Research Article

A Guide for Developing ELT Materials by Using the Linguistic Landscape of the Salamis Road

Sevgi Kılgın[*]   **Fatoş Erozan**[**]

ARTICLE INFO	**ABSTRACT**

ABSTRACT

There has been a burgeoning interest in the pedagogical potential of linguistic landscape (LL) research for language education. Using LL-based pedagogical activities not only exposes students to authentic target language input but also creates opportunities for genuine language practice. This study has three main goals: to explore the LL of the Salamis Road vicinity in Famagusta, North Cyprus; to find out how English is used on the LL signs, and to develop ELT materials employing the collected LL data. The analysis of 418 top-down and bottom-up LL signs revealed that the LL of the vicinity is largely composed of bottom-up signs, and Turkish is the predominant language although English language is also widely used. The LL signs including English language were then used to design ELT materials for developing students' speaking and writing skills. The present study can be regarded as a guide for developing LL-based materials for ELT.

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[*] Master's Student, ORCID ID: https://orcid.org/0009-0008-5821-1667, Eastern Mediterranean University, Department of Foreign Language Education, kilgin.sevgi@gmail.com

[**] Asst. Prof. Dr., ORCID ID: https://orcid.org/0000-0001-9648-8722, Eastern Mediterranean University, Department of Foreign Language Education, fatos.erozan@emu.edu.tr

Introduction

In urban environments, people are surrounded by a rich variety of signs such as those for providing information, advertising, warning, naming shops, giving directions, etc. The texts that are found on these signs constitute the linguistic landscape of that place. In the literature, a frequently cited definition of the term 'linguistic landscape' was made by Landry and Bourhis (1997). According to their definition, linguistic landscape of a place is formed by the language existing on road signs, advertisements on billboards, names of streets or places, shops and public signs on government institutions. Research studies in the relevant literature have shown that working with linguistic landscapes offers pedagogical benefits for language learning. In EFL contexts where language input behind classroom walls is limited, linguistic landscapes provide additional authentic resource for language learning and teaching.

In the North Cyprus context, the number of research studies which employed linguistic landscapes for making investigation regarding ELT is quite limited (Önal, 2014; Koç, 2019). This research study was designed to contribute to this understudied topic in the relevant context. The goal of the current study are as follows: 1) to explore the linguistic landscape of the Salamis Road, 2) to understand how English language is used there, 3) to develop ELT materials using the data derived from the linguistic landscape of the Salamis Road. To reach the above-mentioned goals, the research aims to explore which languages can be seen in the linguistic landscape of the Salamis Road, in what proportion; how English language is used on the signs of the Salamis Road; and, how linguistic landscape of the Salamis Road can be used to design ELT materials.

The Salamis Road is one of the most vibrant commercial centers in the city of Famagusta. The concentration of businesses, shops, restaurants and cafes along with pedestrians and traffic make it one of the busiest places in the city. The Salamis Road is also close to Eastern Mediterranean University campus, which is a multilingual and multicultural context. Taking these facts into consideration, the Salamis Road was chosen as the vicinity of the current study by the researchers believing that it would offer rich data for designing ELT materials.

Chern and Dooley (2014) pointed out that EFL learners might not pay attention to multilingual signs surrounding them unless their attention is drawn to these signs. The street signs can be useful pedagogical tools for language learning when used in properly designed activities. It is believed that this research will provide useful ideas for designing linguistic landscape-based teaching materials for EFL classes.

Literature Review

Studies from Different Perspectives in Various Contexts

Linguistic landscapes of different places have been scrutinized in various contexts for numerous purposes: to explore the linguistic tendencies of a specific environment (monolingual, bilingual, multilingual, language diversity, which languages are more/ less frequent, why?), to learn people's perspectives on the use of languages in a particular place,

to investigate social issues (gender, identity, etc.), and to discover the potential of linguistic landscapes as a pedagogical tool in language education.

In an attempt to analyze the linguistic orientation of Singapore, Hoa (2020) examined linguistic landscape of the country focusing on the Circle Line consisting of 30 stations. It was found that among English, Mandarin, Malay and Tamil, which are the official languages of the country, English is by far the most dominant language followed by Mandarin, Malay and Tamil. The researcher suggested that Singapore tends to be a more monolingual country than a bilingual or multilingual one. Another study from a different context delved into linguistic diversity and inclusion. Hopkyns and van den Hoven (2022) studied linguistic landscape of Abu Dhabi from the perspectives of language diversity and inclusion during the Covid-19 pandemic. Given that UAE host a vast population of foreign residents, the country is linguistically diverse. Nevertheless, the most dominant languages are Modern Standard Arabic which is the official language of the country, and English which acts as the lingua franca as well as the medium of instruction in education. The study revealed that Covid-19-related signs were mostly in English and Arabic, neglecting the linguistic diversity of the context at the time of crisis, during which communication was of critical importance.

It is also possible to find research studies focusing on the use of specific language or languages in a particular place. An example to such studies is the one conducted by Xiao and Lee (2022) in China. Xiao and Lee (2022) carried out a fieldwork to examine the presence of English in Palace Museum in Beijing by employing a sociolinguistic approach. Data were obtained from not only photos and texts but also questionnaires and interviews that were carried out with workers from various services and tourists. The research indicated that Chinese occupies the dominant position while there is also a considerable amount of the use of English language in the museum due to several reasons such as government policies and market-related factors.

Linguistic landscapes can also be studied in order to gain a deeper understanding into the visibility of social identities in a community. Motschenbacher (2020) conducted an investigation into the linguistic landscape of a community Wilton Manors, a famous LGBT community, in Florida, US. Based on the data derived from photos, printed materials and the official website of the relevant place (Wilton Manors), it was found that gay male identity is accepted as the local norm whereas lesbian and other sexual identities are underrepresented in the linguistic landscape.

Research on linguistic landscapes is not limited to physical environments. It is seen that virtual environments have also attracted the attention of researchers (Hiippala et al., 2019; Keles et al., 2020; Jiang et al., 2022; Vinagre, 2022). For instance, the study by Hippala et al., (2019) explored the virtual linguistic landscape of the Senate Square situated in Helsinki through the analysis of Instagram posts shared from the square. It was found that the virtual linguistic landscape of the relevant place has a rich and diverse nature.

As a result of globalization and internationalization, it is possible to witness abundant use of English language in urban environments (Chern & Dooley, 2014). Frequent presence of the English language in urban environments has been associated with linguistic imperialism (Phillipson, 1992). In fact, linguistic imperialism is closely related to dominance of imperial powers in the domains of politics, economy, culture, science and

media (Phillipson, 1992; 1997). Fostering multilingualism and embracing language diversity are suggested as possible ways to counteract linguistic imperialism (Phillipson, 1997; Ullah & Akram, 2023). The integration of linguistic landscape-related practices into language classrooms may promote learners' awareness of the following topics: linguistic imperialism, bilingualism, multilingualism and language diversity.

The Use of Linguistic Landscapes in Second / Foreign Language Education

Growing interest in pedagogical aspects of linguistic landscapes and positive feedback from research studies have shown that linguistic landscapes can serve as a valuable pedagogical tool in language education. The incorporation of linguistic landscapes into language education has been discussed and empirically examined by many researchers in different parts of the world.

Cenoz and Gorter (2008) indicated various potential benefits of the use of linguistic landscape in second language acquisition. Linguistic landscapes can be sources for incidental learning as learners come across texts in these spaces. In linguistic landscapes, texts with various functions and speech acts can be useful tools for improving the pragmatic competence of learners. Linguistics landscapes can contribute to the development of multimodal literacy as they are multimodal. Multimodal literacy refers to constructing meaning by drawing on information coming from different modes (texts, images, the space occupied by them, the materials from which they were made, sounds). Multilingual signs in linguistic landscapes can help the acquisition of multicompetence. The term multicompetence (an individual's knowledge of more than one language) was put forward by Cook (1992). Linguistic landscapes can raise learners' awareness on how language can be a powerful symbolic and affective tool through connotation. This can be achieved by having learners analyze the texts in linguistic landscapes to explore their hidden meanings and associations (Rowland, 2013).

Creating connections between in-class language learning and the real life uses of language is of fundamental importance in second language acquisition. Students studying a language in a foreign context have fewer opportunities to be exposed to authentic input and practice the target language (Cenoz & Gorter, 2008; Sayer, 2010). Integrating linguistic landscapes into language education is a way of linking in-class language learning to real life uses of language. One such example is 'the language detectives project' proposed by Sayer (2010). Sayer (2010) carried out a research project on linguistic landscape focusing on why English is used in public places in Oaxaca, Mexico. He took photographs of signs with texts and analyzed them employing qualitative content analysis. To facilitate the categorization of the photos, the researcher identified themes based on the social meanings of the English language (e.g. English for creating an advanced and sophisticated image, English for building a modern and fashionable look, etc.). Sayer (2010) proposed that encouraging students to take on the role of a 'language detective' in the linguistic landscape project has the following benefits: helps them explore links between in-class learning and real life situations, engages students in creative and analytic thinking to understand the use of language in society, improves students' oral skills as they share their findings and ideas. This linguistic landscape project is in accordance with contemporary approaches in language

learning. Having a constructivist nature, linguistic landscape project is student-centered, promotes autonomous learning, engages students in experiential learning and adopts inductive learning through exploration (Sayer, 2010).

Drawing inspiration from the 'language detectives project', Chern and Dooley (2014) proposed English literacy walk which involves teaching ideas based on the four resources model developed by Freebody and Luke (1999). The teaching activities designed by Chern and Dooley (2014) aim to enhance the potential of linguistic landscapes in language learning by emphasizing pragmatic and critical reading skills. To this aim, reading practices were designed to include code-breaking, text participation, text use and text analysis.

The growing body of literature on linguistic landscapes has also been enriched by some recent publications providing guidance for integrating linguistic landscapes into language teaching. Solmaz and Przymus (2021) compiled linguistic landscape-based practices prepared by EFL teachers and EFL teacher candidates. Some further suggestions can be found on the website of 'LoCALL project'. LoCALL project, coordinated by the University of Hamburg in collaboration with four European universities, offers guidelines for integrating linguistic landscapes into language education (LoCALL, n.d.).

Another resource which provides information on how to use linguistic landscapes for instructional purposes is the research study by Al-Jarf (2021). In her article, Al-Jarf (2021) shared some teaching materials, strategies and tasks to demonstrate how linguistic landscapes can be employed for teaching English to university level (B.A, M.A, PhD) adult Saudi learners studying in ESL contexts. The instructional suggestions proposed by Al-Jarf (2021) emphasize vocabulary, grammar, reading skills, pragmatic, stylistic as well as sociocultural aspects of language. When engaging in discussions about photos from linguistic landscapes, the students also have the opportunity to improve their speaking skills. Al-Jarf (2021) had the opportunity to apply these instructional suggestions with six students taking an English course prior to starting their M.A studies. Overall, she received positive feedback from the students. They indicated that the use of LLs made lessons more interesting and fun. Some pointed out that they had not paid much attention to the signs before until they were asked to do so. In other words, students' awareness regarding the use of linguistic landscapes as a language learning tool has raised. Additionally, some students indicated that they were glad to be given extra opportunities for working on grammar, vocabulary, reading and pragmatic tasks.

Exploring the potential of linguistic landscapes as a learning tool in language education has been the focal point of numerous research studies. Chesnut et al. (2013) conducted a research on the experiences of three Korean students carrying out a linguistic landscape research study within the framework of a course titled 'Introduction to Intercultural Studies'. The participants of the study were undergraduate students studying in the program of English Interpretation and Translation. It was found that students' awareness of linguistic landscape around them has increased. Additionally, their awareness of language and communication has improved. The participants developed a better insight into how language can be interpreted differently by people from different linguistic and cultural backgrounds.

A similar research was conducted by Rowland (2013) who assigned a linguistic landscape project in an EFL writing class. Based on Sayer's (2010) linguistic landscape research model, Rowland (2013) asked Japanese university students to work in groups and explore the use of English language on signs in Japan. More specifically, the students were asked to investigate how English language is used on signs and the reasons for the use of English language. Within the framework of this project, the students were expected to take photos of English signs in public, bring them to class, have discussions about the photos and put them into categories taking into consideration how English is used and the reasons behind the use of English. The research project fostered a heightened awareness of the use of English on signs and contributed to the development of their critical literacy skills. The project also helped to enhance students' pragmatic competence as they analyzed functions of English language. Although the focal point of the project was linguistic aspects of the signs, it also helped to promote the development of multimodal literacy skills since the students looked into the semiotic modes in the signs such as font and color while also exploring the link between texts and images. Promoting students' multilingual competence through exposure to multilingual input is a further benefit of the project. Additionally, the students gained an insight into the social values and social meanings associated with English (for example, the use of English as a sign of coolness or modernity). Rowland (2013) also suggested that this project might have created possibility for incidental learning though he added that this claim can be better investigated by more controlled research studies.

The pedagogical aspect of linguistic landscapes was also studied by Roos and Nicholas (2019) who investigated young (eight to eleven-year-old) EFL learners' experiences as 'language detectives' in Germany. Data were gathered by means of worksheets distributed to about 200 primary school students studying at seven different schools. Initially, the students took photographs or produced images displaying English language while also noting down their locations. Then, they were asked to think about the reasons for choosing these photos/images as well as the reasons for the use of English language on the photos/images. The students were not required to leave their house to collect data. They could collect data from their intimate locations (such as home). The results showed that the implementation led to an increased awareness of the languages surrounding them in their environment. Another benefit of exploring the linguistic landscape was the stimulation of their critical literacy skills. The activity encouraged the students to reflect on languages, relationship between languages (German and English), possible reasons for the preference of specific languages, as well as social values ascribed to specific languages.

Linguistic landscapes of various places (such as a community, a museum, stations, an avenue, etc.) can be analyzed for different purposes. The relevant literature has shown that schools can also function as linguistic landscapes. Research studies which particularly focus on schools as linguistic landscapes are known as studies on 'schoolscapes'. The linguistic landscape of schools can act as a useful tool for learning about languages, raising language awareness, practicing literacy skills and drawing attention to the concept of 'multilingualism' (Gorter, 2018). An example to the studies carried out in 'schoolscape' is that of Dressler (2015). The study looked into the linguistic landscape of a public elementary school which provides a bilingual program to see to what extent the linguistic landscape

fosters German-English bilingualism. The researcher concluded that the promotion of bilingualism is limited in the relevant context (Dressler, 2015).

As previously mentioned, research on linguistic landscapes is not limited to physical environments. Virtual environments have also been chosen as research settings in some studies. The use of virtual linguistic landscapes has the potential to contribute to language teaching. In some contexts, students cannot physically access to linguistic landscapes. A further limitation may be that some local linguistic landscapes provide limited opportunity to examine the target language (especially if the target language is not English). In such cases, using virtual linguistic landscapes is a reasonable solution to overcome limitations, for example using Google Street View to investigate the linguistic landscape of a certain place (Kim & Chesnut, 2020).

A Brief History of Cyprus and Its Linguistic Context

Cyprus had been home to different civilizations throughout the history. Rulers' interest in conquering Cyprus was caused by the geostrategic importance of the island. Phoenician, Assyrian, Egyptian, Persian, Roman, Lusignan, Venetian, Ottoman and British rulers have influenced the island in multiple aspects.

The beginning of the Ottoman rule on the island dates back to 1571. During that time, Ottoman way of life shaped the lives of Cypriots in various aspects such as culture, education, art and architecture. Hundreds of Muslim Turks coming from Anatolia settled in Cyprus. Under the Ottoman rule, education in Cyprus was based on Islamic values (Cicioğlu, 1983). The educational affairs of the Greek Cypriot community were under the control of the Orthodox Church. Communication in relation to official affairs between the two communities was achieved through dragomans who acted as translators and interpreters at that time.

By 1878, Cyprus had come under the control of the British Empire. The presence of the British on the island lasted for 82 years. It was during the British rule that English language made its debut on the island. English lessons became a part of the education programs. Besides, English-medium schools started appearing in different cities of the island, for example The English School and The Cyprus College in Nicosia, The American Academy in Nicosia and Larnaca, and Teachers' Training Academy in Morphou (Weir, 1952).

1960 marks an important time in the history of Cyprus as the island gained the status of an independent state with the establishment of the Republic of Cyprus. The newly established state was a bi-communal one with two communities: Turkish Cypriots and Greek Cypriots. The official languages of the republic were Turkish and Greek as stated in the Constitution (Constitution of Cyprus, 1960). Through the Constitution, it was also declared that the Communal Chambers of each community would conduct educational and cultural affairs. In other words, communities were given the freedom to carry out education- and culture-related matters separately. During that time, Turkish Cypriot community followed Turkey regarding educational affairs.

As a result of the conflicts between the two communities, 'Turkish Federated State of Cyprus' was established by the Turkish Cypriots. It was followed by the establishment of

'Turkish Republic of Northern Cyprus (TRNC)' in 1983, which is still not recognized internationally. Being a small country under political and economic embargoes with lack of economic resources, TRNC is facing major problems in political and economic aspects.

The official language of the state is Turkish, which is also the medium of instruction in public schools. English language is still being taught at schools and there are English medium schools in different parts of the country. In addition, students are also taught French, German and Greek as foreign languages.

Research Aim and Research Questions

This research was designed to investigate the linguistic landscape of the Salamis Road, understand the significance of English language in the relevant context and to produce ELT materials by using the signs gathered from the linguistic landscape of the Salamis Road. To this aim, the following research questions were formulated:

1. Which languages can be seen in the linguistic landscape of the Salamis Road, in what proportion?
2. How is English language used on the signs of the Salamis Road?
3. How can linguistic landscape of the Salamis Road be used to design ELT materials?

Methodology

Research Design

The current research was designed as a mixed-method study. Signs from the linguistic landscape of the Salamis Road were categorized based on the producer (top-down/bottom-up) and the language used on the signs. The number of signs in each category was counted and their percentages were calculated to explore what languages are displayed on the signs of the Salamis Road and what is their relative weight. Inferences were made regarding the proportion of LL languages and their functions in the relevant research context.

Theoretical Framework for Designing the Materials

In the current study, the materials were designed using Jolly and Bolitho's (2011) framework for materials writing. Jolly and Bolitho's framework consists of seven steps. The initial step is the identification of learning needs or problems by teachers or learners. The materials to be designed address these needs and problems. This is followed by the exploration of language. If necessary, the teacher consults resources to explore language content for the target areas/skills. The subsequent stage involves contextual realization. That is to say, appropriate ideas, contexts and texts are found for the activities. Materials inspired by daily life experiences of target learners and real-life use of the target language would be more meaningful. In the present study, the Salamis Road was chosen as the context believing that students will be interested in learning English through LL signs from a familiar environment that they enjoy visiting. The next stage is called pedagogical realization in which suitable exercises and activities are produced and appropriate instructions are written for them. Following this, physical production of materials occurs. This is related to the

physical aspects of the materials such as layout, font size, visuals, etc. Once materials are ready, they are used in class. Finally, in the evaluation stage, students are asked to comment on strengths and weaknesses of the materials and provide suggestions on how to improve them.

Publication Ethics

The data collected for the current research are solely composed of photographs which demonstrate the linguistic landscape of the research area. The photographic data went through a thorough examination which involved quantitative and qualitative analyses of LL signs. The study did not require obtaining ethical approval since no human participants took part in any procedure of the study.

Research Context

Famagusta is a coastal city which lies on the eastern shores of the island. In addition to being the second largest city, with a population of approximately 65000 residents, Famagusta is also the second most populated city in North Cyprus. The city accommodates the largest port of North Cyprus, Port of Famagusta, through which most of the imports and exports are carried out. One of the major trademarks of the city is its rich cultural heritage acquired through the traces of different rulers once governed the island. For instance, the Walled City of Famagusta was characterized by historical buildings constructed in different periods such as the Lusignan period, the Venetian period, the Ottoman period and the British period. Being approximately five minutes' drive-away from the Walled city of Famagusta, the Salamis Road is located on the entrance of the city from Karpaz Zone. The buildings on the Salamis Road mostly have commercial and entertainment functions. Besides, there are residential units within or near the Salamis Road. One of the main entrances of the Eastern Mediterranean University is also found on the Salamis Road. The above-mentioned characteristics of the Salamis Road make it one of the major public spaces in Famagusta with various facilities attracting university students, local people and tourists.

One of the most significant components of the Salamis Road is its connection with the Eastern Mediterranean University campus. The university has been influential in characterization of the linguistic landscape of the Salamis Road. Hosting nearly 20,000 students from 110 and 1,100 academic staff members from 35 different countries, providing English medium programs as well as the opportunity to learn a second and a third language, holding international accreditations and offering an international teaching context, Eastern Mediterranean University is a multilingual and multicultural context. The university students from different linguistic and cultural backgrounds as well as personnel frequently visit the Salamis Road and spend considerable amount of time there.

It is of utmost importance to make sure that the chosen setting provides rich data for designing ELT materials. In the current study, the Salamis Road was selected as the research location since it is one of the major commercial centers accommodating various businesses, shops, restaurants and cafes frequented by local people, university students and foreign visitors.

Data Collection and Analysis

The data were collected from the Salamis Road, in Famagusta, North Cyprus. A smartphone was employed to take photos of all the public and private signs with a written text. The total number of signs collected from the research site was 418.

The signs gathered from the research site were analyzed and put into categories. The first step of the analysis of the linguistic landscape was categorizing the signs as top-down and bottom-up. The studies conducted by Ben-Rafael et al., (2006) and Shohamy et al. (2010) also applied the same procedure. Top-down signs are produced by national and public authorities such as signs on public institutions and public sites, public announcements and names of streets. Bottom-up signs are those used by private actors such as owners of companies and shops, for example, signs on shops, private businesses, and announcements made by individual social actors (Ben-Rafael et al., 2006). The rationale behind this categorization is to explore the official language policy through analyzing the top-down and bottom-up signs and also to see whether there are differences between top-down and bottom-up signs in relation to the languages used on these signs. Following the top-down and bottom-up categorization, the signs were put into groups based on the languages in which they were written such as Turkish-only, English-only, Turkish-English, English-Turkish, etc. Subsequently, the number of signs were counted for each category and their percentages were calculated. Based on these categorizations and calculations, inferences were made regarding the use of languages. As it can be seen, the data were analyzed both quantitively and qualitatively.

To enhance the reliability of the research, the researchers analyzed the data separately employing the same method of analysis. On comparison, it was seen that the vast majority of the findings were in line with each other. A few differences between the findings were discussed until a consensus was reached.

Procedure

The data for the current study were collected on April 2024 on the Salamis Road, in Famagusta, North Cyprus. A smartphone was employed to take photos of the signs on the Salamis Road. These photos were then transferred to a computer and gathered in a document in order to be analyzed. Firstly, the signs were categorized as top-down and bottom-up. Subsequently, the signs were put into groups according to the languages in which they were written (for example: Turkish-only, English-only, etc.). The number of signs in each category was counted and their percentages were calculated. Following the categorizations and calculations, inferences were made regarding the use of languages in the relevant linguistic landscape. In the final stage of the study, using the data from the research site, ELT materials were designed.

Results and Discussion

Research Question 1: Which languages can be seen in the linguistic landscape of the Salamis Road, in what proportion?

Table 1. Top-down LL signs categorized by LL languages

LL Languages	Total: 17 signs	
	Top-Down (in number)	Top-Down (in percentage)
Turkish only	9	52.94%
Turkish-English	5	29.41%
English only	2	11.76%
Turkish Cypriot - English	1	5.88%

Table 2. Bottom-up LL signs categorized by LL languages

LL Languages	Total: 401 signs	
	Bottom-Up (in number)	Bottom-Up (in percentage)
Turkish only	122	30.42%
English only	101	25.19%
Turkish-English	84	20.95%
English-Turkish	46	11.47%
Persian-English	6	1.50%
Italian only	4	1.00%
French only	3	0.75%
English-Russian	3	0.75%
Turkish-English-Greek	3	0.75%
German only	2	0.50%
Italian English	2	0.50%
French-English	1	0.25%
French - Hawaiian	1	0.25%
Italian-Turkish	1	0.25%
Spanish-English	1	0.25%
Korean-Turkish	1	0.25%
English-Persian	1	0.25%
Turkish-Greek-English	1	0.25%
Turkish-English-Russian	1	0.25%
Turkish-English-Persian	1	0.25%
English-Turkish-Russian	1	0.25%
English-Greek-Turkish	1	0.25%
English-Russian-Persian	1	0.25%
English-Persian-Russian	1	0.25%
Italian-Turkish-English	1	0.25%
Italian-English-Turkish	1	0.25%
Korean-English-Turkish	1	0.25%
Turkish-English-Russian-Persian	1	0.25%
Turkish-English-Greek-Russian	1	0.25%
Turkish-English-Persian-Greek	1	0.25%
English-Turkish-Persian-Russian	1	0.25%
English-Turkish-Russian-Persian	1	0.25%
English-Russian-Turkish-Persian	1	0.25%
Turkish-English-Russian-Persian-Arabic	1	0.25%
Turkish-English-Greek-Persian-Russian	1	0.25%
Turkish-English-Greek-Persian-Russian-Arabic	1	0.25%

Top-down signs constitute a small proportion of the total number of signs gathered since 17 out of 418 signs are top-down. Having a look at the distribution of languages among top-town signs, it can be clearly seen that the majority (approximately 53%) of top-down

signs are monolingual Turkish signs. Turkish-only signs are followed by Turkish-English top-down signs as they account for nearly 30% of top-down signs. A small proportion of top-down signs (about 12%) were written in English language only. Only Turkish and/ or English languages were used in the top-down signs. Top-down signs do not include other languages such as Persian or Russian. The data from top-down signs give an insight into the preferences and decisions of the local and national administration. The relevant governmental bodies tend to mostly use the official language of the state on the signs.

Bottom-up signs make up an overwhelming majority of the total amount of signs (401 out of 418 signs) and display a richer variety of languages. Like the top-down signs, the majority of bottom-up signs (122 signs) are monolingual Turkish signs. They are followed by monolingual English signs which account for about 25% of all bottom-up signs. Given that monolingual Turkish and monolingual English signs constitute more than half of the bottom-up signs, it is possible to say that private businesses and companies mostly tend to use monolingual signs which are either Turkish only or English only. Bilingual signs account for a good proportion (nearly 37%) of all bottom-up signs. Among bilingual signs, Turkish-English and English-Turkish language pairs were the most common ones with 84 signs (about 21%) and 46 signs (about 12%), respectively. The dominance of Turkish and English languages on the bottom-up signs demonstrates that individual social actors tend to use these languages on the signs of their businesses and companies. The majority of bilingual and multilingual bottom-up signs include either Turkish or English or both at the same time; therefore, it is possible suggest that these languages are dominant in bilingual or multilingual bottom-up signs.

It is noticeable that among bilingual and multilingual signs, Persian and Russian languages occur more frequently compared to other foreign languages such as Greek, French, Spanish, German, Italian. While 4.5 % of bilingual and multilingual bottom-up signs display Persian language, 3.7% of bilingual and multilingual bottom-up signs include Russian. Recently, rising flow of migration from Iran and Russia has led to an increase in the number of Persian and Russian people living in Cyprus. Some private businesses and companies have started to include Persian and Russian languages on their signs to appeal to Iranian and Russian customers as well. Setting up their own businesses and using signs which include their native languages, Iranian and Russian people have also become LL actors and influenced the linguistic landscape of the Salamis Road. Greek, the native language of the neighboring community, appears on multilingual signs and makes up a mere 1.75% of bottom-up signs. The presence of other languages namely French, Italian, German, Spanish and Korean can be ascribed to two factors: i) the business' name was inspired from the founders' and ii) the businesses and companies preferred these foreign languages to appear cool and convey a sense of sophistication to draw attention of the customers.

The data derived from the Salamis Road showed that top-down signs make up a small proportion of all LL signs while bottom-up signs constitute the vast majority. The 418 LL signs that have been collected revealed that the majority of the signs are in Turkish only with 131 signs that constitute 31.34% of all signs. Turkish only signs are followed by English only signs as 103 signs (which make up 24.64% of all signs) are written in English

language only. Turkish-English bilingual signs comprise 21.29% (89 signs) of all signs that have been collected.

The findings of the current linguistic landscape study seem to corroborate the results of other similar studies in the literature. Turkish, the official language of the country, is the most frequently used language while English is the second most dominant language on the LL signs on the Salamis Road. A similar situation was witnessed in another study conducted in İstanbul. A linguistic landscape study undertaken in districts of İstanbul revealed the overall dominance of Turkish. Emphasizing the status of English as a lingua franca, it was reported that in İstanbul's public spaces, the most common language other than Turkish is the English language (Wendel, 2018). A further similar study conducted in Turkey also reached similar conclusions. In the light of the linguistic landscape theories, Karadağ (2021) examined the signs on Cumhuriyet Avenue in the İpekyolu District of Van. According to the data derived from the research site, it was seen that although the mother tongue of the majority of the local population is Kurdish, Turkish, the official language of Turkey, is the most frequently used language on bottom-up signs followed by English. As for bilingual signs, the most common language combination is Turkish-English. Another linguistic landscape study in Turkey reported results similar to those of the current study. Çetinkaya (2020) analyzed commercial signs collected from three different districts of Ankara with the aim of providing an overview of the linguistic landscape of Ankara and found that Turkish and English were the most widely used languages. While Turkish is the most powerful language, English plays an active role with commercial and stylistic purposes. However, unlike the linguistic landscape of Salamis Road, in the linguistic landscapes of three districts of Ankara, signs with three or more languages are almost non-existent.

The current study as well as other similar studies in different Turkish contexts demonstrated that generally in linguistic landscape studies, the official language is the most common language followed by the English language. It is possible to suggest that this situation is not limited to Turkish contexts. For instance, focusing on the linguistic landscape of a museum in Beijing, Xiao and Lee (2022) found that Chinese is the dominant language while there is also significant amount of English on LL signs. A further linguistic landscape study which emphasized the dominance of the official language as well as the English language was undertaken in United Arab Emirates. Hopkyns and van den Hoven's (2022) study on the linguistic landscape of Abu Dhabi during the Covid-19 pandemic showed that Modern Standard Arabic, which is the official language of the country, and English, which is the lingua franca as well as being the medium of instruction in schools, occupy the dominant positions in the linguistic landscape of Abu Dhabi.

Research Question 2: How is English language used on the signs of the Salamis Road?

English is the second most frequently used language on LL signs. While 103 (24.64%) of all signs were written in English only, 89 (21.29%) of all signs were written in Turkish-English. The presence of English in the linguistic landscape of the Salamis Road has a number of reasons. Firstly, it is possible to say that being an international language, English helps to reach out to people from different linguistic backgrounds and convey

information to these people. Signs with English texts help to appeal to tourists, international students, and other foreign people who do not know the native language of the country. Some examples to these signs include those which show business' name, working hours, information about the goods and services provided, advertisements and warnings for the public (e.g. 'no parking'). Figure 1 below shows an example:

Figure 1

Another reason for the presence of English on LL signs is to look advanced and sophisticated (Sayer, 2010). It was observed that technology stores, gaming centers, internet companies, banks, ATMs, opticians and car wash places whose job requires the use of technology use English language to convey the idea that they are modern and offer high quality services and products; for instance 'NetHouse - Always Faster, Always Connected', 'Bestnet- Elite Gaming Center', 'Sonax- Professional Car Care', etc. Figure 2 below shows the photo of an LL sign that is an example of this use of English:

Figure 2

As Sayer (2010) states, English can be used as a tool to present a fashionable and modern image. Typical examples of this use can be seen on the signs of clothing and accessories shops and cosmetics stores. Through the use of English language, these businesses aim to entice customers into visiting their stores promising them a fashionable look with the products and services provided. For example, 'Glance- Enhance Your Appearance' ('Glance' is the name of the shop and 'Enhance Your Appearance' is the slogan), 'Flormar – Trendy and Shining Colors' ('Flormar' is the name of the shop and the slogan is 'Trendy and Shining Colors'). Figure 3 below shows an example photo:

Figure 3

Short and easily understandable English names or phrases draw more attention, make an impact and are more memorable as indicated in the study of Rowland (2013). The signs of some businesses on the Salamis Road demonstrate good examples to this use of English language: Info Express, Moustache (clothing shop for men), The WOW- World of Women (clothing shop for women), Note (cosmetics shop), Shoe for Me. Figure 4 below demonstrates the photo of one of these examples:

Figure 4

It was observed that English is the second most dominant language and the most frequently used foreign language in the linguistic landscape of the Salamis Road. Some of the LL signs in English have informative function as they are intended to deliver information to foreign people. There are also businesses which prefer to use English to appear advanced and sophisticated. Besides, some businesses employ English as a tool to give the impression that they are fashionable and modern.

The findings of the current study are in line with those of other similar studies in the relevant literature (Torkington, 2009; Sayer, 2010; Kasanga, 2012; Manan et al., 2017; Vivas-Peraza, 2020). Torkington's (2009) linguistic landscape study in a touristic region showed that the function of English as a lingua franca for communication with tourists is one of the reasons for the prevalence of English language on public signs. The linguistic landscape study carried out by Sayer (2010) in Oaxaca, Mexico revealed that the use of English language has some social meanings: to convey an advanced and sophisticated image, to seem fashionable, to be cool. Analyzing the distribution of languages in the linguistic landscape of a neighborhood in Phonm Penh, Cambodia, Kasanga (2012) indicated that Khmer which is the national and official language of the country is the predominant language followed by English. Kasanga (2012) further reported that English is

the prominent foreign language in the linguistic landscape of Phnom Penh emphasizing that this dominance is due to positive stereotypes associated with the language; for example, English being the global language of international commerce, symbolizing modernity, evoking a prosperous image. Manan et al. (2017) explored the linguistic landscape of a particular area in Pakistan focusing on the use of English language. The potential of English in terms of delivering symbolic messages (power, modernity, quality and sophistication of a brand), its flexibility as a communicative resource as well as its contribution to the marketing of products and services account for the pervasiveness of English language in the relevant research context. A study which focused on the use of English in the linguistic landscape of Hat Yai, Thailand found that English is one of the prominent languages functioning not only as a tool for international communication but also as a language that connotates positive qualities such as modernity, prestige, success, wealth, and sophistication (Vivas-Peraza, 2020).

Research Question 3: How can linguistic landscape of the Salamis Road be used to design ELT materials?

For the present study, speaking and writing skills have been identified as the main focus of the materials; this is because the speaking and writing activities provided by the coursebooks do not spark students' interest as stated by school English language teachers during informal chats (one of the researchers works as an English language teacher at a public high school). The materials were designed for B1 / intermediate level high school students aged 16-17. The researchers attempted to integrate linguistic landscape of the Salamis Road into the English language teaching materials believing that the authentic nature of the linguistic landscape could help to establish a link between in-class language learning and real-life uses of language.

In designing LL-based ELT materials, it is important that the researchers or teachers analyze the data and familiarize themselves with the signs prior to writing the materials. Once the signs are analyzed and the researchers or teachers are well acquainted with the signs, they are ready to identify which signs will be used in the materials. Language needs of the learners and target skills/areas should be taken into consideration while choosing the signs for the materials. In the current study, following the analysis of the data, the signs which include English language were collected in a file to be used for designing ELT materials. When choosing the signs, the researchers bore in mind the target language skills (speaking and writing). Appropriate ideas, contexts and texts were found for the activities.

Materials inspired by daily life experiences of target learners and real-life use of the target language would be more meaningful. To give an example, one of the materials in the current study asks learners to create an advertisement in the target language (written or audiovisual or both) for one of the businesses on the Salamis Road and present both the preparation stage and the advertisement itself to the audience. This activity can be considered as an example to the use of language in real life context. Suitable exercises and activities were produced and appropriate instructions were written for them.

Materials Based on the Linguistic Landscape of the Salamis Road

Age of the target learners: 16-17

Proficiency level of the target learners: B1 / Intermediate

Activity 1: Introduction Activity

Aim of the activity: This activity helps to raise language awareness of students and gives them the opportunity to do speaking practice.

Procedures: The teacher shows pictures from a local linguistic landscape, the Salamis Road through a PPT file. (Slides of the PPT file were given in the Appendix). She asks the following questions. Students work in groups of four or five to answer these questions:
- Where were these photographs taken?
- What languages do you see in these photographs?
- Why do you think English is used in these signs?
- Why is English a frequently used language all around the world?

During this activity, if students encounter any unknown words in the pictures, they can look them up in a dictionary. While discussing the answers of the questions, students note down their ideas. After the group discussion, the teacher initiates a class discussion in which all groups share their answers. After the discussion, the teacher shows a short video titled "English, a global language" on YouTube. Here is the link of the relevant video: https://www.youtube.com/watch?v=XLYtd7Qivr0   Following that the teacher invites students to have a discussion about the video. This video helps students understand how and why the English language has become a global language and why it is frequently used on signs in linguistic landscapes.

Activity 2: Introducing the Concept of Linguistic Landscape

Aim of the activity: This activity was designed to introduce the concept of "linguistic landscape" and to get students study the signs of the Salamis Road from a linguistic perspective. The activity also helps to raise language awareness of students.

Procedures: The teacher introduces the concept of linguistic landscape. To help students understand the concept better, she shows a video titled "Birkbeck Explains: What is linguistic landscape?" (https://www.youtube.com/watch?v=hPjzI_4pNug)
In this activity, the teacher gets students to focus on the signs of the Salamis Road. PPT slides given in the Appendix are also used in this activity. The teacher asks students to work in groups and put the signs into categories (governmental signs, private signs). After that the teacher asks students to look at the LL signs again and give examples to language functions on the signs (informing, requesting, warning, etc.)

Activity 3: Creating an Advertisement

Aim of the activity: This activity aims to improve students' writing skill in advertisement genre.

Procedures: The teacher asks students to create an advertisement for one of the businesses given below. The advertisement can be designed as a poster or a video. When preparing their advertisement, students are required to take the following points into consideration:

- Target audience: Who is it for?
- What is the business? For ex: café, restaurant, insurance company, stationary, etc.
- Think about the reasons why people should prefer this business?
- Find a catchy slogan for the business.
- Where is the business? What is the contact number? Give the address and contact details of the business.

Before designing the advertisement, students are advised to make a research on the internet in order to collect information about the relevant business. (goods and services provided by the business, contact details, its history, etc.)

Activity 4: Designing a Store Front

Aim of the activity: This activity aims to improve students' writing skill in advertisement genre.

Procedures: The following business types are not found on the Salamis Road. The teacher gets students to create a shop for one of these businesses. Their design can be a handcraft or if they wish, they may use a digital tool for creating their shop.

- Veterinary Clinic
- Pet Shop
- Flower Shop
- Book Shop
- Toy Shop

The store front should have the following:

- Name:
- Working Hours:
- Open/Closed sign:
- Slogan:
- Sale / Campaign Announcement: For example: %30 sale, Buy 1 Get 1 Free
- Contact details: Telephone number, email, names of social media account
- Some of the products and services offered by the shop

When designing their shop, students should think about the following question and get prepared to answer it: Does your business have English-only signs or English-Turkish / Turkish English signs? Give reasons for your preferences.

Activity 5: Exploring the Linguistic Landscape of the Gülseren Road in Famagusta

Aim of the activity: In this activity, assuming the role of a language detective, students gain a better insight into the concept of linguistic landscape and think critically about the use of languages in a local linguistic landscape. In addition, they engage in writing and speaking tasks as they are required to write a report on their research and present it to the class.

Procedures: In this group-work activity, students act as language detectives and explore the linguistic landscape of the Gülseren Road. They use a digital device (smartphone or camera) to take the photos of all the signs which include language. Following that they are asked to write a report on their research and present it to the class. The report must include the following:

- The name of the linguistic landscape
- Total number of the photos taken

- What languages do you see in the photos?
- Is English a frequently used language in the photos?
- Express your thoughts about the language use in the relevant linguistic landscape. If you had the chance, what would you change about the use of languages in this linguistic landscape?

Activity 6: Identifying Mistakes on LL signs

Aim of the activity: This activity was prepared to improve students' writing skills.

Procedures: The following LL signs include some language mistakes in English. In this pair-work activity, students identify the mistakes on the signs and provide some suggestions for possible corrections. Then, they are instructed to choose one of the signs with a language mistake and write an email in English to the owner of the business to inform him /her about the language mistake and suggest a possible correction for the mistake.

Activity 7: A Taboo Game Based on LL signs from the Salamis Road

Aim of the activity: This activity helps to improve students' speaking skill.

Procedures: The teacher puts students into teams and each team chooses a clue-giver. Once the timer starts, the clue-giver tries to help his/her team guess the business on the card without using the taboo words. Teams earn 1 point for each business they guess correctly. Game cards were given below:

Don't say:
- Drink
- Coffee
- Caffeine

Don't say:
- Copy center
- Photocopy
- Stationary

Don't say:
- Make-up
- Lipstick
- Foundation

Don't say:
- Accessories
- Ring
- Earring

	• Bracelet

Don't say:

- Bank
- Money
- ATM
- Account

Don't say

- Beard
- Men
- Clothes
- Shirt
- Trousers

Don't say

- Dentist
- Gynecologist
- Clinic
- Doctor
- Nurse

Don't say

- Eat
- Drink
- Food
- Meal
- Pastry

Don't say

- Internet
- Service
- Computer/laptop
- www.
- Website
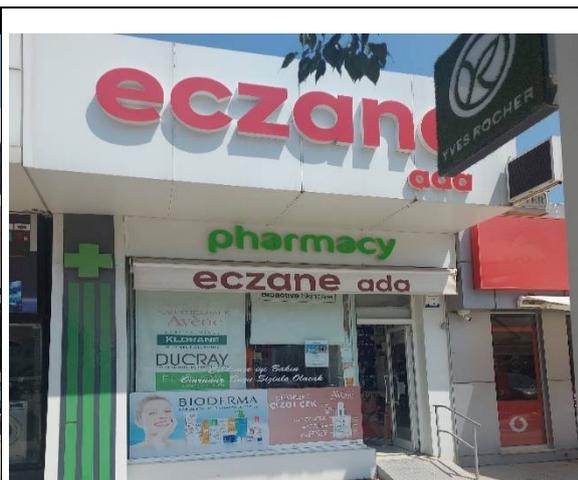
Don't say

- Pharmacy
- Medicine
- Doctor
- Ill
- Sick

Don't Say

- Shoes
- Trainers
- High heels
- Sandals
- Flip-flops

Don't Say

- Clothes
- T-shirt
- Shirt
- Dress
- Skirt
- Trousers

Activity 8: A Role-play Activity

Aim of the activity: This activity helps to improve students' speaking skill.

Procedures: In this role-play activity, students work in pairs. As for setting, they choose one of the businesses from the Salamis Road. (The choices for setting were given below). One of the students takes on the role of a customer while the other student takes on the role of a business owner/ shop assistant / receptionist / waiter / barista. The cards prepared for customer and business owner/ shop assistant / receptionist / waiter / barista can be found on the following pages. These cards guide students through the activity.

Settings

To do list for each setting

Student A: Customer

Setting 1: Hotel	Setting 2: Stationery & Copy Center
• Book a single room • Length of stay: 4 days • Ask the price • When asked, give your personal details (name, phone number, etc.) • Pay in cash or by credit card (it's up to you)	Shopping list: • A4 copy paper (100 sheets) • paper clips • a blue pen • a notebook • a pocket size English-Turkish and Turkish-English dictionary *ask the price of 16 GB usb drives and buy one if the price is reasonable *pay in cash
Setting 3: Technology store	Setting 4: Clothing store
Shopping list: • wireless earbuds • screen protector for your mobile phone • a case for your mobile phone • laptop stand *ask the prices of smartwatches and speakers * pay in cash or by credit card	Shopping list: • a white t-shirt • a pair of jeans • a pair of trainers • a pair of sandals *ask the prices of black leather bags *pay in cash
Setting 5: Coffee shop	Setting 6: Restaurant
Products to be ordered • A hot cinnamon latte with milk foam in small size takeaway cup • Two chocolate chip cookies • A blueberry muffin *ask the barista to warm the blueberry muffin *ask the prices of glass mugs *pay in cash	Food and Drinks to be ordered • a small size vegetarian pizza • a glass of fresh orange juice • a bowl of avocado salad • a bottle of water *tell the waiter that you don't want any olives on your pizza *ask the waiter if it's possible to change your table as your spot gets too much sunlight *pay by credit card

To do list for each setting

Student B: Business owner / shop assistant / receptionist / barista / waiter

Setting 1: Hotel You are the receptionist. • You have an available single room • Inform the customer that the TV is not working • Tell the price • Ask for the personal details of the guest • Receive the payment	Setting 2: Stationery & Copy center You are the owner of stationery & copy center. • Inform the customer that you have high quality A4 papers at a quite reasonable price • You have paper clips, blue pens, and notebook in stock. • You don't have any pocket size English-Turkish and Turkish-English dictionaries • You don't have USB drives • Receive the payment
Setting 3: Technology store You are the shop assistant. • You have wireless earbuds • You have screen protector for the customer's mobile phone • You have cases for the customer's mobile phone • You are out of stock of laptop stands • Tell the price of smartwatches and speakers • Receive the payment	Setting 4: Clothing store You are the shop assistant. • Help the customer find the right size of clothes • Tell him/her the prices of black leather bags • Tell the customer that shoes are on sale • Receive the payment
Setting 5: Coffee shop You are the barista. • Take the order of the customer. • Inform him / her that there are no blueberry muffins left. • Tell the customer that you have chocolate muffins. • Say that you can warm the muffin. • Receive the payment.	Setting 6: Restaurant You are the waiter. • Take the order of the customer. • You don't have any avocados left at the moment. • Say that you can change the table of the customer. • Receive the payment.

Conclusion

The goal of this study was to gain an insight into the linguistic landscape of the Salamis Road and provide guidance on how to design ELT materials by using the LLs signs of the relevant context. The study showed that the linguistic landscape of the Salamis Road was shaped by the decisions that were made based on the local people, international students, rising number of foreigners settling in Cyprus. The study revealed that the significance of English has grown since it acts as a lingua franca and enable communication between people from different linguistic backgrounds.

The study also aimed to provide English language teachers guidance on how to design ELT materials by employing LL signs. As shown in the relevant literature, language learners can benefit considerably from LL-based activities. The LL-based materials produced within the scope of this study particularly focused on promoting the development of productive language skills, speaking and writing. The activities also aim to raise learners' awareness on the languages surrounding them, the concept of linguistic landscape, the significance of English as a global language, and different functions of language.

To the researchers' best knowledge, this is the first study which explored the linguistic landscape of the Salamis Road and used the collected data for designing materials. Therefore, it may help to guide the future researchers who are interested in conducting a similar study. The current study can be repeated in 5 or 10 years to observe the transformation of the linguistic landscape of the Salamis Road and to reveal the factors which have triggered this transformation. Alternatively, future studies may include the perceptions of local people, university students, tourists and linguistic landscape actors regarding the linguistic landscape of the Salamis Road. A further suggestion is that future studies may go one step further to explore the perspectives of English language teachers on the use of linguistic landscape as a pedagogical tool.

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Appendix

LL signs from a local linguistic landscape