When we go on a trip abroad, for example in schools, the main language is

English. I think this will develop further. When you take the university exam or something like that, if you want to study abroad, you have to take GSCE exams and they are always in English. The examinations do not require Russian or German for example, they will check your English level and accept you according to your level.

I: How do you think the use of English helps in doing business?

P: I think the use of English helps when doing business because English is a common language. So, for example, even those coming from Russia, Germany, Italy or even China now use English. For example, when a person comes from China, you do not know Chinese and he/she does not know Turkish. How would he know? But even if you know a few words in English, it is more or less understandable. That's why I think English helps.

Boutique – Participant (17)

I: How old are you?

P: I am 44 years old.

I: What is your profession?

P: I studied computer engineering. Then I did my MBA. I work in an international company, and I also own a boutique here with my wife.

I: Do you have nationalities other than Cypriot?

P: Apart from my Turkish Cypriot nationality, I have Republic of Cyprus nationality.

I: Are both your parents Cypriots?

P: Yes.

I: How many languages do you speak? What are they?

P: I know and speak English and Turkish.

I: Do you travel a lot to other countries?

P: I travel yes, we go to France, Paris on vacation from time to time. Before that, we travelled to different countries.

I: What language do you speak there?

P: We speak English when we go. The reason we speak English is because we saw that it is a common language that is accepted in different societies. Therefore, we try to use English because it is the common language.

I: When did you start your business?

P: in 2013.

I: Why did you choose English to represent your shop?

P: There are global brands that have achieved success in the world. When you look at their names, the foreign name gives an image and the perspective it gives, generally

store owners act with the instinct of giving a foreign name and presenting a beautiful, prestigious image. Therefore, we gave such a name to our store because we have the same point of view.

I: Do you think English adds to the prestige of your shop?

P: Yes, I do. The reason is as I explained.

I: How do you think Cypriots perceive your shop since you use English in your front panel?

P: It is a fact that we noticed that people who do not know English had difficulty in pronouncing the name on the sign, but we were still not in favor of changing it because it can be read and understood by most of the community. Maybe not its meaning, but it can be remembered as a thing, as a sound. Therefore, we never tried to change the name of our store. We decided that it would be in English and continued on our way.

I: Do you think English will have more presence in businesses in the future?

P: Yes, it will continue, Will there be more? I don't know, maybe if we consider this case: We are an unknown unrecognised country, the TRNC may be recognized in the future, more foreign people will come, many tourists from abroad will come. In order to communicate with foreigners who may come, people who do not speak English may try to learn it. You can use more English sentences in stores, just to attract the customers' attention. Other than that, I don't think so.

I: How do you think the use of English helps in doing business?

P: When using English, for example, speaking English with our foreign customers is inevitable. Knowing English is an advantage at this point.

Restaurant – Participant (18)

I: How old are you?.

P: I'm 52 years old.

I: What is your profession?

P: I am an owner of a restaurant.

I: What is your nationality?

P: I have both Turkish and Greek Cypriot nationalities but I am Turkish Cypriot.

I: Are both your parents Turkish Cypriots?

P: Yes they are.

I: How many languages do you speak? What are they?

P: I am fluent in Turkish and I know English and Greek, too. I can also speak a little bit of Spanish.

I: Do you travel a lot to other countries?

P: I travel as much as I can I love travelling. I am always learning something new and it is great to explore new things for my business.

I: What language do you use there?

P: English of course, without English it would be very difficult. It's a universal language, makes connecting with people from all over the world very easy.

I: When did you start your business?

P: I opened my restaurant 15 years ago. It feels just like yesterday when I opened the doors for the very first time. I remember the very first time we opened our doors to our customers.

I: Why did you choose English to represent your shop?

P: English opens doors, attracts people from all nationalities which is very important for business. I wanted English to represent my shop because I wanted customers to

feel they are welcome no matter where they are from. If I had used Turkish, I feel it would have limited my business because it would focus on Turkish customers only and would give negative feelings to any potential foreign customers.

I: Do you think English adds prestige to your shop?

P: Yes it definitely does. English adds a cosmopolitan feeling. People who walk by my shop, look at the sign and think ‘this place is accepting of all faces and races’ and it’s like an open invitation to everybody.

I: How do you think Cypriots perceive your shop since you used only English?

P: I haven’t had any negative comments from my Cypriot friends or customers. I think Cypriots are accepting and welcoming of all cultures and so I think they understand why English was used to represent my shop rather than our mother tongue. Cyprus has become a multicultural island and there are people living here from so many different countries and English helps to welcome all of them, no matter where they are from.

I: Do you think English will have more presence in businesses in the future?

P: Yes for sure. English is the language of business. It for sure helps connect with people. English is like a friendly handshake. Maybe it will have more presence in the future here in North Cyprus. You know, North Cyprus is unrecognised, and if there was peace between the South and North, we would be able to have recognition worldwide and we would then use more English because there would be more people from the South coming and going. We would then need more English I guess.

I: How do you think the use of English helps in doing business?

P: English helps break down language barriers and helps me connect with customers from different nationalities. This connection is very important for me because we are a small country and best kind of advertising is word of mouth. If I welcoming and accepting of all customers then they would leave my shop feeling special and they

would go tell their friend and their friend will tell another friend. It is not just about cooking and selling food, it's about sharing stories and experiences and English is very important for this.

Gym facilities – Participant (19)

I: How old are you?

P: 39

I: What is your profession?

P: I am the founder of the shop you see here.

I: What is your nationality?

P: I'm Turkish Cypriot

I: Are both your parents Cypriots?

P: Yes they are.

I: How many languages do you speak? What are they?

P: Turkish and English.

I: Do you travel a lot to other countries?

P: Yes I travel quite a lot especially for work and also when there are competitions.

I: What language do you use there?

P: No other choice but to use English. It is a common language unfortunately other languages are not used as much.

I: When did you start your business?

P: 5 years ago.

I: Why did you use English to represent your shop?

P: Why English on the shop sign, English is like an invitation to passerby, they are attracted to the sign.

I: Do you think English adds prestige to your shop?

P: English is prestige and quality. When people see my sign, they know I am not selling just gym gear, I am selling good quality service for all customers, no matter where they are from, you know?

I: How do you think Cypriots perceive your shop since you used only English?

P: I think the people of TRNC are good at communicating in English and I don't think they mind seeing a shop with a sign that is only in English.

I: Do you think English will have more presence in businesses in the future?

P: Will it have more? I don't know. English could be more present if the TRNC were to be recognized. More people would come to explore the beauty of Cyprus and English would be used in such a case. In such a case, English would be more present, yes.

I: How do you think the use of English helps in doing business?

P: it helps connect with people, my customers and suppliers. I often go to the South to get supplies and unfortunately I don't know Greek, so English help me a lot in doing business.

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Bilimsel Araştırma ve Yayın Etiği Kurulu (BAYEK) / Board of Scientific Research and Publication Ethics

Sayı: ETK00-2023-0034 **01.02.2023**

Konu: Ethic Approval.

Sayın: Vacide Köse

Faculty of Education

EMU's Scientific Research and Publication Ethics Board (BAYEK) has approved the decision of the Educational Sciences Ethics Sub-Board (date:31.01.2023 issue: 2023/131) granting Vacide Köse from the Faculty of Education to pursue with her PhD thesis work titled **"The role of English in constructing the linguistic landscape of public spaces in the context of conflicting language policies: A case study"** supervised by Prof. Dr. Javanshir Shibliyev.

Best Regards.

Prof. Dr. Yücel Vural
Chair, EMU-Scientific Research and Publication Ethics Board

YV/ek.

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