

EXPLORING THE LINGUISTIC LANDSCAPE OF NORTH CYPRUS
AND ITS USE IN ELT CLASSROOMS

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ABSTRACT

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In the field of ELT, there have not been many studies on North Cyprus particularly describing language policy, linguistic landscape (LL), whose practice may differ from language policy, and the use of LL in ELT. In this study, the LL of North Cyprus, especially around Güzelyurt and Girne, was explored in terms of the languages that were included, the addressees that were aimed at, and the underlying messages of the texts in which English was used. Data for the study was collected first by the author— for purposes of comparison with students’ findings— and then by students through photographing LL items to be analyzed. The study consists of the researcher’s and participants’ analysis of the items considering the current language policy and its daily practice, and the uses of English in LL depending on what it is associated with. Another purpose of the study was to explore the pedagogical benefits of engaging students with publicly displayed texts in their local LLs for the sake of encouraging them to realize different functions of English using LL. Beginner level students at English preparatory school and two groups of TEFL freshmen students took pictures of LL items where English was used in their neighborhood for four weeks. Two of the three groups had interviews with their teacher except the second group of TEFL program students, and all participants wrote weekly paragraphs commenting on their pictures that were to be presented at the end of the four-week data collection process. To get the thoughts of the students about the effectiveness of the experience, students answered a few questions given by their teacher at the conclusion of the project. The study revealed that students were able to analyze LL items with a wide perspective, explore how and why English, and also other languages, were used on signs and identify the functions that English gained in time in the northern Cyprus. With the analysis of students’ impressions of the LL, the benefits of using LL in ELT and students’ attitudes towards LL projects were identified. The results of the study indicated that students felt positive about LL projects in general.

Keywords: Benefits of LL in ELT, English Language Teaching, Language Policy of North Cyprus, Linguistic Landscape, LL items, Uses of English

ÖZ

KUZHEY KIBRIS “DİLBİLİM ÇEVRESİ” ARAŞTIRMASI VE YABANCI DİL ÖĞRETİMİ SINIFLARINDA KULLANIMI

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İngilizce dil öğretimi alanında, özellikle Kuzey Kıbrıs'ın dil politikalarını, uygulamada dil politikasından farklılık gösterebilecek olan dilbilimsel alanını ve dilbilimsel alanın İngilizce öğretiminde kullanımını sunan çok çalışma olmamıştır. Bu çalışmada, kullanılan diller, bu dillerin kullanımıyla hedeflenen kitle ve İngilizce içeren dilbilimsel göstergelerde esas verilmek istenilen mesajlar bakımından Kuzey Kıbrıs'ın dilbilim alanı, özellikle Güzelyurt ve Girne civarı, incelenmiştir. Çalışma için veri, öğrencilerin bulgularının karşılaştırmalı olarak değerlendirilmesi amacıyla, katılımcı öğrenciler ve onların öğretmeni tarafından, analiz edilecek dilbilimsel alan göstergelerinin fotoğraflandırılmasıyla elde edilmiştir. Mevcut dil politikası, bu politikanın uygulamadaki hali, ve ne gibi çağrışımlarla ilişkilendirildiğine bağlı olarak İngilizce'nin dilbilimsel alanda kullanımları göz önünde bulundurularak, katılımcı öğrenciler ve onların öğretmeni tarafından yapılan analizler, çalışmanın temelini oluşturmaktadır. Çalışmanın bir diğer amacı, dilbilimsel alanda İngilizce'nin farklı kullanımlarını farketmeleri amacıyla öğrencilerin teşvik edilmesi için, öğrencilerin kendi dilbilimsel alanlarındaki göstergeler üzerinde analiz yapmalarının pedagojik faydalarını araştırmaktır. Çalışma dahilinde, bir grup İngilizce Hazırlık Programı başlangıç seviyesi ve iki grup İngilizce Dil Öğretmenliği Bölümü öğrencileri, dört hafta boyunca, yaşadıkları veya ziyaret ettikleri bölgelerde, İngilizce'nin kullanıldığı dilbilimsel alan göstergelerini fotoğraflamışlardır. İkinci grup İngilizce Dil Öğretmenliği Bölümü öğrencileri hariç, katılımcılar düzenli olarak çalışmayı yönlendiren öğretmen ile haftalık görüşmeler yapmıştır, ve bütün öğrenciler, dört haftalık veri toplama sürecinin sonunda sunmak üzere, çektikleri fotoğraflara haftalık yorumlar yazmıştır. Çalışmanın etkin olup olmadığına dair öğrencilerin fikirlerini almak amacıyla, öğrenciler, çalışmanın sonunda projeyi yönlendiren öğretmen tarafından kendilerine verilen bir takım soruları cevaplamışlardır. Çalışma göstermiştir ki öğrenciler dilbilimsel alan göstergelerini geniş bir bakış açısıyla analiz edebilmiş, İngilizce'nin ve varsa diğer dillerin dilbilimsel göstergelerde nasıl ve neden kullanıldığını analiz edebilmiş ve İngilizce'nin Kuzey Kıbrıs'ta zaman içerisinde ne gibi kullanımlar kazandığını saptayabilmişlerdir. Öğrencilerin izlenimlerinin analizi sayesinde, dilbilimsel alan çalışmalarının İngilizce öğretiminde kullanımının faydaları ve öğrencilerin dilbilimsel alan projelerine dair yaklaşımları saptanmıştır. Çalışma, öğrencilerin bu tür projelere genel anlamda olumlu tavırlar sergilediklerini göstermiştir.

Anahtar Kelimeler: İngilizce Öğretiminde Dilbilimsel Alan Çalışmalarının Faydaları, İngilizce Öğretimi, Kuzey Kıbrıs Dil Politikası, Dilbilimsel Alan, Dilbilimsel Alan Göstergeleri, İngilizce'nin Kullanımları

To my beloved husband who has always stood by me and given me moral support

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TABLE OF CONTENTS

ETHICAL DECLARATION..iii	
ABSTRACT.....iv	iv
ÖZ.....vi	vi
DEDICATION.....viii	viii
ACKNOWLEDGMENTS.....ix	ix
TABLE OF CONTENTS.....x	x
CHAPTER	
1. INTRODUCTION.....1	1
1.1. Primary and Secondary Research Questions.....2	2
2. LITERATURE REVIEW.....3	3
2.1. Language Policy.....3	3
2.2. What to Do in a Multicultural Context?7	7
2.3. Language Policies around the World.....8	8
2.4. Ethnography and Language Policy.....10	10
2.5. The Background of Language Policies in Cyprus.....14	14
2.5.1. Historical Background.....14	14
2.5.2. The Linguistic Context in North Cyprus15	15
2.5.3. Status of Turkish and English.....16	16
2.5.4. Language in the Constitution and Teaching of English in Schools of North Cyprus.....17	17
2.5.5. Background Information on Girne, Lefkoşa, Güzelyurt and Kalkanlı.....21	21
2.5.6. The Linguistic Situation at Middle East Technical University in Northern Cyprus Campus.....22	22
2.6. Linguistic Landscape.....23	23
2.6.1. Studies on Linguistic Landscape.....23	23
3. METHODOLOGY.....28	28
3.1. Students as Researchers (SAR).....28	28

3.2. Participants	30
3.2.1. Beginner Level Students.....	30
3.2.1.1. METU NCC- Preparatory Year Program and the Linguistic Landscape Project.....	31
3.2.2. TEFL Program Students.....	32
3.3. The Rationale for the Weekly Interviews and the Pilot Study.....	32
3.3.1. Methodology of the Pilot Study.....	33
3.3.2. Data Collection Process of the Pilot Study.....	35
3.3.3. Student' Findings of the Pilot Study.....	35
3.3.4. Discussion and Conclusion of the Pilot Study.....	39
3.3.5. Students' Feedback on the Study.....	39
3.3.6. Implications of the Pilot Study.....	40
3.4. Stage 1: The Introduction of the Project to the Students via a PowerPoint Presentation.....	40
3.4.1. The Introduction of the Project to Beginner Level Students.....	40
3.4.2. The Introduction of the Project to TEFL Freshmen Students.....	42
3.5. Stage 2: Data Collection and Weekly Interviews.....	43
3.5.1. Data Collection of Beginner Level Students.....	44
3.5.2. Data Collection of TEFL Freshmen Students.....	45
3.6. Stage 3: Classroom Presentations.....	45
3.6.1. Classroom Presentations of Beginner Level Students.....	45
3.6.2. Classroom Presentations of TEFL Freshmen Students.....	46
3.7. Stage 4: Students' Feedback about the Linguistic Landscape Project.....	47
4. RESULTS.....	48
4.1. Secondary Research Question A: What are the benefits of using LL as a pedagogical source?.....	49

4.1.1.	Main Benefits of Using LL as a Pedagogical Source.....	49
4.1.1.1.	Increased Awareness of Languages and Linguistic Landscape Items.....	49
4.1.1.2.	Development of Students' Research and Presentation Skills.....	51
4.1.1.3.	Exploration of New Places and Culture.....	53
4.1.2.	Subordinate Benefits of Using LL as a Pedagogical Source.....	54
4.1.2.1.	Extension of Students' Vocabulary Knowledge.....	54
4.1.2.2.	Development of Students' Speaking Skills.....	54
4.1.2.3.	Students' Increased Self-esteem.....	54
4.1.2.4.	Students' Increased Sense of Responsibility.....	55
4.1.3.	Conclusion.....	55
4.1.3.1.	Beginner Level Students.....	55
4.1.3.2.	Freshman Students-Section 1.....	56
4.1.3.3.	Freshman Students-Section 2.....	58
4.2.	Secondary Research Question B: How do the Students Respond to the Inclusion of LL in the Classroom and the Effectiveness of the Experience?.....	60
4.2.1.	Disadvantages of the Project.....	60
4.2.1.1.	Limited Sources in the Area.....	60
4.2.1.2.	Duration of the Project and Students' Lack of Time.....	61
4.2.1.3.	Beginner Level Students' Problems with the Timing of Project Presentations.....	62
4.2.1.4.	Beginner Level Students' Lacks with Regard to English Language Skills.....	63
4.2.1.5.	Beginner Level Students' Discontentment with the Project Topic.....	63

4.2.1.6. Freshman Students’ Discontentment with the Scope of the Project.....	63
4.2.1.7. Technical Problems.....	64
4.2.1.8. Freshman Students’ Lack of Presentation Skills.....	64
4.2.1.9. Indifferent Attitudes of Some Freshman Students.....	64
4.2.1.10. Freshman Students’ Discontentment with the Findings of the Project.....	64
4.2.1.11. Unattractiveness of the project.....	65
4.2.1.12. Conclusion.....	65
4.2.1.12.1. Beginner Level Students.....	65
4.2.1.12.2. Freshman Students-Section 1.....	66
4.2.1.12.3. Freshman Students-Section 2.....	67
4.2.2. Students Responses to the Question3, “How Enjoyable was the Project?”....	67
4.2.2.1. The Project was Enjoyable.....	67
4.2.2.1.1. Data Collection Method.....	68
4.2.2.1.2. Funny Linguistic Landscape Items.....	69
4.2.2.1.3. The Contentment of Being a Part of a Project.....	69
4.2.2.1.4. Students’ Gain of New Perspectives.....	70
4.2.2.1.5. Doing Research and Feeling like a Researcher.....	70
4.2.2.1.6. Learning New Words.....	71
4.2.2.1.7. Making presentation.....	71
4.2.2.1.8. Interviews.....	71
4.2.2.1.9. Main Focus of the Project.....	71
4.2.2.2 The Project was not Enjoyable.....	71
4.2.2.2.1 Topic.....	72

4.2.2.2.2 Demanding.....	72
4.2.2.2.3Timing.....	72
4.2.2.2.4 Limited Resources.....	72
4.2.2.3Conclusion.....	72
4.2.2.3.1 Beginner Level Students.....	73
4.2.2.3.2 Freshman Students-Section 1.....	74
4.2.2.3.3 Freshman Students-Section 2.....	76
4.2.3. Students Responses to the Question 4, “Would you recommend that other classes do this project? Why or why not?”.....	77
4.2.3.1. The Project is Recommendable.....	78
4.2.3.1.1. Development of Students’ Presentation Skills.....	78
4.2.3.1.2. Stimulated Student Effort.....	78
4.2.3.1.3. Students’ Broadened Horizons.....	79
4.2.3.1.4. An Inspiration for Doing Research.....	80
4.2.3.1.5. Advisable for Specific Groups.....	80
4.2.3.1.6. An Enjoyable and Relaxing Task.....	81
4.2.3.2. The Project is not Recommendable.....	82
4.2.3.2.1. The Need for a Variety in Student Projects.....	82
4.2.3.2.2. Limited Resources in the Area.....	82
4.2.3.2.3. Too Demanding.....	82
4.2.3.2.4. Not Worthwhile.....	83
4.2.3.3. Conclusion.....	83
4.2.3.3.1. Beginner Level Students.....	83
4.2.3.3.2. Freshman Students-Section 1.....	84
4.2.3.3.3. Freshman Students-Section 2.....	86

4.3.	Secondary Research Question C: How did the Students Interpret the Functions of English in their Environment in North Cyprus?.....	88
4.3.1.	Social Functions of English Identified by Beginner Level Students.....	89
4.3.1.1.	English is universal, and it is the language of money, capitalism and power.....	89
4.3.1.2.	English represents “originality” and “high quality”.....	92
4.3.1.3.	English is more “effective” for Turkish people in environmental issues. It is environmentally friendly.....	93
4.3.1.4.	English is “cool”, “fun” and being “active”. English is the language to address the young.....	94
4.3.1.5.	English normalizes some words like “love”, “fuck”, “casino” etc.....	97
4.3.1.6.	English represents a good body; that is, it gives the notion of being fit and healthy.....	99
4.3.1.7.	English is more delicious and different than usual.....	99
4.3.1.8.	English is professional.....	100
4.3.1.9.	English is fashion and elite.....	101
4.3.1.10.	English sounds kind.....	102
4.3.1.11.	English is the language of technology and the internet.....	103
4.3.1.12.	English word “café” adds a new characteristic to eating establishments: not a place to eat quickly but a place to spend good time while eating. “Restaurant”, on the other hand, sounds luxurious.....	104
4.3.1.13.	English is lovely and attractive.....	106
4.3.1.14.	English is big, it is the center, and it is inclusive.....	107
4.3.1.15.	The use of English on the signs of formal institutions/places shows how welcoming official authorities/people are towards foreign people.....	109
4.3.1.16.	English on signs means that the actor knows English and can serve foreigners.....	110
4.3.1.17.	English is the medium of education.....	111
4.3.1.18.	English is the lingua franca.....	112
4.3.1.19.	English is bright and valuable.....	113

4.3.1.20. English gains more trust; it is safe and secure.....	114
4.3.1.21. English is adventurous.....	115
4.3.1.22. English is used to represent well/long-established firms.....	115
4.3.1.23. English is aesthetic and artistic.....	115
4.3.1.24. Conclusion.....	116
4.3.2 Social Functions of English Identified by Freshman Students- Section 1.....	117
4.3.2.1. English is elite, luxurious, and it represents first-class-quality products.....	117
4.3.2.2. Made-up combinations of Turkish and English are an effective way to reach a wider audience.....	119
4.3.2.3. English is the international language.....	122
4.3.2.4. English is somehow used on signs of insurance agencies.....	122
4.3.2.5. English is not the language to represent local things. It is either Turkish or Cypriot accent of Turkish.....	123
4.3.2.6. English is “the medium of social resistance”.....	124
4.3.2.7. English is used for global issues.....	125
4.3.2.8. Clubs are mostly given English names.....	126
4.3.2.9. The products that are against Islamic principles are mostly advertised in English.....	126
4.3.2.10. Actor’s uniqueness can stand out with the choice of language on signs as it is the language of the service.....	127
4.3.2.11. Language choice on linguistic landscape items may work as identity markers and reveal “to whom the actor belongs”	128
4.3.3 Social Functions of English Identified by Freshman Students- Section 2.....	128
4.3.3.1. English is used on signs in order to charm people.....	128
4.3.3.2. Language choices indicate the openness of a group and how welcoming the people in that community are towards other people.....	129
4.3.3.3. Uses of different languages on a sign are purposeful because each gives different messages to different audiences.....	130
4.3.3.4. “Cafe” is a borrowed word with its borrowed connotations: a nice place with fresh atmosphere.....	131
4.3.3.5. English makes technological devices work better.....	131
4.3.3.6. English sounds more sophisticated, and it is preferred by design groups..	132

4.3.3.7. English is the language of elite and upper-class people.....	133
4.3.3.8. English sounds aesthetic.....	134
4.3.3.9. English is used in the names of franchise companies.....	134
4.3.3.10. Turkish names of places are a consequence of “Turkification” process in the North.....	135
4.3.3.11. English creates a difference, makes something outstanding.....	136
4.3.3.12. Partying is an imported recreational activity from the West, and it is expressed in English.....	137
4.3.3.13. English sounds mysterious and more fun.....	138
4.3.3.14. Some languages are associated with some situations. Contradictory uses of them make the actor unique.....	139
4.3.3.15. North Cyprus was a colony of Britain.....	139
4.3.3.16. The number of languages on signs, the amount of foreign language information and the overall proficiency of English has not changed drastically over the last 50 years.....	141
4.3.3.17. Language policy of an institution can be the reason for different language choices for the same message within very close distances.....	142
4.3.4. Conclusion.....	143
5. DISCUSSION AND CONCLUSION.....	146
5.1. Primary Research Question.....	146
5.2. Secondary Research Questions.....	147
5.2.1. Secondary Research Question A: What are the benefits of using LL as a pedagogical source?.....	147
5.2.2. Secondary Research Question B: How do the students respond to the inclusion of LL in the classroom and the effectiveness of the experience?.....	150
5.2.3. Secondary Research Question C: How did the students interpret the functions of English in their environment in North Cyprus?.....	150
6. LIMITATIONS AND IMPLICATIONF FOR FURTHER RESEARCH.....	154

REFERENCES.....155

APPENDICES

A. PILOT STUDY PROJECT GUIDANCE SHEET.....168
B. LINGUISTIC LANDSCAPE PRESENTATION.....169
C. PROJECT GUIDANCE SHEET.....181
D. SAMPLE SPEAKING PROJECT.....182
E. FEEDBACK QUESTIONS.....185

CHAPTER 1

INTRODUCTION

Linguistic landscape (LL) has emerged as an area of focus in the last decade, and up to now various locations have been studied to explore their LL from different aspects ranging from the situation of minority languages (Cenoz and Gorter, 2006) to its role in the “discursive construction of a place” (Torkington, 2009). In addition to the official language policy, it is the people living in a particular location who shape the public space by putting signs in either several combinations of languages or sticking to one language on purpose. It is known that the languages included in the LL are not random or independent from the dynamics of places, possibly indicating the daily practices of the current language policy. Being aware of the close relationship between the language policy and language teaching programming at schools, this study is devoted to the explore the linguistic landscape of North Cyprus, one of the most noticeable indicators of the language policy in a place. What makes this study unique is that the exploration is carried out through the eyes of language learners. That is, students as researchers scrutinize the factors that motivate people to use different languages and, in many cases, predominantly English.

As linguistic landscape is a relatively new area of study, there have been different definitions of it, which in return, defines the data to be in focus and to be collected. In other words, “what constitutes linguistic landscape objects” (Gorter, 2006, p.3) should be decided on before carrying out a study. Backhaus (2007, p. 66) defines LL items as “any piece of text within a spatially definable frame from small handwritten stickers to huge commercial billboards”. As for the data to be collected by students as researchers, Backhaus’s statement was regarded as the basis of the study while exploring the linguistic landscape of North Cyprus, which is a place with an increasing population because of commerce, tourism and migration in addition to its existing multi-communal structure. Through the analysis of both governmental, top-down, and private, bottom-up, signs by students as researchers, it was aimed to illustrate “the linguistic diversity” (Huebner, 2006) of Northern Cyprus from the students’ point of view. Therefore, the characteristics of the linguistic landscape of North Cyprus were analyzed by the participant students.

Shohamy and Gorter (2008) state that linguistic landscape has been gaining the attention of scholars from different disciplines like linguistics, sociology, education, politics, and so forth. Considering the fact that language policy is decisive in the programming of language teaching, the

exploration of linguistic landscape is important to understand the language policy and how it is applied in practice. Moreover, it is also seen as a source for English Language Teaching (ELT) teachers, as the input that students are exposed to is not limited only to their English lessons (Sayer, 2010). There have been several pedagogical benefits of engaging students with publicly displayed texts in their local LLs such as “the development of students’ symbolic competence” and “literacy skills in a multiliteracies sense” (Rowland, 2012). For this sake, English as a Foreign Language (EFL) students were encouraged to realize the English outside the classroom and analyze it to explore the social functions of English in their community, which refers to the usages of English that people utilized in order to transfer some messages to other people by associating English with some concepts or situations. Moreover, one way of how to use linguistic landscape in English language teaching was illustrated.

A project based on the use of LL helps students participate in a research actively as “ethnographers” (Eslami-Rasekh, 2005). Moreover, it contributes to students’ oral language development as they are required to “present their analysis and defend the interpretations they made in organizing and identifying themes in their photographs” (Sayer, 2010). With all the benefits of getting students to be involved in the project, students’ creative interpretations and their critical explanations for them had an important place for the teacher while evaluating students’ projects. That is, how well students explained the logic behind the use of English or other languages in their pictures considering people’s purposes and values were examined closely by the facilitator of the project.

1.1. Primary and Secondary Research Questions

1. How can a study of linguistic landscape be used in teaching English?
 - A. What are the benefits of using LL as a pedagogical source?
 - B. How do the students respond to the inclusion of LL in the classroom and the effectiveness of the experience?
 - C. How did the students interpret the functions of English in their environment in North Cyprus?

CHAPTER 2

LITERATURE REVIEW

In the literature review of the study, the concept of language policy and its different practices in different places are examined as language policy is one of the main determinants of linguistic landscape of an area. Following the detailed description of language policy in Cyprus, brief information on Girne, Lefkoşa, Güzelyurt and Kalkanlı is included as these were the locations that the participant students mostly collected their data from. Moreover, the concept of linguistic landscape is explained, and studies focusing on its role in ELT which shaped the format of this current research are noted in addition to the related linguistic landscape studies.

2.1. Language Policy

Spolsky and Shohamy (1999) assert that it is crucial to define “policy”, “ideology” and “practice” clearly in order to understand language policy and planning. Policy is the decision on the status of a language whether it is explicitly agreed upon on an official document or not. McCarty (2011, xiii) describes it as a “sociocultural process” which is “the complex practices, ideologies, attitudes, and formal and informal mechanisms that influence people’s language choices in profound and pervasive everyday ways”. As different from “policy”, “ideology”, as described by Spolsky and Shohamy (1999), is the notion of a community about that language considering how that language is regarded in the society and what is attributed to it regardless of what the policy commands. Kumaravadivelu (2006) points out its characteristic of being “shaped and reshaped by dominant institutional forces, historical processes, and vested interests” (p.13), rather than only being the notion of a community. Practice, on the other hand, is the present situation of the language and its status, the actual language use. Although all these are separate terms, they have a correlative relationship in which none of them is stronger than the others as a determinant and which shapes the language policy in the end. That is, attitudes of a community may give rise to the prestige of a language, which will bring about an increase in the use of that language (Dailey, Giles & Jansma, 2005). In a similar vein, accredited prestige of a language which had been provided by government support may be decisive in beliefs and attitudes of a society. Spolsky and Shohamy (1999) explain language policy as the control over other people by imposing your language choice to others with an intention to influence them. This imposition commences in the smallest unit of a community, family, in which the decision on language use is made by the adults of that family (King & Haboud, 2011). As the units get larger, the actors who plan language use change depending on the context: Policy makers, leaders, specialized language planning agencies, the elite and so on may determine the language practice, and such de jure language policies can be interrupted with resistance emerged by individuals’ face-to-face interaction

(Gilmore, 2010). McCarty (2011) describes these language practices as levels of policy: “the micro level of individuals in face-to-face interaction, the meso level of local communities of practice and the macro level of nation-states and larger global forces. (p.3)”

Other than actors who shape language policies, there have been countless efforts to comprehend their “overt and covert, top-down and bottom-up” structures (McCarty, 2011, p.2). To illustrate, scholars who examine language policy and planning should be regarded in order to fully understand how language policies are formed, especially from different perspectives. Sociolinguists, political scientists, educationalists and educational linguists focus on different components of the matter, and make various interpretations. Another group of scholars taking an interest in language practice and policy are “conspiracy theorists” as defined by Spolsky and Shohamy (1999, p.38), and these scholars believe that all the depletion of minority languages was planned and managed purposefully by a group of actors in order to regulate language practices of a community for the sake of their benefit. Although this point of view is critical, it is attacked for being superficial and “offering a simple power-based conspirational explanation of language policy” by Spolsky and Shohamy (1999, p.57). Understanding the terms above related to language policy and planning is crucial for the current study as they shed light on the actual language use in North Cyprus explaining the increased prestige of English. They also provide the basis for “social meanings of English” and connotations of other languages identified by the participant students and the researcher teacher.

Language policy aims to either keep the existing language practice the same or make serious alterations. There are two types of language policy and planning: 1. “status and acquisition policy” 2. “corpus planning” (Spolsky & Shohamy, 1999, p.40). While the former one refers to allocating functions to a language in order to define the domains of it like home domain, work domain, etc. and includes also the choice of the language of education, the latter one means modification or changing the language in order to improve its structure. Status planning is, in a way, defining the group of people who can access the power and protection in a society. The medium of instruction in an educational system is also one of the most vital issues and has been a critical decision indicating mainly the political pressure. Heterogeneous cases are mostly problematic and have long term consequences depending on the applied policy which is affected by not only educational but also political, cultural and other concerns. “Submersion”, that is, enforcing the use of majority language on minority children, and “immersion”, which refers to encouraging majority children to accept and understand minority languages and has been approved by educationalists, are two different approaches of language policy in such societies (Spolsky & Shohamy, 1999, p.44). Including officials having their own priorities, Spolsky and Shohamy (1999) list some rationales for policy making such as to conform to language rights, to make information and cultural values accessible, to gain economic profits, to make use of the bond between language and identity, etc. As for the situation in North Cyprus, it can be claimed that the traces of the use of only standard Turkish, İstanbul Turkish, in formal domains of life rather than a multilingual structure as in its past are to be found in the practices of status and acquisition policy considering especially the relationship between language and identity.

Moreover, as the medium of instruction in all universities, “a service to be sold and an important part of the local economy” in North Cyprus as Colin (n.d.) describes, the place of English is not independent from this language policy planning.

Language policy simply can be described as the practice of language planning (Ricento, 2000). However, as being a much broader area of research, the term also includes the study of factors that influence the attitudes of a society and practice towards “language use, acquisition and status” (Ricento, 2000, p. 209). In his analysis of the evolution of language policy and planning, Ricento identifies three main phases regarding the effects of major historical events that had significant impacts on societal understanding. The first phase of language policy and planning work is from 1960’s to 70’s and shaped by the notions of decolonization which went together with the formation of a state, the structuralist movements in the social sciences and most importantly the belief in the efficiency of planning in order to solve language problems, especially those belonging to developing countries. The idea was that it was possible to modernize and westernize such countries by providing linguistic homogeneity, with the common use of English or French for formal purposes as it would no longer host “old developing nations with Great Traditions” (Ricento, 2000, p. 198), which in theory, was planned to bring political integration. The language was regarded as a valuable resource which had to be planned and managed. As a result, “a systematically constructed discourse” was created with the production of texts in various fields by “the colonial West” on behalf of the colonized ones in order to “shape and structure Western representations of colonized peoples and their cultures” (Kumaravadivelu, 2006, p. 14) . Fabian explains this period with “the role of power in the social history of a language- power to impose and promote, and to control and restrict” (Fabian, 1991, p.8). The second phase prolonged till 1980’s, and it is referred to as neocolonial. As opposed to the expectations of the first-phase planners, there was more dependency on the former colonial countries with a worsening democratic and economic situation. Pennycook (1998) sheds light on the economic and political situation of the period with the following words:

The political independence of colonies signifies the end of colonialism and ultimately the end of imperialism...;however,...if it is understood primarily in economic terms, political independence may not signal any particular change in the economic imperialism to which a country may be subjected. It is in this sense that the terms ‘neo-imperialism’ and ‘neocolonialism’ have come into common usage (Pennycook, 1998, p. 34).

This overall position resulted in the questioning of the position of native speakers. Language policy and planning was criticized during this process as it ended up with “linguistic inequalities”, which brought about minority groups who were competent language speakers with a privileged position in the society. With the awareness of the negative consequences and constraints of language policy and planning, it was obvious that the status of a language cannot be determined only by considering how suitable (or not) that language is for modernization. Scholars like Philipson (1992) and Pennycook (1998) pointed out the hazardous and killing impacts of choosing a European language on thousands of indigenous languages. Ricento (2000) defines the last process as not-

completed yet as it includes today's practices. He calls attention to the centralization and the globalization of capitalism, which is a great threat on cultures and indigenous languages worldwide especially when the "discursive effects of English" (Ricento, 2000, p.205) are taken into consideration. As a result, he manifests the need for more micro-level studies which are to be linked to macro-level ones especially in order to catch up with the studies in discourse analysis and ethnography. In this phase, there is a new English, a global one and a demanded one, distinguished from the colonial control (Pennycook, 1998), and the growing pervasiveness of English is explained in the following words: "... while the Empire formed an important discursive web for the spread of cultural constructions of colonialism, the new global empire in English forms an even more significant means for their promulgation" (Pennycook, 1998, p.130).

In order to fully grasp the issue of language policy, language rights should be considered as the very main component as language policies are regarded as a sub-branch of language planning which appeared to solve real-world problems especially for linguistic minorities seeking for their language rights. Paulston (1997) claims that language rights should be regarded as emic rights considering the language, culture and conditions in which a community lives, described as context by the researcher, rather than from a universal point of view. Conflicts and problems caused by language issues end up with some laws to put the rights of speakers of languages in order. These rights include the use of languages in education, religious life, public life and different domains of social life requiring the recognition of each ethnic group in a country. As a result, "language rights" or "linguistic rights", in some cases, is mostly explained by the "legislation or absence of legislation" (Paulston, 1997, p. 10) determining the rights and interests of the speakers of a language without a concern for the language. However, it must be noted that, as Heath (1976) states, the absence of legislation or the absence of any kind of clearly stated policy is still an indicator of a language policy (as cited in Paulston, 1997). Linguistic human rights, on the other hand, is the rearrangement of language rights in the light of human rights, and as personal rights. Skutnabb and Philipson believe that they should guarantee that "everybody can identify with their mother tongue(s) and have this identification accepted and respected by others, any change of mother tongue is voluntary, not imposed, and so on (as cited in Paulston, 1997, p. 81). Considering the fact that many indigenous and minority languages have been disappearing, language rights of the speakers of such languages are also under attack as these people are left destitute of their opportunities to get education in their own languages, maintain and use it in different domains of their social life. Hornberger (1997) uses the terms "endangered languages" and "linguicism" for this situation of many languages, and she claims that language policy and language education are the means of "promoting the vitality, versatility, and stability of these languages" (p.439). Contrary to "language as problem", it is noted that "language-as-resource" (p. 444) point of view for a language policy is the biggest step in changing people's attitudes towards these languages and their literary work, which may lead the majority language speakers to regard them as not only the rights of people but also "a potential resource" (p. 449) for themselves increasing the linguistic significance of their existence. Although the language practices

are very much related to the power relations and the hierarchy of the speakers of languages in a society, language shifts occur, and with language-as- resource orientation policies, endangered languages may be brought “forward”, not back. In order to understand the situation of language rights in North Cyprus, Heath’s claim (1976) on the lack of legislation should be considered as there is no clearly stated policy in North Cyprus apart from the statement indicating that the official language is Turkish. As will be explained in following sections, there are no bans on the use of other languages, which is still an indicator of a language policy (Heath, as cited in Paulton, 1997) especially regarding the existence of Maronites as one of the minority communities in North Cyprus.

2.2. What to Do in a Multicultural Context?

Language policy stands for significant importance as, around the world, it has implementations in ethical, political and legal domains, which come alive in various ways in different communities (Patten, 2001). To illustrate, while, for some time, the USA was turned upside down with English-only activists, there was a fight for the recognition of different languages in the European Union. Canagarajah (2005) emphasizes the importance of creating opportunities for all languages to encourage each of them to develop properly and the significance of considering “the interests of all communities” (p.126) in a multilingual setting. Considering language disputes, Patten (2001) develops a normative framework focused on language policy: All have the concept of equality as their basis, three approaches- official multilingualism, language rationalization and language maintenance- are developed and suggested by Patten considering the available conditions in a society. Official multilingualism refers to the recognition of all languages in a community by providing public services, communication opportunities, and resources equally to the speakers of every language in the community. Although the main principle is to provide equal conditions for all languages with this approach, it is criticized considering the fact that the success of every language will not be the same, and there will be a dominancy of some languages in the society after some time. Language rationalization is the policy of encouraging the use of some languages with a claim to provide more opportunities of people of vulnerable languages in their social life as they will not be limited to their language while, for example, seeking for a job, participating to the informal dimensions of democracy and so on. This approach obviously would be more efficient than the official multilingualism; however, the anticipated advantages are more likely to turn out to be problems in the long term as the vulnerable languages would not be recognized, which can lead to an identity issue. Moreover, people naturally would not want to be excluded from the opportunities in their social life. Therefore, without the need to limit the recognition of some languages, people would learn and use other languages as well for their own sake with the satisfaction of being recognized. The third approach is more like a positive discrimination, which requires more recognition for vulnerable languages so that people think that it is worthwhile learning that language. Patten (2001) describes this approach as “risky” in the terms that “a policy of selective recognition can help to avert a rapid and profound language shift that would disrupt and undermine the options of stranded speakers of the vulnerable language” (p. 709).

As opposed to all three approaches in a multicultural context, the language policy has been mostly shaped by the attempts to develop a national identity in North Cyprus especially since 1974 even though there are no limitations on the use of other languages in public domains. The unresolved problems between South and North Cyprus prevent a thorough policy development. Considering some attempts to develop a national identity in multiethnic societies via a national language program especially in education, Kopečková (2012) states that “the integration by means of the introduction of a state language into education should be balanced with the maintenance of identity, support to the linguistic needs of particular linguistic minorities and the respect for their desires related to maintaining their identities” (p. 16). As a result, it can be claimed that although there are not any problems in terms of respecting the existence of minority languages in North Cyprus, more progress can be made on supporting their linguistic needs.

2.3. Language Policies around the World

Having experienced different developmental processes, countries shape their language policies according to their political, social and economic conjuncture. With globalization, however, most language policies around the world seem to have been adapted in a way that promotes the use of English. Before exploring the language policy in North Cyprus, it is essential to take a closer look at policies of other countries and how they evolved in order to detect the underlying factors that determine the course of change in different countries.

Proficiency in English is given a lot of importance in China not only on the individual level but also on the national level, which is basically shaped by the language policies. Canagarajah explains this tendency in both individual and national level as follows: “In language policy planning, the need for English in other communities is assumed to be beyond dispute as it is considered natural that people everywhere would want to arm themselves with a powerful language for global relationships” (2005, p. xv).

On the individual level, not surprisingly, good command of English can bring more opportunities for education and well-being in social and economic terms. Guangwei (2005) explains the function of English as a means which “provides access to both material resources and symbolic capital” (p. 6) with high prestige. Symbolic capital, mentioned by Guangwei (2005), should be regarded considering Bourdieu’s three forms of capital, which are economic, cultural and social, all of which are the resources of social power (Schultheis, 2009). On the national level, on the other hand, English is the way to modernize the country by reaching the actual information on science and technology. This understanding was the product of a national modernization program in China. However, before this attempt, English was seen as the language of the enemy, and it was not included in the education system in practice. This ten-year gap in ELT in China made it more difficult to revitalize and develop English language education as there were not enough people proficient in English. Regardless of Mao’s main belief which is the promotion of social equality with education,

the modernization program prioritized educational efficiency although the educational opportunities provided in rural and urban areas are not the same at all, which formed the elite group in the country. In China, it can be claimed that the main force of change in the policy has been the modernization efforts to better the economic situation.

The study carried out by Cleghorn, Merritt and Abagi (1989) points out the close link between the language policy and (in)/effective teaching /learning in Kenya considering the different forms of the policy in rural and urban areas. Within the policy, it is stated that English is the official language, and Swahili is the national one in addition to 40 or more vernacular languages with no official status. Like in China, English symbolizes a better life, “upward mobility in a Western type of social structure with a growing middle class” (Cleghorn, Merritt & Abagi, 1989, p. 22). The policy requires the use of English as the medium of instruction in schools after the 4th grade in order to prepare students for a national exam in English in the 8th grade which decides on the students who can continue their education in government or other secondary schools. The first four years function as a bridge to the actual exam oriented teaching. The differences in rural and urban areas are significant in these four years as, in cities, schools can give education either in Swahili or in English while it is mostly the vernacular language in rural areas. Although it is remarkable that a child can get education in his mother tongue, it is not fair to compete with children who get instruction in English from their first year. In addition to this drawback of the policy, Cleghorn, Merritt and Abagi (1989) focus on the possibility that student understanding may be hampered by the English instruction considering both teachers and students’ level of English. As a result, the policy restricting language use only to English and the exam oriented education result in the negligence of the main aims of the education which are to provide students with equal rights for learning and to equip them with employability skills/knowledge. The case in Kenya stands for an example of language policies in most colonized countries. That is, “educational discourses reflected wider social and ideological conditions... they were productive of colonial discourse. As a result, education and education policy both helped to produce colonialism more generally and also has had lasting effects into the present” as Ricento described (2000, p. 61).

In Georgia, different from China and Kenya, English has not been the main component/aim of the language policy as it has just been recently included in it (Kopečková, 2012). After gaining its independence from the Soviet Union, Georgia developed a language policy aiming at the creation of a national identity. Georgia has been a multiethnic country with local languages which are spoken by linguistic minorities at home and in their daily communication with neighbors in addition to Russian as the common lingua franca of these linguistic minorities. In order to eliminate the existence of Russian and integrate the minorities to the Georgian society, the Georgian government made some reforms in the language policy which aimed to promote “high levels of national consciousness, language loyalties, and titular language competence among titular populations” (Pavlenko, 2008, p.292). As a result, the Georgian government implemented the language shift by stating Georgian as the official state language, rejecting the use of Russian in public administration and putting into

practice Georgian language education whose main priority is so called “multilingual education” considering the fact that “the state language use in general education is stipulated by law” (Kopečková, 2012, p. 7). Such changes in education are explained by Hornberger in the following words: “...Language policy and language education serve as vehicles for promoting the vitality, versatility, and stability of these languages, and ultimately promote the rights of their speakers to participate in the global community on and in their own terms” (Hornberger, 1998, p.439). These attempts of Georgian government resulted in the heated debates regarding the fact that education in the mother tongue ends up with much more successful learners whereas minority language children are required to be educated in Georgian first. The Georgian government also initiated teaching English language by introducing English as an obligatory subject rejecting minority groups’ demands about their local language to be taught to their children as an obligatory subject in the program. Although the attempts of minority groups are neglected, it cannot be claimed that English teaching program is not welcomed as English is seen as a representative of a “better future” (Kopečková, 2012, p.14). The situation in Georgia illustrates that when the driving force of a language policy is to create the notion of one nation, the protection of minority languages is dominated by the promotion of the national language. However, this course of events does not pose an obstacle to the expansion of English.

The policies above have been presented to set examples around the world. Although there is no one-to-one correspondence between the language policy in North Cyprus and in these places, they are effective in drawing the general picture of factors affecting language policies: the pursuit of the global market and modernization, traces of colonialism and neo-colonialism, and formation of a national identity.

2.4. Ethnography and Language Policy

With the notion that policy is not only about official texts, but it also covers overt or covert practices, attitudes, ideologies and written/unwritten structures that form and affect the choices of communities about languages, it must be admitted that language policy is humanized, contextualized and historicized (McCarty, 2011). It is a socio-cultural process and can be traced best from an ethnographic perspective as ethnography is the way of exploring what is regular and present, sometimes organized as well, considering various factors affecting what is available with different points of view. Hymes (1980) calls attention to the variety of techniques that ethnography is composed of in order to signify that the way of “truly” learning about a culture, a society, a way of life is to carry out an ethnographic study as “ethnography can embrace anything useful so long as it can make the bed it lies in” (xiii).

Blommaert and Jie (2010) point out that “language is the architecture of social behavior itself” (p. 7). How these social behaviors are formed through language policies and planning requires cultural analysis with ethnographic methods as the data related to “the contextualization of cultural phenomena socially, historically, and comparatively across time and space” can be gathered in this

way together with “insider’s point of view” (McCarty, 2011, p. 78). Hornberger (2013) notes that there are two approaches in an ethnographic research: emic and holistic. The insider’s point of view mentioned by McCarty above coincides with the former approach defined by Hornberger as it is the inference of the local point of view. On the other hand, the holistic approach requires seeing the bigger picture considering all the factors and showing their relationship with each other. As being indispensable components of ethnographic research, both approaches provide different perspectives: emic point of view is from inside of a structure/community while etic stance is from the outside. As the participants of language policy, ethnographers, individuals of a social group, texts defining and defined by language policies, various discourses, language practices, policy makers and so forth are focused on (Hornberger, 2013) to collect the data in a disciplined way which can be done in a variety of forms like by “looking, asking, recording, reflecting, comparing, and reporting” (Hymes, 1980, p. 105).

The virtue of ethnographic study lies in the goal of ethnography of language policy which is the search for particularity rather than generalization or prediction, named thick description by Geertz (1973). In order to deepen the understanding of an ethnographic study and its role in revealing language policy, it is necessary to take a glance at in-depth studies and descriptions— some samples of particularity— before analyzing the language policy and practices in North Cyprus.

In their ethnographic study, McCarty et al. (2011) consider Native American youth as the active actors of language policy in their own social life, and focus on their language practices and ideologies considering especially the fast language shift they have been undergoing. They describe the youth’s policy making as based on their “shared” but “contested” (p. 32) ideologies concerning language and identity. As “overhearers” (p. 37) of their indigenous language in different domains, their communicative repertoire is affected by the practices at their school determining whether youth regard their indigenous language as a source or a problem, even resulting in a linguistic shame and denial of their native language abilities. The study indicates that the youth develop different identities for different domains in which the use of languages may overlap. Moreover, they are also influenced by discordant language ideologies regarding pragmatic value of English, in one hand, which is about English being a social status and civilization marker, and its being an “alien language”, in the other, which symbolizes “assimilation and conquest” (McCarty, 2011, p. 41).

Considering the fact that language shifts happen, it can be stated that the link between identity and language may not always be very strong for everybody. Nicholas (2011) indicates that Hopi youth, an indigenous community, regard being Hopi as practicing the culture without the direct link between linguistic competence and cultural identity with the claim that “the language has a home in the context of youth’s cultural worlds- in the course of daily activities, social institutions such as naming practices and marriages, and ritual performances and ceremonies” (p.7). This language ideology is explained by modernity, its complex impacts and changes on a community and its

practices, which may mean to abandon this indigenous language to die unless an effective and successful language planning aiming to maintain and maximize the use of Hopi is developed.

Ethnographic studies play a fundamental role in understanding language policy and planning of a particular community as they present the “insiders’ perspective”. With such an aim, Canagarajah (2011) explores the attitudes of Sri Lankan Tamil people living in three different locations, Toronto, London and Lancaster, towards the maintenance of their language. As a result of the rapid language shift, the proficiency in English is regarded as much more important than the proficiency in Tamil language in these communities, which results in “language attrition” regardless of “gender, class, and country of residency in the Tamil diaspora” (Canagarajah, 2011, p. 80), and not surprisingly, the new generation, children, are most competent in English. The factors triggering this language loss in these communities involve the notion of being a part of the new society by hiding their differences, inevitable impacts of their background under the colonial rule like the desire of low class people to detach themselves from “their lower caste identity” in their homeland, more independent life opportunities for women with the access of education and employment, etc. Limited economic conditions of families also prevented them from taking their children to the homeland, unavoidably annihilating children’s motivation to acquire Tamil. The fact that Tamil language has lost its importance for the members of its community, and this is entirely rationalized by the members without any internal conflicts; the identity issue of these people might be questioned. At this point, Canagarajah (2011) states that it is blatant that “the core values are changing from language to culture... which is reduced to practices” (p. 90). This “practice-oriented perspective” of diaspora communities should be distinguished from the attitudes of different communities such as indigenous minorities and migrant communities, and so on since language policies and attitudes have context-specific implementations which can be understood with ethnographic studies.

Today, language is not an issue that can be probed into without reckoning the concepts of education, power and globalization. Although colonialism seems to have lost its drastic impacts on language policies, it is still possible that some existing language attitudes and practices can be traced back to the colonial times as many social changes were carried out in those times especially via education. To illustrate, Hopson’s study (2011) should be mentioned as he focuses on the role of a colonial school in Namibia, St Mary’s High School, before and after the independence. This ethnographic study proves that education can function as a vehicle to promote colonialism as in Namibia before the independence and as an access to freedom and independence after the colonial rule. Colonization, as Gramsci describes, which inherently is pertinent to power and status issues, social classes and their conflicts in a society, is the hegemony of the dominant to propagate their understanding and ways of seeing the world to especially indigenous communities (as cited in Smith, 2003). With this purpose, schools under the influence of colonial actors were set up as education assigns occupational roles to youth to maintain the existing power relations or to transform them in the desired way by giving rise to competitions among such forces. As for the case in Namibia, St Mary’s High School had the mission to train the “future leaders” under the influence of British

colonial education policy. As the colonial language, the profound importance of English was obvious because it functioned as the “social marker” at pre-independence promoting the colonial rule. It is when the educated “future leaders” oppose to the apartheid by using the colonial language for the sake of decolonization and liberation that the role of education and English changed and turned into a symbol of freedom.

Local language ideologies are complex issues to understand, and need to be seized upon in the light of current sociopolitical and historical situations in a community. Gilmore (2010) points out the importance of paying attention to brutal consequences of colonialism, the hierarchy between various languages and their speakers and uneven distribution of power among these speakers in the analysis of language ideologies which are, as Gilmore states, far from being “unified, singular and stable” in practice (Gilmore, 2010, p. 122), contrary to the notion and expectations of a national language policy. Ethnographic studies uncover the covert nature of language ideologies and policies by presenting “behavioral, structural, inexplicit, pre-reflexive, and unconscious” practices in the real life addition to their “explicitly discursive” nature (Gilmore, 2010, p. 125). Collins (2011) illustrates the utility of ethnographic studies by alleging that ethnography enables researchers to realize the specific behaviors in a community, “actual language use” (p.128), what McCarty et al. term as “informal policy” (p.32), comparing them with the official ones.

A language ideology of a community is also affected by migration (King & Haboud (2011)). It is a well-known fact that members who migrate to different countries develop language competences in accordance with the requisites of their new society. What is intriguing is that language choices and practices of the people who remain at home also undergo a change. This change can be seen as the diminishing practices of traditional values such as the use of indigenous clothing and language as in the Saraguros, an indigenous Quichua community from Ecuador. Even though the heritage language is promoted by the official language policy, language shift from Quichua to Spanish has been inevitable as a result of “family separation”. For the sake of more money to send home so as to their children could get prepared for non-agricultural professionals, the families got separated changing “their traditional reciprocal, labor based relationships”, which meant for children not spending their time in the fields with the older people, lacking the young from the interaction in their heritage language with other family members. This shift, as King and Haboud (2011) state, lessened the value on “traditional, agricultural, cultural and linguistic practices” assigning Quichua language a role only in the formal education system. Moreover, the money sent home strengthened the need to learn Spanish and English, which was the language mostly associated with work abroad for their “real purposes” in life and the access to the global world with its “imagined great advantages” (King & Haboud, 2011, p. 154).

2.5. The Background of Language Policies in Cyprus

2.5.1 Historical Background

The remnants from around 10,000 BC show that Cyprus has long been a settlement for human activity for centuries. The island hosted Greeks, Egyptians, Persians, and was under the rule of Roman Empire for some time in the middle ages. With the division of Roman Empire, it was a land of Byzantine Empire. The island was exposed to many Arab attacks which removed the wealth of Cypriots to a great extent and resulted in many deaths. Following the Byzantine rule, the island was handed over from Richard I of England to Knights Templar, and then, to Guy of Lusignan. It was when the last Lusignan king died that the Venetians took the control of the island, and the Ottoman attacks started until 1571, when the Ottomans started governing the island. Cyprus became a British colony in 1925 and declared its independence from Britain in 1960.

Language is an indispensable representation of the identity for both communities on the island, Turkish Cypriots and Greek Cypriots (Karoulla-Vrikki, 2004). During the colonial times, closely linked with ethnicity, language planning had always been an issue of contestation over power to uphold ethnic identity on the island. During the colonial times, because of the fact that the Greek Christian Orthodox constituted the majority, Turkish Moslems' prime concern was to keep their ethnic mother tongue safe from the impacts of the Greek considering it as the explicit indicator of their identity. Although Cyprus was a multilingual place where Turkish, Greek and English were used for various purposes, "general societal bilingualism" did not flourish with either of these two ethnic languages or English (Karoulla-Vrikki, 2004, p. 22). Under the British, Turkish Cypriots had used Ottoman Turkish until 1932, when Modern Turkish with the Latin alphabet was adopted "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). Although the local languages were not completely excluded from the official proceedings thanks to official translators, the official language in the government was English. To communicate effectively, "translation posts" were placed in both languages by the British, which also indicated the equal treatment to the languages of both communities not forcing them to use English in all domains (Karoulla-Vrikki, 2004, p. 22). Consequently, even after about a fifteen-year interval of translation services, the fact that the government had to start giving such services because of communication difficulties manifests that English maintained its position solely as the colonial language, but not as the lingua franca. Contrary to the Greek Cypriots, the Turkish Cypriots did not regard English as a threat to their language and ethnic identity. Greek was the language to compete with especially on some occasions that could be interpreted in the way that Greek was given more importance than Turkish. To illustrate, the fact that Greek translation was right under the English translation but not the Turkish one was problematized by many Turkish Cypriots as the order of translations could symbolize superiority. Karoulla-Vrikki explains such reactions as repercussions of "an anxiety to maintain their previous ruling status" and "an insecurity about the potential dominance of the Greek Cypriots" (2004, p. 27), resulting from the feeling that they were left out. These occasions triggered the formation of a language policy for the

Turkish Cypriots with the attempts to obviate the use of Greek while encouraging only English use, which, as Karoulla-Vrikki (2004) points out, was followed by linguistic assimilation of Cypriot Turkish under the influence of English to some extent. Although this welcoming attitude towards English gave rise to the English competence of the society, its impact was limited as the Turkish Cypriots were still protective against a shift from Turkish to English, which resulted from the value attributed to the “ethnic language”, an indicator of being Turks of Cyprus.

Language policies and linguistic attitudes of individuals can be a means of structuring an ideology or identifying the members of different communities (Kizilyürek &Kizilyürek, 2004). The attempts of Turkish Cypriots before 1974 were mostly based on the idea of “partition” from Greek Cypriots as they were mesmerized by the reforms in modern Turkey, and Greek nationalism had risen noticeably, which led Turkish Cypriots to regard Turkey as “motherland”. With the desire to unite with Turkey, most reforms including the language reform came into effect among Turkish Cypriots, especially among the nationalists and elites. Campaigns like “Citizen Speak Turkish” required every Cypriot Turkish citizen to speak in Turkish and ended up with punishments like a fine for the people who used the Greek language or even some Greek words. Within this period, as parallel to these implementations, the impact of press was not to be neglected as the Latin alphabet was used in Cyprus not long after the newspapers used it in Turkey together with the efforts to use “pure Turkish”. All these developments indicate that the changed language policy in Turkey developed the “nationalist ideology” in Cyprus as well as being a part of the “modernization movement” in Turkey, which points out that “language planning can express a wider policy on the linguistic level” (Kizilyürek &Kizilyürek, 2004, p. 44). The year 1974 with the division of Cyprus was a turning point for Turkish Cypriots as they started to notice the cultural differences between themselves and the people from Turkey living in North Cyprus. In addition to this realization, the “Citizen Speak Turkish” campaigns and similar practices, inevitably, put the Turkish Cypriot dialect to an inferior position creating “linguistic insecurity” and “inferiority complex” among Turkish Cypriots which converted into a reaction of Turkish Cypriots to standard Turkish giving rise to the use of their local dialect (Kizilyürek &Kizilyürek, 2004, p. 49). Kızılyürek and Kızılyürek (2004) explain this as the dialect’s gaining “a stronger symbolic value than its pragmatic use”, and this symbolic value meant Turkish Cypriots’ rejection to an adaptation helping them identify the members of their community. The dialect is attributed great importance as it is still symbolic and the key premise of being a “Cypriot” although the orthography is the same with the “standard Turkish” (Karoulla-Vrikki, 2004).

2.5.2. The Linguistic Context in North Cyprus

According to the constitution of the Turkish Republic of Northern Cyprus, T.R.N.C., (1985), the official language is Turkish, but in addition to Turkish, English is used widely on private sector notices and advertisements and also in public sphere by the government even though English has no official status. In his report on language policy and education policy in the Republic of Cyprus, Ratcliffe (n.d) stated Turkish being almost the only language on notices and signs in the northern,

Turkish, part of the island. As the publication date of the report could not be reached, it is not known which period of time was referred with this statement; however, it is obvious that it does not aim at today's linguistic landscape, especially considering the study on linguistic landscape of Girne which was carried out by Önal (2013). The study indicates that Turkish, English, German, Italian, Russian, French and Greek are the languages found in Girne harbour, which is one of the most touristic places on the island. Moreover, the Turkish accent of North Cyprus is noticeable on some linguistic landscape item. Contrary to the report by Ratcliffe (n.d.), in monolingual signs, English (56%) has a stronger presence than Turkish (43%). English is present in almost 97% of the bilingual signs while the presence of other foreign languages is very limited in monolingual, bilingual and multilingual signs with 5%.

At public schools, Turkish is the official language, and English is compulsory from the fourth year of primary school. However, there are some private schools whose medium of education is only English. Students choose a foreign language among German, Greek in rare cases and French as a selective course.

In the light of the three phases described by Ricento (2000) in section 2.2, it can be claimed that as well as the natural evolution of language policies around the world, the political relationships with Britain, Turkey and Greek Cyprus have also played a decisive role in the language policy in North, Cyprus which will be explained in further detail in the following sections.

2.5.3. Status of Turkish and English

Turkish is the national and official language of North Cyprus which is also regarded as a bridge to the "motherland", Turkey. Although the orthography is the same with the standard Turkish, the dialect is noticeably different, and there also exist some different words and expressions in Cypriot dialect. Although it is the wider language of communication, there are some domains that English is predominantly used especially in the commercial sectors such as touristic areas, shops, estate agents, etc. Considering the Turkish-English bilingual notifications on governmental signs that are exhibited to serve expatriates, English might even be regarded as the co-official language at first glance, though literally not stated. The leading local newspapers are published in Turkish in addition to British papers in North Cyprus, the local newspapers of British expats and online papers like *North Cyprus Daily*. Radio channels also have programs in English presented by native speakers. English is the language of international communication as well as its being the language of marketing with the purpose of not only reaching more people but also attracting their attention by using different connotations of English in this society in presenting the products of "modern", "westernized", "advance", etc. world. As these connotations are to be identified with the analysis of the pictures taken by students from the linguistic landscape of North Cyprus, this issue is to be discussed in detail in the following parts.

Attitudes to English are positive among Turkish Cypriots, which may result from their sociocultural and educational backgrounds in addition to the high intensity of exposure to English not

only in Cyprus but also abroad. English has been playing a very important role especially for Cypriot Turkish people as the language of higher education (in England) since they have more opportunities to send their children there for education compared to Turkey citizens thanks to the privileges of being a post-colonial country in tuition fees. A good command of English helps the young understand the culture in England when they study there and adapt to the life and culture to some extent. Moreover, most of Turkish Cypriots have relatives living in England, which brings about a basic familiarity with the English culture. Impressionistic observation suggests that English culture has some impacts on Turkish Cypriots considering their religious practices, lifestyle, cuisine and even their language. Bilingualism and code-switching is quite common among Turkish Cypriots living in England, who are called by some “Londoners” (“Londrez” in Turkish).

2.5.4. Language in the Constitution and Teaching of English in Schools of North Cyprus

Turkish is the language of instruction at public schools in Turkish Republic of North Cyprus (T.R.N.C. Const. art. II, § 1). It is stated in the constitution that the aim of Turkish instruction is to create an awareness of identity which stands for great importance in the national and communal unity. On the website of the Ministry of National Education and Culture, foreign language education, on the other hand, is described as a development of a tool which helps students improve themselves with new and multiple perspectives, and it is also stated that advanced techniques are benefitted from in the education of a foreign language. The legislation makes it obvious that the English-medium institutions also have to give Turkish instruction for the courses that are based on Turkish language and Turkish culture. The interview carried out with the head inspector of the Ministry of Education (2013) revealed that although there is not a certain limitation on the hours of English instruction in private colleges, i.e. English-medium schools, they still have to allocate some hours for Turkish instruction for Turkish language and history courses. In the program of educational planning and program development department, it is among the basic principles to raise students who are capable of using at least one foreign language. The item is as follows:

Unexpectedly, local languages and cultures have gained more importance in the globalized world. However, globalization has been shrinking the world, making far closer and easing the communication. Available and effective communication networks entail the use of a foreign language. As a result, programs aim to make a foreign language to be exclusively used. (T.R.N.C., Ministry of National Education and Culture, 2005)

Department of educational planning and program development website is a good source for information on the teaching of foreign languages, specifically English, in North Cyprus. Based upon the data from the website, pupils start having English lessons in nursery class, and the aim of English lessons in nursery classes, first and second grades at primary school is to create awareness of English (T.R.N.C., Ministry of National Education and Culture, 2006). According to the English awareness program on the website, the awareness is believed to be achieved by using the language in chunks repeatedly and using the body language while explaining the chunks. Greeting, saying goodbye,

classroom language, instructions on how to play a game and very basic daily language required for short conversations are among the aimed language points to be practiced at such levels by making use of songs, poems, posters, flash cards, drama, etc. On the official website of the ministry of national education and culture, it is stated that the program is based on the total physical response method, and students are not expected to produce the language orally until they feel ready to do it (T.R.N.C., Ministry of National Education and Culture, 2006). The assessment is not a “pen and paper exam” in these levels. On the contrary, it is carried out by considering students’ participation, interest in the language and the output regarding whether students can understand what is told to them and react in response. An environment where students can hear the language and observe how it is used is believed to constitute English awareness (T.R.N.C., Ministry of National Education and Culture, 2006).

In the 3rd, 4th and 5th grades, students go on getting English instruction. Their syllabus comprises of five sections: topic, skills, context, functions and tasks, and each unit has the four main skills (T.R.N.C., Ministry of National Education and Culture). By the end of the primary school education, it can be claimed that students are expected to be at the elementary level. As for the reasons stated in the English language curriculum of primary education, the general educational value of English is explained by the importance of English as the “lingua franca” and the “official working language of the United Nations and NATO”. In addition to that, English is regarded important because of its function to “better countries’ international relations socially, politically and economically” and because of the fact that it is the language of most of the “scientific meetings, conferences, literature in the various fields of science and technology, business meetings and international trade”.

In the English language curriculum for 6-7-8th grades, on the website of the department of educational planning and program, it is declared that the main aim is to bring learners to A2 and/or B1 level within the Common European framework with the teacher in the role of an “advisor” but not the “transmitter of knowledge” (T.R.N.C., Ministry of National Education and Culture, 2005a). In the light of the constructivist approach, learner centered lessons are described as the “model”. The aims and objectives of Council of Europe language policy, democratization, usefulness, autonomy, joy of learning, adaptability and creativity are listed as the philosophical foundations of the curriculum. English is one of the compulsory subjects in Northern Cyprus schools, and more hours than any other subjects are allocated to English language instruction in all three types of schools: public colleges, referred to as “kolej”, regular secondary schools and Anatolia Fine Art High School in Lefkoşa. Students enroll in public colleges on the condition that they take and pass the entrance examination administered by the Ministry of Education. These schools are most preferred by parents as they are English-medium and provide students with qualified education (Yılmazoğlu Özdoğa & Önal, 2013). English instruction hours in these schools are 13, 10 and 9 a week respectively in 6th, 7th and 8th grades (T.R.N.C., Ministry of National Education and Culture, 2012). Students can also attain 2 more hours of English instruction by choosing the course as elective among the other language courses, German and French. English gets more importance than other subjects also in regular public secondary schools with 6 hours of English instruction in addition to the selective 2 hours. Although

the allocation of learning hours is exactly the same in Anatolia Fine Art High School, students can enroll only German and French classes as elective language courses because English is not included among the elective ones.

There are four types of 9-12 grade schools in North Cyprus: regular high-school, science high school, college and Anatolian high school. The amount of English language instruction reduces in high schools, and the curriculum, which has been in practice since 2011-2012 education year (T.R.N.C., Ministry of National Education and Culture, 2012) shows that students get 4 hours of English instruction each year during the 9-10-11-12th grades unless they choose to enroll intensive foreign language programs which requires additional 8 hours of English instruction in the 10 and 11th grades, and 10 hours in the last year of their high school education. In addition to this, students of colleges and Anatolian high school receive two more hours of English instruction in their first year, which constitutes the largest segment of the curriculum in these schools.

Students start enrolling in elective courses in the 6th grade, and elective courses offered in 6-7-8 grade schools and 9-12 grade schools vary from school to school. French, German and English are the language courses that are offered to students, and schools can add new elective courses considering their own conditions like availability of teachers and other facilities at school as long as no clashes happen between the optional and obligatory subjects. It is assumed that this statement makes it possible to offer Greek lessons to students in some schools although it is not included in the list of elective courses except in colleges. The only expression of Greek in the official curriculum is on the program of colleges indicating that “the students who enrolled in Greek classes in the secondary school can enroll in them again in the 9 and 10th grades” (T.R.N.C., Ministry of National Education and Culture, 2012, p. 25). Although this situation might bring up questions about whether Greek is being limited as it is not listed on the syllabuses as frequently as other language courses, it was because of the rareness of teachers who know Greek (Yılmazoğlu Özdoğa & Önal, 2013). Personal experience and observation also shows that there are not negative attitudes of teachers towards teaching Greek. In the interview with Yılmazoğlu Özdoğa (2013), upon the question on how these elective courses are defined, she stated that equivalency in education with Turkey is an important factor while designing syllabuses as the schools in North Cyprus prepare their students also for the university entrance exam in Turkey. She continued to explain the situation in the following words:

Greek has been taught at schools for almost 5 or 6 years upon request from students and their parents. In the past, before 1974, we had Greek at our schools because both Turkish and Greek were the official languages. However, after 1974, teaching Greek was abolished in practice. ... In the last decade, policies have changed (Yılmazoğlu Özdoğa & Önal, 2013).

In North Cyprus, there are also private and public colleges which are GCE or A Level program based in addition to preparing their students for the university entrance exam held in Turkey (T.R.N.C., Ministry of National Education and Culture, 2012). Although curriculums for such schools

are prepared by the board of education and discipline, in the interview Yılmazoğlu Özdoğa noted that inspectors do not check thoroughly each school's compliance with the program, which provides the private colleges with the flexibility of adding as many hours of English instruction as they would like to offer their students. English teaching has created a market in education as private colleges are preferred mostly because of their good education of English (Yılmazoğlu Özdoğa & Önal, 2013). Bilingual education in both Turkish and English is also in practice in some private colleges at preschool education, which was regarded as a way of marketing of private colleges according to Özdoğa. She claims that by providing such services, private colleges aim to attract parents' attention from the very early years of education giving the impression that they are more professional and different than others. Although not stated in the program of the Ministry of National Education and Culture, the implementation of this practice was explained with the insufficient school inspections (Yılmazoğlu Özdoğa & Önal, 2013). It was stated that such practices point out a new regulation is needed to modernize laws and programs as the structure and characteristics of North Cyprus's population has changed a lot (Yılmazoğlu Özdoğa & Önal, 2013). Considering the fact that English plays such a major role and has its own market, it is inevitable to wonder whether any other languages are allowed to exist in this market. To this question, the interview with the head inspector shows that although, as the lingua franca, English does not have any competitors, there are no laws against opening institutions whose medium of language is a different foreign language than English.

Considering the student profile, compared to students from Turkey, Cypriot students can be claimed to have better background knowledge of English even though they are not really competent users of the language. This difference can be attributed to the discursive structure of the island. That is, its being touristic and a home for many expatriates may provide students with opportunities to get closer with the language (Yılmazoğlu Özdoğa & Önal, 2013). Moreover, its past as a colonial country resulted in a generation who used the language almost in every domain of their lives, and that generation is raising today's children, which indirectly affects the level of students, as Yılmazoğlu Özdoğa believes. Students used to receive more hours of English instruction at schools (Yılmazoğlu Özdoğa & Önal, 2013). In addition to that, she mentioned exchange programs that were really common and applicable for both teachers and students until Greek Cyprus's admission to EU was declared. It was stated that Cyprus is no longer among the developing countries with this admission. As a result, such exchange programs are not as common as before for teachers and students in North Cyprus today. In the interview, it was also mentioned that there was a positive discrimination of native speakers of English while recruiting teachers for public schools in contrast to today's practice. Despite the positive factors positively affecting Cypriot English learners' profile as mentioned above, today's English language teaching has some flaws in itself, leading us to question of its efficiency even though it constitutes one of the biggest portion of the education system in North Cyprus considering the fact that students, especially the ones graduating from public schools, are not fully capable of speaking the language fluently even after 12-year instruction (Yılmazoğlu Özdoğa & Önal, 2013). One of the mentioned problems is that the policies of education are not stable as they change

quite a lot with almost every new government leading parents to send their children to private schools for a good education of English (Yılmazoğlu Özdoğa & Önal, 2013). Another one is described as follows by Yılmazoğlu Özdoğa, the head inspector: “Some universities in North Cyprus are easy to graduate, and the teacher recruitment exam held by the ministry is not adapted in the light of recent proceedings in the field of ELT, which ends up with insufficient English teachers” (Yılmazoğlu Özdoğa & Önal, 2013).

Linked with the problem of insufficient teachers, English has been taught mechanically with the primary focus on grammar affecting students’ attitudes towards English negatively (Yılmazoğlu Özdoğa & Önal, 2013). As for the awareness program, the interviewee claimed that teachers used to focus on language points at first for quite a long time as if they had been required to teach English to the pupils immediately without considering the requisites of language awareness program (Yılmazoğlu Özdoğa & Önal, 2013). The fact that English input has not been as much as desired because of the increasing number of other lessons, and the hours allocated for English instruction has lessened compared to past also affects students’ competency in speaking English negatively especially considering the fact that Turkish is used quite a lot in English lessons (Yılmazoğlu Özdoğa & Önal, 2013).

Being aware of the flaws of English teaching in schools, the department of educational planning and programme development is taking some steps to enhance the quality with a two-year project which was piloted last year (Yılmazoğlu Özdoğa & Önal, 2013). The project includes designing syllabuses aligned to the Common European Framework of Reference, CEFR, using language portfolios, developing more win-based and skills-based lessons, encouraging teachers to plan their lessons with “CAN DO” statements in order to focus more on output, increasing intercultural awareness with a descriptive approach, developing local teaching materials and changing the central examination by turning it into regular exams applied at the end of every semester with the aim of keeping track of students’ development, the efficiency and applicability of the new syllabus (Yılmazoğlu Özdoğa & Önal, 2013). Also, English awareness program has been getting better for some time as teachers are getting more aware of what they should do in order to raise awareness. In brief, it can be claimed that the changes have been in progress for some time in English language teaching in North Cyprus, and the designers of syllabuses avoid the obsolete methods based on “chalk and board” modernizing English teaching methods and “localizing” teaching materials, as stated in the interview.

2.5.5. Background Information on Girne, Lefkoşa, Güzelyurt and Kalkanlı

As being the most touristic location, Girne (Kyrenia) is the place where most students spend their time at weekends. Many students in the study preferred to take their pictures in Girne with the expectation to find more varied linguistic landscape items that would help them identify various functions of English. Girne, which is situated on the north coast of Cyprus, is one of the five towns in the northern Cyprus. Its territory has a surface of 690, 20 km². According to 2011 census, its

population is 69,163 with 19, 4% growing rate, the highest compared to the other towns (T.R.N.C.State Planning Organization, 2014). It has 7 districts, and these are Girne, Alsancak, Çatalköy, Dikmen, Esentepe, Lapta and Karaman. Girne District is the capital of this resort town. The demographic situation in town changed drastically in 1974 and onwards considering the fact that many Greek Cypriots moved to the south and Turkish Cypriots to the north. In addition to that, immigrants from Turkey became a part of the population in Girne (Hatay, 2007). Although it is a known fact that there are also expatriates from different countries like Britain, Germany, Russia and workers from developing countries, their rate in the population of the town is not known with exact figures for the time being. The most important activity of the town is tourism (Gunce, 2003). “With its visible history, harbor, pleasant climate and attractive topography”, the number of tourists visiting the town has been increasing noticeably (Gunce, 2003). Girne castle from medieval ages, many cafes and restaurants which were mostly used as warehouses in the past, and restored buildings still give the harbor its historic view, which is appealing to tourists. Although they are not strictly inspected, there are some regulations to protect the natural atmosphere of the town with its traditional two storey houses (Gunce, 2003).

Lefkoşa is the capital of Northern Cyprus. The town is divided into two with the buffer zone separating two communities from each other— the Greek and the Turkish. It is the center of cultural and financial activities. Güzelyurt, on the other hand, is the town closest to the village, Kalkanlı, where the campus of Middle East Technical University Northern Cyprus Campus, METU NCC, is located. The participant students, studying at this university, either stay at the dormitories of the school located on the campus or commute from Güzelyurt, which is a 10-minute ride by bus. Güzelyurt is one of the towns of North Cyprus located in the north-western part of the island. The town is known as “the paradise of orange”, and growing orange is the main source of income in the area. According to the census conducted in 2011, the town has a population of 30,037 (T.R.N.C. State Planning Organization, 2014). Kalkanlı is a village of Güzelyurt. The village has been developing swiftly thanks to the growing student population as the campus of METU NCC is located in the village.

2.5.6. The Linguistic Context at Middle East Technical University in Northern Cyprus Campus

Middle East Technical University Northern Cyprus Campus, METU-NCC, is an educational establishment located in Kalkanlı, Güzelyurt in North Cyprus with complete support from the main campus in Ankara, Turkey, not only in academic but also administrative terms. On the official website of the institution, it is clearly stated that the main goal of the university is to provide students with “high standard of international education” with English being the language of instruction. As it is financially supported by the Republic of Turkey, it is considered as a “semi-public” university, which requires the use of Turkish in administrative issues. Because the administrative language of the campus is Turkish, it is a requirement to be proficient in the Turkish language for a candidate of an Academic Board.

The university has a large campus with various facilities as being the residence of many faculty members and Turkish and non-Turkish students. The signs on the campus are crucial since the

public area is mainly composed of them. Although many signs are bilingual, it must be admitted that there are a few ones put by the institution itself written only in Turkish, which has been criticized by two academic staff members in the mailing group of all academic and administrative staff after a series of seminars on work safety. They stated that for the sake of “a courtesy of an international university” and “a safer working environment on campus”, “it is imperative to post these signs in English as well”.

2.6. Linguistic Landscape

Globalization results in changes in language policies around the world. These changes are visible, at the first glance, in cosmopolitan structures of places with bi/multi-lingual practices. Being the arena where individuals are represented publicly and where sociocultural communities “assert themselves on the public scene” (Ben-Rafael, 2009, p.47), linguistic landscape provides in-depth information on language practices of the local community.

Linguistic landscape is “the attention to language in the environment, words and images displayed and exposed in public spaces” (Shohamy&Gorter, 2008, p. 1). The “functional” and “symbolic” purposes that linguistic landscape items carry constitute the reasons for the increasing attention of scholars on the issue from different fields like education, politics, sociology, and so on. The “functional” reason is that public signs are informational (Spolsky, 2009) with communication as the main goal, and it includes stating the existence of the author’s existence (Coulmas, 2009). The symbolic function of linguistic landscape items refers to seeing both power which refers to institutional authority and resistance against it with the analysis of “writing on display in the public sphere” (Coulmas, 2009). This symbolic function of writing in the public areas is not a new practice. For example, Assman (1991) stated that the Rosetta Stone was aimed to indicate an endless existence, “eternity” with its “indestructible stones” (as cited in Coulmas, 2009).

Ben –Rafael’s definition of linguistic landscape is much more detailed and inclusive as follows: “The notion of linguistic landscape refers to linguistic objects that mark the public space, i.e. inscriptions- LL items- that may refer to any written sign one finds outside homes, from road signs to private names to names of streets, shops or schools” (Ben –Rafael, 2008, p.40). Some questions such as whether everything can be used as an item or sign no matter how readable they are, whatever the size is, how easily they can be seen, and so forth might be asked in order to determine the borders of this research field like (Spolsky, 2009). As for this question, Backhaus (2009) states that “any piece of text within a spatially definable frame from small handwritten stickers to huge commercial billboards” (p.66) can be analyzed within linguistic landscape study of a place. Apart from this explanation, depending on the aim of a study, one can decide on the items to be focused on considering some of their features such as their location, languages they include and their actors regarding whether they are top-down signs that are governmental signs or bottom-up, in other words, private signs that are put by individuals in private sector.

2.6.1. Studies on Linguistic Landscape

Cenoz and Gorter (2006) analyzed linguistic landscape of two multilingual cities in different countries, Friesland in the Netherlands and Basque Country in Spain. They explored the situation of

minority languages in terms of their use compared to state languages and English in linguistic landscape. They focused on the languages on the signs, their frequency and the features that bi/multilingual signs have. The notion behind their study was the fact that both the “power” and “status” of languages in a location can be understood focusing on the signs in that location. In other words, the link between sociolinguistic context and linguistic landscape was the main focus of their study. One of the main factors determining the “power” and “status” of a language is by far the official language policy which, in some cases, poses some limitations on bottom-up signs, that is, signs that belong to private business owners. On the other hand, official language policy of a place might also be based on the idea of promoting multiculturalism letting minority languages be used freely. Being aware of this fact, Cenoz and Gorter (2006) included both top-down and bottom-up items from one of the most popular streets in the mentioned cities in their study. With the analysis of the characteristics of bilingual and multilingual signs, they carried their study one step further as the details in the signs such as which language is used at the top, in what size, which one is more recognizable, and so on point out “the importance given to each language” (p.74). Not surprisingly, it is mostly the majority language which is bigger and more eye-catching resulting from various reasons depending on the actors or producers of signs. To illustrate, in bottom-up signs, the owner of a shop may want to have more customers, and in this case, it would not have been logical and profitable to use a minority language which can be understood by less number of people to advertise his products. Another example can be given from touristic places where tourists throughout a year outnumber the people living in those places. As in the globalized world, most tourists rely on their English, it is understandable that the preferred language by shop owners is English unless there is a law against it. However, in Cenoz and Gorter’s study, more signs in Basque signify “a strong language policy to protect the minority language on the landscape” (p.78). Their findings also indicate that communication is carried out internationally in English especially in commercial signs with few figures in German and French. The majority language is more dominant in both locations in terms of not only their number but also their size in the signs. Another important point emphasized by Cenoz and Gorter is that signs have two functions: informative and symbolic. At this point, it must be noted that the bilingual signs which include Spanish and Basque together do not aim to give information in both languages as Spanish can be understood by everyone. More importantly, they symbolize “the feeling of Basque as a symbol of identity”.

In a defined location, the languages that are used and their frequencies are neither homogenous nor random. It is possible to find a large variety of languages in a neighborhood if its members are from different nationalities and there is no ban on their representations on the signage while it can be found that English is almost the only language in a district because of its being the language of international communication like in touristic streets. With the notion of “linguistic tokens serve to delineate the geographical and social boundaries of neighborhoods” (p. 32), Huebner (2006) examined the linguistic landscape of 15 Bangkok neighborhoods. While analyzing the signs, the social groups living in an area, their social status and the activities they were busy with were important

variables for the researcher. Moreover, language mixing was also taken into consideration to make interpretations on the addressee and intended underlying messages through the use of a language. The fact that government signs do not have many variations in any neighborhood including mostly monolingual signs in the national language, Thai, and bilingual signs with Thai and English (40 %) in specifically touristic areas and “newer commercial neighborhoods” (p. 40) indicate that as a part of language policy, Thai is regarded as the national official language and English is regarded as the language that is used to address foreigners. Across the chosen neighborhoods, according to the patterns of language use (for example dominantly bilingual versus monolingual), the commercial signs were categorized in five groups one of which is “neighborhoods where Thai-Chinese multilingual signs dominate” (p. 43). Yawarat and Charoen Krung Roads were placed under this group as Chinese is an important language of commerce in this area. However, except only 51 monolingual Chinese signs, the majority of signs that included Chinese was either bilingual (Chinese and Thai) or multilingual (Chinese, Thai and English). Askew (1994) interprets this situation as a reflection of “Bangkok Chinese willingness to assimilate to Thai language and culture and the Thai willingness to incorporate them” (as cited in Huebner, 2006, p.44). In addition to the patterns of language use, language mixing like inclusion of English syntax/lexicon in Thai scripts was used to add more meanings like “a cosmopolitan flair to the message”.

Linguistic landscape is “a form of social practice”. With this claim, Torkington (2009) aimed to explore the LL of the “Golden Triangle” in Algarve, Portugal, a tourist destination to find out whether the items of LL have an impact on the “discursive construction” (p. 123) of the place. English has a very significant role to make a place, Algarve in this case, look tourist-friendly and cosmopolitan. As a result, LL items in such places can have not only informational but also symbolic functions. Torkington explains the use of English in LL of Algarve with a “meeting expectations hypothesis” (p. 129): producers’ wish to meet the expectations of tourists and expectations of the producers to benefit from tourists in return. With a quantitative study, not surprisingly, it was obvious that English is regarded as the international lingua franca, and its common use in the LL proved the contribution of tourists to the local economy. In addition to this, a preference for one language or another was about “identity construction and the creation of symbolic boundaries between social groups- (non)English-speakers and (non)Portuguese- speakers” (p.143).

As a concept, linguistic landscape is a fairly new subject that attracts researchers’ interest. The topic has been handled in relation to different areas of research. One of them is ELT, and more studies are required on the relation between linguistic landscape and ELT as the use of linguistic landscape items in ELT might be one of the most effective ways to combine in-class lessons with outside world in such a way that students use their knowledge on English actively to comment on the items around them. Sayer (2010) focused on “using the linguistic landscape as a pedagogical resource” (p.143) and developed a template for ELT teachers to integrate their English lessons with real world within a project. Believing the fact that the input that students are exposed to is not limited only to their English lessons, Sayer encouraged his students to realize the English outside the

classroom and analyze it to explore “environmental English”, which refers to “the social meanings of English in their community” (p. 143). For his own analysis, he used the framework which distinguishes between two types of English use: (1) intercultural and intracultural uses and (2) iconic and innovative uses, and he focused mostly on the latter one. He identified six reasons why English is used considering the “social value or meaning English has” in Oaxaca, Mexico. These are:

- Meaning 1: English is advanced and sophisticated,
- Meaning 2: English is fashion,
- Meaning 3: English es ser cool (“English is being cool”),
- Meaning 4: English is sex(y),
- Meaning 5: English for expressions of love,
- Meaning 6: English for expressing subversive identities (Sayer, 2009, p. 147).

Sayer guided the students by asking them the reasons why English is used. What is very practical is the fact that students might focus on different things depending on the level of the students, the topic of the lesson, and so forth. After classifying and analyzing the pictures, the students were supposed to defend their ideas orally with the help of pictures, which enabled them act as experts using authentic texts.

Because of studies like Sayer’s, the idea of using LL as a pedagogical source is getting interest as a result of the benefits mentioned above like using authentic materials, combining in-class and outside the class activities, and so on. Some other benefits were listed by Rowland (2012) considering the outcomes of a project in Japan which was based on Sayer’s. With the intention of increasing student interaction and decreasing teacher dominance in the classroom, Rowland developed Sayer’s project in a way that students were provided with more questions which included also the intended audience, location, etc. of the signs to categorize their pictures. Students’ interpretations point out that the use of LL develops students’ curiosity which results in better “critical literacy skills”. Other benefits were listed as “improving students’ pragmatic competence”, “increasing the possibility of incidental language learning”, “facilitating the acquisition of multimodal literacy skills”, “stimulating students’ multicompetence” and “enhancing students’ sensitivity to connotational aspects of language”.

Cenoz and Gorter (2008) discussed LL also from its being additional input in SLA perspective. Their definition of foreign language and second language makes it difficult to decide on the position of English in North Cyprus. The characteristics of a second language is that people learn it in addition to their mother tongue, and it is either very dominant or in the position of being the language of commerce and industry in the environment, which is the case for English in most places of Girne. On the other hand, Cenoz and Gorter (2008) define a foreign language as the language that is learnt in an “instructional environment” or abroad which refers to people living in a different country for a period of time for their education or job, again explaining the situation of English in Cyprus. In

order to make the distinction clearly, they add one more criteria: “a foreign language is less likely to be found in the linguistic landscape than a second language” (p. 272). Considering all these, it can be claimed that English is a second language in Girne. And, it can be claimed that LL can be an additional source of the acquisition of English as learners are frequently faced with English texts in public spaces, which may contribute to incidental learning. The fact that it is informal learning does not mean that it can be ignored. Cenoz and Gorter point out several advantageous of LL items as input: They are authentic and contextualized. They do not have complex sentence structures. The required interpretation is at the pragmatic level, so they develop learners’ pragmatic competence. To illustrate, a vending machine on which “Are you thirsty?” (p. 276) is written is given as an example because the question on the machine functions as a request to buy a drink, not a real question. The use of LL has more benefits related to its being multimodal and multilingual with its symbolic and informative functions.

CHAPTER 3

METHODOLOGY

The current study is an ethnographic fieldwork which is based on ethnographic interpretive method carried out by students as researchers in the 2013-2014 academic year. Two groups of METU NCC students were actively involved in the linguistic landscape project: (1) English preparatory school students, (2) students of Teaching English as a Foreign Language (TEFL) Program. The project was conducted in 4 stages which will be described in detail in the following sections. The first stage covered the introduction of the project to the students via a PowerPoint presentation. During the second stage, the students as researchers collected data, had weekly interviews with the facilitator teacher of the project and wrote weekly comments about the pictures of linguistic landscape items they had. The third stage was on students' classroom presentations. Eventually, students wrote their feedback about the project in the course of the last stage of the project.

Blommaert and Jie (2010) warns researchers not to depend solely on "asking" as their data collection tool because not being "cultural or linguistic catalogues", people may not be aware of their social behaviors enough to rationale them. As ethnographic fieldwork aims to explore "the implicit structures of people's life" which are mostly regarded unimportant, ethnographic go-out-and-find-out approach of a fieldwork was regarded as the best way to carry out this current linguistic landscape project. In the light of this notion, students were assigned to take pictures of signs in their environment so as that they can identify the functions of English, the reasons why people prefer to use English in North Cyprus.

3.1. Students as Researchers (SAR)

Education is described as a means of deciphering the world one lives in (Kincheloe & Steinberg, 1998). As for students, a good education equips students with fieldwork skills and researcher perspectives so that they can make sense of themselves and the world around them, being aware of their role in the world as active participants (Kincheloe & Steinberg, 1998). Also, Jenkins and Healey (2009) lay emphasis on the importance of students' awareness and experiences of research recommending that every undergraduate student be involved in research learning mode. The fieldwork skills students need to gain and develop include the ability to observe, collect photographic data, record and map information, interview subjects, collaborate with others, evaluate the data in hand and reflect on it, and so on. Only if teachers possess the capacity for carrying out research, under the

guidance of their teachers to provide support and motivation, students turn into researchers who also act as informants (Shah, Rahim, & Yin, 2012).

“Students as researchers”, as Kincheloe and Steinberg (1998) envisioned, reflect on what they experience to figure out what shape their lives “as subjects, rather than objects” (Lehtomäki at al., 2014, p.37). Instead of demanding the knowledge for the purpose of giving it back at times when tested as in “memory-work pedagogies”, students as researchers gain, interpret, produce and apply knowledge regarding it in its own context by reshaping it in a way that it loses its characteristics defined by “formal operational thinkers” such as “objectified”, “certain” and “unpoliticized” (Kincheloe & Steinberg, 1998, p. 7). Formal operational thinkers do not probe into power relations and their effects on how we are trained to think. Providing the basis for “schools and standardized test makers”, they do not tolerate any kind of “ambiguity” by eliminating “the facts that do not fit into the theory” (Kincheloe & Steinberg, 1998, p. 7). As opposed to operational thinkers, post formal ones strive for “emancipatory educational futures” believing that teaching and learning are sensitive to variables depending on the needs of learners, which makes teaching and learning processes blended with “ambiguity and “uncertainty” (Kincheloe & Steinberg, 1998, p. 8). The role of a teacher in such a pedagogical approach as being the researcher of students is to encourage students to face the “uncertainty” with the notion that critical terrain findings never take their final form, as well as leading students to identify and analyze a situation, its effects on parties and how it is perceived by the parties involved in it, arriving at “generative themes” (Kincheloe & Steinberg, 1998, p. 17). Teachers cultivating students as critical thinkers utilize questioning as the main means for freeing students’ minds from the conventions of formal thinking pointing out that there can be several various ways of putting interpretation on a situation. Such a learning context is believed to help students as researchers produce knowledge and question commonly accepted social practices. Jenkins and Healey state that the knowledge produced by undergraduate students is mostly regarded as “the original knowledge” in the US (Jenkins & Healey 2009, p. 1). Moreover, as students are the main conductors of their study, they take the chance to focus on situations that interest them most, which can break students’ isolation from the real life, “the adult world”. Greene (1995) states that such alternative ways of learning also prevent student alienation from education (as cited in Bland & Atweh, 2007). As a result, students as researchers gain cultural and social insights into real contexts by being involved in the analysis of their own learning and education as independent participants, which contributes to students’ intellectual and “educational development” (Lehtomäki at al., 2014, p. 42).

Kincheloe and Steinberg (1998) mention about two types of research to be carried out by students as researchers in a critical pedagogy. The first one refers to the form of inquiry made in a specific context. The focus vary greatly, and it can be on “...semiotic studies of symbols, signs and codes that inscribe meaning in everyday life, phenomenological studies of human consciousness and the meanings individuals give to certain phenomena...” (Kincheloe & Steinberg, 1998, p.4). The second research type, on the other hand, is based on the exploration of researchers’ studies, which advances students’ skills to use the library and its sources effectively while getting them to discover

new perspectives and evaluate them critically. As a framework from educational science, students-as-researchers (SAR) encourage students to participate in research (Shah, Rahim, & Yin, 2012). Engaged with activities promoting interpretation and critical thinking while developing their research skills, students as researchers also make progress in their content-related pedagogical skills on the condition they are assigned to introduce findings and conclusions from their study in class. This set of pedagogical skills involve being selective in using data for the presentation, providing others with an adequate context to make findings meaningful, organizing the flow of ideas, and so on. Shah, Rahim, and Yin (2012) also add more benefits on SAR: the awareness of how important it is for each student to be active in various activities that promote learning, better communication skills together with a well-developed social competence, the ability to reflect on one's experience and knowledge, in-depth understanding of Self, high teamwork self-efficacy, and so on.

In this section of the study, features of SAR projects have been described briefly with the purpose of framing the data collection process of the research and illustrating the application of SAR in ELT classes for linguistic landscape examination. According to the classification of SAR projects above established by Kincheloe and Steinberg, this project corresponds to the "primary form of inquiry" of this field research methodology. Accordingly, students as researchers tried to identify the functions of English in the context of North Cyprus, carrying out an ethnographic fieldwork study on linguistic landscape which was based on ethnographic interpretive method. Considering all the benefits of the practice of students-as-researchers mentioned above, it can be claimed that this project provided English learners with the opportunity to be the actor and active participants of their own study by analyzing the context they learn the language in. As a result, it was possible to explore how students regarded the linguistic landscape around them and the functions of English they noticed in that area. Moreover, in order to determine themes and sub themes related to the benefits of the LL project, students' reflections from conducting a linguistic landscape project were analyzed by the teacher of the researcher students, the primary facilitator of the project.

3.2. Participants

The groups of the project included 22 beginner level English preparatory school students and 28 freshman students of Teaching English as a Foreign Language (TEFL) Program.

3.2.1. Beginner Level Students

To examine the social functions of English, 24 beginner level students at English preparatory school at METU NCC whom the researcher teacher taught English 20 hours a week were assigned to collect the photographic data which illustrated the linguistic landscape of the environment around the students so that they can comment on the choice of languages with possible reasons (adapted from Rowland, 2012). The project was based on individual work and creativity with a critical approach. Out of 24 students, 22 - 9 female and 13 male – collected data and participated in the study. Except one female student who could not pass the proficiency exam of METU NCC in the previous year, the

participants were in their first year of university education and started the year as beginners. At the time of the project, they had finished Top Notch-starter course book and had been using Language Leader-pre intermediate level for almost a month.

3.2.1.1. METU NCC- Preparatory Year Program and the Linguistic Landscape Project

The preparatory year program at METU NCC is meant for newly admitted students who are not competent enough in English to receive the passing score, 60 out of 100, for the Proficiency exam applied by the university. It aims at preparing students for their undergraduate studies and enabling them both to follow their English-medium departmental courses and to use English effectively in their professional lives. The duration of the program is one year, divided into three semesters including the extended semester and two spans in each semester. Students take the placement test, and they are placed in beginner, elementary and intermediate groups according to their English level. There are also ETP classes, which stand for English towards Proficiency, for the students in their second year who narrowly failed the proficiency exam with a score between 50 and 59, 5. The program involves 20-30 hours of English instruction per week depending on the level of students with a daily total of 6 hours in beginner and pre-intermediate groups, and 4 hours in elementary groups. Students who fail to pass the proficiency exam in maximum of two academic years are dismissed from the program.

The program is composed of grammar, reading, listening, writing and speaking components, and a variety of measures i.e. mid-terms, pop-quizzes, announced pop-quizzes and writing portfolios are used to measure the ultimate success of students in each span. Until 2013, there used to be a speaking exam which tested students' fluency, accuracy, pronunciation, use of lexicon and task achievement. Two students from different classes took the exam together, and they were supposed to have a conversation according to their task card. Their performances were graded by two assessor teachers separately out of 50, which would represent 5% of a student's overall course performance for each span. The effectiveness of this type of oral exam was questioned by many teachers because it was a challenge for students to speak comfortably while knowing they were being graded.

The format of the speaking exam changed in the 2013-2014 education year. In the first span of the first semester, each teacher decided on a task that could be anything like a video project, classroom debate, a presentation, etc. to assign his own class. This current study was carried out in that period as a speaking project with the cooperation of the partner instructor, who had 2 hours of teaching with the same students. As a result, instead of preparing two separate tasks for each teacher, the students were involved in one project that would be graded by both of their teachers. In accordance with the project, the students earned scores for each step of the project as shown in Table 1 below. The flexibility of holistic evaluation, however, was not thoroughly eliminated.

Data Collection	-Taking pictures	1 pt for each week
	-Interviews	2 pts for each week
	-Written comments	2 pts for each week
Presentation	-Introduction	7 pts
	-Picture comments	7 pts
	-Closure	7 pts
	-Accuracy	10 pts
	-Fluency	10 pts
	-Pronunciation	10 pts
	-Use of Lexicon	10 pts
-Task Achievement	14 pts	
Written Feedback	5 pts	
TOTAL GRADE		100 pts

3.2.2. TEFL Program Students

The second group of participants involved 28 freshman students of Teaching English as a Foreign Language Program at METU NCC. They were from the two sections of "Oral Communication Skills" classes. Even though there were 19 registered students to the course in the first section and 18 in the second one, 13 of them from the first section and 15 students from the second one participated in the project actively. The former group students were responsible for only taking pictures and writing weekly comments. They were not assigned to have interviews on purpose. In case they needed guidance, the researcher teacher went to see the students in their class on the day of their lesson during their break. The latter group students, on the other hand, had weekly interviews with the teacher, so they were supposed to meet her once a week for the interviews.

3.3. The Rationale for the Weekly Interviews and the Pilot Study

As a part of the project, weekly semi-structured interviews were conducted with the prep school students and the second sub group of TEFL program students. These students met the facilitator of the project once a week to share their comments on their two pictures. To promote further interpretation, students were asked prompt questions which were developed instantaneously by the facilitator teacher of the project in the flow of conversations with the students. The most common ones, though, are as follows:

- Why do you think English is used on the sign?
- How does the sign attract people's attention with specifically English writings on it?
- What images can you think of with the English and Turkish version of the writing?

- Imagine that you are the owner of this sign. Why would you use English on it? What would your purposes be?
- Do you remember seeing similar pictures? Is it possible to make a generalization with your comment?

The interviews mainly aimed to monitor each student's progress and to help them develop their ideas by asking them guidance questions, which turned out to be necessary and crucial considering the outcomes of the pilot study. As a result, the rationale for conducting weekly interviews with students as researchers lies in the implications of the pilot study.

3.3.1. Methodology of the Pilot Study

The study was carried out with 21 intermediate level students who were all from Turkey and studied English at the preparatory school at METU NCC. The students were composed of 9 female and 12 male students who could not pass the university English proficiency exam at the end of the second semester of the 2012-2013 academic year and had to study English also during the extended semester, starting from June 17th to July 29th. Presupposing the fact that the students would be too motivated for the exam preparation to be involved in any kind of activities that were not aimed at the proficiency exam, it was planned to explain and assign the task to the students at the very beginning of the term. As a result, the researcher teacher made a power point presentation and distributed task sheets to the students on June 24th.

The presentation was mainly about linguistic landscape; however, as the students did not need to know the terminology and using terminological words would make the task more complicated, the researcher designed a presentation using very simple English and sample pictures taken from Girne, which is the town where students spend their free time most as it is a touristic place with lots of activities. The title of the presentation was "English in our Environment", which, at first glance, sounded to be related to the ongoing debates taking place in Turkey about the increased use of English and its severe damage on Turkish, and it was supposed that most students were familiar with these debates as they all came from Turkey. It was a simple way of explaining linguistic landscape, which was a totally new field of study to the students, without using sophisticated words. In short, the title was chosen on purpose in order to attract students' attention in addition to presenting them a new perspective.

Before giving the presentation, the teacher tried to elicit students' ideas about the topic by asking which languages they see around them most and why. The students were in a dilemma for a short time about whether it is Turkish or English. After watching the students persuade each other, the teacher told them that she wanted them to focus on English and the reasons why it is so common. Many of the students claimed that the reason was the fact that English is the global language understood by a lot of people from different nations, and Cyprus was a touristic place. Following students' responses, the teacher started giving her presentation by using sample pictures and

explaining some of the usages of English defined by Sayer (2010). After she asserted that English is the language that represents advancements in technology, fashion, and a colorful life, the teacher let students talk about their ideas. One of the students came up with the issue of real estate agents in Girne claiming that they all use English because people from England come here not only for touristic reasons but mostly for settlement. Another student pointed out the history of Cyprus in the following words: "It was colonized by the British long time ago, which resulted in a society adapted into British lifestyle, culture, and so on. Consequently, English became a part of the society in Cyprus, and that is why we see that much English". Another one commented on the signs of insurance agents as most of them have English on their signs claiming that English may give the impression of "safety".

Pleased with the comments of the students, in order to draw students' attention to how to make analysis for the study, the teacher concluded the discussion stating that all the students were right because the common use of English results from various reasons in addition to its being a global language. Then, the students were presented with how to make analysis of LL items using guiding questions that were to be distributed to them at the end of the presentation. Finally, the teacher made a brief summary for the students perplexed with the different point of view stating that there are several reasons why English is used in our environment, signs can be used to make analysis of social functions of English, and different languages are also used depending on the actor of a sign, the audience, direct or underlying messages. The students were given the task sheets including the guiding questions to explain what they were supposed to do (See App. A). As most students lived on the campus, the teacher informed the students about the fact that they were supposed to send their comments to the teacher on the following Monday so that they could take pictures at the weekend when they had time to go out of the campus.

At the end of the first week of the study, although the deadline for students' comments expired, there was no participation by the students. As a result, the next day, the teacher brought up the subject by talking about "global English as the neoimperial language" (Philipson, 2008, p.33). How English became so widespread was discussed pointing out that language issue does not exist on its own. The relationship between power and language was revealed so that they could see the connection between politics and language choices. After the discussion, the students seemed convinced that the choice of language is not random whatever the purpose of the use is. Some of the students were so much attracted by the topic that they felt the need to express their feelings out loud saying "Hocam (Teacher), how interesting your topic is". One of the students even asked whether it was possible for her to write an essay about the topic instead of a short paragraph. Although it was obvious that the majority of the class liked the topic and seemed to be willing to participate in the study, some of the students mentioned about their problem which was about the fact that they did not go out of the campus a lot as they had to study for the proficiency exam to a very tight schedule. As a solution to this problem, the teacher suggested uploading two pictures to the classroom Facebook account every week so that they could comment on them.

3.3.2. Data Collection Process of the Pilot Study

In the second week of the study, few students started to send some comments to the teacher. The students who sent their comments were successful students with high sense of responsibility. Some other students told the teacher that they started taking pictures although they never commented on them in the end. Only one student was really enthusiastic about the study and had thought about this issue before. During a break, that student told the teacher that since she was a child, she had always questioned the use of languages on signs especially when she and her parents travelled to different places. One student was involved in the study only for the sake of helping the teacher and wrote in his e-mail that he did his best in order to contribute to the teacher's research which was the only reason why he commented on the pictures. Two students, on the other hand, commented on the pictures in order to get a high performance grade, which is the grade given by the teacher considering students' participation to the classroom activities normally; however, in order to encourage students to take part in the pilot study, the teacher informed the students that this was a project where students could get extra points for their performances. As a result, towards the end of the semester, some students wrote their comments on the Facebook page about the pictures uploaded by their teacher just for the sake of earning extra scores for their performance grade.

At the end of the semester, the majority of the students did not do anything for the study apart from being involved in the classroom discussion when the project was first presented to them. Only 7 students actively participated in the project, and these students focused not only on the social functions of English in their society but also the use of other languages on LL items.

3.3.3. Student' Findings of the Pilot Study

The pilot study was completed with few participants who commented on pictures either uploaded to the classroom Facebook account by the facilitator teacher of the project or taken by the students themselves. The five figures below are the pictures that were uploaded in order to get students' comments. Even though the students were informed about the fact that they were supposed to focus on each sign separately, very few comments were written specifically on a single picture.



Figure 1



Figure 2



Figure 3

One of the students made an overall comment about Figures 1, 2 and 3, focusing on how popular and attractive English is, which makes the language preferable while marketing or advertising

products. The student noted, “Firstly, their targets are consumers. Considering its popularity and attractiveness, people used English on signs. In addition, English is used in this society a lot, and it is given more importance than Turkish. Finally, we can associate English with advertisements” (Pilot Group- Student 1, PG-S1). Another one who commented on the same figures all at ones agreed on the fact that English is regarded as more important than Turkish. The student elaborated on the role of English in our lives as follows:

I believe the intended audience is the people who know English. The language on the signs is English because it is the global language, and everybody can understand it. English is always given more importance because many people speak English, and it is a kind of must in our lives. As a result, people prefer to use English in every domain of our lives (PG-S2).

The most enthusiastic student about the project in the classroom considered not only the use of languages but also the color used on Figure 2, believing that it also plays a part in sending people different messages. The student was able to read the “verbal text” and the “accompanying image” (Cenoz & Gorter, 2008, p. 278), which requires multimodal literacy for understanding. The student explained,

This sign is most probably taken from a restaurant because “Niyazi’s” means “Niyazi’nin Yeri (Niyazi’s place)” in Turkish, and such expressions are used by restaurant owners. By using such a name which is a combination of Turkish and English, the owner of this place not only created a distinctive name for his place but also addressed foreign people. Moreover, the color of the sign is red, and it is also not random because the color red stimulates the appetite and increases craving for food (PG-S3).

One student from the pilot group wrote his/her comments about the use of various languages on signs and the motives behind them without specifically examining one picture. The student wrote,

In Cyprus, advertisement signs or signs of companies do not include only English as far as I have noticed. The reason why Cypriot accent, Spanish or other languages are used on signs can be to attract people’s attention. For example, let’s say there is a sign of a shop written in Spanish. People may wonder what the writing says, and go into the shop to satisfy their curiosity. This is an effective way to entice people to shop. English, on the other hand, is commonly used on signs because most Cypriot people know English. Moreover, Greek Cypriots and people from all over the world can understand it (PG-S3).

Another student also focused on the three figures above, Figures 1, 2 and 3. Like the other students, this one could not think of any other functions of English rather than its being a marketing strategy and a means of addressing foreign people. The comment of the student is as follows:

The intended audience is foreign people, and the language on signs is English because there are many foreign people here. It is the mostly used language, and everybody is familiar with it even if they do not know the language very well. Moreover, it is a marketing strategy. By using English, shop owners try to attract people’s attention (PG-S4).



Figure 4



Figure 5

Figure 4 is a picture taken by the facilitator teacher of the pilot project. The teacher uploaded the picture to the Facebook account of the class. One student commented on the picture in the following words:

Tourists are the intended audience on this sign. Considering the number of foreign tourists visiting Cyprus, English was given more importance because it is written first. The other language on the sign is Russian. This might mean that Russian people come to the island a lot. Turkish is not used at all. Maybe, it was thought that local tourists would not be interested in seeing this place (PG-S5).

Another commented on Figure 5. Considering the comment of the student, it can be claimed that the student successfully noticed the close link between the languages on linguistic landscape items and daily practices of people using that language. Languages used the signs also indicate information about the demographic structure of the population. The student was able to consider this relation, and stated, “The intended audience is the people living in the area or in Girne because Turkish is used first. The use of English shows that a proportion of the population consists of British people. Moreover, the sign indicates that people are sensitive to animals” (PG-S6).



Figure 6

Figure 6 above was taken from the student who was above mentioned as the most enthusiastic student about the topic of the project. As the study did not put any limitations on the linguistic landscape items, the fact that Figure 6 is a picture of a souvenir did not pose a problem for the validity of the study. To the amazement of the facilitator teacher, the student took into consideration the possible symbolic functions of language signs (Landry & Bourhis, 1997) while commenting on the border lines on the souvenir. She elaborated on her opinion:

The intended audience might be tourists because there are the pictures of some historical artifacts. Sailboats show that Cyprus is a touristic destination. The most important thing is that Cyprus is written in English. This souvenir must have been produced either in North Cyprus or Turkey because there are border lines on the picture of the island because Northern Cyprus is recognized only by Turkey (PG-S3).



Figure 7



Figure 8



Figure 9



Figure 10



Figure 11



Figure 12



Figure 13



Figure 14

The pictures above, Figures 7, 8, 9, 10, 11, 12, 13 and 14 were taken by one student, and her overall comment is as follows:

According to my point of view, use of foreign languages is common in Cyprus. Audience is very important in the touristic places, so English is used extensively. British people lived here in the past, and there are still many of them living here. Another reason might be that English is the international language. In the first picture (Figure 7), we see that English is used, and it can show us that British people

love extreme sports. In the other picture (Figure 8), Turkish and English are used together because Turkish people and British people live together in Cyprus (PG-S7).

3.3.4. Discussion and Conclusion of the Pilot Study

Considering the number of students who participated in the study, it can be claimed that the timing of the project has a vital importance on motivating students to take part in it. In the case of the pilot study, the fact that the students had a proficiency exam ahead of them was the reason why the timing was not really appropriate for such a project that required field research. The low participant number also indicates that students do not push themselves hard enough to be involved in a project when their participation is on voluntary basis, and when they do not have anything to lose, i.e. some marks in this case. If all the students had been informed that their participation into the study was compulsory, and the ones who did not do anything for the project would be penalized, the participation rate would be much more different than the current one.

The comments listed above show that the participant students as researchers did a good start on their analysis of LL items focusing on the functions of English and the reasons why it is so common in our environment. Some of the conclusions that can be drawn from their analysis are the following:

- The intended audience of signs written in English is mostly tourists, consumers, people who know English and foreign people while Turkish ones are aimed at Turkish people living the area.
- English makes things sound and look more attractive and popular.
- English is mostly used on advertisements.
- English is the global language, and it is understood by many people.
- More importance is given to English rather than Turkish.
- English is a “must” in our lives.
- Using a combination of Turkish and English, distinctive names are created.
- English is used almost in every domain of our lives.
- Cypriot accent and different languages are also used in the LL of Northern Cyprus as a way of marketing to attract people’s attention.

3.3.5. Students’ Feedback on the Study

As for the last part of the study, none of the students responded to the questions that were prepared to get student feedback on the project. The main reason for that might be the fact that the researcher teacher kept waiting and hoping for more comments from different students until the last week of the semester. When they all got the questions, they might have regarded answering those questions as a waste of time as they had their exam ahead of them. The questions are as listed below:

- In your opinion, what are the advantages of this project? (Size göre, bu çalışmanın avantajları / faydaları nelerdir?)
- What are the disadvantages? (Çalışmanın dezavantajları / zorlukları nelerdir?)

- How useful was this project? (Bu proje ne kadar kullanışlıydı/ işlevseldi?),
- How enjoyable was it? (Ne kadar eğlenceliydi?)
- Would you recommend that other classes do this project? Why or why not? (Diğer sınıfların da böyle bir proje yapmalarını tavsiye eder misiniz? Sebeplerle açıklayınız lütfen.)

3.3.6. Implications of the Pilot Study

The pilot project indicated that considering classroom discussions as an indicator of students' interest and their positive attitudes, such ethnographic studies, with a good timing and motivational factors, can arouse students' attention because they give students the chance to interpret what is around them considering the historical, social and political situation of a place. One of the most important factors affecting students' participation is timing. Students do not want to be involved in voluntary projects when they are under pressure of their upcoming exams. Another important point is that students should be provided with strong motivational factors so that they feel the need to do their best. Close monitoring and guidance is expected to enhance students' active participation and engagement in linguistic landscape projects. As a result, it is recommended that weekly interviews be conducted with students.

3.4. Stage 1: The Introduction of the Project to the Students via a PowerPoint Presentation

In order to familiarize each group of students with the notion of linguistic landscape studies, the researcher teacher made a 15-minute presentation that included pictures taken from Girne and some comments about the pictures showing students that uses of languages on signs can be questioned as they are not chosen randomly, and especially English has been loaded with some association of ideas and is used for different purposes. Inspired by Sayer (2010), the title of the presentation was "English in Our Environment" (See App. B). In order not to scare the students away from the project, such a simple and clear title was chosen. As language learners, students can be exposed to a large amount of written English if they look around with conscious and open eyes. This presentation aimed to attract students' attention so that they could notice linguistic landscape items in their environment and think about the related details about them.

3.4.1. The Introduction of the Project to Beginner Level Students

Prior to data collection, with the aim of exemplifying some of the possible social functions of English with sample pictures from Girne, there was the 15-minute presentation for beginner level students on October 25th, 2013. Before the presentation, the main purpose was to drag the students to the topic by asking some questions such as "Which languages do we see around us" and "Do we see only Turkish on signs?" These questions helped them to find the answer that English is used a lot, maybe even more than Turkish.

While discussing the questions above with beginner level students, one of them said that Italian was also used on pizza restaurants. "Russian is also used in Cyprus" said another one. Some students even mentioned about seeing Greek especially in Lefkoşa. I wanted to draw their attention to

the use of English and asked them why English is used in North Cyprus. Most of them claimed that it was because Cyprus is a touristic place, and English is the international language. They were so sure of themselves that it was obvious that they thought there was no need to question further. I wanted them to consider also the foreign people living here and expatriates. Then, they realized that touristic purposes are not the only reason why English exists in North Cyprus. They also started comparing Cyprus with Turkey, and one of them said “The history of Cyprus as a colonial country is an important factor because most people know English, and they are used to living with English people and using their language.” I wanted them to notice that if they could see English also in Turkey, Cyprus’ being a touristic place and its past as a colonial country would not be the whole explanation for the use of English. A female student stated that there are lots of shops which have English on their signs both in Turkey and also in Cyprus because the owners want to attract people’s attention by using English. I asked the others’ ideas, and they all agreed with their friend’s opinion. One student added that “English is used because some people are Western wannabe, and they think English will bring them prestige”. As the brainstorming session served its purpose, and the students started thinking about various reasons why English is used around them, I went on with the presentation that I prepared for them.

Adopted from Sayer’s (2010) study, the first example of English’s meanings which was the fact that English sounds more prestigious and more modern was mentioned as the reason why mobile phone companies, internet cafes, graphic designers, etc. prefer to use English (See App. B; slide no: 2, 3, 4). Two example pictures were shown them to explain that “English is advanced”, so the claim was that English is the language of technology. Seeing the example pictures, one of them said “Okay, teacher, you show us these pictures but these are not from Cyprus”. Upon this claim, I told them that these pictures were all taken from Girne. When they heard this, there was a noticeable change in their attitude, and they were more interested in the pictures and the presentation. Some other meanings of English like the fact that English is fashion (App. B; slide no: 5, 6, 7, 8), it gives the notion of a colorful life (App. B; slide no: 9, 10, 11), and it is adventurous (App. B; slide no: 12, 13) were mentioned to students with example pictures.

Next, they were introduced to four questions adapted from Rowland (2012) that were used in linguistic landscape studies as listed below;

- Who is the intended/target audience?
- Why do you think English is used on the sign?
- Why do you think Turkish or other languages are (not) used on the sign?

What type of sign is it (e.g. advertisement, road sign, map, menu, etc.)?

Students were shown 7 more pictures to help them realize that each question ended up with different pictures that were open to various comments from different perspectives. One of the pictures

in the presentation (App. B; slide no: 17) was not taken from Girne, but was found online (from the web address: <http://www.flickr.com/photos/harrishui/4725211539/>) in order to show them an example that included the pragmatic use of English as described in Cenoz and Gorter's study with a vending machine (2008). That is, the writing, "Are you thirsty?" on the picture, was not a real question but "a mild hint that is understood as a request to buy a drink because of the context in which it is placed" (Cenoz & Gorter, 2008, p. 276).

At the end of the presentation, there was a short summary concluding that there are several reasons why English is used in our environment, signs can be used to observe the social meanings of English, and the choice of language may depend on the actor of a sign, the audience, direct or underlying messages, etc. (App. B; slide no: 22). The last slide explained to them what they were supposed to do for their project. It was also distributed to the students as project guidance sheet which included the instructions both in English and Turkish (See App. C). It was the modified version of the project guidance sheet that was used in the pilot study. Even though the students were given the same guidance questions, the process of students' data analysis was more controlled in this study, and there were more requirements compared to the pilot one. That is, the participants were supposed to have weekly interviews, write weekly comments on specific number of pictures and make a presentation of their findings.

After the presentation, they were also encouraged to realize the benefits of being involved in a project with its all steps, from the data collection to presenting it by discussing how this experience would prepare and help them for further big projects that they have to do in their departments.

3.4.2. The Introduction of the Project to TEFL Freshmen Students

The facilitator teacher introduced the project to the two sub groups of freshmen students by using the same presentation that was for preparatory school students (See App. B). The presentations were made on 19th and 21st of February to the first and the second group of participants respectively, and the only difference from the presentation of beginner level students was the addition of two pictures to the beginning of the presentation with the aim of eliciting their ideas. The first picture below, Figure 1, was taken from the campus of METU NCC at the beginning of the education year. Thanks to the picture, students thought about the conclusions that could be drawn at the first glance about their school. Their interpretations of the sign were that METU NCC is an English medium school as "Welcome" in English written in bigger fonts, it has a welcoming attitude towards international students, it aims to have more international students, and so forth.



Figure 1

The second picture was from the opening ceremony of the academic year 2013-2014 at METU NCC. Almost the same comments were made in addition to the reason why Turkish was used on this sign rather than the one in the picture above.



Figure 2

After students were presented sample interpretations of some linguistic landscape items, what they were supposed to do was explained to them, and they were given out the same task sheet as in preparatory students (See App. C).

3.5. Stage 2: Data Collection and Weekly Interviews

The data of linguistic landscape items were collected by students using a digital camera or students' cell phone cameras. Every week, students had an interview with the researcher teacher to share their comments on their two pictures. Considering the fact that the students were not familiar with the linguistic landscape studies, the researcher teacher held semi-structured interviews with prompt questions with students who had difficulties in approaching the pictures as linguistic landscape items that can be interpreted in several ways believing that “they obviously pertain to cultural reality of a given location as linguistic landscapes are entirely human-made phenomena” (Walinski, 2013a,

p.7). The prompt questions that were to promote further interpretation were developed instantaneously by the researcher teacher in the flow of conversations with the students. The most common ones, though, are as follows:

- Why do you think English is used on the sign?
- How does the sign attract people's attention with specifically English writings on it?
- What images can you think of with the English and Turkish version of the writing?
- Imagine that you are the owner of this sign. Why would you use English on it? What would your purposes be?
- Do you remember seeing similar pictures? Is it possible to make a generalization with your comment?

Students had four weeks to finish their project. That is, each week, they were supposed to take pictures and meet the researcher teacher in her office to talk about their ideas. These office meetings were held in a friendly and comfortable manner with each student individually. Students could decide on the day of the meetings as long as it was not the off-day of the researcher teacher. As a result, they had four days in total, and some of them preferred to share their ideas at the beginning of each week. Some of them, on the other hand, postponed the weekly meeting to the following week when they did not have the chance to take pictures or could not find pictures worth commenting. They had been informed that they could talk about four pictures at most in a weekly meeting. The aims of weekly meetings were mainly to monitor each student's progress and to help them develop their ideas by asking them guidance questions, which turned out to be necessary and crucial considering the outcomes of the pilot study.

The students were specifically asked not to use pictures from the internet. They were also informed that the pictures did not have to be only from Kalkanlı, where their campus was located. On the contrary, they could use every type of sign pictures as their data as long as the pictures were taken in North Cyprus, which provided certain flexibility for the students.

3.5.1. Data Collection of Beginner Level Students

The data collection of beginner level students which was based on students' gathering of pictures of signs in their neighborhood took four weeks in total, from October 28th to November 24th, 2013. In this process, as this kind of a project was new to them, beginner level students were not sure about what they were looking for although they were presented sample pictures and comments. As a result, most of them just answered the guidance questions without searching for any social functions of English. They mostly noticed the uses of English as a lingua franca in contexts that English was used for foreign people such as bilingual signs on their campus for both Turkish and international students and English signs that were put for touristic purposes. The only comment regarding the social functions of English was that it was more attractive. For them, the signs of restaurants, bars, shops etc. included English only because the aim was to attract people's attention. At that point, I asked them

“how”. I encouraged them to dig further by asking “how does English attract people’s attention” and “what kind of image does English create in our mind?” When they had difficulties, I asked the students to close their eyes, and listen to both Turkish and English versions of words that were written on their picture, and I uttered the words so that they could think of the images created in their mind by the use of both languages. In this way, they could realize the specific purpose of the owner of the sign.

After office meetings, each week, students wrote a paragraph about their pictures and sent them to the researcher teacher knowing that in the end, they were going to make a presentation of their pictures and comments. These short meetings helped students also be selective while taking the pictures. Some of them mentioned about their experiences while taking pictures as they went in to the shop or restaurant and directly asked to the owner of the place the reason why they preferred to use English. While commenting on the pictures, they considered the owners’ responses as well.

As the basic idea of linguistic landscape studies is to prove that language choices on signs are not random, I did not want to limit my students only with the use of English. They knew that they could also focus on the existence of other languages; however, as such examples were not common in their environment, only a few pictures were taken with different languages.

3.5.2. Data Collection of TEFL Freshmen Students

The second stage, which required TEFL freshmen students to collect data and write their comments to the facilitator teacher of the project every week for at least two pictures, took four weeks in total and ended on 30th of March for both sub groups. The first participant group students were not supposed to meet the researcher teacher, so they did not have weekly interviews. However, in order to be in contact in case students need any help, the researcher teacher went to their classes once a week for ten minutes so that they could ask their questions during their break. The purpose was to set this group without teacher’s guidance to see how the study would work in the hands of students. Only in the first week, students got some feedback from the teacher via e-mail to make sure that they understood the task. In fact, some students demanded feedback to make sure that they were in the right track. This data collection process was a little bit different from the second participant group of students. The second group students had weekly interviews with the researcher teacher before writing their comments, which was the same with preparatory year students. The interviews used some prompt questions to guide students to consider items more from different perspectives if it was needed.

3.6. Stage 3: Classroom Presentations

3.6.1. Classroom Presentations of Beginner Level Students

At the end of the fourth week of the data collection process, students were informed about the format of their presentations. The researcher teacher explained to the students the three steps that the students were supposed to follow: 1. Introducing the student him/herself and the presentation briefly,

2. Four pictures taken from their linguistic landscape by the presenter with his/her comments, and 3. Closure/thanking to others and asking for ideas and questions. Although students took 8 pictures in total, they focused on only 4 of them because of the time limit. After explaining the steps, the researcher teacher made a sample presentation (See App. D) for students to help them understand how they were going to do it with the mentioned three steps. The sample presentation included 4 pictures that were taken by the students and chosen as the most creative and interesting ones by the researcher teacher. As a reward, those four students were allowed to use the slide of their picture directly.

None of the students had ever made a presentation before. Thus, with the help of the sample one, students felt relieved as they realized it was not as difficult as they thought. There were also some discussions on the benefits and importance of getting used to making presentations considering in what cases they might have to make presentations in future. Students were also informed about the grading criteria: accuracy, fluency, pronunciation, organization and content.

Presentations were scheduled on Tuesday in the fifth week so that students could ask their last questions about their presentations on Monday. Some of them came to my office to show their presentations, and we talked about the mistakes if they had any. Some of them asked for the pronunciation of some words as they knew they would lose credits for incorrect pronunciation. All these steps were monitored closely.

After their classes, beginner level students presented what they had prepared. Student presentations were recorded and watched by three teachers: the facilitator teacher of the project, her partner teacher, who also gave the students two hours of instruction per day, and a teacher the students do not know to do the recording. Each student's presentation took five minutes at most, and they all watched each others'. There were also some further comments for some interesting pictures from the observer teachers and other students. Before each student's presentation, they handed in their feedback form to their teacher. Further information will be given about the feedback forms in the next stage of the project, stage 4.

3.6.2. Classroom Presentations of TEFL Freshmen Students

The third stage was students' presentations of their findings. The first sub group of students made their presentations on the day of their course, on 26th March, and the other group students gave them on the 28th. As they were involved in the project within the course of "Oral Communication Skills", their performance affected 10% of their mid-term grades. Although there was a grid on how to grade students' performances in the project, they were ranked and graded also according to their overall performances as in preparatory year students. From the second sub group, the ones who did not show up for the weekly interviews were penalized. As different from the preparatory school students, these ones did not get any instruction on how make a presentation.

3.7. Stage 4: Students' Feedback about the Linguistic Landscape Project

The last but not the least important stage was on students' attitudes towards the project. All groups of participants were given four questions, two of which were open-ended questions and the other two of which were yes-no questions with their reasons. The questions are listed below (See App. E):

- In your opinion, what are the advantages of this project?
- What are the disadvantages?
- How enjoyable was it? Please, explain why.
- Would you recommend that other classes do this project? Why or why not?

It was aimed to get in-depth information regarding students' attitudes towards the project. The choice of language while writing their feedback was optional. Moreover, the students did not have to write their names on the forms. The preparatory year students were given the feedback form on the previous day of their classroom presentation while the freshmen students filled in the forms in the following week of their presentations since they did not have any plans to go to their hometown after the mid-term unlike the beginner students.

CHAPTER 4

RESULTS

As outlined in section 1.1, the study was conducted with the purpose of answering one primary and three secondary research questions. They are as follow:

1. How can a study of linguistic landscape be used in teaching English?
 - A. What are the benefits of using LL as a pedagogical source?
 - B. How do the students respond to the inclusion of LL in the classroom and the effectiveness of the experience?
 - C. How did the students interpret the functions of English in their environment in North Cyprus?

As for the primary research question, how to use a linguistic landscape study in teaching English was explored. In fact, only one way of using linguistic landscape items in language learning process, specifically in English language teaching/learning, has been covered with a sample study. In the methodology section, the way followed while carrying out the project with students as researchers in two different levels of EFL classes was presented in detail. The secondary research questions, on the other hand, are explored in this section of the study. Although there have been some attempts to integrate linguistic landscape studies with English language teaching (Cenoz & Gorter 2008; Sayer 2009; Rowland 2012), they are very limited in number, and students' attitudes towards such projects have hardly been explored. In order to fully understand the effectiveness of linguistic landscape projects which "compel the student to see the world through the eyes of a sociolinguist" (Sayer, 2009, p. 153), some place should be given to students' opinions in the literature. For the sake of this purpose, students were given four questions at the end of the project which were basically about the advantages/disadvantages of the study and students' attitudes/responses to linguistic landscape projects. They were asked to respond the questions honestly, and were informed that their feedback and comments, no matter if they are positive or negative, were welcomed.

The findings from the feedback forms are presented and discussed below as answers to the secondary research questions A and B. Moreover, students' interpretations on the functions of English in their environment in North Cyprus were examined to answer the last secondary research question (Question C, above).

4.1. Secondary Research Question A: What are the benefits of using LL as a pedagogical source?

Cenoz and Gorter (2008) address the issue from the perspective of the functions of linguistic landscape items as input for English learners. The researchers focus on the importance of incidental learning believing that the classroom is not the only place where students are exposed to the language. They support their claim with the idea that controlling the effects of LL on students is too difficult does not mean that this exposure has to be ignored. On the contrary, it can be regarded as a part of informal learning with authentic materials considering linguistic landscape items are not created with teaching purposes. As a source of input, Cenoz and Gorter (2008) describe linguistic landscape items as texts with social context, a great deal of vocabulary and straightforward syntax. The feedback from the students to the first question of the feedback form (See App. E), which was “What are the advantages of the project?”, verifies the suggested characteristics of linguistic landscape items proving that the students really benefitted from the project on linguistic landscape of their environment. Below are students’ responses to this question. Even though sentences written in English were grammatically corrected, and Turkish ones were translated into English by the researcher teacher, responses were directly quoted in the participants own words. In the study, since there were many anonymous comments, the responses of students were coded considering which group the participant belonged to and the subcategory of the response.

4.1.1. Main Benefits of Using LL as a Pedagogical Source

Question 1 on the feedback form (See App. E) asked about the benefits of the linguistic landscape project that students recognized. The benefits reported by all the three groups of students overlap to some extent, which resulted in the formation of main themes from the analysis of students responses.

4.1.1.1 Increased Awareness of Languages and Linguistic Landscape Items

One benefit of linguistic landscape studies on students is mentioned by Rowland (2012): “enhancing students’ sensitivity to connotational aspects of language” (p. 8). The fact that the students could interpret linguistic landscape items to find social functions of English as in this study, which will be presented in the following sections, indicates that students dig for further meanings considering the values they have or the society has, which makes them more conscious about how and for what purposes languages are used. This new insight helps them to look their environment with their eyes wide open, which was affirmed by the words of students: “I have started to look with open eyes at the signs around me” (Beg-student, Awareness 1, BA1). Another beginner student admitted that the project had raised the student’s consciousness even though it had not improved the student’s English knowledge: “This project did not really provide concrete progress considering my English knowledge. However, it made me more conscious of the signs in an environment. It was an enjoyable project.” (BA2). Other respondents stated as below:

I have noticed people's increasing interest in English, which sometimes ends up with very interesting and ridiculous situations. I have understood that people regard "English" as something attractive and sympathetic. I have figured out why people use specifically English as a way of marketing their products. Even if people do not know English really well, they do not abstain from using our mother tongue together with English in a mixed way. Another advantage of the project is that it helped me to understand, regard and interpret a sign in our environment from various perspectives rather than a single point of view (BA3).

I became aware of the fact that English is everywhere, and it takes up a lot of room in our lives. Although I used to study English only to get high grades or to be successful in my department in the past, now I know that English is a part of our lives. We can come across with it everywhere even in very small and local places (BA4).

A significant majority of students in the first sub group of freshman students were in favor of the project as they believed the study helped them be aware of their surroundings with respect to languages around them. As prospective English teachers, the students appreciated the conscious raising characteristic of the study which engaged them mainly with the languages around them, the reasons for people's preferences to use various languages, the place and the role of English in their life, and the close bond between language and culture as stated, "It helped me to see languages around me in a different way. I asked the question 'why?', and it turned into a journey about reasons and meanings and so on" (Freshman, First-section, Awareness 1, FFA1).

Being aware of why English is used on signs" (FFA2), "the understanding and realization of values and priorities of people that use different languages" (FFA3), "discovering the uses of English, its effects and finding out how people use English" (FFA4) are other expressions of the students while describing the increased awareness they have. A different student focuses on the dominancy of English and points out:

Thanks to this study, we have come to the realization that English occupies an important place in our life. We have discovered impacts of English on our life, which we have not noticed before, in streets, cafes, shops, our school and countless places where we go (FFA5).

Another student commented, "It helped us learn uses of languages around us" (FFSA6). Some respondents reported recognizing other languages used in their environment, "I have started gaining awareness of what is around me. I have noticed where Turkish and English (also other languages) are used with what purposes, and I determined that English is more attractive and 'soft' than Turkish" (FFA7). Another explained, "It helps to see different uses of languages, especially English" (FFA8). One respondent elaborated on his insipient interest on his environment: "This project has increased my awareness of the signs around me. After I presented my pictures, I looked around again, and now I wonder if I can find other signs. I am keen on finding more" (FFA9).

Not different from the first group, freshman students in the second sub group believed the project increased their awareness of the common use of English with reasons why it is used, their surroundings and writings on signs: "It is a nice project to make students more aware of the

surroundings. It helped us think of the reasons and importance of signs” (Freshman, Second-section, Awareness 1, FSA1). The dominance of English is mentioned again by one of the students, but with its changing effect this time: “I noticed how commonly English is used on sign boards by people. Even in our language, we see its effects” (FSA2). Another one elaborated, “We have experienced how much English occupies our lives and its being ‘popular’, ‘attractive’, ‘ironic’, etc. in some cases” (FSA3). One subject drew the attention to the domains that English is used in, which corresponds to the social functions of English that were identified by the students themselves: “This project has showed us how common English is in every domain of life. It has helped me notice these domains” (FSA4). Another participant said, “We have come to the awareness that English is widespread in our environment once more. We have been knowledgeable about the writings on signs that we have never noticed before” (FSA5). The importance of English was well described by one participant who was apparently aware of the opportunities that English provided people with: “We realized the importance of English and how a strong place it secured in our lives. We have considered the reasons why English is used” (FSA6). Being the main actor of a project based on language, some freshman students can be claimed to have regarded the study as a way to improve themselves with their increased awareness for their future profession: “The project helped us to see clearly how languages are used. It raised our awareness. As prospective teachers, I believe we benefitted from the study in these ways” (FSA7).

With the awareness of how and why English is used dominantly, one of the students considered his findings from the perspective of where Turkish is used and what the reasons were behind Turkish’s being less preferable. Also, apparently that student set an aim for himself /herself to make the use of Turkish more common, in his/ her own words, “to identify where Turkish is used, why it is used less and to make the use of Turkish more common” (FSA8).

Looking at the comments of the students, it can be claimed that students’ responses to the questions provided important insight into their attitudes. Although most of the students in this group recognized the use of such an empirical field research, one of the students used the word “hard” to describe the challenge of thinking critically while commenting on the pictures in addition to mentioning about his/her increased awareness of languages and their uses in the neighborhood: “In my opinion, the project was good yet hard for me. It made us notice the languages used around us and gave us a chance to think about the reasons why they are used” (FSA9).

4.1.1.2. Development of Students’ Research and Presentation Skills

While listing the pedagogical benefits, Sayer (2010) states that a student-led linguistic landscape project turns students into creative and analytical thinkers who question the use of languages in their society. Sayer (2010) defines this improvement as “shifting a student from language learner to language researcher”. In accordance with his claim, this current study provides us the chance to see the issue through the eyes of students. Considering their comments about the advantages of the study, it is obvious that the project made them better researchers. As one beginner student

reported, “The project taught us how to do research” (Beg-student, Researcher 1, BR1). Another one described the advantages in detail:

The project has been of great importance for grounding and developing our research skills such as analyzing, interpreting and reporting basic research results. In the process of data collection, we felt the need to be more attentive and vigilant to our environment. We developed different viewpoints and ended up with multiple perspectives (BR2).

There are more students with similar ideas claiming that the impact of the project on students’ research skills is noticeable. Some commented on the development of his/her thinking style, which has a direct impact on students’ research skills: “I have realized the importance of thinking creatively and critically” (BR3). One noted, “The project helped us socialize with our classmates as we went to take pictures together. Furthermore, it developed our capability in critical and creative thinking in addition to promoting us to do some research” (BR4). In the same way, another stated, “It bettered our presentation skills. It was effective to enhance our pronunciation. Thanks to the project, we developed good research and interpretation skills.” (BR5). One respondent regarded the experience as a preparation for the following years: “Since we will be supposed to prepare and present projects in our departments, this one has been a kind of a start point for us to experience all the processes” (BR6).

As one of the main goals of the project, encouraging students to do research help them turn into active learners who can think critically. Within this notion, the participant students did research about the names or histories of some companies to be able to make comments. From time to time, they had interviews with passers-by and owners of companies, which meant they made use of one of the data collection tools of doing research. One participant from the first sub group of freshman students saw “doing research” as a vital part of their task and expressed her feelings as stated below:

I believe that doing research is very important for a university student. From this perspective, the study was very beneficial. Also, I had never thought about the reasons why English is used on signs before. Since the project, I have been questioning the reasons why a sign is written in Turkish or English, and I can’t help commenting on every shop names that I see (Freshman, First-section, Research 1, FFR1).

It must be noted that the comment above also refers to the benefit of the study mentioned first, increased awareness of languages and linguistic landscape items. The project also encouraged students-as-researchers to behave like real researchers and presenters as they were supposed to talk about their own findings when the project is completed. The development of presentation skills are crucial for all participants, especially for the freshman TEFL students, as their job in the future will require speaking in front of other people confidently. Meeting this need, the study gave the students a chance to present their ideas in front of others, as one freshman student stated: “Thanks to this project, we have learnt where and why English is used with our own investigation. Moreover, the presentation part of the project helped us develop our presentation skills” (FFR2). As can be seen, although the first part of the student’s feedback was about its benefit on his/her awareness of uses of English, the second part directly related to the development of their presentation skills.

Similarly, the chance of doing research is appreciated by one freshman student from the second sub group: “Linguistic is a field that I like. Thanks to the project, I was able to do research on ‘linguistic landscape’, which is about linguistics, I believe. Moreover, I had the chance to examine some studies carried out around the world” (Freshman, Second-section, Research 1, FSR1).

Upon seeing the presentation of the student who wrote the comment above, it must be acknowledged that providing students with encouraging reasons to do research contributes to the further development of their research skills. The student managed to find out the core concept of the study in literature even if it had never been presented to the students not to confuse them further with theoretical concepts. At the beginning of her presentation, the student asked her classmates what they were doing and what they were searching for with the project to draw their attention, and then she revealed that the name of the field was “linguistic landscape” giving further information about the field. As a result, the project offered the student the chance to surpass her limits.

Students-as-researchers gain new perspectives, develop thinking critically and “see the world through the eyes of a sociolinguist” (Sayer, 2010, p. 153.), which results in the development of their research skills as in this project. One student commented, “We think about English and why it is used in some places. It helps to develop our thinking style” (FSR2). Another stated, “In my opinion, this project developed my interpretation skills” (FSR3).

4.1.1.3. Exploration of New Places and Culture

As a facilitator, the study gave a reason to the students, most of whom were in their first year in Cyprus, to discover what is around them and to walk around in the streets of North Cyprus with the aim of not taking the same pictures with their classmates, which ended up with their exploration of their surroundings and some centers of North Cyprus. In addition to one subordinate theme— expansion of students’ vocabulary knowledge— that will be described later, with the aim of describing that benefit of the project, one student stated, “Learning new words and discovering our environment are the advantages of the project for us” (Beg- student, Exploration 1, BE1). Another added, “We have learnt new words. In addition, we have been to different places in our neighborhood” (BE2). One of the beginner level students found the project beneficial in several ways, one of which is exploring the place where one lives: “We gained different point of views thanks to the project. Although it was difficult for us to make sentences in English at first, we had the opportunity to practice that. We discovered new places while taking pictures” (BE3). One freshman student wrote, “I walked around Girne twice. There is no place left to see more. ☺” (Freshman, First-section, Exploration 1, FFE1).

One of the main problems of students who come from Turkey to study is that they are mostly indifferent to the new culture they are living in. The campus life prevents them from feeling the need to explore cultural values. However, one student suggested that one of the advantages of the project was that it was a driving force for them behind considering the Cypriot culture: “As far as I am

concerned, it was a source of fun. I learnt a lot about Cyprus culture. Also, I learnt a lot about uses of English in daily life and additionally the reasons for them” (Freshman, Second-section, Exploration 1, FSE1).

4.1.2. Subordinate Benefits of Using LL as a Pedagogical Source

Subordinate themes were developed to reflect the benefits of the project which were reported, but not necessarily shared by all groups. In fact, the benefits described below were reported by only beginner level students.

4.1.2.1. Extension of Students’ Vocabulary Knowledge

Encouraging students to focus on linguistic landscape items is, in a way, exposing them to a variety of genres, from short or incomplete sentences to complex writing samples, which extends the range of vocabulary they encounter in their environment, increasing the possibility of incidental learning (Cenoz & Gorter, 2008). One of the students comment strengthen this claim: “I believe the project helped me to expand my vocabulary knowledge. It was extra practice for us, which required forming sentences” (Beg-student, Vocabulary 1, BV1). Another one reflected, “The project effectively developed depth of my vocabulary knowledge while translating my data into English for the presentation as well as giving me a new perspective” (BV2).

4.1.2.2. Development of Students’ Speaking Skills

The advantages of the study in language domains are not only constrained to students’ vocabulary knowledge. As they were responsible for making a presentation about their work, their speaking skills were also addressed. Students describe the benefits as follow: “This project encouraged us to form English sentences on our own for the presentation. It was also useful for our speaking skills as I felt more confident to speak English when I made the presentation in the class” (Beg-student, Speaking 1, BS1). One student also stated, “It is a good project in order to promote speaking skills as we were encouraged to make a speech in front of other people” (BS2).

4.1.2.3. Students’ Increased Self-esteem

Students in the project had the flexibility to decide on when and where to collect data in the data collection process to a great extent. In addition, they could improvise new methods for data collection when they felt the need to do so. To illustrate, some had interviews with shop owners. They were also in full charge of their interpretations of their own. In other words, students as researchers could analyze what they had in their hands in the way they wished as long as their interpretations were supported with logical reasoning. This researcher autonomy promotes students’ self-esteem, contributing to students’ social skills as well. One student noted, “It can be claimed that the project was developed to improve our speaking skills and to promote our self-esteem” (Beg-student, Self-Esteem 1, BSE1).

4.1.2.4. Students' Increased Sense of Responsibility

The project was designed in a way that students could feel a sense of ownership. As students were the real conductors of the project, they actively took part in each step of the study. They were given the opportunity to be a part of their own learning. They could reflect on the experience making sense of their progress. Holding students accountable for their own progress in this way is a very concrete way of helping them realize that the responsibility for learning rests with them, which shapes and develops their sense of responsibility. A beginner level student reflected on this stating that, "The project was useful for us as it fostered our sense of responsibility. Moreover, it provided us the opportunity to learn some words around us reinforcing our vocabulary knowledge" (Beg-student, Responsibility 1, BR1).

4.1.3. Conclusion

The following is a summary of the responses given by the students to the questions of the feedback sheet (See App. E). The purpose of the feedback sheet was to get students views on the format and the content of the linguistic landscape project, with a view to identify the benefits of linguistic landscape studies in English language teaching/learning. For all questions, the students were free to mention as many points as they wanted. Consequently, percentages do not add up to 100.

4.1.3.1 Beginner Level Students

The first question revealed that most of the beginner level participants found the project beneficial for them. Only two students out of 22 found it useless. It seems that even though students were not familiar with the project at the beginning, majority of them found a way to take the advantage of being involved in the study. Different from the general categorization above, the advantages stated by the beginner level students are presented in great detail below in the table:

Advantages of Linguistic Landscape Project	Number of Students (Raw score)	Percentage
Encouraging students to walk around and discover their environment	5	24%
Improving students' speaking skills, pronunciation and fluency	5	24%
Expanding students' vocabulary knowledge	5	24%
Raising students' consciousness of signs in an environment	4	20%
Promoting students' research and interpretation skills	4	20%

Table 1.1 Continued		
Advantages of Linguistic Landscape Project	Number of Students (Raw score)	Percentage
Helping students gain different point of views	3	14%
Giving a reason to students to form English sentences	3	14%
Enhancing creative and critical thinking	2	10%
Increasing students' awareness of uses of English	2	10%
Bettering students' presentation skills as a preparation for their departments	2	10%
Promoting self-esteem and helping students feel more confident to speak English	2	10%
Fostering students' sense of responsibility	1	5%
Socializing students with each other	1	5%
No advantages	1	5%
No comment	1	5%

4.1.3.2. Freshman Students-Section 1

The results elicited through the students' written feedback revealed that students liked the task of analyzing linguistic landscape items of a particular place. Their responses pointed out that the students had a positive tendency towards focusing on the benefit of the project on their knowledge on languages in general. Apparently, as prospective English teachers, the first group of the participant freshman students appreciated opportunities that helped them enhance not only their awareness of English and Turkish but also the awareness of other languages. It was found that the majority of students, 83%, thought that the project helped them to be more aware of languages around them (See Table 1.2).

Table 1.2- Freshman Students-Section 1- Question 1: "What are the advantages of the study?"		
Advantages of Linguistic Landscape Project	Number of Students (Raw score)	Percentage
Increased awareness of languages and linguistic landscape items	10	83%
Development of presentation skills	1	8%
Exploration of new places	1	8%
Opportunity to do research	1	8%

The data demonstrated that the project helped them develop awareness on three points: awareness of English stated by 58% of students, awareness of other languages (50% students) and awareness of their surrounding as mentioned by 16%, which can be linked to their awareness of linguistic landscape items of a place. Even though many of the students' responses to this question pointed out broadly the same major benefit, the raise of awareness, they are worth listing using students' own words without generalizing so as to obtain in-depth understanding on the advantageous of the project (See Table 1.2.1).

Table 1.2.1- Freshman Students-Section 1- Question 1: "What are the advantages of the study?"		
Increased awareness of languages and linguistic landscape items	Number of Students (Raw score)	Percentage
Awareness of English <ul style="list-style-type: none"> • Seeing impacts of English on their life • Being aware of why English is used on signs • Discovering the uses of English and its effects • Finding out how people use English • Realizing that English occupies an important place in their lives • Learning where and why English is used • Thinking about the reasons why English is used on signs 	7	58%
Awareness of other languages <ul style="list-style-type: none"> • Seeing different uses of languages • Noticing where Turkish and English (also other languages) are used with what purposes • Learning uses of languages around us them • Seeing languages around them in a different way • Understanding and realize values and priorities of people using different languages 	6	50%
Awareness of their surrounding <ul style="list-style-type: none"> • Gaining an awareness of what is around them • Being more aware of the signs around them 	2	16%

In addition to the awareness increasing effect of the project, one student reported that the project was helpful in developing presentation skills. Although the students were not specifically informed about what to do while making a presentation, that student stated feeling more confident after speaking in front of her/his classmates. Another student from the first group of participants wrote about the fact that doing the project was beneficial in that it was an opportunity to explore new places. The last advantage mentioned by another student was that the project prompted her to do research.

Neither do the percentages given in the tables below add up to 100, nor the number of students to 12, the number of students who handed in the feedback forms, because there were no limitations on the number of advantages stated by students. As a result, they were free to mention as many advantages as they wanted to.

4.1.3.3. Freshman Students-Section 2

The second group of learners also had a tendency to appreciate the advantage of the study that was on their awareness the most with 78% of the students. Other than that, 14% of students believed that their thinking style and interpretation skills changed in a better way thanks to the project. One student in the group mentioned about how she was encouraged to make research while another one considered the project as an opportunity to learn more about Cypriot culture. Contrary to all these students who believed they benefitted from the project, there was one student reporting that s/he did not have any gains (See Table 1.3 below).

Table 1.3- Freshman Students-Section 2- Question 1: “What are the advantages of the study?”		
Advantages of Linguistic Landscape Project	Number of Students (Raw score)	Percentage
Increased awareness of languages and linguistic landscape items	11	78%
Development of their thinking style and interpretation skills	2	14%
The opportunity to do research	1	7%
The opportunity to learn more about Cypriot culture	1	7%
No advantages	1	7

The number of students listing the advantages of the study about their awareness of languages and linguistic landscape items do not add up to 11, the number of students who commented

on the raising awareness benefit of the study, since there were some students commenting on different points of awareness as shown in Table 1.3.1:

Table 1.3.1- Freshman Students-Section 2- Question 1: “What are the advantages of the study?”		
Increased awareness of languages and linguistic landscape items	Number of Students (Raw score)	Percentage
Awareness of English <ul style="list-style-type: none"> • Noticing how commonly English is used • Coming to the awareness that English is widespread in their environment • Experiencing how much English occupies their lives • Experiencing English’s being “popular”, “attractive”, “ironic”, etc. depending on the situation • Realizing the importance of English in our lives • Considering the reasons why English is used • Noticing the domains of life where English is used • Thinking about English and why it is used in some places • Learning about uses of English in daily life and the reasons for them 	7	43%
Awareness of other languages <ul style="list-style-type: none"> • Seeing clearly how languages are used • noticing the languages used around them • Thinking about the reasons why different languages are used 	2	14%
Awareness of their surrounding <ul style="list-style-type: none"> • Being knowledgeable about the writings on signs • Making students more aware of their surroundings • Thinking of the reasons and importance of signs 	2	14%
Awareness of Turkish <ul style="list-style-type: none"> • Identifying where Turkish is used and why it is used less 	1	7%

4.2. Secondary Research Question B: How do the Students Respond to the Inclusion of LL in the Classroom and the Effectiveness of the Experience?

The feedback form (See App. E) was designed to offer not only students' perspectives on the benefits of LL projects presented above but also students' attitudes towards the inclusion of LL in the classroom and the effectiveness of the experience. The second, third and fourth questions on the feedback form were designed to probe into students' responses to the project. By getting students to answer three different questions, it was aimed to examine the effectiveness of the experience in several ways from students' perspective. Students' responses to each question are presented below in a categorized way according to the participant groups highlighting the main themes.

4.2.1. Disadvantages of the Project

The second feedback question was about the drawbacks of the project. Limited resources in the area and the duration of the project were the problems reported by the all groups. The rest were group-specific disadvantages that needed to be taken into account. Even though they differed in perspective in some cases, students' responses were categorized into main topics.

4.2.1.1. Limited Resources in the Area

The biggest problem for the participant students was the insufficient feasibility of their campus for such a study considering the students wanted to have the opportunity to go to different parts of North Cyprus to take various pictures from different locations with the motivation of a researcher. Insufficient resources in the area were reported as significant constraints by majority of the respondents, limiting some of them with few number of LL items in the area. One student stated, "Since there are very similar signs around us, we had difficulty in taking different and interesting pictures. Thus, we either ended up with very similar interpretations or were not able to really comment on the pictures at some point" (Beg-student, Disadvantage, Resources 1, BDR1). Another one wrote, "We had to go to different places so that we could take different pictures" (BDR2).

The neighborhood their campus is located in is a small village without many transportation opportunities for students. As a result, the fact that transportation is costly and it is not frequent enough prevented students collecting data effectively, as stated by one of the freshman students: "Taking the pictures was time consuming because of the location of our campus and the transportation problem" (Freshman, First-section, Disadvantage, Resources 1, FFDR1). One added, "Limited transportation facilities on our campus prevented us from gathering more interesting data" (FFDR2). Some believed that the neighborhood was too small to have various LL items for such a fieldwork study: "I do not think there was a problem with the project. However, it would be better if the area that we worked on were bigger" (FFDR3). "Not being able to find different signs in a small town" (FFDR4) was explicitly defined as a problem by one respondent. And, another asserted that, "There were not many signs to take the pictures of. The uses of English were limited in our environment"

(FFDR5). Although one student from this group complained about having similar pictures and making the same comments, it is not obvious whether the problem resulted from the limited resources in the area or the student's lack of motivation and critical thinking skills: "Mostly, the pictures that we took and the comments that we had were the same. I could not find different, specific things to write. As a result, being have to write the same comments for 8 pictures bothered me a lot" (FFDR6).

Lack of transportation and inadequate research features of the area were the most commonly stated barriers also for the second sub group of freshman students. One commented, "We live in an insufficient area. There could have been more opportunities" (Freshman, Second-section, Disadvantage, Resources 1, FSDR1). Another explained, "The lack of diversity led us to make very similar comments" (FSDR2). "It was hard to find pictures and think about them, but these are not big problems" (FSDR3), noted another freshman student. One of the elaborated on his/her response: "Collecting data was a little bit problematic because there is very little diversity, so a lot of pictures were the same" (FSDR4). One student found even North Cyprus as a small place: "As there are certain places to go in Cyprus, we have the same pictures from time to time" (FSDR5). Similarly, another one stated, "The only drawback of the study was that fact that North Cyprus is a small island, and we could not find various pictures. They were not inadequate; however, more variety of options could have made the study more interesting" (FSDR6).

4.2.1.2. Duration of the Project and Students' Lack of Time

As described in detail before, the students were involved in a one-month project. The study was planned to be completed in four weeks with the purpose of helping students gain different perspectives in time. As a result, they had to have an interview with their teacher every week in addition to taking pictures. The length of the project was regarded differently by different participants, and varied according to the motivation of individuals. As for beginner level students, the project was solely a speaking project. Hence, the requirements of the project were regarded as too many by the participant students especially when they figured out that other classes had relatively easier tasks. In other words, upon seeing their peers in other classes were assessed on a piece of oral work on various topics, the students felt aggrieved as they were required to do more thinking and make more individual commitments for the project. One student's comment highlights this point: "Taking only two pictures each week was a kind of waste of time, I think. We could have taken all pictures at once" (Beg-student, Disadvantage, Duration 1, BDD1). Another respondent pointed out:

It was a little bit tiring for me to take pictures every week because I am not a type of person who goes out of the campus very frequently. And when I do, I do not have much time. That is why I have to confess that I had some difficulties (BDD2).

Relating the issue to the problem of transportation, one freshman student conceded, "As it is a demanding thing to go out of the campus for us, taking pictures was a kind of waste of time for us" (BDD3). Another wrote, "I think the project was strung out too much. We could have taken only four pictures instead of eight in order not to keep it so long" (BDD4).

Different from beginner level students, the first sub group of freshman students did not comment on the length of the project. The problem stated was that they run on a tight schedule: “We have a busy schedule, and transportation is a big problem. It would have been easier if a bus had been provided” (Freshman, First-section, Disadvantage, Lack of Time 1, FFDLT1).

As stated above, concerning the length of the project, students’ motivation is a decisive factor. A student of the second sub group illustrates this claim with her comment:

I do not have any negative ideas about the project. However, I am sad that I could not mention about one of the pictures that I wanted to include in my presentation. I wish I had enough time to obtain information on why the writings of ‘Acil Toplanma Bölgesi’ (Emergency Assembly Area) are written only in Turkish and criticize it (Freshman, Second-section, Disadvantage, Duration 1, FSDD1).

One of the pictures of this student revealed that there were also some cases that only Turkish was used on signs at METU NCC although it is an English medium university with the characteristic of being an international educational institution. Signs on the campus address not only Turkish or Cypriot students but also students from other countries. In the light of this information, it is expected to see all the writings on the campus to be written in both languages. The participant student found the situation shocking as the sign was signaling the gathering area in emergency cases. She wanted to dig the issue further; however, the project was about to finish, and she could not draw any conclusions because of the time limit.

4.2.1.3. Beginner Level Students’ Problems with the Timing of Project Presentations

At the end of the data collection process, which took 4 weeks in total, beginner level students were assigned to make their presentations on 26th November. Although the students insisted on making the presentations after their mid-term exam, which was due on 28th November, their request was rejected as some of the students had planned to go their hometown right after the exam. The majority of the students were not happy with this decision as they were already overwhelmed with the stress of the upcoming exam at the end of that week. To lessen the pressure of the students, the researcher teacher made a sample presentation in the class on 23rd December so that they could see that the assignment was not as challenging as they were scared of. Moreover, Monday was set free for them without any kind of homework, and the students were informed that they could ask their questions to the researcher teacher on that day. Despite all the efforts of the teacher, however, students were not completely pleased with the timing of the presentations, which was mentioned as one of the disadvantages of the project with this group of participants. One stated, “The timing of our presentations was not really good as we had our midterm at the end of the same week” (Beg-student, Disadvantage, Timing 1, BDT1). Another one reported: “We left the translation process for the presentation to the last minute, which made us feel overwhelmed” (BDT2).

4.2.1.4. Beginner Level Students' Lacks with Regard to English Language Skills

There were a few comments from the beginner level students indicating that the study was far beyond their level of English. Although in terms of vocabulary, the students might have had to consult dictionaries, they had already been presented how to form sentences with passive voice construction, relative clauses structures, etc. Bearing in mind that the researcher teacher asked the students to make use of the structures they know as they would not need more complex ones, students' this complaint sound more like taking the easy way out. One student noted, "As we do not know every grammatical structure, it was sometimes a problem to form sentences in the way we wanted" (Beg-student, Disadvantage, Language 1, BDL1). Another one elaborated: "Considering our level of English, I think it would have been better to carry out such a study with higher level students" (BDL2).

4.2.1.5. Beginner Level Students' Discontentment with the Project Topic

As beginner level students are not in their departments, what they do in the preparatory class does not really meet their expectations from a university. Students are more eager to be involved in studies which are related to their departmental courses or topics. As a result, they feel dissatisfied with tasks assigned to them. One student pointed out: "The topic of the project did not have anything in common with our department courses. Although we are preparatory school students, it would have been much better if we had done research on our own fields" (Beg-student, Disadvantage, Discontentment 1, BDD1).

Another one overlooked the task and undermined the importance of what they did: "Most of our interpretations had the same notion in essence: English was used in order to attract people's attention. We had problems with the timing as we were supposed to complete the project before the first span ends" (BDD2).

4.2.1.6. Freshman Students' Discontentment with the Scope of the Project

One freshman student stated, "We focused only on Cyprus. This is a disadvantage for me. However, this project is about Cyprus, so it isn't a problem. Nevertheless, I want to know other countries' results with a similar project" (Freshman, First-section, Disadvantage, Scope 1, FFDS1)

It is understandable that high motivated students find the project very limited as the area they lived in was a quite small residence. Moreover, as the study aimed to guide students to find out social functions of English especially in North Cyprus, it was a must that they took the pictures in North Cyprus. There could have been another session of the project based on theoretical information which would provide further information about linguistic landscape studies around the world; however, that could have drowned students in too many details since they did not have special interest in the field.

4.2.1.7. Technical Problems

Another stated disadvantage was minor technical problems emerged at the time of presentation because of the computer in the class and the connection of power point projector. With regard to students' expectations as being a student at a technical university, it must be noted that being have to show their pictures from the screen of a personal computer to their audience did not fit into their expectations as one student from the first sub group of freshman students stated: "The only problem was about the computer that we used while making out power-point presentations" (Freshman, First-section, Disadvantage, Technical Problem 1, FFDTTP1)

4.2.1.8. Freshman Students' Lack of Presentation Skills

The first step of the project was to make students get familiar with linguistic landscape items and sample interpretations of them. For this sake, the researcher teacher made a presentation to the students, which was the only session that freshman students could have had some ideas about how to give presentations. Different from the beginner-students participant group of the study, freshman students were not introduced how to make powerful presentations assuming that they would not need such a training. However, students' responses revealed that there was one student who needed some guidance about this issue. The student answered the question, "What are the disadvantages of the project?", by noting: "There were just a few disadvantages: we did not know what to say or how to comment at all, and for me, it was hard to make the presentation" (Freshman, Second-section, Disadvantage, Presentation 1, FSDP1).

4.2.1.9. Indifferent Attitudes of Some Freshman Students

One freshman student from the second sub group complained about indifferent attitudes of his/her classmates. He/she must have felt disappointed seeing similar pictures with either ordinary or irrelevant explanations while listening to the presentations of other students. The student expressed his/her discomfort with others' insufficient involvement in the study in the following words: "Some students were not entirely aware of the task, so a few of them presented off-topic pictures" (Freshman, Second-section, Disadvantage, Other students 1, FSDO1).

4.2.1.10. Freshman Students' Discontentment with the Findings of the Project

The project revealed the dominance of English compared to Turkish, and with regard to the findings of the study, some students reported not feeling satisfied. From a descriptive perspective, their national feelings must have led these students to judge the linguistic reality in North Cyprus. Even though its findings cannot be regarded as the disadvantages of the project itself, they might play a part in shaping students' attitudes towards it. One student commented, "This project showed me that Turkish has deteriorated. I believe instead of pointing out that Turkish is not preferable, it is more comforting to highlight that English is really popular" (Freshman, Second-section, Disadvantage,

Findings 1, FSDF1). Another student described "Revelation of the alienation of Turkish" (FSDF2) as the only disadvantage of the project.

4.2.1.11. Unattractiveness of the project

Student motivation for the project was high in general even though students were not really disciplined to have the interviews every week regularly and to write their comments on time without postponing. However, they did not show any sign of reluctance as well except one student with negative attitudes towards the study who could not see any point in taking pictures. The student wrote: "It was very boring to be have to find at least two pictures and to go for the interview every week" (Freshman, Second-section, Disadvantage, Unattractiveness 1, FSDF1).

4.2.1.12. Conclusion

The second question was about the disadvantages of the study, and it specifically shed light on the drawbacks of the project. Although there are several disadvantages reported by the students, most of them were minor problems which were caused from the circumstances the study was conducted. Data from all participant groups are presented below in tables.

4.2.1.12.1. Beginner Level Students

For this question, 2 beginner level students thought that there were no problems, and everything went well. Not surprisingly, timing of the presentations was reported as the biggest obstacle for students to enjoy the project. However, as the project was assigned to the students as part of their speaking assessment, it was not surprising that the project was supposed to be over before the midterm. The fact that the students were planning to leave for their hometown affirmed the decision about the timing of the presentations. The second disadvantage listed below was directly related to the project itself, which was quite understandable considering that most students were not used to this type of projects, which foster creative and critical thinking, as they had to prepare for several exams throughout their previous education years. All the disadvantages mentioned by beginner level of students were listed in the table below in much greater detail than the main categorization above.

Table 2.1- Beginner Level Students- Question 2: "What are the disadvantages of the project?"		
Disadvantages of Linguistic Landscape Project	Number of Students (Raw score)	Percentage
The timing of the presentations	10	48%
Similar comments and interpretations/difficult to comment	3	14%
Lack of variety in signs in their neighborhood	2	10%
Lack of knowledge of some grammatical structures/beyond students' level	2	10%
Two pictures each week was a waste of time- no need to do the project in steps	2	10%

Table 2.1- Continued		
Disadvantages of Linguistic Landscape Project	Number of Students (Raw score)	Percentage
The topic of the project which was not related to students' departmental courses	1	5%
Students' lack of time	1	5%
Getting out of the campus	1	5%
Unusual	1	5%
No disadvantages	2	10%

4.2.1.12.2. Freshman Students-Section 1

As for the disadvantages of the study, in the first group of freshman students, there were mainly four issues brought up to the question “What are the disadvantages of the project?” as seen below in Table 2.2. The most commonly stated problem with the 58% of the students was the fact that the village where their campus was located had very limited sources such as transportation and lack of various linguistic items. The other disadvantage was directly related to the project itself: the narrow scope of the study. Moreover, one student complained about their schedule while another one focused on the technical problems s/he had while making the presentation. It is noteworthy that 33% of the participants did not spot any disadvantages.

Table 2.2- Freshman Students-Section 1- Question 2: “What are the disadvantages of the project?”		
Disadvantages of Linguistic Landscape Project	Number of Students (Raw score)	Percentage
Limited sources in the area/ location of the campus/transportation	7	58%
The narrow scope of the study	1	8%
Busy schedule	1	8%
Technical problems	1	8%
No problems with the project	4	33%

4.2.1.12.3. Freshman Students-Section 2

The disadvantages stated by the second group slightly differed from the ones mentioned by the first one. Like the first group of freshman students, limited sources of the research area were again the main problem for the students of second group of participant freshman students, being stated by 29% of the students. Apart from this problem, the lack of instruction on how to make a presentation at

this level of students was mentioned as a disadvantage of the project by one student, and it was taken into consideration in the limitations part of the study. One of the really high motivated students felt that the project did not take long enough to let that student finalize one of her findings. Another student reflected on his discontentment of the findings indicating the dominance of English on Turkish. Moreover, while one student was disturbed by some other students' indifferent attitudes towards the project, another one found the project boring. In this group, 14% of participants reported no disadvantages as can be seen in Table 2.3:

Table 2.3- Freshman Students-Section 2- Question 2: "What are the disadvantages of the project?"		
Disadvantages of Linguistic Landscape Project	Number of Students (Raw score)	Percentage
Limited sources in the area	4	29%
Insufficient knowledge about making a presentation	1	7%
Lack of enough time	1	7%
The disappointing findings of the study	1	7%
Indifferent attitudes of some students	1	7%
Boring	1	7%
No problems with the project	2	14%

4.2.2. Students Responses to the Question3, "How Enjoyable was the Project?"

Another question on the feedback form (See App. E) which was asked to the students with the purpose of exploring their attitudes towards the project and the effectiveness of the experience was the third question, "How enjoyable was the project?" Students were required to give reasons for their responses as well. Students' responses were grouped into two main categories, depending on whether the responses to the question were positive or negative. In both categories, reasons stated by the three groups of participants were presented, starting with the general ones.

4.2.2.1. The Project was Enjoyable

Question 3 on the feedback form asked the students whether the project was enjoyable or not. Students' answer to this question was overwhelmingly "yes", which 72 % of respondents saying they liked it because of various reasons. As a result, it can be claimed that every participant student found something for herself/himself in the process. The factors affecting how students felt about the experience are given below, starting with the most frequently stated.

4.2.2.1.1. Data Collection Method

The way how students collected the data was the most commonly stated reason why the project was enjoyable for students: walking around, doing research, exploring different places, other people's reactions, and so on were all mentioned as fun parts of the study. One beginner level student reported,

Notwithstanding that it was a little bit challenging, the project was fun. I sometimes felt myself like a tourist looking around her carefully with astonishment and taking a picture of everything. The project encouraged us to see the sights in our neighborhood. And we had fun while doing a research (Beg-student, Enjoyable, Method 1, BEM1).

The fact that shop owners and other people who saw students as researchers take pictures of signs were not indifferent to them was also mentioned, "Although going to Güzelyurt to take pictures was tiring, it was fun to see the bewilderment of shopkeepers when we pointed our cameras to the signs of their shops" (BEM2). Another one added, "It was definitely a lot fun. I faced with a number of hilarious signs. While I was taking pictures, some of the shopkeepers came out asked me the reason for the pictures. We had little chats" (BEM3).

One freshman from the first sub group elaborated on the idea "It was. I continually looked at signs. Owners looked at me when I looked at their signs and took their pictures" (Freshman, First-section, Enjoyable, Method 1, FFEM 1). One freshman student from the same group also mentioned about the way they collected data, "It was enjoyable because we walked around and visited different places in order to find a sign and take a photo" (FFEM2). Another noted. "Yes, it was fun. My friends and I walked around the streets of Girne staring at signs, and people watched us with curiosity" (FFEM3). "Finding signs and taking their pictures were the fun parts" (FFEM4), wrote another. As the participants of the freshman group were students from the "Teaching English as a Foreign Language Program", the issue of languages can be claimed to be one of their major interests. As a result, finding out that languages are used in different ways for different purposes apart from communication was what made the project enjoyable for one student in addition to the way data was collected: "The picture-taking part was enjoyable because you explore new places and find different ways of using English or other languages" (FFEM5).

Students' responses indicated that the most favorable part of the project was data collection for the second participant group as well. They enjoyed going around, taking pictures, commenting on them and analyzing linguistic landscape items with friends, which sometimes revealed funny attempts of people while using languages on signs. One wrote, "It was a good project because we had the chance to go around, take pictures and comment on them with friends. Moreover, not being a strict project made it more fun" (Freshman, Second-section, Enjoyable, Method 1, FSEM1). Another student thought, "It was fun. Taking pictures, analyzing and commenting on them were really entertaining and thought-provoking" (FSEM2). "I really enjoyed while I was doing this project. I

found the opportunity to wander around the campus. I discovered some places that I had not been before” (FSEM3), commented one.

One student from the second sub group of freshman students mentioned the weekly interviews, which were one of the main components of their data collection. At first, the student was not aware of the requirement to have weekly interviews. When she found out this, she had a late interview for her pictures. Her feedback made it clear that interviews served the purpose at least for some students. At the end of the interview, she was so glad to share her ideas and get feedback that she stated as follows:

Now, it makes sense because I did not really know what to say. For me, all English signs are written because it is the global language, and it is more attractive. Now, I understand what we are doing. I like it (FSEM4).

Unlike what was expected, one student reported spending his/her entire day for the project, which made the study a little unpleasant for that student. However, looking at the comment below, it can be claimed that the student even had fun when spending time with friends while collecting data for the project: “To be honest, spending one entire day of a week was not entirely enjoyable. However, when done in groups, there was nothing dull with the project” (FSEM5).

4.2.2.1.2. Funny Linguistic Landscape Items

Funny linguistic landscape items that students encountered while collecting data also made some students have fun in that process. One beginner level student regarded such situations as fun despite the critical tone of his/her comment while reporting his/her observations: “It can be claimed to be fun especially when you come across with ridiculous occasions people are in just to use English” (Beg-student, Enjoyable, Funny-items 1, BEF1).

One first-sub-group-freshman student explained, “It was fun. While doing research, we came across with many funny items” (Freshman, First-section, Enjoyable, Funny-items 1, FFEF1). Another one agreed pointing out interesting language patterns: “Yes because I came across with enjoyable things like funny language patterns in English” (FFEI2).

As in the other groups, interesting and funny pictures they caught were fun for the second sub group freshman students as well: “We took lots of funny pictures, and that was good” (Freshman, Second-section, Enjoyable, Funny-items 1, FSEF1). Another student noted, “It was really an enjoyable project because when I analyzed the items logically, I happen to find out very funny things” (FSEF2).

4.2.2.1.3. The Contentment of Being a Part of a Project

At the end of the project, with their data and analysis, students presented their own findings to the whole class. One beginner level student reported, “I think it was fun because I like being involved in such different projects” (Beg-student, Enjoyable, Contentment1, BEC1). Another one added, “The project was enjoyable as I felt as if I was a part of something serious and important. It

was fun to stroll around and make research for the study” (BEC2). Students’ responses indicated that students enjoyed the contentment of being a part of a project, carrying out the requisites of the study and being able to draw some conclusions as if they were linguists/researchers. One freshman student elaborated on his/her feelings and opinions of this experience in relation to the gains for his/her future profession:

As in all accomplishments, I felt proud, proud to see different things, proud to find answers. And, making the presentation was quite fun. We will be teachers, practicing speaking in front of a crowd is important. For the first time, we talked about something that is our own finding, so it was a good experience (Freshman, First-section, Enjoyable, Contentment 1, FFEC1).

4.2.2.1.4. Students’ Gain of New Perspectives

The project required students to look at signs around them from a different aspect. Even though some found it a bit challenging to do in the analysis of their data, some enjoyed a lot because they experienced thinking in a different way. One beginner level student noted, “I believe the part where we commented on pictures was enjoyable. It helped us gain insight about a different topic” (Beg-student, Enjoyable, Perspectives 1, BEP1). Another answered the question whether the project was enjoyable in the following words: “Yes, I think it was enjoyable. We paid attention on things that we had never noticed before, and we interpreted them. It was fun to try to find a new viewpoint” (BEP2).

One freshman illustrated, “The project was quite fun. We got the chance to look around ourselves and evaluate things with an entirely new perspective. We had fun time during the research” (Freshman, First-section, Enjoyable, Perspectives 1, FFEP1). Another one added, “I can say that it is an enjoyable project. We gained a different perspective, and we examined signboards from that perspective” (FFEP2).

4.2.2.1.5. Doing Research and Feeling like a Researcher

One of the devoted students from the second sub group of freshman students appreciated the opportunity to do research. The student was so enthusiastic about doing research that she even figured out what the theory was behind the project even though they were presented no theoretical terms in the field of linguistic landscape. What was fun for her was doing research:

Before the project started, I was neutral. When it started, I realized that it was really fun. In fact, I never felt bored in this four-week process, and I learnt a lot. One of them is that the name of the project is ‘linguistic landscape’, and I did some research on it (Freshman, Second-section, Enjoyable, Researcher 1, FSER1).

There was also one student from the same group who enjoyed feeling like a researcher: “I felt like a real researcher, journalist. In fact, some people happened to ask me why I was taking the pictures. That part was fun” (FSER2).

4.2.2.1.6. Learning New Words

One beginner level student found the project enjoyable considering his/her language gains being involved in the project. As mentioned before while explaining the advantages reported by the participant students, the project helped students expand their vocabulary knowledge. The student expressed his/her feelings as follows: “The project was enjoyable. I would be really pleased to do similar projects. As we have discovered new places and learnt new words, it was entertaining” (Beg-student, Enjoyable, Vocabulary 1, BEV1).

4.2.2.1.7. Making presentation

One of the factors affecting students’ attitudes towards the project in a positive way was the fact that students shared their findings with their classmates giving a presentation in class. One beginner student reported having liked the experience. From the comment, it can be concluded that not being perfect a presenter did not prevent the student from the joy of developing oneself and mastering new skills. The student explained, “Although it is not possible for us to make perfect presentations, I believe experiencing it is fun” (Beg-student, Enjoyable, Presentation 1, BEP1).

4.2.2.1.8. Interviews

Some students developed their own way of doing research by conducting short interviews with passers-by or shop owners, and apparently one of the freshman student from the first sub group liked it quite a lot: “A kind of yes because I asked people’s opinions and had interviews with them” (Freshman, First-section, Enjoyable, Interviews 1, FFEI1).

4.2.2.1.9. Main Focus of the Project

Considering the close link between “language” and “culture”, it is expected that ELT students are keen on cultural issues in general, maybe even more than the theoretical issues they work on in their departments. One of the second sub group freshman students reported that s/he took great pleasure in taking part in the project as the topic of the project coincided with his personal interests. The comment also refers to the data collection indicating that the student enjoyed taking pictures, discovering new places and the following steps:

Actually, it was very enjoyable because things related with daily life and cultural issues are always a point of interest for me. Also, preparation stage of the project is composed of enjoyable activities like preparing the presentation, taking photos, discovering places, etc. they were all very enjoyable activities (Freshman, Second-section, Enjoyable, Focus 1, FSEF1).

4.2.2.2. The Project was not Enjoyable

As in every study, not all feedback was positive. There were also some students who did not enjoy the project much. Students’ responses were analyzed considering the reasons what made the students not like the project. Students’ responses without an explanation were not reported here even though they were taken into account.

4.2.2.2.1. Topic

Two participants complained about the topic of the project. Their reasons were different from each other, though. One beginner student thought that the topic of the project was beyond their capabilities as it was too critical. The student wrote, “It was not really enjoyable as the topic was too critical” (Beg-student, Not enjoyable, TOpic 1, BNT01). Another agreed, “Our situation was somewhat tragicomic as we made almost the same comment for every picture” (BNT02).

Another student who was not happy with the topic was a freshman student from the second sub group. The student stated that s/he was not attracted by the topic at all: “No, it was not. I cannot say that it was enjoyable because that was one of the topics that would hardly draw my attention, I cannot say that it was fun” (Freshman, Second-section, Not enjoyable, Topic 1, FSNT1).

4.2.2.2.2. Demanding

One beginner student found the project demanding. Considering that other beginner level students were not supposed to be involved in such a process, the student’s reaction is understandable. The student expressed his/her opinions about the project as follows: “It was not fun. On the contrary, it was demanding and boring” (Beg-student, Not enjoyable, Demanding 1, BND1). Another added, “As we had to walk a lot for pictures, I found the project tiring more than enjoyable” (BND2).

4.2.2.2.3. Timing

Timing of the project was a problem specifically for beginner level students. As anticipated, one student wrote, “It would have been much more fun and effective if the timing of the project had not coincided with the mid-term exam. The things that we have learnt could have had a more lasting impact on us” (Beg-student, Not enjoyable, Timing 1, BNT1). “At first, it was fun. However, as the mid-term date got closer, it was a little bit of trouble for us” (BNT2), noted another one.

4.2.2.2.4. Limited Resources

There was only one student who found the project boring in the first sub group of freshman students. His/her response, however, pointed out that his/her negative attitude was associated with insufficient research facilities in the area: “It was too boring because taking a picture out of the campus cost at least two hours of being out of the campus and huge amount of taxi fare” (Freshman, First-section, Not enjoyable, Resources 1, FFNR1).

Another one from the second sub group freshman also claimed that when the deficiencies were overcome, the study could be more enjoyable. The student commented, “It could be more enjoyable, but the transportation problems made our findings weak. Other than that, it was fun” (Freshman, Second-section, Not enjoyable, Resources 1, FSNR1).

4.2.2.3. Conclusion

Students’ responses to Question 3 on the feedback form are presented in tables below. It must be noted that comments without giving any reasons were not presented above as they were just short answers indicating a positive or a negative response. However, the number of such students was taken into consideration when the tables were generated to see the general tendency. About 58% of the all respondents cited that they enjoyed the project.

4.2.2.3.1. Beginner Level Students

The answers to Question 3 which included quite a lot of positive feedback were not puzzling because it seems that when students benefit from something, they tend to like it. Although the raw number of students who did not find the study enjoyable- 10- is almost equal to who liked being a part of it- 11 students in beginner level students, the variety of responses of those thinking the project was fun makes it worth using linguistic landscape projects as a teaching tool which invokes critical thinking. As can be seen in the table below, what made 52% learners enjoyed the project were the benefits of the study the students noticed on their own, and these benefits range from sociable gains of students to educational ones. Students' responses to Question 3 also reveal that the disadvantages of the study overlap with the reasons why the project was not enjoyable for some students. The fact that the project was too demanding to accomplish was the most frequent problem of the project for prep year learners as stated by 4 students, which might be caused by the fact that they have never been actively involved in a thorough research work before.

Table 3.1- Beginner Level Students- Question 3: "How enjoyable was it? Please, explain why".		
Fun parts of the project	Number of Students (Raw score)	Percentage
Wondering around and discovering new place	3	14%
Developing new perspectives	2	10%
Noticing funny/silly signs around us	2	10%
Reactions of shop owners & Dialogues with them	2	10%
The feeling of doing something serious/being a part of a project	2	10%
The data collection	1	5%
Experiencing making a presentation	1	5%
Learning new words	1	5%
Paying attention to some things for the first time	1	5%
Commenting on pictures	1	5%
Taking pictures like tourists	1	5%

The table below, Table 3.1.1, shows the reasons why beginner level students did not enjoy the project. The reasons overlap with the disadvantages of the project.

Table 3.1.1- Beginner Level Students- Question 3: “How enjoyable was it? Please, explain why”.		
Not-fun parts of the project	Number of Students (Raw score)	Percentage
Tiring	4	20%
Timing	2	10%
Too critical topic / Not related to students’ prospective studies	2	10%
Boring	2	10%
Making the same comments	1	5%

As can be seen in the table below, Table 3.1.2, almost half of the participants stated enjoying the project.

Table 3.1.2- Beginner Level Students- Question 3: “How enjoyable was it? Please, explain why”.			
Number of students who enjoyed the project		Number of students who did not enjoy the project	
Raw score	Percentage	Raw score	Percentage
11	52%	10	48%

4.2.2.3.2. Freshman Students-Section 1

Data from the students’ feedback showed that almost every student from the first freshman sub group liked the project and found it enjoyable as in the first freshman group of students. To the question “How enjoyable was the project?”, the vast majority of students, 91% of the participants, reported finding it quite enjoyable and fun (See Table 3.2.1 below).

Table 3.2.1- Freshman Students-Section 1- Question 3: “How enjoyable was it? Please, explain why.”			
Number of students who enjoyed the project		Number of students who did not enjoy the project	
Raw score	Percentage	Raw score	Percentage
11	91%	1	9%

The students explained their feeling with several reasons listed in Table 3.2.2 below. They enjoyed the way they collected data most as they had the freedom to choose where to go and which items to focus on. Moreover, they could interpret their pictures in the way they wanted. 41% of the first group participants reported liking the data collection process. Apart from that, funny items or language patterns that the students encountered were mentioned as fun incidents by 16 % of students. Similarly, the same number of students favored feeling like a researcher having the control over his/her findings, and the new perspectives they gained thanks to the project made the project more enjoyable for another 16% of the students, which showed that they liked learning new things and developing themselves. The study was entertaining for one student as s/he could seek different ways of using English or other languages while another one had fun interviewing people in data collection as indicated in Table 3.2.2. Compared with students from the beginner level group, far more students in the first group of department students found the project enjoyable. There was only one student who stated that the project was very tedious, and the insufficient research facilities of the area were the main reason for the students' negative attitude (See Table 3.2.2).

Table 3.2.2- Freshman Students-Section 1- Question 3: "How enjoyable was it? Please, explain why".		
Fun parts of the project	Number of Students (Raw score)	Percentage
Doing research/ visit different places/ exploring new places	5	41%
Funny items/funny language patterns	2	16%
Evaluating things with an entirely new perspective/ gaining a different perspective	2	16%
Talking about students' own findings	1	8%
Finding different ways of using English or other languages	1	8%
Asking people's opinions and having interviews with them	1	8%

Table 3.2.3- Freshman Students-Section 1- Question 3: "How enjoyable was it? Please, explain why".		
Not-fun parts of the project	Number of Students (Raw score)	Percentage
Too boring- campus and huge amount of taxi fare	1	8%

4.2.2.3.3. Freshman Students-Section 2

In their responses to the third question of the feedback form, “How enjoyable was the project?”, 11 students of the interviewed group reported finding the project enjoyable. Of all the 14 students in this group, a rather small number of students, 3 of them, had negative attitudes and reported disliking being involved in it (See Table 3.3.1).

Table 3.3.1- Freshman Students-Section 2- Question 3: “How enjoyable was it? Please, explain why”.			
Number of students who enjoyed the project		Number of students who did not enjoy the project	
Raw score	Percentage	Raw score	Percentage
11	78%	3	22%

Stated enjoyable parts of the project are not completely different from the first subgroup of freshman students as shown in Table 3.3.2. Similar to them, the part the students found the most enjoyable is data collection with 33% students mentioning about taking pictures, commenting on them, etc. and 14% students writing specifically about discovering new places either on campus or somewhere else, which is why they were shown separately in the table. In total, 47% students favored the things they did in the data collection process, which is a bit higher than the first group. Moreover, 2 students, 14 %, had fun facing and noticing funny writing or signs around them while the same number of students focused more on the meticulous choosing of the best pictures and interpreting them. Three other students reported liking doing research and feeling like a researcher, and one of these students specifically mentioned about the fact that s/he enjoyed the project because it was together with friends, which showed working alone or in groups might be a factor affecting how enjoyable the project was. Lastly, one student was happy about the project thanks to its topic, which was directly about daily life; that is, how languages were used in various ways as a result of cultural understandings.

Table 3.3.2- Freshman Students-Section 2- Question 3: “How enjoyable was it? Please, explain why”.		
Fun parts of the project	Number of Students (Raw score)	Percentage
Going around, taking pictures, analyzing and commenting on them with friends/ finding out very funny things	4	33%

Table 3.3.2 Continued- Freshman Students-Section 2- Question 3: “How enjoyable was it? Please, explain why”.		
Fun parts of the project	Number of Students (Raw score)	Percentage
Doing research/ doing research in groups/ feeling like a researcher	3	21%
Wandering around the campus, discovering new places	2	14%
Funny writings/ funny pictures	2	14%
Trying to find extraordinary and interpretable pictures and choosing their best /Having the weekly interviews and thinking over the signs with the teacher together	2	14%
Being involved in daily life and cultural issues	1	7%

In their responses to this question, 3 freshman students from the second sub group reported that they did not find the project enjoyable. As can be seen in Table 3.3.3, their reasons for that were the transportation problem of the area and the topic of the project, which apparently could not attract the student’s attention. The last stated reason was not directly related to the project. The problem was that the student took part in this project for the second time.

Table 3.3.3- Freshman Students-Section 2- Question 3: “How enjoyable was it? Please, explain why”.		
Not-fun parts of the project	Number of Students (Raw score)	Percentage
Transportation problems (...could be more enjoyable)	1	7%
Not interesting topic (...not enjoyable)	1	7%
Doing the project for the second time (...not enjoyable)	1	7%

4.2.3. Students Responses to the Question 4, “Would you recommend that other classes do this project? Why or why not?”

The feedback form also asked students whether they recommend other classes do this project or not. As in the analysis of the previous question, students’ responses were categorized into two: the ones belonging to the students who recommended the project to other students and the ones claiming that the project was not worthwhile.

4.2.3.1. The Project is Recommendable

The general tendency in participant groups was positive, and they listed several reasons for that. In order to gain deeper understanding of students' attitudes towards the linguistic landscape project, the reasons for students' responses were analyzed below.

4.2.3.1.1. Development of Students' Presentation Skills

Regarding the positive effects of the project on students' speaking and presentation skills, the participant students believed that students in other classes would benefit from such an experience, supposedly especially because they would need more self-confidence in their departments in the following years and for their profession in the future. One beginner level student wrote, "Making presentations within this project will probably ease our situation in our departments. Considering this benefit, I believe it might be useful for other classes to do the project" (Beg-student, Recommendable, Presentation 1, BRP1). Another one explained his/her reasons in detail in the following words:

When I presented my pictures and comments in front of my classmates, I thought that was a step to overcome my fear of speaking in public. Most probably, there are students with this fear in other classes. As a result, I definitely advice they carry out the same project. Moreover, it prepares us to be more active and comfortable for prospective presentations that we are going to do in our departments (BRP2).

In addition to the development of their presentation skills, one beginner level student put emphasis on the awareness of the topic of the project, linguistic landscape, as follows: "They should do this project. Otherwise, they would be unaware of this topic and presentation skills. They would not know what to do while making a presentation like we do" (BRP3). "I do believe they should do it as this project made it possible for us to get ready for a speech in English and do it comfortably in the class" (BRP4), wrote another one. One freshman student from the first dub group also drew attention on the development of students' self-confidence and speaking skills: "Of course, yes! It is good for them, and especially presentation part improves students' confidence and speaking skills" (Freshman, First-section, Recommendable, Presentation 1, FFRP1). Another student from the same group noted, "Yes, they can do this project. It developed our presentation skills, and it improved our self-confidence" (FFRP2).

4.2.3.1.2 Stimulated Student Effort

As mentioned in the methodology section, the beginner level students carried out the project as a replacement for their speaking exam. Knowing this, some students looked down on the tasks other students in different classes were required to do, considering that they were involved in a research project which required an elaborate data collection and stimulated serious effort. One student remarked,

"In my opinion, they should do this project. Most of my friends say that they have been preparing dialogues in pairs to record. Nevertheless, an assessment like this one which has a considerable amount of impact on our total grade should not be that simple and ordinary" (Beg-student, Recommendable, Stimulated Effort 1, BRSE1).

Another beginner level student with the same attitude towards others' assignments claimed that being a part of such a study, as they did on the linguistic landscape of North Cyprus, helped the

participant students develop a strong sense of responsibility. This effect of the project on students can be understood better when their experience is defined in detail. That is, the students were fully involved in a serious SAR project to define the associations that were attached to English in their environment in North Cyprus. Their involvement required a sense of control and responsibility in the process. The student reported,

“To my way of thinking, they had better do this project. As far as I have observed, none of my friends from other classes have really made such a serious effort for one of their assignments. I believe this project is a good opportunity for students to develop their sense of responsibility” (BRSE2).

To clarify the efficiency of the experience, one beginner level student commented on the idea of having an English speaking exam, which can be frightening for a learner no matter what his/her level is. The preparation for the classroom presentations was described by the student as a gradual developmental process that helped students develop their English knowledge. The student explained as follows:

“I would say “Yes”. We formed sentences in English without being under pressure. We had the opportunity to see our mistakes when we got help from our friends who passed the proficiency exam to check our presentations. While correcting the mistakes, our grammar knowledge developed. If we had had a speaking exam in real terms, we would have felt stressed. This could have affected our grades in a negative way. Thanks to this project, we could realize some of our common mistakes, and it was fun to use English” (BRSE4).

Another student added, “This project is much more useful than an ordinary speaking exam because we do not only make research but also write our ideas in English after interpreting the data. There is no reason for others not to do it” (BRSE5).

4.2.3.1.3. Students’ Broadened Horizons

The project was regarded and described as an awareness- raising project which broadened students’ horizons about where English was used and for what purposes. As a result, it was advisable for other classes as one beginner level student noted:

“Doing this project would be advantageous for them as it broadens our horizons, develops our interpretation skills and requires us to present our findings. Different projects like talking about a movie or a place would not be as beneficial as ours because such assignments can have an impact only on students’ English” (Beg-student, Recommendable, Broadened Horizons 1, BRBH1).

One student from the first sub group of freshman students responded, “It is possible. Thanks to this project, other students can develop their English and their ideas” (Freshman, First-section, Recommendable, Broadened Horizons 1, FFRBH1). “Yes, definitely I think. We are studying at an English-medium school, and most people are not aware of where and why English is used. I think it will be fruitful” (FFRBH2), agreed another one. One more student from the same group had the same notion and elaborated on his/her reasons: “Yes, because I believe this is an awareness-raising project,

and the fact that it develops people's perceptions is very beneficial in terms of their cultural and linguistic awareness" (FFRBH2).

The second sub group freshman students, who had weekly interviews, also believed that the project should be carried out by other students as well. Some students focused on the gaining-new-points-of-view benefit of the study as a reason why they recommended it. Their responses are as follow: "Yes, everybody should gain this point of view and be aware of what is around him/her" (Freshman, Second-section, Recommendable, Broadened Horizons 1, FSRBH1). Another student from the same group seemed quite assertive in his response conforming that the project would help students gain new perspectives. The below is the student's response:

"Absolutely. Such kind of a study that is on comparison and a different point of view changes thoughts of a person. My perspective has changed. We learn to consider and guess the reasons of a sign with its purpose and so on instead of seeing it as a simple signboard" (FSRBH2).

One student felt the need to state that the project was a different experience for him/her as a reason why it would be good for other students to take part in the project: "Definitely, yes. I am sure it will be very beneficial for them, too. All such studies are different experiences for us" (FSRBH3). For some, the project was thought-provoking. This was mentioned by one student in an indirect way: "Yes, they can. It can help them to think about English and cultures" (FSRBH4). Another student gave a more detailed explanation on why s/he thought that other students should carry out the project: "Yes, because it is a good and reasonable project which is aimed to develop awareness of language uses" (FSRBH5). One freshman student also advised other students to experience the project, but not as strongly as the other participants did: "In my opinion, it depends on the students. However, it is beneficial" (FSRBH6).

4.2.3.1.4. An Inspiration for Doing Research

One freshman student from the first sub group remarked that the study was inspirational in the way that it instills students with the spirit of doing research. The student noted, "It can be done in order to help other students gain the spirit of doing research" (Freshman, First-section, Recommendable, Inspirational 1, FFRI1).

4.2.3.1.5 Advisable for Specific Groups

While recommending the project to other classes in their responses, it can be claimed that the participant students were critical in their decision because they did not suggest all students from various departments do it just because the participants themselves did. The participant students believed the project would work well with EFL students and prep year students as they are language learners. One freshman student from the first sub group wrote, "This kind of projects can be helpful in EFL classes and prep classes" (Freshman, First-section, Recommendable, Specific Groups 1, FFRSG1). Some freshman students also believed that the project was appropriate for other students from the same department with them, the TEFL Program students, as indicated, "I believe as our department is about language, it is necessary and beneficial for us. However, I do not think it is essential for students studying in other departments on our campus" (FFRSG2). Another student agreed that TEFL students should carry out the project as their main focus in on languages. The

student noted, “I do not think that other classes should do this project because this project is related to specifically ‘language’, and we work on ‘language’, not the other classes” (FFRSG3). One student who believed also Guidance and Psychological Counseling and Psychology department students should do the project in addition to supposedly the students of their department attached a condition for better results of the study: overcoming the limitations of the study as follows: “Not yet. After the transportation problem is solved, it can be good to have the project with also Guidance and Psychological Counseling and Psychology department students” (FFRSG4).

As discussed earlier in the advantages section, the project helped students discover new places in their environment. In accordance with this advantage of the project, one student recommended the project to especially new students on campus and wrote, “I highly recommend that everyone should take part in this project. Especially if they are new on the campus, they have the chance to discover places and get familiar with the campus” (Freshman, Second-section, Recommendable, Specific Groups 1, FSRSG1). Another one thought that specifically students of social sciences will benefit from the project. The student commented,

“I believe that the study will be beneficial for the ones studying social sciences. The fact that the common language on our campus is English, the island has a multinational population, and this is an issue that all students be aware of are the reasons what makes the project is done by other students” (FSRSG2).

One respondent from the second group of freshman students indicated that the project may not be welcomed by every student. The student explained,

“I believe even if the project is beneficial, students may regard it as extra burden for themselves with their ‘student psychology’. A presentation for students about the topic can work as well instead of the project. It may not attract the attention of students except the ones studying ELT” (FSRSG2).

The comments above indicated students’ positive attitudes towards the project on the condition that the project was carried out only with the suggested student groups. As a result, it must be noted the responses were regarded as negative in general when the tables of the data were formed as some of them basically reject the idea of other students’ doing the same project. With a similar attitude, one freshman student wrote, “Maybe in some courses, but not in all of them” (FSRSG2).

4.2.3.1.6. An Enjoyable and Relaxing Task

For some freshman students from the second sub group, carrying out the project was a relaxing and fun requirement in their usual rush. Considering their responses below, it can be claimed that students preferred to do such projects rather than being have to prepare countless pages assignments:

“Yes, I certainly recommend that for other classes because projects like this one give people a great chance to relax and have fun. It can be very helpful for other classes which have very heavy workload so that they can feel relieved a little bit” (Freshman, Second-section, Recommendable, Enjoyable 1, FSRE1).

Another student remarked that other students should do the project because it was enjoyable: “It can be done because it was an enjoyable project, and different comments made them better, so other classes can enjoy it as well” (FSRE2).

4.2.3.2. The Project is not Recommendable

The reasons why some students did not recommend the project to other students are presented below.

4.2.3.2.1. The Need for a Variety in Student Projects

Even though the majority of students stated that they liked the project, some students, even the ones with a positive attitude, believed having a variety would help them learn more. One student stated, “I believe if every class does a different project, students might benefit from such studies more effectively instead of all classes doing the same as we will have the opportunity to learn about what else can be done” (Beg-student, Not Recommendable, Variety 1, BNRV1). Another student agreed with a quite positive attitude: “It would not really be good if every class did the same project. Different ideas and different projects are needed” (BNRV2). One regarded the teacher as the only decision maker, and stated: “It depends on their teachers. However, I think more interesting projects can be assigned to students” (BNRV3).

One student from the second sub subgroup was not really in favor of other classes’ doing the project; however, apparently, that student thought the project aimed solely to analyze the pictures in the area: “No. I guess we did and we talked about all pictures. There are no more pictures to discuss about this topic” (Freshman, First-section, Not Recommendable, Variety 1, FFNRV1).

4.2.3.2.2. Limited Resources in the Area

There were few students who were not sure about the effectiveness of doing the project with other students although they had positive attitudes towards the study. These students, however, thought that the project should not be carried out with others not because the study was worthless but because of the inadequate research facilities of the area like its size. One beginner level student pointed out,

“As we have very limited data in our environment for this project, students will start presenting the same things. Consequently, the notion of every class doing this project is not fruitful. I must admit that I would change my mind, though, if we had been studying at METU Ankara” (Beg-student, Not Recommendable, Sources 1, BNRS1).

From the second participant group of freshman students, one agreed with the beginner level student, “Not really because a bigger area is necessary to be able to carry out the project properly” (Freshman, Second-section, Not Recommendable, Sources 1, FSNRS1).

4.2.3.2.3. Too Demanding

Two beginner level students found the project too demanding. They might have thought so because of the weekly interviews. Writing weekly comments for the pictures could be regarded as extra burden for the students considering that their peers in other classes did not have to put that much

effort for their speaking assessment. One student noted, “I would not say directly ‘No’. However, a different project which is less demanding and more effective can also be assigned” (Beg-student, Not Recommendable, Demanding 1, BNRD1). Another one expressed his/her ideas in the following words: “I do not think they should do this project as it requires going to different places every week to take pictures. When we are not available for that, the pictures we take do not really make us happy” (BNRD2).

4.2.3.2.4. Not Worthwhile

One student from the beginner group and one student from the second freshman group could not see the value in the project. They found the project unnecessary. As a result, they did not recommend the study be carried out with other students. One described the project as “ridiculous”, and stated, “No, they should not do this project. This project sounds ridiculous and out of place for a university student. The only thing that is good about it is the fact that it improves our speaking and presentation skills” (Beg-student, Not Recommendable, Not Worthwhile 1, BNRNW1). The freshman reported, “I don’t think so. I think it is not necessary” (Freshman, Second-section, Not Recommendable, Not Worthwhile 1, FSNRNW1).

4.2.3.3. Conclusion

The total number of respondents of Question 4 was 47. 66% of the all participants believed that the project should be carried out with other students as well considering the prospective benefits of the experience. Among the ones who said “No”, there were also some students who were not thoroughly against the idea of having the project with other students under certain circumstances, and some recommended the project only for certain group of students. These were all given above as long as the reason for the response was explained.

4.2.3.3.1. Beginner Level Students

Beginner level students’ responses to Question 4 implied that the same number of students who disliked the project did not recommend that other classes do it, which reflects on the reliability of student responses.

Table 4.1- Beginner Level Students- Question 4: “Would you recommend that other classes do this project? Why or why not?”			
Number of students who recommended the project to others		Number of students who did not recommend the project to others	
Raw score	Percentage	Raw score	Percentage
11	52%	10	48%

Taking into consideration the responses of beginner level students to the questions on the feedback form, it can be asserted that the participant students benefit from the opportunity to learn about linguistic landscape of North Cyprus in many ways although the current linguistic landscape project failed to interest all students. The effectiveness of the study is not tested with a huge number of beginner level students. However, considering their level, a less demanding version of the project can be developed to increase the level of students' satisfaction.

4.2.3.3.2. *Freshman Students-Section 1*

In their responses to Question 4 in the feedback form, “Would you recommend that other classes do this project? Why or why not?”, 67 % of the participants in the first group of freshman students agreed that other classes should do the project while 33% of them believed that it was not necessary as illustrated in Table 4.2.

Table 4.2.1- Freshman Students-Section 1- Question 4: “Would you recommend that other classes do this project? Why or why not?”			
Number of students who recommended that other classes do this project		Number of students who did not recommend that other classes do this project	
Raw score	Percentage	Raw score	Percentage
8	67 %	4	33%

Both pro and con groups stated several reasons for their choice. To begin with, the ones who believed that the project should be carried out also by students from other classes asserted that the project was beneficial for them as it raised a general awareness of languages around people as stated by 33% of students. Another benefit they identified was the development of students speaking skills together with their confidence and presentation skills. The last reason why the project was advisable was that it helped students learn how to do research as reported by one of the students. It made the students understand the steps and gain the spirit of doing research (See Table 4.2.2).

Table 4.2.2- Freshman Students-Section 1- Question 4: “Would you recommend that other classes do this project? Why or why not?”		
Reasons why other classes should do the project	Number of Students (Raw score)	Percentage
Awareness-raising project/ cultural and linguistic awareness/ people get aware of where and why English is used/ development of their ideas	4	33%
Development of students’ confidence and speaking skills/ presentation skills	2	16%
Advisable for some students	3	16%
Helping students gain the spirit of doing research	1	8%

The project was specifically advisable for some specific groups of students considering their courses in their departments and requisites of their future job. 16% believed so and they listed the groups that could benefit from the project as follow (See Table 4.2.3):

- ELT department students
- EFL classes
- Prep classes
- Guidance and Psychological Counseling and Psychology department students

Table 4.2.3- Freshman Students-Section 1- Question 4: “Would you recommend that other classes do this project? Why or why not?”		
Advisable for some students	Number of Students (Raw score)	Percentage
ELT department students	2	16%
EFL classes	1	8%
Prep classes	1	8%
Guidance and Psychological Counseling and Psychology department students	1	8%

For the ones who did not recommend that other classes do the project, the main problems were transportation and inadequate number of linguistic items in the research area. 16% of students

thought that such a study with language focus would not be necessary for students studying in other departments (Table 4.2.4).

Table 4.2.4- Freshman Students-Section 1- Question 4: “Would you recommend that other classes do this project? Why or why not?”		
Reasons why other classes should not do the project	Number of Students (Raw score)	Percentage
The transportation problem	1	8%
No more pictures to be analyzed around them	1	8%
Not essential for other department students	2	16%

4.2.3.3.3 Freshman Students-Section 2

Of the totality of 14 students in the second participant group, 12 (86%) reported that other classes should do the project (See Table 4.3.1).

Table 4.3.1- Freshman Students-Section 2- Question 4: “Would you recommend that other classes do this project? Why or why not?”			
Number of students who recommended that other classes do this project		Number of students who did not recommend that other classes do this project	
Raw score	Percentage	Raw score	Percentage
12	86%	2	14%

The participant freshman students in the second sub group stated various reasons to support their suggestion. 5 students (36%) pointed out the importance of the project in being a critical thinker. For them, other students can benefit from the study because it helps students gain new perspectives, be attentive to their surrounding and consider the close bond between language and culture. Similar to the first group, there were also some students, 28 %, recommending the project for some specific groups rather than for every student on the campus. The groups suggested by these students were a little vague, though, compared to the suggestions of the first group as can be seen in Table 4.3.2. The project was found advisable for other classes by one of the students (7 %) as it is a different kind of experience considering other tasks students are assigned to. Moreover, one student described it as a way to relax even though being an assignment. The fact that the project was enjoyable, and it helped

students get familiar with their campus were the other reasons mentioned by two different students as illustrated in Table 4.3.2.

Table 4.3.2- Freshman Students-Section 2- Question 4: “Would you recommend that other classes do this project? Why or why not?”		
Reasons why other classes should do the project	Number of Students (Raw score)	Percentage
Gaining point of view and being aware of what is around/ language uses /changes in thoughts of a person/perspective /good and reasonable project/ thinking about English and cultures	5	36%
Advisable for some group of students <ul style="list-style-type: none"> • Maybe in some courses, but not all of them • Social sciences students • ...may not attract the attention of students except the ones studying EFL • ...depends on the students 	4	28%
Different experience	1	7%
Great chance to relax and have fun	1	7%
Enjoyable project with different comments	1	7%
Discovering places and getting familiar with the campus (esp. for new ones)	1	7%

The project was not recommended to other classes by two students, 14% in total as shown in Table 4.3.3. One of them considered the area too small to carry out the project while the other one did not think it was worthwhile doing the project.

Table 4.3.3- Freshman Students-Section 2- Question 4: “Would you recommend that other classes do this project? Why or why not?”		
Reasons why other classes should not do the project	Number of Students (Raw score)	Percentage
Small area	1	7%
Not necessary	1	7%

Considering the participants' responses to all questions in both groups, it can be claimed that overall, the students studying in Teaching English as a Foreign Language Program at METU NCC are interested in the linguistic landscape project. Not only are they keen on languages, but they are also eager to examine their uses in daily life. This indicates that they need more real life observational studies that can provide insights into people's understandings and values, and their effects on how languages are used in additional communicational purposes. They may need guidance; however, they are more critical and productive when they are given the role of a researcher.

4.3. Secondary Research Question C: How did the Students Interpret the Functions of English in their Environment in North Cyprus?

Social functions of English include the indirect messages conveyed to an intended audience by using specifically English for specific purposes. As Sayer (2010) mentioned, some uses of English exist on signs as a result of informative intentions. That is, considering the role of English as a "lingua franca", it is quite understandable that in order to reach a wider group of people, English is frequently used on signs especially in touristic places like Girne. As Sayer (2010) listed, restaurants, money exchange places, touristic and historical attractions have signs in English as they address foreign people. Although Sayer (2010) has a point in his claim, it must be noted that such signs may still be analyzed and questioned deeper in some cases that are to be exemplified below. The fact that the number of expatriates living in Cyprus is high is also another factor affecting the use of English or other languages on signs. In their analysis, students not only focused on the social meanings of English but also commented on the choice of language regarding the issue from different perspectives. To illustrate, the use of Turkish on some signs was purposeful, and it was questioned. The exclusion of the mother tongue served for different purposes revealing the meanings of English or some other languages in the society. The students were asked to consider all these in order to help them realize that linguistic landscape items tell us more about the dynamics of a society with an analysis of "the pragmatic functions of written languages in their local LL" (Rowland, 2013).

Sayer (2010) takes into consideration people's low English proficiency in Mexico and deduces that the use of English on signs may mean a lot more to people than what is written on a sign in English as people do not understand the content anyway. Even though most Cypriot people have an average (or even better) command of English, Sayer's assertion is still valid also for the situation in North Cyprus because also feelings and emotions that are desired to be triggered are decisive in languages to be used on signs in addition to the message.

In order to identify social meanings of English, Sayer (2010) made a distinction between "iconic" and "innovative" use of English. While the former is the reproduction of English in slogans and logos, the latter is the use of English based on the "social value or meaning that English has" explaining why it is preferred on a sign. This "why" question can be answered easily in two ways: 1. it is the universal language, and everybody can understand it; 2. it attracts people's attention. These two

answers may end up with very superficial interpretations which prevent us from recognizing the social functions of English. This study, however, is devoted to uncover these functions by encouraging the participant students to do that in their local environment. In order to serve the purposes of the study, the students utilized questions like “how is it more attractive when something is written in English?”, “what do we visualize in our mind when English is used on a sign compared to its Turkish version?” and so on.

4.3.1. Social Functions of English Identified by Beginner Level Students

4.3.1.1. English is universal, and it is the language of money, capitalism and power.



Figure 1a

English is used on the signs of banks, exchange offices and betting shops leading students to regard it as the language of money. Students believe that an English name of a bank conveys the notion of its being universal, global, advanced and specialized. A closer look at Figure 1a may also reveal the clash between the universal and the local, the system and social protests against it. As can be seen above, English represents the universal one, the economic system of trade in most countries today around the world whose one of the foundations is banks. On the other hand, the writings about 1st May in Turkish, “Yaşasın Kızıl 1 Mayıs” (Long Live the Red May 1st), bring the protests against it to light in the local language, rather than the language of capitalism. The student who took the picture (Figure 1a) enunciated her ideas with awareness of the intended audience and actors’ purpose of the choice of language over another. S/he noted,

At the first glance, you might think that there is nothing unusual with this photograph. However, I think it is weird that the name of the bank is written in English, and the explanation below it is in Turkish. I believe that the English name of the bank gives the image of a “big corporation”. The branches also support this created image. The explanation “Sizin eseriniz” (“It is your masterpiece” in English) flatters Turkish people’s pride together with its English name indicating how large the company is and giving the message that “You have managed to do it”. With this expression, it is obvious that Turkish people is the intended audience. Why, in addition to Turkish, the language used on the sign to attract Turkish people is English rather than, for example, French or Portuguese can be explained with Turkish people’s desire to be like British or American in general. The writings below this ad are about the Labor Day, 1st May. As

everybody knows, this is the day when working people come together to show the importance of their rights (Figure 1a).



Figure 1b

As for Figure 1b, one of the students pointed out that it is not possible for banks to be regarded as universal with a German, French or Turkish name in today's world as it is a must to use a universal language, that is English all around the world, as a representative of the institution. The comment of the student is as follows:

From the picture, we understand that this is a sign of a bank, but not only the name of the bank "universal" but also the word "bank" is written in English. This shows that it is possible for this bank to be an international bank, not a local one. The Turkish equivalent of "Universal Bank" is "evrensel banka". Here, we see the explicit desire of the institution to point out its characteristic of being universal, or its desire to have a universal reputation. If an institution wants to be universal, it cannot have a German, French or Turkish name. If you want to be "universal, you have to use English. This is one of the characteristics of English (Figure 1b).

Another student for the same picture had similar ideas, and wrote,

I think it is logical that English is used on this sign because English is the international language, and the money that English speaking countries use is used around the world. Considering the intended audience with the choice of language, we can say that the bank aims to increase the number of its customers and gain a better place in the market (Figure 1b).



Figure 1c

Students' comments about Figure 1c presents that the common notion in the society is that the West has money and power itself as a union. Although students are aware of the fact that "Western Union" is not a local company, some of them took this picture to support their claim that English is the language of the West, which is wealthy, powerful and advanced. One of the student commented, "This sign addresses everybody, and it is the sign of a bank. As you notice, "western" is written on the

sign. We believe that western people have money, which is a stereotype, and the language of the west is English” (Figure 1c). The comment of the student might seem as a problem considering that the “west” on the sign refers to the western United States, where the company was originally set up as a telegraph company. It can be claimed that the student commenting on the picture looked the issue from a very limited perspective interpreting “west” in an economically binary sense. However, as the purpose of the project was to understand how students regarded the linguistic landscape around them considering language preferences of people, the narrow scope of the student cannot be regarded as a drawback because it may indicate a tendency to consider oneself non-western interpreting “west” on signs as a binary to the east (or orient).



Figure 1d

In Figure 1d, although more messages are given in Turkish, the owner of the business preferred to give place to English by writing “NO COMMISSION” in a bigger font emphasizing its dominance despite of his lack of competence in the language as it can be understood from the spelling mistake, the capital ‘İ’. The student who took this picture focused specifically on the actor’s mistake and stated, “I took this picture in Girne. The owner of the shop made a mistake on the sign; however, I don’t think this will be a problem for neither local nor foreign people because the owner gives his message clearly” (Figure 1d).



Figure 1e



Figure 1f



Figure 1g

Above are the example pictures of betting places all written in English. As students pointed out, English is the language used on signs with the aim of indirectly inviting people to do something with their money in order to get “more money”. For Figure 1e, the student taking this picture focused

on one of the functions of English: to cover unpleasant things. This function will be discussed in more detail in Figure 5a, b and c. In Figure 1f and 1g, the linguistic forms, “galaxy” and “quick win betting”, have persuasive functions. Rowland (2013) asserts that deciding on the function of English performed on signs show that “the students made connections between the communicative intentions behind signs, the linguistic forms displayed on the signs and the social contexts that the signs existed in (p.6)”. Seeing that the students took these pictures and identified the underlying messages, it can be claimed that they unconsciously “examined the pragmatic functions of written L2 in their local LL” (Cenoz and Gorter, 2008). Even though the student who commented on Figure 10 did not consider the persuasive function of English, Figures 1e, 1f and 1g are important to illustrate that English is the language of money, which makes it persuasive. The comment of the student on Figure 1f is as follows: “This ‘BET’ sign is a representative of the betting game known by the whole world, rather than advertising a product. As its name is almost universal, it is possible for everybody to understand what it means when written in English” (Figure 1f). Another one commented on Figure 1g, and stated,

The intended audience is the people who put a bet. This advertisement aims to drag people into the shop by giving the message that “if you come here, you will earn more. The more you earn, the happier you will be. The sign is written in English to leave an attractive impression on people about the place by creating the notion that it is a place where you can spend good time and have fun (Figure 1g).

4.3.1.2. English represents “originality” and “high quality.”



Figure 2a

Another social meaning of English in Cyprus is related to “being original” giving the notion that original is the one with “high quality”. Figure 2a shows us a combination of standard Turkish, Cypriot Turkish accent in written language and English. The Cypriot accent may attract people’s attention by giving a humorous touch to the sign in addition to indicating the identity of the owner of the shop. English, on the other hand, is functional as “original” is the word that can sell the products of the shop referring to not only “fanellacılar” (T-shirts) but also the DVD’s that worth buying as they are with high quality. (Figure 2a: “Bu dükyanın içinde original gıbrıs fanellacıları var”: “In this shop, there are original Cyprus T-shirts). Although Turkish Cypriot accent is noticeably different than official Turkish, it is quite rare to see the accent on signage. In the case of its existence, the purpose is

One student elaborated his/her ideas on Figure 3a in the following words:

This is an informative sign. I took this picture in my dormitory. As METU is an English medium school, the only language used on the sign is English. The intended audience is all students including both Turkish and foreign ones. However, there is no translation of the message although there are many signs on the campus with both Turkish and English, and Turkish ones constitute the majority of students. The reason for that can be originality of the message. It feels like when it is translated, it will not be this original and effective. The use of English makes the message more meaningful (Figure 3a).

Another student explained the use of English on Figure 3a only with the language policy of METU NCC as follows: “In order to be understood by foreign students, the things on the sign are written in English. Also, the fact that METU is an English-medium university plays an important factor in common English use” (Figure 3a).

About the use of English in Figure 3b, we see a different perspective from a student who did not rationale it with only English’s being the medium of instruction but also with its being more concise and humorous than Turkish:

...One of the reasons why English is used on this sign is the purpose to reach everybody on the campus. That is why English is preferred over other languages. Another reason is that it is possible to tell more things with fewer words in English compared to Turkish. Moreover, on this sign, English sounds more humorous because if you read the same message in Turkish, you will see that it is like the humor begins to lose its wit. (The story on the sign in Figure 3b: Good news! At the current rate of global warming, we should be able to just swim over there and eat him in under five years (Figure 3b).

Another commented on Figure 3c as below:

... The reason why English is used on the sign is to convince people to use a trash can rather than throwing litter away... The sign looks very polite, and it attracts people’s attention...Moreover, for most of the Turkish people, this English version sounds more attractive (Figure 3c).

4.3.1.4. English is “cool”, “fun” and being “active”. English is the language to address the young.

From the interviews with and responses from students, it is derived that one of the most significant reasons why English is used on signs is that it is “cool”. In addition to its being regarded as the universal language and the fact that more and more people know English has increased the use of English, it is commonly observed that English is most preferred in the advertisements of bars, clubs and cafes whose target audience is the young. As different from Sayer (2010), the use of English on such signs is not directly related to English’s being sexy. Students state that such places with English names give the impression of a unit where young people have a lot fun, make new friends and hang around rather than just a place where a group of people gather.



Figure 4a



Figure 4b

The word “Club Vibes” in Figure 4a represents “fun” and being “active”. It gives the impression of an “active”, “sociable” and “outgoing” characteristic to a place. One student noted,

Club vibes is the name of a bar in Kalkanlı. It addresses university students. “Vibes” means the positive or negative feelings of a person, but here it mostly refers to the excitements. For the ones who know English, it is attention grabbing. As there are many students from different countries, English is used as the universal language. The use of the word “club” is purposeful as it sounds cool together with the music (Figure 4a).

As one student stated, English in Figure 4b is also purposeful since it sounds cool together with the music they hear, making the young think that the place is the location of cool people, and they can also be cool by spending time there with other cool people. The student elaborated his/her ideas:

One of the most significant reasons why English is used on signs is that it is attractive. In addition to its being regarded as the universal language and the fact that more and more people on earth know English has increased the use of English. It is commonly observed that workplaces, cafes, shops, etc. whose target audience is the young have English names in general. Besides commercial purposes, English is used as it sounds “cool”- “havalı” in Turkish. (Figure 4b)

Another commented on the connotation of the word “ocean” in the same picture as follows: “Ocean Bar is located in Kalkanlı, and it appeals to university students. “Ocean” means “okyanus” in Turkish. Ocean is associated with infinity, so “Ocean Bar” sounds like a place where we can have unlimited fun” (Figure 4b).

By looking at Figure 4c below, it is possible to think that the party is organized by British people living on the island, and the sign aims for them as well. However, Turkish DJ names indicate that Turkish people are also involved in the party although we do not know to what extent, which leads us to question the use of only English. It seems that English on the sign is the way to give the idea of limitless fun.



Figure 4c

The student who took this picture was able to notice very small details revealing the clash between the language choice, English, and the unit of currency, Turkish Lira, used at the place. The student explained,

Almost everything is written in English on the sign, but there are some Turkish names. “No Limit’s” tells people that there will be limitless fun. The date is written in English indicating that the place mostly has foreign customers. The idea of “big party” is supported with other visuals like the picture of wine, fireworks, and a street. “Admission for” means “Giriş için” in Turkish, and 30 TL is required for the entry. As a result, we can understand that the party is organized at a place where the common currency is the Turkish Lira (Figure 4c).



Figure 4d

Figure 4d is an invitation card belonging to the club in Figure 4a. Each side of the card is aimed at different group of people, Turkish students and foreign ones, to inform them about the activity. One of the students noticed that “happy hour” does not have the translated version, so there is only the English expression of “happy hour” on the card. The student believes that English sounds as a device to be happy, and if they can speak English, they can be involved in this “being happy activity”. The comment of the student is given below:

...On the card, “happy hour” is written. It makes me feel like I can have that “happy hour” with and thanks to English, which will definitely be more fun. The date and the time are written in both languages to attract for both “knowers” and “non-knowers” of English. The fact that the unit of the currency on the card is the Turkish Lira shows that the place is run by Turkish people, and the party is being organized by Turkish people (Figure 4d).



Figure 4e

As for Figure 4e, although it is not an advertisement of a place where young people can have fun, “youth club” conveys the idea of belonging to a “cool” group and attracts the attention of young people with the use English while “Kıbrıs” is written in Turkish. One student noted, “The intended audience is the young, and it is stated by using the “youth club”. Youth club sounds cooler.” stated one of the students” (Figure 4e).

4.3.1.5. English normalizes some words like “love”, “fuck”, “casino” etc.



Figure 5a

The interviews with students indicate that some words are much more common in English than their Turkish version in our daily lives. Love is one of them as “love” in English refers to the feeling of loving or liking something. However, for one student, its Turkish equivalent sounds either “girlish”, that is, too romantic to belong to men’s world preventing males from wearing a t-shirt with the word “AŞK” (Love) on it (as in Figure 5a) or “arabesque”, something fraught with difficulties like the impossible love of a rich girl and a poor boy. English avoids such extreme connotations of some words by normalizing the words. Some students believe the use of “fuck” in English has the same effect on people. A person cannot wear a T-shirt with the word “Fuck” in Turkish on it and go out (The word “fuck” can be seen with a closer look on the T-shirt in Figure 5a). People would react to it since it would be regarded as an insult and a swearword. However, in English, as a result of movies and series in English, people are used to hearing and seeing it everywhere. It can be claimed that this

normalizing effect that is identified by some students is a result of English's being a foreign/second language in North Cyprus. Although this is a very important factor, the notion that "English is cool" (Sayer, 2010) can also be quite effective resulting in normalizing some words. That is, "love" does not sound arabesque anymore, nor does "fuck" rude in English for students. The comment of one of the student's shed light on how s/he interprets the normalizing function of English. The student wrote,

On the T-shirt, it says "Love Rock'n Roll". Firstly, the word "love" is very common, and people take it normally. Instead of love, if the Turkish version "SEVIYORUM" or "AŞK" had been used, it would sound "arabesque" or "girlish", which would not be regarded as acceptable considering the fact that a man would wear it... "Fucking rock star" is written in English because it is not frowned upon although it is a swearword... In English, even a swearword sounds nice and sympathetic in our culture. This might be a result of young people's habit of watching many movies and series in English. They get used to hearing the word "fuck". This word is regarded as normal today. However, wandering around with a t-shirt on us with that word in Turkish is not something that usual (Figure 5a).



Figure 1e (p. 91)

Figure 5b

Figure 5c

As a touristic place where gambling is officially allowed, there are many casinos in North Cyprus. Considering the fact that Turkish people from Turkey travel to gamble at the weekends make up a high proportion of the visitors of casinos, it is inevitable not to question the nonexistence of Turkish in casino names as in Figure 5b and 5c. One of the students in the project asserted that the Turkish version "kumarhane" (casino in English) would be a complete rejection of the culture as it is one of the most cursed things in the society not only in Turkey but also in North Cyprus, and seeing it with its Turkish name would disturb the population living there. However, the use of English normalizes the word "Kumarhane" by even sounding more fanciful. One student commented on Figure 5c even though s/he did not emphasize the normalizing effect of English. The student stated, "This is an advertisement sign. The intended audience is both Turkish and foreign people. The use of English on this sign makes the place look more attractive and elite. Also, the writing in English looks better as more letters would have had to be written on the sign if it had been in Turkish" (Figure 5c).

Another one commented on Figure 1e, which was a picture used before while presenting the function of English as the language of money. The student who took the picture in Figure 1e focused on the normalizing function of English because for the student it covers unpleasant things. The comment of the student is given below:

“I took this picture in Güzelyurt. “Betting” means “iddia, kumarhane” in Turkish. I believe that the owner of the place used English in order to cover something unpleasant for people living in that neighborhood. If the word “betting” had been written on the sign in Turkish, this would have bothered people. However, the use of English changes the situation as it looks like a factory, not provoking people” (Figure 1e).

4.3.1.6. English represents a good body; that is, it gives the notion of being fit and healthy.

One of the most common users of English on the signs is the owners of fitness centers, gyms, diet and nutrition health centers, etc. in North Cyprus. Although there are not many of them in the neighborhood of the students, some of the students could manage to identify this use of English, which might have a connection with English’s being cool as the general belief is that when you have a good body, you are cool. As for Figure 6a below, some students believe that the word “fitness” is used as a marketing strategy because English creates a favorable impression on people. In other words, it is more influential than Turkish. One student commented on the picture with the following words: “In order to encourage people to do exercise, English is used because it is more influential on people’s actions. Moreover, in the place where we live, there are also foreign people, and they are also addressed with the use of English” (Figure 6a).



Figure 6a

For the same picture, another noted:

At first glance, the sign arouses interest in passers-by. Actually, that is why English is used on the sign in addition to the owner’s purpose to reach everybody. As a marketing strategy, the word “fitness” is used with the idea that it will attract more people’s attention. Even if people don’t know English, I am pretty sure that they have seen or heard the words “fitness” and “club” at least once. As these words are commonly used in our lives, people are familiar with them, which makes it possible to use these words in marketing (Figure 6a).

4.3.1.7. English is more delicious and different than usual.

It is very common to see the word “ice cream” on most signs of an ice cream shop rather than its Turkish version “Dondurma” (as in Figure 7a below). Seeing similar usages more than once, some students claimed that another social meaning of English is connected to the idea of being delicious as they believe the English use on such places make people think of more delicious tastes, more colorful

and probably bigger ice cream balls. About Figure 7a, one student stated, “This is a sign put for marketing purposes. All people on the campus are addressed... The use of English “ice cream” gives the impression of being more delicious. It aims to attract people’s attention” (Figure 7a).



Figure 7a



Figure 7b



Figure 7c

The use of sandwich has been very common as well (as in Figure 7b) but not its Turkish version “Ekmek arası” because “sandwich” sounds something different than usual, that is, something worth to pay to eat while the “simplicity” of the mother tongue makes it obvious that it is not something different than what we prepare at home. One student believed that English version grabs people’s attention, and s/he noted, “This sign is the picture of the name of a food service place. Turkish and foreign people constitute the intended audience. The reason why the word “sandwich” on the sign is used in English rather than Turkish is because the English version is more attention-grabbing compared to the Turkish one” (Figure 7b).

Students also recognized that like “sandwich” some other food names are directly borrowed from English such as “waffle” (as in Figure 7c). The English orthography rather than the Turkish one is mostly used as it conveys the idea of being “from the West”, “different than what we have”, and “tastier”. One student commented on the picture, “This sign is both informative and aims to attract people’s attention by using “waffle”. “Tost çeşitleri” (toast types) are written in Turkish although “waffle” is English as an “imported food” from the west” (Figure 7c).

4.3.1.8. English is professional.



Figure 8a



Figure 8b

“Professional” is mostly written in English no matter who the intended audience and what the field of profession is, conveying the idea that it is the language of professionals. English-inspired names of beauty salons and hairdressers as in Figure 8a and 8b, “Professional makeup & Academy”, “The Elysium” respectively, give the notion of expertise creating a natural trust for the company. Considering the role of English today in academia and the fact that one has to know English in order

to reach the widest sources of information, the common belief is that English is the language to be a professional that brings expertise. As for Figure 8a, one student expressed,

This sign is for advertisement. The intended audience is the local and foreign women. “Professional makeup& Academy” shows that they do their job better than everybody. In addition to the impression of being “professional”, the word “academy” indicates that they received a formal education of their job. For them, doing their job is academic (Figure 8a).

About Figure 8b, one student thought,

Elysium means “cennet” in Turkish. English is used on the sign to make people think that this is a different and attractive place. English represents a high status in our society, so an English name makes the place sound better with a high-status. The owners try to increase the quality in service by using English. At least, people will think so (Figure 8b).

For the same picture, one focused on the order of the languages on the sign, and elaborated his/her ideas: “...On the sign, “The Elysium” is written at the top, which means prioritizing English over Turkish. By doing this, the idea of being professional is tried to be created in people’s mind” (Figure 8b).

4.3.1.9. English is fashion and elite.



Figure 9a

The use of English on clothing stores is connected to the idea of being “in”, “trendy” and “fashionable”. Some students point out that even very small boutiques give the impression of a fashion house by using English on their signs. Figure 9a is a picture taken by a female student from Güzelyurt. The student commented on the use of English by saying that English on this sign made her think of very elite brands of fashion the use of a Turkish name on the sign, Erdem, obliterates that image. The comment of the student is as follows:

Recently, I have noticed something on signs, and this attracts my attention a lot: the common use of English words. On this sign as well (Figure 9a), English is used, and I believe it makes the brand more attractive. When I saw this signs at first, the English words made me think that the brand name on the sign is very well-known and popular like Versace, Prada, Chanel, Gucci etc. However, the Turkish word at the top spoils that image, so I believe that using Turkish and English words together does not make the brand more attractive (Figure 9a).

For the same picture, another student commented in a very similar way, and noted:

...On the sign Turkish and English is used. “New Creation” means “yeni kreasyon” in Turkish. The phrase “New Creation” sounds like the clothes are designed by world famous stylists. The purpose is to make people think that their products are prepared by fashion designers and presented at runway shows by famous models. As a result, the notion of being “elite” and “high quality” is created in the minds of passers-by (Figure 9a).



Figure 9b



Figure 9c

Above are the pictures of local shops around the campus. One student commented on Figure 9b with the following words:

English is used as common as people’s mother tongue in this country, and it is the language both foreign and Turkish people know. As for Turkish people, the writing of “Crazy Fashion” makes the place chic and eye-catching...The English writing makes people wonder what is inside the shop (Figure 9b).

About Figure 9c, one wrote:

First of all, the word “daisy” attracts people’s attention because it is the name of one of the most beloved flowers. The owner of the shop put a picture of a daisy on the sign in case people do not know its meaning. Daisy reminds people good and nice things and feelings giving the message that the clothes inside are good and nice. The aim of the use of English is to attract more attention (Figure 9c).

4.3.1.10. English sounds kind.

It is more common to find the social functions of English by analyzing the advertisement signs as it is possible to question what kind of better images are created in people’s mind with the use of English. It is very pragmatic and understandable that people use every kind of tool, including language, to put their product on market. In addition to this persuasive function of English, English words are used on informational signs just because they sound kind. Their English usage is so usual that they are not even regarded as foreign words by people as they are rarely seen in Turkish as in Figure 10a below.



Figure 10a

Although everybody without exception can understand what “WC” refers to in Turkish, a very large number of people don’t know the full version of this abbreviated English word. The reason why it is preferred rather than the Turkish equivalent can be a result of the notion that English sounds polite. One of the students claimed that it gives the idea of being “more civilized” and “clean”. The student claimed that by using English, negative connotations of Turkish toilets in public places are tried to be avoided in order to hide something unpleasant and uncomfortable by making use of English. The comment of the student is as follows:

...Everywhere in our country, “WC” is written instead of its Turkish version. In my opinion, the reason why “WC” is used is to inform people in a polite and “civilized” way. The Turkish version would be too direct, rude and absurd. As a result, English is used here to conceal a vulgar situation and to sound polite (Figure 10a).

One commented on Figure 10, and explained, “...The reason why English is used is that it is understood by everybody, and it is more polite” (Figure 10c).

4.3.1.11. English is the language of technology and the internet.

English is the preferred language also for internet cafes and shops for technological devices. As Sayer (2010) identified in Oaxaca, “English is advanced and sophisticated” in North Cyprus as well.



Figure 11a



Figure 11b

As can be seen in Figure 11a, although “Tele Kutu” (telephone box in English) is used on the sign to add a touch of humor, English is used at the top, and it is believed that English words even with scrambled letters attract people’s attention. One student commented on this regarding the use of English as the way to attract people’s attention especially when technological goods and services are at issue. The student noted,

... In my opinion, the owner of the place wanted to get people's attention, and that is why English is used even though the spellings of the words, Coffe Tceh, are wrong. "Tele Kutu", on the other hand, is written in Turkish, which can show us that mostly Turkish people make use of the phoning service (Figure 11a).



Figure 11c



Figure 11d

Seeing Figures 11b, 11c and 11d, some students claimed that English is the language of technology as most technological products are invented and developed in foreign countries. When the devices are imported to our country, we also import the language. One student commented on Figure 11c and noted,

The use of English words got really common because technological devices are invented and produced abroad. The fact that English is the universal language and the technology plays a vital role in people's lives ended up with the common use of English. On this sign, it is aimed to reach more people and give the image of an "active actor" in the market of technology (Figure 11c).

Another student focused on the use of English in Figure 11d (Multimax: High Speed Internet Solutions), which is a sign of an operator company for internet access. The student asserted that in addition to the idea of its being cutting edge (Sayer, 2010), English was used on the sign because the company was set up by foreigners and it serves also in the Greek Cyprus, which the student figured out after some online research as s/he reported to the teacher. The student explained,

"Multimax" is a Cypriot company which had been founded by foreigners. As can be seen on the sign, from the word "internet", everybody can understand what the shop is for. The company runs its business both in the South and the North Cyprus. Its name is in English as it is a global company (Figure 11 d).

4.3.1.12. English word "café" adds a new characteristic to eating establishments: not a place to eat quickly but a place to spend good time while eating. "Restaurant", on the other hand, sounds luxurious.

The owners of eating establishments unexceptionally prefer the words "café" and "restaurant" right next to their Turkish names. Even though these words do not originally derive from English, the fact that English is the most common language makes students regard them as English words.



Figure 12a

Figure 12b

Figure 12c

In Figure 12a below, Meleğim (My Angel) is written in Turkish probably to give an impression of a lovely mother who cares for her child by feeding her. The use of Turkish gives the notion that this is a local place to eat where people can find mother dishes. On the other hand, the word “café” makes the place sound like a place where they can have some coffee, spend time with their friends and eat hamburger, chips, and such ready-made meals during the day. “Cafe” seems like adding a new characteristic to the place: it is not a place only to eat. Also, this word is so common that it is almost impossible to see it in Turkish. About Figure 12b, one student commented on this situation and wrote:

...The word “cafe” makes the place look more attractive. Moreover, it is written in English because we do not have an exact equivalent for this word in Turkish except the adapted form of the word “kafe”. English exists in almost every domain of our lives. As a result, I do not recognize some English words any longer, and “cafe” is one of them (Figure 12b).

Another student explained the use of the word “cafe” from a different perspective: “Cafe” did not exist in our past or culture, as the student mentioned, which makes it more attractive because it is from outside. The student explained: “This is an advertisement sign. The intended audience is Turkish people. However, the word “cafe” is not written in Turkish because it does not exist in Turkish, and “cafe” is not part of Turkish culture. In this way, it is more attractive (Figure 12c).

“Restaurant”, on the other hand, as one of the students stated, makes people visualize a luxurious place with slow background music where there are wine glasses on tables. Contrary to the connotations of Turkish, this word, which was regarded as English by students, conveys the idea that the food is not local and not prepared by women like our mothers in her early fifties, but it is prepared by well-trained chefs. As some students mention, it gives the notion of being luxurious as illustrated in Figure 12d below with the picture of a chef and its English name.



Figure 12d

The student who took this picture drew attention to the name of the restaurant, “Viola”, and the picture of the smell of the food. The comment of the student is as follows: “On this sign, “viola” means “menekşe” in Turkish, and it is a kind of plant which smells nice. As a result, it gives the idea that everything served at this restaurant smells great. The purpose is to make people want to taste the food with great smell to see if its taste is as good as its smell” (Figure 12d).



Figure 12e

Rowland (2012) asserts that “EFL learners could develop more sophisticated insights into how language is a vehicle for more than just literal, denotational meaning” (p. 8) when students are provided with some guidance and opportunities which will help them develop their skills to analyze associations of languages. As an example of this claim, the student who took this picture, Figure 12e, elaborated his/her ideas on the specific choice of languages “with sensitivity to connotational aspects of language” (Rowland, p.8) claiming that they were aimed to impact on the audience while expressing some messages and providing a sense of context. The student noted:

This is a picture that attracted my attention while I was wondering around in Girne. Cyprus is an attractive place both for Turkish and foreign people. The owner of the restaurant used a combination of Turkish and English. “Sandal” (boat in English) is used to address Turkish people, and it gives the images of “sea”, “romanticity”, and “peace”. If the word “boat” was used, I believe the same impression would not have been given considering the Turkish culture. The impression would be like “adventurous”, “exciting”, “breath taking”, etc. We have the same situation with “fish”. When we say “balık” (fish in English), it sounds too simple and ordinary, and foreign people cannot be addressed. Moreover, the word “restaurant” sounds very pleasant. With these examples, it is understood that language does not only aim for communication (Figure 12e).

4.3.1.13. English is lovely and attractive.

Gift shops mostly have English names in the linguistic landscape of the students, which can be caused by two possible reasons: 1. foreign tourists form the largest group of customers, and in order to address them, English is used. Although this claim is valid to some extent, the number of Turkish tourists, people from Turkey, cannot be underestimated. As a result, bilingual explanations would be expected if this was the reason why English was used; 2. This is about one of the associations of English.

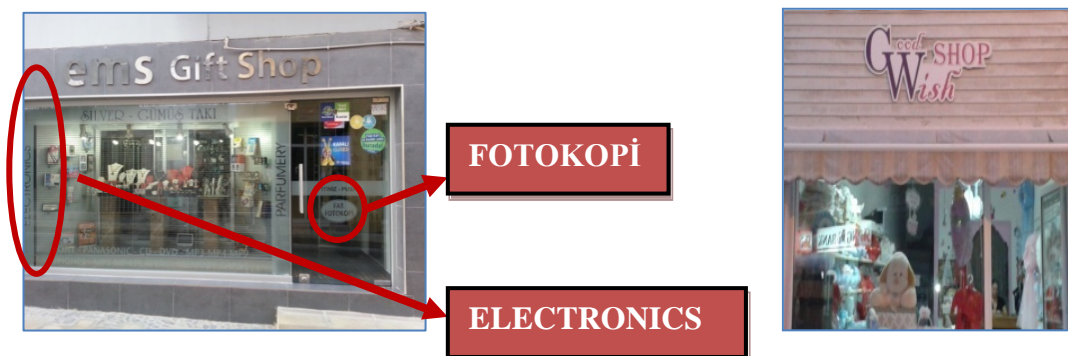


Figure 13a

Figure 13b

In Figure 13a below, the bright color of the name of the shop and English are associated with each other giving the notion of being bright and attractive. Although the student who took Figure 13a did not interpret the picture in this way, it is worth placing this picture under this category especially together with Figure 13b. The intended audience and the use of English in electronics in Figure 13a were the important points for the student to comment, s/he stated:

Gift Shop” means “hediyelik dükkani” in Turkish. The owner of the shop wrote both the name of the shop and the word “electronics” in English; however, the word “fotokopi” (photocopy in English) and all the advertisements of Turkcell are in Turkish. “Electronics” written in English makes me think that either mostly foreign people visit this shop to buy some electronics or the owner wanted to make the shop look rich in electronics by writing the word in English. We can also claim that the audience of the Turkcell ads and the writing “fotokopi” is Turkish people.(Figure 13a)

In Figure 13b, the shop has products for babies, so the pink color creates a “pure image in people’s mind”. When an English name is given to it, the shop is also more attractive and lovely. The comment of the student who took this picture is as follows,

...People like babies. When the babies are born, parents and close relatives see the world through rose-colored glasses. That is why the sign is pinkish. Together with that color, “good wish” is used specifically in English on the sign because the English version creates an innocent and cute image in people’s minds like babies. In short, in this picture, we see a strategy to sell a product in the market by using English (Figure 13 b).

Another student had similar ideas for the same picture. S/he wrote, “On this sign, the purpose is to make the shop look more attractive with the use of English. As can be seen from the picture, people can buy stuff for babies from this store. The things in the store are cute, and an English name sounds cute as well” (Figure 13b).

4.3.1.14. English is big, it is the center, and it is inclusive.

Another social meaning of English connects English to an idea of being big and inclusive. Students noticed that English names are used for very small shops to make their place sound bigger. Figure 14a below is the picture of a shoe seller in Güzelyurt. ŞOK ŞOK ŞOK (sale sale sale) is written



Figure 14a

in Turkish aiming to address Turkish people with that current sale. However, the name of the shop is a combination of a Turkish name related to the owner and English word, outlet. By using English, the fact that they have various shoes to sell is understood by other people. One student explained, "... 'outlet' means 'Pazar, satış yeri'". The owner wrote "Ayliz" in Turkish, but "outlet" in English. Also, "Şok şok" is written in Turkish. I believe outlet is written in English to make the store sound more "spacious", bigger and luxurious..." (Figure 14a)



Figure 14b



Figure 14c



Figure 14d



Figure 14e

In Figure 14b, the choice of languages on the sign is noticeable as it says "Peran Çeyiz Evi" (Peran Dowry House/Store) in Turkish while "Showroom" in English. It can be claimed that the owner preferred to use the local language because "dowry" is a tradition in Turkish culture, which makes the local people the intended audience. As a result, a local or traditional thing is preferred to be expressed in the local language while English is used to create some positive images in people's mind about the product that one is trying to sell. That is, the shop is promoted by using the word "showroom". The actors of the sign in Figure 14c can be claimed to have considered the same situation as well. On the big sign, at the top, "China Bazaar" is written while, "Hoşgeldiniz", which means "Welcome", is written at the top of the entrance door only in Turkish. One student commented on Figure 14c as follows:

In this picture, we know that this shop is not really a China bazaar as stated on the sign. However, the use of English makes the shop more attractive for the customers. Its name is more attention-grabbing in English. The other thing we have to consider in this picture is the fact that "Hoşgeldiniz" is written in Turkish but not in English, and we understand that Turkish people are addressed in this way emphasizing the "sincerity" of Turkish people. When it comes to the question "Why is English used on this sign rather than other languages?", we can claim that more people can be reached by using English (Figure 14c).

All the four pictures above are some examples that students found related to the function of English to give the idea of being big and inclusive. To illustrate, English words like “center”, “showroom”, “grand”, “bazaar”, “store” are frequently used especially by small local establishments. Students have various comments for pictures above which exemplify this function of English. One noted,

The word “grand” means “büyük, muhteşem, ulu” in Turkish. On this sign, this word is written in English to give the idea of being big and impressive. Also, foreign people would not understand if the word had been written in Turkish. “Akpınar” does not mean anything to them as it is a Turkish name (Figure 14d).

Another one wrote, “...The word “center” makes people feel like they can find anything they want in this shop. People can think that it has a wide variety of products...” (Figure 14e).

4.3.1.15. The use of English on the signs of formal institutions/places shows how welcoming official authorities/people are towards foreign people.



Figure 15a



Figure 15b

Linguistic landscape items can be produced not only by the people living in that place but also by the governmental agencies. These are called bottom-up and top-down linguistic landscape items respectively. Within this analysis, the meanings of English are searched by looking at the bottom-up items mostly. However, English on top-down signs also have meanings: it tells us about the degree of expatriates’ integrity into a society and how welcoming the governmental agents are towards them. In Figure 15a, “Cyprus Turkish Municipal Labor Union” is written on the sign both in Turkish and English. One of the students realized that this sign has no marketing purposes, and the existence of English on this sign shows us that foreign workers are also employed by the Cyprus Turkish Municipality, and the union is also open to them, which indicates that expatriates living in North Cyprus are not completely isolated from the local society. The student interpreted the picture with the following words:

I took this picture in Güzelyurt. Both Turkish and English are used on this sign. The place is the head office of Cyprus Turkish Municipal Labor Union as it says on the sign, and it made me think that there are also foreign people in this union considering the use of English on the sign” (Figure 15a)

The situation in Figure 15b above is not different from the previous picture. That is, the attitude of governmental agencies towards foreign people is not based on their denial from the social life. On the contrary, governmental units are quite welcoming towards foreigners living in the country as one student stated: "...Girne has as many foreign visitors as Turkish people. Considering this situation, the city hall put the sign in two languages to inform foreigners as well" (Figure 15b).

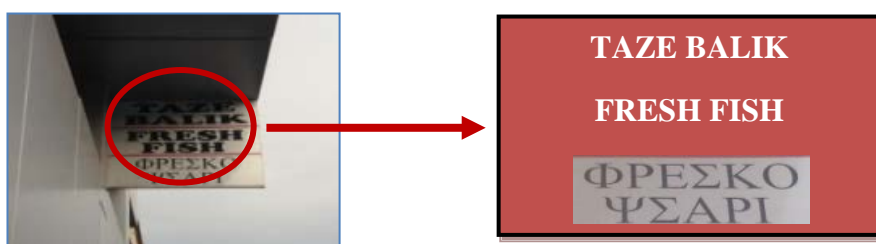


Figure 15c

In addition to English, the inclusion of Greek is also an indicator of the actor's multicultural tolerance in North Cyprus as in Figure 15c. From the picture, it can be deduced that the owner of this shop in Figure 15c must have Greek customers and support the unity of North and South in Cyprus. About the identity of the owner, it can be claimed that the owner cannot be a Greek person as Turkish is written at the top. One student noted,

"This is the sign of a shop. The most noticeable thing on this sign is that it is written in three languages: Turkish, English and Greek. This shows us that the owner of the shop is tolerant and broad-minded. We are in Cyprus, and Greek Cypriots are next to us. Still, the owner of this shop could have had the sign written in only Turkish and English. However, the Greek writing indicates that the owner frequently hosts Greek people in his shop." (Figure 15 c)

4.3.1.16. English on signs means that the actor knows English and can serve foreigners.

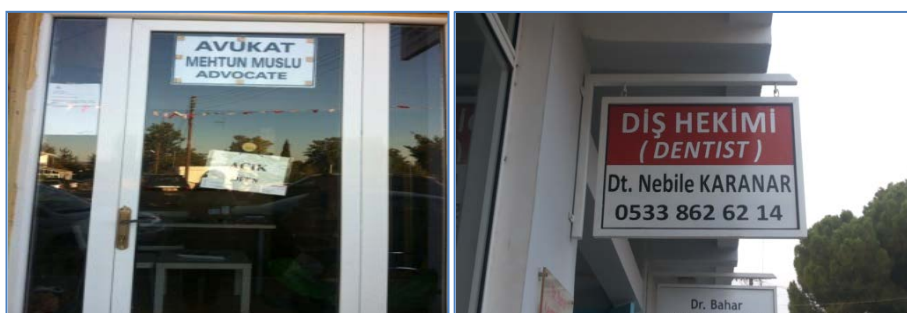


Figure 16a

Figure 16b

The two pictures above, Figure 16a and 16b, include both Turkish and English pointing out that the actors are Turkish. They indirectly give the message that "I am one of you" to other Turkish people by using the mother tongue of the society. On the other hand, writing their profession in English aims to attract foreign people who seek for service by giving them the comfort of knowing that they can be understood well. As a result, the function of English that the students identified is its

being a tool to reach a specific audience. Below is the comment of the student who noticed that function of language:

... The intended audience is both Turkish and foreign people because both languages are used on the sign. If English was the only language used, the owner may not have addressed Turkish people, so he could have had less Turkish customers. However, the use of English made the actor sound cool and wise as he knows more than one language (Figure 16a).

Another student also noticed that there was a made-up acronym on the sign in Figure 15b. The interesting thing is that even though neither English nor Turkish has an acronym for the word “dentist”, the actor made it up in English, “Dt.,” not in Turkish. The student elaborated his/her ideas:

This sign is written in Turkish and English so that people can understand what the place is for. The most noticeable thing is the writing of “Dt. Nebile Karanar” because of the title that was invented by the actor of the sign. Although it is common to see the names of dentists being used with the title “Dr.,” on this sign we see that a title which does not exist in Turkish and in English was invented in English just to show people that how good that person is at her job (Figure 16b).

4.3.1.17. English is the medium of education.



Figure 17a



Figure 17b

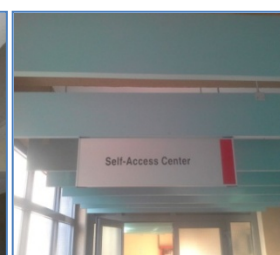


Figure 17c

English is the medium of instruction in most universities in Cyprus, and the pictures above were taken from METU NCC. International students apply for these universities. At METU NCC, the signs generally include both languages as in Figure 17a considering the Turkish workers and visitors as well except for some cases like unofficial meetings organized by students. However, it is noticeable that the name of some places as in Figure 17b and 17c are not translated into Turkish since the language of instruction is English. In Figure 17a, one of the students highlighted that although METU NCC is an international English-medium university, the Turkish identity of the university is as much important as its international one considering its emblem and writings on it which is composed of both Turkish and English name of the university next to each other. The student stated,

This is a picture taken from the entrance of our campus. The intended audience is all the people who knows and comes to METU for any purposes. On the sign, the name of the school is written both in the local language, Turkish, and the international language, English. The international characteristic of the school and its advanced educational facilities at the international level is emphasized by using English. I believe the use of Turkish is also meaningful on this sign as the local identity of the

school is pointed out; that is, the fact that this is a Turkish university is stated (Figure 17a).

About Figure 17b, another one wrote, "...As there are foreign students at our school and METU is an English-medium university, English is used on the sign" (Figure 17b).

4.3.1.18. English is the lingua franca.

English is used for informative purposes as well as its being used for marketing purposes. As mentioned before, most universities are English-medium institutions in North Cyprus, which makes it expected to find English signs around them. However, the use of English is not only restricted to such areas. In contrast, it is so widespread in North Cyprus that it does not result only from touristic purposes, either. Students noticed that English is the language people from different nationalities use to communicate between each other and Cypriots. All the international students, workers from third world countries and some minority groups like Maronites use the language and regard it as the lingua franca. Students took some pictures solely to show that English is functional and everywhere in our life in North Cyprus.



Figure 18a



Figure 18b



Figure 18c

Figure 18a is a warning to address both Turkish people and also all the ones that do not know Turkish. The fact that there are different pictures for the same warning can be related to Turkish people's different way of understanding, who do not follow such warnings easily thinking that nothing would happen to them, but as it is a cultural issue, it will not be discussed here further. The point is that French, German or some other languages are not used to address non-knowers of Turkish, but it is English. One student explained,

The warnings are in two languages. Why is it not only in Turkish or in English? The answer is to be able to warn more people. This sign shows us how common English is and how much it is involved in our lives. We see that the two warnings which give the same message have different pictures on them. Therefore, we can conclude that in order to attract people's attention, visuals are also made use of in addition to languages on signs (Figure 18a).

Another student took the picture of Absolut Vodka as in Figure 18b to support the idea that English is the lingua franca. He claims that although this drink is produced in Sweden, the fact that

English is used rather than the official languages of Sweden, German, French, Italian and Romansh, indicates that this is a product marketed internationally, and the international language is English. The student claims that even such countries that are economically powerful as Sweden admit the universality of English as the international language. The student commented on the picture as follows:

First of all, it must be noted that Absolut Vodka is one of the most well-known brands of vodka in distribution today, which is produced in Sweden. We see that all the writings on such a famous drink are written in English, not in the language of its own country. This is because the marketing is done internationally, which requires the use of English. This situation shows us that even very rich countries like Sweden admit that English is the lingua franca, and they use it accordingly (Figure 16b).

In also Figure 18c, it is obvious that the way to reach the whole world is represented by English, not Dutch even though the producer of Heineken beer is a company from the Netherlands. The same student commented on Figure 18c as given below.

...Heineken” is a beer brand of the Netherlands. However, on the sign we see that in order to reach more people while advertising the product, its producers used English. Likewise, the owner of the shop tries to make the sales increase in his shop by using English and the advertisement of Heineken. A closer look at the advertisement can help us to interpret the message: the word “World” is written English, and it gives the idea that English is the way to reach the whole world. It sounds like when you open the bottle, you will have fun in addition to drinking your beer.... (Figure 18c).

4.3.1.19. English is bright and valuable.



Figure 19a

Figure 19b

Figure 19c

WATCH & SILVER & JEWELLERY

One of the social functions of English is related to being fashionable; however, the pictures taken by the students indicate that it is used to represent more valuable things on jewellery shops. It gives the idea of being valuable and bright. In Figure 19a, 19b and 19c below, all the shops have a Turkish name (Süslü, Sena and Okapı); however, the explanations are in English. Even though “valuable” is not directly written on the signs, English makes people feel that there are very bright and valuable jewellery pieces in the shop. One student wrote, “...English is used on the sign with the purpose to

sound more attractive...” (Figure 19a). For the same picture, another stated, “...With the English word, the sign is more attention-grabbing...” (Figure 19a).

As for Figure 19b, one of the students commented on the picture from a very creative perspective regarding cultural behaviors of actors in a society. Although the student did not directly focus on the use of English in her comments, the fact that English is used to make something more special and valuable rather than Turkish makes it possible to give place her comments under this heading. The student commented on the picture as follows,

A characteristic of Turkish people is that they give the name of their beloved ones to their shops. The owner of the shop in the picture most probably did the same; that is, “Sena”, which is the name of the shop, must be his wife’s, daughter’s, mother’s or at most the owner’s own name. The word “Diamond” below the name is an indication for tourists that this shop sells jewellery, diamond or accessories with precious stones. Although the meaning of “Sena” is something totally different, foreign people can think that it is the Turkish word for “diamond”, which, in a way, makes the name gain more important meanings and makes it more special. In this way, we see that language can be used to give meanings to certain names, situations, etc. (Figure 19b).

4.3.1.20. English gains more trust; it is safe and secure.



Figure 20a

Also related to the idea of being professional is the notion that English is safe and secure. Several insurance companies use English on their signs. We might assume that it is an audience issue considering the fact that North Cyprus is a tourist destination where many expatriates live as well. However, this approach prevents us seeing one of the social meanings of English: it is safe and secure, it gives people trust because the general belief is that if one person speaks English, that person must be good at his job and also several things. It brings prestige. The picture above, Figure 20a, includes the word “sigorta” in Turkish with its equivalent translation in English. The comment of a student who believes that English makes people trust something is as follows: “In today’s world, English has a big influence on everything, so it can open new doors of economy, technology, etc. On this sign, English word “insurance” is used right below the Turkish version of the word. The purpose is to gain people’s trust ...” (Figure 20a).

4.3.1.21. English is adventurous.

English is also frequently used on advertisements of extreme sports as in Figure 21a below. One of the students believes that extreme sports arouse curiosity when they are presented in English because they look more adventurous and exciting. The student stated, “...On the sign, all the writings are in Turkish except for only one: “Off Road”. The purpose is to give the notion of being cool, exciting, and adventurous. ...It arouses curiosity and entices people to experience races in this picture” (Figure 21a).



Figure 21a

Figure 22a

Figure 23a

4.3.1.22. English is used to represent well/long-established firms.

English is also the preferred language to put emphasis on being well and long established. Even though the exact meaning of “since” may not be known, on the signs of several shops like in Figure 22a, it is used to give the notion that the firm is long-established, so it is the best. One student wrote, “...Everything on the sign is written in Turkish except for “since”. In my opinion, English is to make the shop look more long-established. The fact that other expressions are in Turkish shows us that mostly Turkish people shop from this store...” (Figure 22a).

4.3.1.23. English is aesthetic and artistic.

The last social function of English identified in North Cyprus by the participant students is related to the idea of being aesthetic and artistic. On the signs of dance shows, concerts, music trainings, etc., English is the noticeable language even if Turkish is also used to be understandable. In Figure 23a above, an expression is written to encourage people to join the trainings in both languages, Turkish and English: “First move is yours. Join our meeting”. The sign is prepared by students to invite more people to their dance club. What is important is that “Dance” is written only in English considering the impression it will create on people: It sounds more aesthetic and artistic. The student taking this picture focused on only the audience while commenting on the choice of language and noted, “Dance is written in English as it is universal and can be understood by everybody. The explanation below is written in both in English and Turkish as all students on campus are addressed” (Figure 23a).

4.3.1.24. Conclusion

The pictures taken from the neighborhood of the participant students provided the required data to identify the social functions of English in North Cyprus looking at the LL items. Results were analyzed with a methodology that was based on a selective categorization of the facilitator teacher of the project, and students' comments and teacher's identifications were presented in a blended way.

As seen in the previous section, the comments of the students and identified social functions in LL items are subjective, i.e. quite open to different interpretations. Some associations and uses of English and also some other languages were directly identified and clearly stated by the students. Moreover, there were also some other pictures on which students could not really spot the social meanings but helped the researcher teacher make some generalizations considering other pictures leading to similar interpretations. As this study mainly aimed to reveal the benefits of LL projects in language teaching in addition to providing students with an opportunity to develop insights into how and why English is used in their environment, it is important to see what students could find out on their own using the signs they saw. The symbolic functions of English in different domains of life that the beginner level students have identified can be described and summarized as follows:

- a. ***the connotational value of English in economic life:*** English names of companies give the image of a "big corporation". It is used as the language of commerce, and it gives the impression of "high quality". English is used on signs to gain people's trust because using English is a marketing strategy. English on signs makes shops look more long-established, and English names make places sound better with a high-status. Owners try to increase the quality in service, at least they try to give that impression by using English. English on stores give the notion that stores have a wide variety of products and make them sound more "spacious", bigger and luxurious.
- b. ***the connotational value of English in technology:*** The use of English words got really common because technological devices are invented and produced abroad. English on signs of electronics shops make places look rich in electronics.
- c. ***the connotational value of English describing personal well-being:*** English is used as a consequence of Turkish people's desire to be like British or American in general, People use English regarding the stereotype: Western people have money, and the language of the West is English. English sounds cool, and it makes something look elite.
- d. ***the connotational value of English at international level:*** English represents being "international", being definitely not "local". It is used because of the desire of institutions to point out their characteristic of being universal or their desire to have a universal reputation. English is the international language, and it is used to reach everybody. English exists in almost every domain of our lives.
- e. ***the connotational value of English in educational life:*** English is the lingua franca. It is the way to reach the whole world. The use of English makes the actor sound cool and wise as it

is assumed that he knows more than one language. English is the medium of instruction. The international characteristic of a school and its advanced educational facilities at the international level is emphasized by using English, and it gives the impression of being “professional”.

- f. *the connotational value of English as concealer:*** English is used to cover something unpleasant for people living in a neighborhood and not to provoke them. English make things, even swearwords, sound nice and sympathetic. English is used to conceal a vulgar situation and to sound polite.
- g. *the connotational value of English describing communicative well-being:*** English is original and effective. The use of English makes messages more meaningful. It is possible to tell more things with fewer words in English, and sounds humorous. English is used on signs to convince people to do something. It sounds polite and attractive, and it is used to inform people in a polite and “civilized” way. English creates an innocent and cute image in people’s minds.
- h. *the connotational value of English describing happiness and addressing the young:*** Workplaces, cafes, shops, etc. whose target audience is the young have English names. Unlimited fun is represented with English, and “happy hour” is always expressed in English. English is cool, exciting, and adventurous, and it arouses curiosity and entices people to experience adventurous things. English drags people into bet shops by giving the message that “if you come here, you will earn more, and you will be happier”.
- i. *the connotational value of English as an indicator of deliciousness:*** English gives the impression of being delicious. The use of English “ice cream” gives the impression of being more delicious. The word “balık” (fish in English) sounds too simple and ordinary to be used on the sign of a restaurant contrary to its English version.
- j. *the connotational value of English describing fashionable well-being:*** English is used by cloth centers to give the notion that their clothes are designed by world famous stylists. English is chic and eye-catching. It makes people wonder what is inside the shop.

The signage in North Cyprus expanded the concept of “English” as a language by aiding the participant students to reveal functions of English other than its being a communication tool. The students were able to notice language uses depending on the context (to represent local and universal), depending on the audience (tourists, local people, expatriates, Turkish or Cypriot “knowers” of English, etc.), depending on the message that is to be given (big, long established, adventurous, cool, etc.), depending on the purpose of the actor (marketing a product, convincing people to do something, representing a group, being inclusive or exclusive, etc.) by relying on their observations and knowledge on the values and beliefs of the society. At the same time, by using authentic materials available in informal learning locations, students made judgments on English competence of signage actors and their linguistic practices. In addition to the findings of the students, more inferences were made by the researcher teacher with an inclusive and comprehensible approach to be able to make

some generalizations and develop the process of meaning making of LL items in North Cyprus. Synthesis of the overall linguistic landscape items pictured by the participant students draws the conclusion that the values and characteristics of developed Western countries and the condition of well-being “associated with human, social, natural, produced, and financial capital” (Brennan, 2009) are expressed in English in North Cyprus.

4.3.2 Social Functions of English Identified by Freshman Students- Section 1(No-interview Group)

4.3.2.1. English is elite, luxurious, and it represents first-class-quality products.



Figure 1-Section 1 (S1)

One of the most common impressions that English creates on people is that best quality products, no matter what they are, are expressed and advertised in English. It is possible not to see any of the distinguishing words such as “best”, “elite”, “luxurious”, etc. on products or stores; however, the lack of stress on these characteristics does not alter the way people, passers-by, perceive and memorize actors of signs because this is a subliminal feature of English rather than overtly stated. One of the students supported this claim with a picture taken from a car showroom. The student believes that people start feeling more comfortable and satisfied as customers when they happen to see English writings of a store. S/he stated as follows,

...but why did he use English on his sign? Because of its attractive writing style, and be heard of clearly, it sounds more elite and luxurious. Costumers feel more comfortable and satisfied, so they think this place is great place to buy a car. Because of English, people think that the shop has the same standards with the European ones... (Figure1-S1).

4.3.2.2. *Made-up combinations of Turkish and English are an effective way to reach a wider audience.*



Figure 2a- S1



Figure 2b- S1

Language choices on signs define not only the intended audience but also the way one desires to be represented (Shohamy & Gorter, 2009). In such cases, the most common practice is to include more than one language on the sign with their equivalent translations. However, there is also a different way to do that without giving up any of them, which basically requires creativity and, optionally, humor. In this way, as the created word is unique to the actor of the sign, the owner manages to leave a long term impression among customers using an effective way to reach a wider audience. Pavlenko (2009) explains this as the “indeterminacy” of languages on linguistic landscape items which simply refers to the difficulty to determine the language used on signs in some cases like “language mixing, play, lexical borrowing, displaying... (p. 251)”. Below is one example of language mixing and play based on made-up combinations of two languages. One commented on the picture with the following words,

As you can see in the picture, this is a brand. Also, it is an advertisement. It is very attractive because of its name. In the name, “mood” means the way you feel at a particular time. The Turkish name is “ruhhalı”. Coffee and mood are related. Therefore, this is a good combination. This brand name can attract both Turkish and foreign people. Turkish people can understand the Turkish name “Mahmut” from this brand. Moreover, this brand’s logo and packaging looks like Nescafe’s. This is a strategy (Figure 2a- S1).

Another example is also a coffee brand in Figure 2b- S1 above, which might mean that as Turkish coffee is something traditional, the producers do not want to give up the Turkish characteristic of the product while advertising it. The student who took the picture stated,

... The producer combined two languages and created a new word so that foreign people can read this word easily. The brand “Selamlıque” sounds Turkish, but the spelling of the second half of the word is English. I believe this brand impresses people, and they want to try and buy it... (Figure 2b- S1).

The same picture was commented on by a student from the other group as well. Students in that group took part in weekly interviews with the researcher teacher. Not very different from the other one, the student's comment is as follow:

This picture was taken in a Turkish local market. The product is a Turkish coffee named as 'Selamlıque'. The pronunciation is like a Turkish word which means greeting. Producers prefer to use an English word instead of the Turkish version, 'selamlık'. This makes the product more attractive and puts a smile on customers' face. People want to try it just because of the name (Figure 2b- S1).



Figure 2c-S1



Figure 2d-S1

As can be seen in the examples, the combinations of English and Turkish are quite widespread, and they are quite effective in making the names of shops or brands memorable for people. Another reason why combinations are so common is that some words are borrowed from English as directly the same or with minor spelling changes for the sake of Turkification. The owner of the sign in Figure 2c-S1 above must be the municipality considering the fact that it is the sign of an open-air fitness area without any specific advertisement of a company. All the words are written in Turkish (açık: open-air; alanı: area) except "Fitnes". Its spelling is Turkified, but nobody pronounces the word with the /e/ sound even though Turkish is a language which is pronounced as written, and it is pronounced in the same way with its English version. One student focused on the function of English to make things more luxurious in order to encourage people to use the facility. His/her comment is given below:

In this picture, we can see "Açık Fitnes Alanı" in Turkish (Open Fitness Area). The words 'açık' and 'alanı' are Turkish, but why is 'fitnes' English? Even though its spelling is not correct in English, we know that there is not a word in Turkish like that. So why do people prefer to use this English word? This is an open-air sport center, all citizens are allowed to use this facility whenever they want, and they are mostly Turkish people, but why is the word 'fitnes' English? The reason is that English makes that place seem more sophisticated and luxurious, which is one of the psychological effects of English (Figure 2c-S1).

Figure 2d is a similar example of the combination of two languages. The sign is an advertisement of a construction company. The owner is Turkish, and everything is written in Turkish (Merşe İnşaat'tan Satılık Lüks Apartman daireler-Çevre Yolu: Luxurious Flats for Sale- highway).

However, the word “lūx” is neither English nor Turkish. The student taking this picture regards it as a spelling mistake. However, the owner might have left the letter ‘x’ untouched to keep the effect of English to make things sound more luxurious. About Figure 2c-S1, one wrote,

When I see this sign, I understand what is written but I am aware that there is something weird. ‘Lūx’ is expressed wrongly. It should be ‘Lux’. I think there is mistake here that the person preparing this sign made a mixture of both English and Turkish. Lux is ‘lüks’ in Turkish. ‘Lüks’ is ‘lux’ in English. I believe that the word is spelled wrong (Figure 2d-S1).



Figure 2e-S1



Figure 2f-S1

Another example of Turkification of some words for various reasons is the word ‘sandviç’ in Figure 2e. The dominant language is English on this sign. However, by writing the word ‘sandwich’ as it is pronounced in Turkish and using the letters that do not exist in English- ç and capital i, the word was turned into a Turkish one. No matter who the intended audience is or which language is outstanding, it can be claimed that the owner of the place attains his aim thanks to the extraordinary name of his place. A student from the interviewed group commented on the picture as below:

“This picture was taken in Guzelyurt. It is a fast food restaurant. Its name is a little bit ironic because ‘sandwich’ is written in Turkish. Nevertheless, the second part of the name of the place is written in English instead of using Turkish, ‘evi’. The aim of the Turkish word is to let people understand what kind of products are there. When it comes to the second part, the purpose is probably to have an irony and to attract those who want to eat sandwich (Figure 2e-S1).

The following example is Figure 2f-S1 above, an illustration of language game and mixture of two languages, and it is the picture of a t-shirt to “re-brand” İstanbul. One of the most famous city re-branding campaigns is the one developed by Amsterdam Partners to change the worsening brand image of Amsterdam, which had undesirable effects on the marketing of the city (Kavaratzis & Ashworth, 2006). The campaign turned out to be a success in advertising the strengths of Amsterdam with its slogan “I amsterdam”. Apparently, the idea of a slogan for istanbul in Figure 2f is borrowed from that campaign and adapted so that it can be interpreted in two ways. One meaning is in English with a language game. The other meaning is in Turkish saying “yeah İstanbul”. Below is the comment of the student who took the picture:

This is the picture of a T-shirt. Every year, a famous brand makes t-shirts about İstanbul and sells them to millions of people. This is one example of them. Generally, as also in this example, t-shirts are designed with interesting language games. On this sign, there is a sentence in English, but the ‘is’ is used with two functions, which is a language game. As a result, they managed to produce another new and creative t-shirt (Figure 2e-S1).

4.3.2.3. English is the international language.

Not surprisingly, one of the most common functions of English is that it is the international language, and it is used to inform foreign people living on the island. No matter who the actor of a sign is, it is very common to see the English equivalent of what is written on the sign. As can be seen in Figure 3, foreign people are addressed using English.



Figure 3-S1

One student commented on the picture, “This picture is the sign of a minibus ring schedule. We can see it is in Turkish and in English so that Turkish people and international people can understand it. Therefore, we can understand English is an international language” (Figure 3-S1).

4.3.2.4. English is somehow used on signs of insurance agencies.

One of the students focused on the signs of several insurance agencies pointing out that English is mostly given place on these signs even if it is a single word written small fonts. The student did not fully focused on the impression that English could give to people; however, her observations are worthwhile as she could identify various usages of two languages, Turkish and English together, on signs of the stores from the same working domain. For the first picture of Figure 4-S1 below, what the student noticed is the translated version of the Turkish name of the place: “Akfinans” is translated as “Akfinance” even if it is not a correct use. English and Turkish are used together in a combined way without considering the accuracy. Below are the comments of the same student for each item:



Figure 4-S1

“In the 1st picture what I have found interesting is the translation of ‘AKFİNANS’ into ‘AKFINANCE’. I believe that the person making the decision to design the sign aimed to use the exact equivalence of Turkish. However; it can be argued whether the translation of ‘AKFİNANS’ into ‘AKFINANCE’ is correct or not. Each word has been translated in this picture (Figure 4-S1).

For the second item, the student considered the intended audience, and noted,

In the 2nd picture the proper noun has not been translated into English (CAN SİGORTA-Insurance). The purpose of the one English word is to state that it is an insurance company for foreign people. The reason why the designer preferred capital letters to write ‘CAN SİGORTA’ and lower case letters for ‘insurance’ may be that the owner wants to give precedence to local people of that area. That is, the company may have more Turkish customers than others (Figure 4-S1).

In the third one, the service of the language is defined covertly by not using English on the sign at all. The student considered the point and stated,

In the 3rd picture, the possibility to welcome foreign people is less if we look at the sign because there is nothing in English (Güneş Sigorta- Hanemer Sigorta Acenteliği Ltd.). Probably, the employees working for that agency do not know a foreign language. If the company welcomed a customer speaking another language, there would be a clue for that in the target language (Figure 4-S1).

As for the last item, the student commented on the connotational aspects of English. Her comment is as follows:

In the 4th picture, the owner preferred an English name for the company. In my view, the aim is a little bit more different than the others. The aim is to make the company look attractive. By putting this showy name into a red circle it looks like a symbol rather than just a name. It seems like that this company does not serve in another language (Figure 4-S1).

4.3.2.5. English is not the language to represent local things. It is either Turkish or Cypriot accent of Turkish.



Figure 5-S1

The feeling of “togetherness” (Ben-Rafael, 2009) is created with national values such as the national flag, the national anthem, national customs, etc. One of the most influential of them is the national language of a society. Depending on the situation of parties, it is common to see local

languages or local accents be used on signs rather than the national language. In North Cyprus, Turkish is the official language, with a noticeable accent difference which is not seen in its written version. As the official orthography is not different from İstanbul Turkish, adding some local characteristics is only possible by writing some words with the accent. On signs, the use of local values may have several functions: representation of one's identity, a sign of the desire to be represented with one's local identity rather than the national one, a rejection to the dominance of the national identity, representation of authentic products, creation of the feeling of 'togetherness', and so on. In Figure 5, the use of Cypriot accent is noticeable as it is quite rare to see Cypriot accent on signs. The student taking this picture related the use of local accent with the local product served in that place in following words: "I think the other languages are not used because local food is made there. I understand that from the word 'Gadmer'. To put it more simply, the intended audience is the public who live in Güzelyurt" (Figure 5-S1).

Even though the exact purpose of the owner is not known, it can be claimed that the orthography gives the idea that this dessert is local, local people can prepare it in its best way, and local people run this place. As a result, this is place is the best to taste it.

4.3.2.6. *English is "the medium of social resistance".*



Figure 6-S1

(Violence proof campus, everyone should be treated with dignity and respect. Violence of any kind is in no one's interest and should not be tolerated. Why are we here? To listen and guide you. Why should you visit us? To share your or others' stories of harassment, get help and guidance. Say No to Violence! Be Loud! Visit us on siddetsizkampus.ncc.metu.edu.tr)

One of the social meanings that Sayer (2010) identified is that English is the preferred language of social protests, so English is the medium of social resistance (Sayer, 2010, p. 151).

Regarding his finding, the picture above written in English gains more meaning than being only for foreign students. The student taking this picture attributes the use of English on the banner to the characteristic of the problem claiming that the issue that is being protested, violence, is a global problem. Considering the fact that the mainstream media has been insufficient to broadcast the real news especially since the Gezi Park protests in 2013, using English in the social media and on banners can be regarded as a way to let the world know what is happening. The student elaborated on his/her ideas,

In this picture, there is a message about violence in Turkey. This message has been written in English so that foreign people on the campus can understand the message. Also, the purpose is to get everyone together for this political and social issue and to reach people from every culture because it is about violence, and it is an international problem (Figure 6-S1).

4.3.2.7. English is used for global issues.

English is the preferred language for global issues like global warming, peace, human rights, environment, etc. As it is the international language, people come across with these issues in their English names. The fact that the problems related to these issues are not national ones that can be overcome with national sacrifices may be the reason why they are mostly expressed in English. The student taking the picture below, Figure 7a-S1) points out that global warming is known as “global warming” in the “global language” almost everywhere, which makes it unnecessary to write its Turkish equivalent on the sign. S/he explained, “In this picture, there is a message about global warming for the students who come to the library. ‘Global Warming’ is in English because it is a common phrase that is used in every country. The messages are in English and Turkish so that everyone can understand them” (Figure 7a-S1).



Figure 7a-S1



Figure 7b-S1

(Your cup loves you. Please keep your cup until you leave the library.)

Another example that English is used while expressing things about environment is an advertising sign of a garden center, Figure 7b-S1 below. Interestingly, on the sign, there are two names for the shop, supposedly one for foreigners and the other one for Turkish people. However, the interesting thing is that the one for Turkish people, ‘Evergreen garden market’ can also address

foreign people as the word ‘market’ also exists in English with a slight difference in meaning. However, as we see, even if the owner uses different words for different purposes, ‘evergreen garden’ is not changed at all. The student taking this picture regarded the Turkish people as the intended audience, and interpreted the use of English in a different way as given below:

This advertisement sign is from Lapta. It seems like the products of this market come from abroad. Furthermore, people may think that the quality of products is higher than other markets’ products. Also, English makes this sign attractive because the people who see this sign may think they can also find many outsourced products in this market. Moreover, the people who are interested in outsourced products are the intended audience of this advertisement sign (Figure 7b-S1).

4.3.2. 8. Clubs are mostly given English names.

Ice is one of the most well-known clubs in Girne. As the purpose of such places is to attract people, English names are preferred considering the fact that clubbing is mostly attributed to the West. Some students believe that clubs sound more modern and westernized with English names. The student who took this picture, Figure 8-S1 below, expressed his/her ideas with the following words:

This picture is taken from Girne. Ice is a club. There is no point in writing this in Turkish. Girne is a touristic place. Hundreds of tourists visit this place in summer, so everybody needs to know its meaning. Moreover, this name makes it more attractive and modern. I think signs which are written in English look more modern and luxurious than Turkish, so, in my opinion, that is why this sign is written in English (Figure 8-S1).



Figure 8-S1

4.3.2.9. The products that are against Islamic principles are mostly advertised in English.



Figure 9-S1

Islamic teachings forbid Muslims to be involved in any practices that are against Islamic principles such as gambling, alcoholic products, items include pork, etc. Although the religious practices are not really involved in people’s lives in North Cyprus as much as in Turkey, the majority

of people are known to be Sunni Muslims. Considering the demographic structure of North Cyprus, it is possible to claim that English is the only language used on the sign below to appeal to expatriates or foreigners living in the area; however, the reason which prevents the owner of the pork shop, who is a Turkish Cypriot, from using Turkish on the sign should be questioned as well, which might be the exclusion of Muslims. One student commented on Figure 9-S1 and explained,

I took this photo in Girne. I think there is no point in writing this sign in Turkish. Because of the Islamic religious believes, most of the Turkish people don't eat pork. Therefore, this sign is written for foreign people. The shop might have been opened only for foreign people, so the sign is written in English (Figure 9-S1).

4.3.2.10. Actor's uniqueness can stand out with the choice of language on signs as it is the language of the service.



Figure 10-S1

(МЫ ГОВОРИМ ПО-РУССКИ: we speak Russian.)

As mentioned before, languages on shops are chosen according to the intended audience. Shopkeepers mostly aim to reach and attract the widest range of customers they can in order to increase their profits. In the light of Ben-Rafael's structuration processes (2009), linguistic landscape items are used to signify what actors have that others do not with the aim of enticing potential customers. As a result, languages on signs give passers-by the message that service can be provided in the languages used on the sign of the shop, which can be an outstanding characteristic if foreign people have been experiencing communication breakdowns with local shopkeepers. The picture above, Figure 10-S1, is a good example for the mentioned structuration principle: "presentation of self" (Ben-Rafael, 2009). It shows that actors try to put emphasis on their differences, one of which is "speaking Russian" in this case. As for the student who took the picture, s/he either knew Russian or checked the meaning of what was written on the sign because the translated version was written by him/her. In both cases, it can be claimed that the LL project provided the student with multilingual input stimulating "all aspects of their linguistic repertoire" (Rowland, 2012, p. 8). The student interpreted the message of the shopkeeper as presented below:

The window of a white goods store in Girne, Northern Cyprus. Say you are a Russian living on the island, and you don't speak any Turkish or English. Would you hesitate to go into a shop where you thought you wouldn't have any problems in communicating? I would not, of course, if I saw such an advertisement with such a statement. Thanks to the picture on their window, it sounds like they are competent in Russian and professionals in their service, so the Russian will probably tend to

prefer this store when they think of buying goods. In addition, this can be an eye-catching advertisement for Russian people with the famous Russian doll (Matryoshka) on it using something Russian (Figure 10-S1).

4.3.2.11. Language choice on linguistic landscape items may work as identity markers and reveal “to whom the actor belongs”.

One of the social structuration principles mentioned by Ben-Rafael (2009) is “collective identity principle”, which is basically based on the idea of ‘fellowship’ or ‘likeness’ of the actor to potential clients with the aim of attracting their attention. According to the principle, identity markers such as language, religion, ethnicity, etc. or any characteristics of a society a group can be expressed on signs. Language choice on linguistic landscape items may work as identity markers and reveal “to whom the actor belongs” (Ben-Rafael, 2009, p.46). With the assertion of themselves in the public domain, people may aim at excluding others from their group or including them into it (Ben-Rafael, 2009).



Figure 11-S1

The picture above, Figure 11-S1 stands as a good illustration of the mentioned principle as the name of the shop is composed of a word written in Cypriot accent in its old version. Although the word “bisiklet” is used today, the owner preferred to use “velesbit”, which points out his dedication to Cypriot Turks and their identity. The student taking this picture focused on the feeling of sincerity delivered to passers-by when the local language is used. S/he noted,

The sign is written in Turkish. ‘Velesbitci’ is an old word which we use as ‘Bisikletçi’ now. I think it is good idea to ensure people see and come to the shop. It seems more cultural and sincere. The owner may think that when customer sees this sign, he\she can feel more comfortable in the shop (Figure 11-S1).

4.3.3 Social Functions of English Identified by Freshman Students- Section 2 (Interviewed Group)

4.3.3.1. English is used on signs in order to charm people.



Figure 1-S2

Actors of signs, especially the actors of bottom-up advertisement signs, know how to charm people as their main purpose is to reach the target audience for various reasons like marketing their products well, convincing people to join their organizations, etc. They make use of every kind of tool for the sake of it, and in time, if their tool is out, or not attractive any more, they change it. As a result, they hang on to the most effective one, which is English in this context as can be seen in Figure 1-S2. One student compared the impression of Turkish and English and noted,

In this picture, English is used in order to fancy the place. I mean “Elysium” means heaven and paradise in English. Let me put it this way; if I were a woman and there were two places available for appearance care whose names were Suzan Abla Güzellik Salonu (Suzan Sister Beauty Saloon) and The Elysium, I would go to The Elysium because the latter looks fancier and more luxurious. And apparently, Turkish citizens far outweigh the foreigner ones in that area because the saloon is eventually written in Turkish in their signboard (Güzellik Salonu: Beauty Saloon). This means that the owner of the place has a limited customer portfolio size that is composed of Turkish people, and they want to charm them by using English (Figure 1-S2).

Another student regarded the sign form a different viewpoint mainly considering the pragmatic purposes languages were attached to. In this context, as for Figure 1-S2, the student mentioned the persuasive function of English as follows:

...First of all, I must write that giving hair dressers English names is a trend in big cities. People think that English makes things sound better and of good quality, and this notion has spread everywhere including villages. The hairdresser in Kalkanlı aimed to give the message that people don't need to go to the centre for a good service as they already have a high quality hairdresser right beside them to attract both the village people and students of the university located in Kalkanlı, a village of Güzelyurt (Figure 1-S2).

4.3.3.2. Language choices indicate the openness of a group and how welcoming the people in that community are towards other people.



Figure 2a-S2



Figure 2b-S2

(Figure 2a-S2: The Grow's Nest Pub- Happy Hour-Monday to Friday-Reduced Prices on Selected Brands Weekly Specials)

Ben-Rafael (2009) describes linguistic landscape as a “structuration process”, and suggests four principles that can define this process. One of these principles is “collective identity”, and the idea is that linguistic landscape is the place where various identities are represented with the choice of

language; consequently, it is the place where a “p priori commitment to a group” can be stated as an indicator of an inclusion or exclusion to a social group. In the light of this principle, it can be claimed that included or excluded languages in LL of a place can be a sign of the general attitudes of people in that society pointing out whether they are open to outsiders or not. Figure 2a-S2 and 2b-S2 below are pictures taken from a very isolated expatriate’s village in Girne. Although the village is in the borders of North Cyprus, no Turkish Cypriots can purchase a property in this village because of some – vaguely known- diplomatic reasons. The student who took this picture noticed that although Turkish people do not live there, they visit the village for touristic reasons. However, there is nothing to address them, which can be regarded as an indicator of the closeness of the society. The student interpreted the lack of Turkish on signs in that village as given below:

... Even though the citizens of the village are in Turkish lands, some of them can behave unfriendly to us. There are signs only in English. There are no Turkish words. This shows us their attitudes. They can be against to Turkish people, so when Turkish people go there, they can feel like aliens. Besides this, foreign tourists can feel more comfortable because they can find so many fellow countrymen (Figure 2a-S2 & Figure 2b-S2).

4.3.3.3. Uses of different languages on a sign are purposeful because each gives different messages to different audiences.



Figure 3-S2

It is an obvious fact that while marketing products, the most preferred language is English. This, however, can change depending on the context. To illustrate, people use the local language while advertising a local product/value as being local is what makes them special. The example below is noticeable as the name of the place is French- an instrument similar to modern violin, the words “restaurant” and “house” are written in English, and the Turkish word “meze” is kept the same. It is even used in a combination with English (The Vielle- Restaurant&Meze House). The student taking this picture drew the attention to the different impressions these languages gave:

This photo was taken in Nicosia. The name of the place is the Viella. The name makes the place luxurious. Also, people who see this sign think that they cannot go in with informal clothes. Also, on the sign, there is a Turkish word “MEZE”. This makes the place traditional, so tourists think they can find Turkish food which is interesting for them. Also, Turkish people think they can find their own delicious food (Figure 3-S2).

4.3.3.4. “Cafe” is a borrowed word with its borrowed connotations: a nice place with fresh atmosphere.

The word “cafe” is exceptionally used in Cyprus by owners of establishments that offer beverages and quick-and-easy food. What the word is necessarily associated with is not a place to drink coffee in North Cyprus but a casual place to spend time with friends socializing. The diacritical mark is omitted on most signs as in English, which can indicate that the word was borrowed from English in spite of its French origin. One student compared the connotations of “cafe” with its Turkish equivalent using Figure 4-S2, below, to point out the different images created in people’s mind by each language. S/he noted,

This is the example of the word “cafe”. In the past , the word “ cafe “ was not used , instead we used to use the word “ kahve “ or “ kahvehane”, which is a place that mostly visited by middle-aged man to watch football matches, playing board games like backgammon, or to simply chat and kill time. However, cafes in European countries are stylish and prestigious places, mostly visited by teenagers and businessman. The images of the words “cafe” and “kahvehane” are totally different in a Turkish person’s mind. In order to show that our country is developed and as modern as European countries, we borrowed the word “cafe”. Now, it is used widely as in ‘internet café’ or in this picture, Cafe Ocean. It is used to indicate that ‘This is the place to have fun and spend time!’ or to put it more simply, English is used on this sign to be associated with excitement rather than boredom as in its Turkish equivalent (Figure 4-S2).



Figure 4-S2

4.3.3.5. English makes technological devices work better.

The link between technological advancements and English is obvious to everyone today. Either because products are imported or the owners of technological devices shops want their products sound imported as they would be original then, English is used on signs of such stores. It is so common to see that technological developments are represented with English, English brand names of products or shops are not questioned even if the store belongs to a local person because it gives the notion that products work well as they are original.

It must be noted that while English has such positive connotations with technology, the use of Japanese or Chinese represents the mass production of technological devices that are goods of inferior quality and cheap, a totally different image with negative associations giving the notion that the

product will break down very easily and soon. There is even a saying “Chinese/ Japanese made” (Çin/Japon malı) referring that the product was not original already.



Figure 5-S2

The picture above, Figure 5-S2, was taken by a student with the purpose to show that English is the language that is preferred to create names for technological stores. The student highlighted the effectiveness of English when the issue is at technology in his/her weekly comment:

In this picture, the brand of the company is in English because the company sells technological products, and generally these kinds of companies prefer an English name for their company as they cooperate with international companies. In my opinion, it seems more familiar to people because mostly we see these English names or brands, and we also mostly prefer these companies since we think that they work better. Moreover, we see that the company have Turkish explanation under the brand, and so we can understand that it is not a totally foreign company (Figure 5-S2).

4.3.3.6. English sounds more sophisticated, and it is preferred by design groups.



Figure 6-S2

One thing, Figure 6-S2, this study has revealed without any doubts is that English is mostly used on advertisement signs. If there is an issue of marketing and client, people make use of English's relative attractiveness as a way to induce people. In addition to advertisement signs, advertisers and designers prefer to use English to sell themselves rather than products. One student believes that this is a way for them to be more well-known via mass media. In addition to that, they sound more sophisticated and professional in their jobs. The student elaborated his/her ideas,

English is frequently used on signs because advertisements, designs, and such things that are based on creativity can spread around the world through radio, internet, and

they can be seen by everybody. This is indicated by using English. Moreover, the owners may aim to give the feeling of being more sophisticated using English on signs (Figure 6-S2).

4.3.3.7. *English is the language of elite and upper-class people.*



Figure 7a-S2

Considering the spread of English in colonial times, it can be claimed that English has always been associated with power, wealth and west, which represents being from upper-class. It has always been a privilege. It is very common to picture elite people when they are served at their houses, or their house chores are done by their servants. Although these images were much more common in the past, we cannot claim that they wipe off the face of the earth. One student noticed this connection of English with elite people also in today's world claiming that the services for people who are in good shape are expressed using English in the following words:

On this sign, 'Dry Cleaning' is used rather than its Turkish version. The owners must have chosen to use English to represent their professionalism. The impression of being a big company with a meticulous staff and care is aimed to be delivered to the passers-by. Furthermore, mostly rich or upper class people make use of dry cleaning services, and such people are usually addressed with English (Figure 7a-S2).

Another and more obvious example of the use of English for its eliteness is given below in Figure 7b-S2. The picture is quite noticeable considering that it has both a top-down LL item that is used with a regulatory purpose written in the official language of North Cyprus and a bottom-up sign written in English because of its persuasive function. One student commented on the picture and noted, "Elite Lazer Merkezi' is written using both languages. The word 'elite' is used to specify people with power and money. In Cyprus, the word was Turkified, and has been used by many people..."



Figure 7b-S2

4.3.3.8. *English sounds aesthetic.*



Figure 8-S2

In the appreciation of beauty, specifically marketing the outward excellence, English is the preferred language as it sounds more aesthetic. Although the picture below also can be placed under the category of “English is the language of elite” as the service that is being advertised requires economically well-being at least to a certain extent, the student taking this picture put special emphasis on English’s outstandingly being aesthetic after comparing the English name with its direct translated version into Turkish, which is “Tırnakçı” or “Tırnak sanatı”. The student wrote,

On this sign, the English expression of ‘Nail Art’ is used instead of its Turkish equivalent, which does not exist in use...Nail art brings about the idea of being aesthetic. Nail art designs have been quite common in foreign countries while they have been so in our country only in the last five year, which makes it quite understandable why there is not a special Turkish expression for it (Figure 8-S2).

4.3.3.9. *English is used in the names of franchise companies.*



Figure 9-S2

In general, the interviews and students’ comments show that international products are mostly regarded as better compared to the ones in people’s home country in various sectors such as fast food and coffee houses. As a result, international franchise companies are in great demand, and they meet the needs of people in various markets. As for the language point of view of the issue, it is not expected to see the local language on franchised products. Depending on the local franchisee,

either the local language is given some place to make use of the feeling of sincerity that it creates on the audience, or the benefits of using English are taken for granted. As they serve internationally, seeing English on such products is considered ordinary. One of the students expressed the effects of English on franchised products on tourists in the following words:

On this sign, Gloria Jean's Coffee is written in English. This is an international coffee brand, which has many franchised coffee houses around the world, and it opened one in North Cyprus as well like Nike, Adidas. The name is not changed as tourists might look for that brand when they want to have coffee, and when they see the original name of the brand, they probably think that we know Gloria Jeans, which is a quite famous coffee house brand. That is crucial because it makes them understand that our country is also a developed one (Figure 9-S2).

The student making this comment is a Cypriot, and the last part of the comment should be examined closely as it might reveal some indelible impressions of the embargo against North Cyprus. The situation in North Cyprus is described in the 2010 Country Commercial Guide for U.S. Companies as follows: "The absence of a political settlement and the lack of international recognition for the "TRNC" pose an inherent risk for the foreign investor interested in buying or leasing property in the area administered by Turkish Cypriots" (2010, p. 4).

The reactions that some global brands got when they start operating in North Cyprus are quoted from the web page of a human rights group called "Embargoed":

HSBC...It prompted an aggressive reaction from the Greek Cypriot administration...the Greek authorities began to campaign for their withdrawal. A senior manager from the Greek Cypriot Central Bank went to London to pressure the British Financial Services Authority to stop HSBC's operations in the North...(Beating the Ban, n.d.).

Burger King- when one of North Cyprus' biggest companies obtained a franchise of this super-brand, there were vociferous objections by the franchisees in South Cyprus, who claimed to own the rights to the brand for the entire island. As a result, the names of the branches in the North were changed to Burger City" instead of "Burger King (Beating the Ban, n.d.).

In brief, the embargo against the North has had some effects on the citizens of North Cyprus even if they are not really severe. In this study, it can be claimed that the comment of a Cypriot student shows having franchised products with their original names, which are mostly English, is associated with being developed, and, maybe, getting acceptance to their existence and identity.

4.3.3.10. Turkish names of places are a consequence of "Turkification" process in the North.

Atun (2004) states that it is sometimes very difficult to figure out "what happened where" due to the "different backgrounds and languages of governing bodies and their forcibly change of names of the places on the island" (Abstract section, para. 5). Although he refers to the very old times in his study, his claim is valid also for the last 50 years. As the head of the T.R.N.C. Permanent Committee for the Standardization of Geographical Names (K.K.T.C. Coğrafi İsimlerin Standartlaştırılması Sürekli Komitesi), Atun (2003) states that approximately 20.000 names were standardized from 1983 to 1990. Founded in 1979, the committee worked on the geographical names

which were stated in deed maps prepared by the English. The rationale behind Turkification was the fact that only 1,731 of the 61,139 names in total were Turkish, and 795 of them were semi Turkish and Greek. As Atun pointed out, at the end of 18 years, the committee turkified all the geographical names in North Cyprus in accordance with Turkish sovereignty. Georgiou (2010) explains the same attempts of the Greek with the “symbolic inclusion/exclusion of the *Other* from constructions of Greek Cypriot identity” (p. 140).



Figure 10-S2

Regarding both rationales, Figure 10-S2 can indicate two main things: 1. In the official discourse, Turkish identity is much more dominant than the Cypriot identity in the North, which may even show the ignorance of preferences or habits of Cypriot Turks; 2. The symbolic boundaries between the Greeks and the Turks are constructed with the orthographic choices (Georgiou, 2010), and English provides a smooth transition in this national discourse. One Cypriot student took the picture above supporting the first argument. Although the touristic viewpoint is true to some extent, it is quite naïve when the importance of orthography for a nation is not taken into account. The comment of the student is as follows:

On this sign, the name of the village is written first in Turkish, and then, in English. The reason for the English name is that there are many foreign people living on the island. In fact, the place is known as Kermia by many people. We, Cypriot Turks, also use the name ‘Kermia’. I believe the use of English makes finding or describing a place easier for tourists (Figure 10-S2).

What is interesting with this comment above is that considering the fact that the student studies in the ELT department, s/he is supposed to know that the word “Kermia” is not an English word. Even though knowing the origin of the word which is Greek requires some research, one with a good command of English can easily identify it as a non-English name. As a result, it is possible to claim that the student’s comment demonstrates some kind of preference to identify an orthographic representation of geographical names as English instead of thinking that it could be Greek.

4.3.3.11. English creates a difference, makes something outstanding.

The use of English as a marketing strategy is an undeniable practice in today’s world. In the current study, many functions of English have been discussed so far. Another one of them is to make a product unique and stand out from the competition with other products.



Figure 11-S2

In Figure 11-S2 above, the words “culinary” and “ketchup” are written in English although the company is a Turkish one. It is possible to interpret that foreign people are addressed with the use of English; however, going a step further, it is also possible to consider the bigger font of “Ketchup” than even the brand name as if it was produced by a foreign company and the English word was the brand name, which makes the product different than the Turkish ketchup brands because, according to what the student taking this picture said in his presentation, this was the only one with English on it. About the picture, the student noted,

In this picture, although the producer is a Turkish firm, English is used on their ketchup brand while other ketchup brands are written in Turkish. I think the reason for this is to make their product stand out among other ketchup brands. In my opinion, the logo ‘Bizim Mutfak’ (Our Kitchen) and Ketchup look a little bit contradictory together (Figure 11-S2).

4.3.3. 12. Partying is an imported recreational activity from the West, and it is expressed in English.



Figure 12-S2

Turkish culture is mainly based upon its traditional religious and historical values with significant Western influence. Imported understandings of music, fashion and entertainment have played a role in today’s culture. As forms of entertainment, partying and clubbing are among the imported recreational activities from the West. Not surprisingly, such events are closely linked with

English as it is the language of the West. As a result, the majority of their advertising is done in English. The picture below was taken on campus, and it is the poster of a party organized by one of the student clubs at school. The noticeable point is that except for the name of the party or the place, Narnia, and the type of the party, 80's 90's Party, everything is written in Turkish like the details about the event (7. Gelenksel: 7th traditional), date (7 Mart: 7th March), fee (Giriş: 10 TL), the organizer group (Müzik topluluğu gururla sunar: Music club proudly presents). The student taking this picture commented on specifically the word “party”. The student believes that the English version of the word is used so frequently that it is almost impossible to see the word in its Turkish version. In fact, it must be noted that the Turkish version, “parti”, is mostly associated with political parties rather than recreational ones. The comment of the student is as follows:

In this picture everything is Turkish but the phrase ‘80’s 90’s ’PARTY’. It is really funny because this is the 7th traditional party of this club. I think the word ‘party’ is used like a Turkish word. It is used so frequently that people do not question the origin of the word. Moreover, the organizers get people’s attention (Figure 12-S2).

4.3.3.13. English sounds mysterious and more fun.

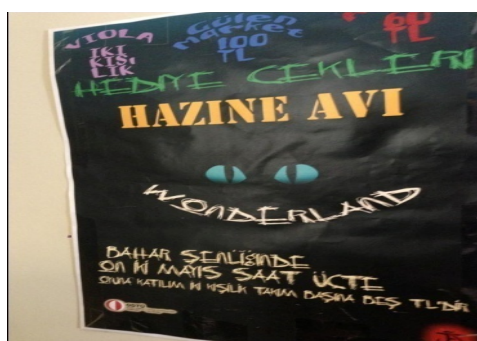


Figure 13-S2

The picture below is the poster of an event organized by students for the spring festival celebrations on their campus. As every bit of information about the event, which is basically a treasure hunt, is written in Turkish, it can be claimed that Turkish students prepared the game for Turkish students on the campus (Hediye çekleri: gift tokens; Hazine avı: treasure hunt; Bahar Şenliğinde: at the spring festival; On iki Mayıs saat üçte: on 12th May at 3 o'clock). The only English word on the sign is used in a way to remind people the Cheshire cat, which is a fictional cat in Alice's Adventures in Wonderland, and its mischievous grin. The student who took this picture believes that this is an allegory, and English is used to arouse curiosity as it sounds mysterious. S/he noted,

In this picture, there's something unusual from other ones, there is an Allegory. Wonderland refers to the book 'Alice in Wonderland' and make the audience curious about the concept, by using Wonderland allegory, they make the concept understandable. When people read Wonderland, they understand there's a game based on mystery (Figure 13-S2).

4.3.3.14. Some languages are associated with some situations. Contradictory uses of them make the actor unique.

Considering their political, economical, demographic situations, countries are associated with some positive or negative connotations like freedom, well-being, high-productivity, rapid improvements in the one hand while they are difficulties, high unemployment, political instability, and violence in the other. Although these judgments are completely right or do not match with the actual practice even to some extent, this is a practice of stereotyping countries making generalizations. As languages are “identity markers” of a society (Ben-Rafael, 2009), they also make the same effect on people.



Figure 14-S2

To illustrate with a specific example, while English gives the notion of being new, modernized and luxurious, Arabic mostly creates the impression of being fatalist and old-fashioned. Although these are pointless prejudices changing depending on people’s perspective, considering Turkey’s history and Atatürk’s reforms to cut links with the past and the Arab world, it is not surprising that such associations are made. On signs, their contradictory uses serve the owner of the sign making him unique and catching the attention of potential customers. The student taking this picture sheds light on the “modernizing” effect of English:

This picture was taken in Girne. As can be seen, it is a restaurant. However, its name is so weird that people who are not familiar with Turkish culture cannot understand. “Allah Kerim” is used in Turkish when a person hopes something to happen. The name makes people smile. Thus, they want to try the place. However, owners of this restaurant must want to have some foreign customers because they preferred to write “restaurant and cafe” instead of “lokanta ve kahve”. If they had said so, it might have caused local customers to think the restaurant is not modern (Figure 14-S3).

4.3.3.15. North Cyprus was a colony of Britain.

Marks of the British left in the colonial times are still existent on the island today. The British has had an influence on Cypriot Turks’ customs, language, life styles, and so on to a great extent, which is an accustomed situation and embraced by the majority of people. The view of towns in North Cyprus bears the traces of the colonial times because of all English signs around them. One may think of the touristic characteristic of the island as a cause of the abundance of English signs, which is

totally reasonable; however, neglecting that Cyprus was a colonized country once prevents researchers from seeing the whole picture.



Figure 15-S2

One of the students took the picture of a road sign, Figure 15-S2, which was written only in English stating that the sign made him feel like he was in England. As a reason for the sign, the student considered the history of the island and its influence on the physical characteristics of the island:

I took this picture from Nicosia...it drew my attention. I felt like I was walking on the streets of London. For me, it can be related to Cyprus' being a British colony in the past. Due to the dominance of the British on this island, they changed many things according to their cultures. Language is one of them (Figure 15-S3).

Upon the comment of the student, as the facilitator teacher of the project, traffic signs in North Cyprus also caught my attention as they are placed by the authority rather than individuals being top-down linguistic landscape items. Some of the signs around the North are monolingual, either written only in Turkish or English, while some are bilingual written in both of them. In a personal correspondence with a municipality officer says that all the road signs only in English must be from the past as the new ones are all written in Turkish. Some research about the claim reveals some news about the issue in “North Cyprus Free Press”, one of the English newspapers from North Cyprus, as follows:

According to the Kibris newspaper (13.06.13) road signs throughout the north have been changed so that the information on them is now only in Turkish and not in English. This has resulted in a criticism that, as the north is trying to promote tourism and also has many foreign inhabitants for which English might be a relevant alternative a language, perhaps this is not a wise move. Mind you, there is no rule in the EU saying signs have to include English so perhaps this is a wise money saving policy... (Freeman, 2013).

Upon reading the news above, the officer who is in charge of traffic signs from the General Directorate of Highways, Hakan Korsan, was reached on the phone on April 14th, 2014, to find out more about the issue. He stated that in touristic areas, signs are written in both languages while in residential areas, informative signs like “Keep to the left” are in Turkish. Personal correspondence with him indicated that traffic signs on the island are intended to be written in both languages. To

illustrate his statement, he gave a more specific example stating that he puts special effort on to make signs on traffic islands like “Do not litter” be bilingual. Then, surprisingly, sounding like that effort was pointless, the communicator said “It is mostly our people who throw litter on the road anyway.”

4.3.3.16. *The number of languages on signs, the amount of foreign language information and the overall proficiency of English has not changed drastically over the last 50 years.*



Figure 16a-S2

Backhaus (2005) holds a diachronic point of view to linguistic landscape items claiming that “the coexistence of older and newer types of signs allows for the detection and reconstruction of ongoing changes in language use patterns” (p. 104). Such changes may include the changing language policy practices with exclusion or inclusion of other languages indicating the situation of linguistic heterogeneity. The picture taken by one of the students above, Figure 16a-S2, makes it possible to put some diachronic interpretations considering that the sign is old enough to have phone numbers with 5 digits. From this perspective, it indicates that there have not been visible alterations in the language policy of North Cyprus since the 60’s or 70’s considering that both languages were used on signs; that is, there was no ban on neither of them. Moreover, the number of languages on signs is almost the same apart from some exceptional cases. In other words, mostly Turkish and English are used on such job advertisements today to indicate the dental surgeon’s service in English to foreign people as well, which points out the aforementioned competence in English. As a result, it can be asserted that the number of languages on signs, the amount of foreign language information and the overall proficiency of English have not changed drastically over the last 50 years. The student who took this picture could successfully see the link between the past and the present, which lets a diachronic investigation using linguistic landscape items in a place. The student elaborated his/her opinion:

The signs of the places where medical assistance is served are written in English as shown in this picture because they serve for everybody, and there are lots of foreign students on this island. Also, as you can see the sign belongs to very old times. This makes it obvious that there were foreign people in the past (Figure 16a-S2).



Figure 16b-S2



Figure 16c-S2

Figure 16b-S2 is also a job advertisement taken by the same student with the same scripts, which looks having been put later than the one in Figure 16a. The sign includes again both languages. 16c-S2, on the other hand, is obviously a brand new sign. There might be more information in order to attract people with the qualifications of the dentist. However, the language preferences are the same with a dominance of English.

4.3.3.17. Language policy of an institution can be the reason for different language choices for the same message within very close distances.



Figure 17-S2

The picture on the left has been taken in Güzelyurt. The picture on the right has been taken in METU NCC. The signs give the same message; however, the languages are different. The reason why the right sign is Turkish may be because people living around there speak Turkish. The reason why the left sign is English may be because people living on the campus speak English. Actually, this thesis can be confirmed by that the formal language of METU NCC is English. While the same words were written in different languages, the form of the signs is the same. So one can easily interrupt that this signs mean “Stop” or “Dur” (Figure 17-S2).

The student comment above explains everything very clearly: Although Kalkanlı, where METU NCC campus is located, is a village of Güzelyurt, there are two signs written in different languages. The language of the “stop” sign does not make a difference as the message can be interpreted looking at the color and shape of the sign; however, there is still an issue of “choice”, the choice of the language that one wants to be represented or associated with. METU NCC is an English-medium university that is open to international students, which is probably the main reason for the choice.

4.3.4. Conclusion

The findings of TEFL freshman students were presented in the same way with the beginner level students. As a result, instead of citing only students’ comments, the facilitator teacher’s considerations were also given place. In the analysis, students’ pictures and comments were mentioned selectively in order not only to avoid repetition with the findings of beginner level students but also to eliminate comments that were not worth mentioning as they did not present a point of view. As different from the beginner level students, it can be inferred that “language” was among students’ interests considering their choice of profession, which raised the expectations of their interpretations. In order to spot the benefits of using LL as a pedagogical source and students’ being involved in an ethnographic fieldwork as prospective English teachers, it is required to find out what the students could identify. The functions of English that the first sub group of freshman students, who did not have weekly interviews, identified are as follow:

- a. *the way to create combination brand names:*** Brand names that are a combination of Turkish and English can attract both Turkish and foreign people. English has an “attractive writing style”. Combination brand names impress people, and people want to try and buy the advertised product.
- b. *the way to welcome foreigners:*** English is the international language. English is used to reach people from every culture. Foreign people are welcomed with the use of English.
- c. *the language of the service:*** The inclusion of English may indicate that service in that place can be given in English.
- d. *the way to advertise non-islamic products***
- e. *the way to name clubs***
- f. *the language of international problems***
- g. *the way to represent positive connotations of being upper class:*** English makes something more attractive and modern. English sounds more elite and luxurious. English makes people think that a shop has the same standards with the European ones. English makes that place seem more sophisticated and luxurious, which is one of the psychological effects of English. English gives the notion that the products of a shop come from abroad, and their quality is higher than others.

Below are the findings of the second sub group of freshman students. Different from the other freshman group, these students had weekly interviews with the facilitator teacher of the project. Their findings can be grouped into two considering the reasons why English is used. Firstly, it is used to represent various forms of well-being, which results in different connotational values of English, and these refer to its symbolic functions. Secondly, English is used because of its actual functions. It must be noted that some of the actual functions of English that the students identified cannot be considered independent from the symbolic ones. Students' findings are given below:

1. Symbolic functions of English

- a) **representation of being good quality:** People think that English makes things sound better and of good quality. English makes a product stand out among other brands'.
- b) **representation of being luxurious:** English is used in order to fancify the place because it sounds more luxurious. Giving hair dressers English names is a trend in big cities.
- c) **representation of being developed:** English is used to show that a country is developed and as modern as European countries. English is used to make tourists understand that North Cyprus is also a developed country.
- d) **representation of quality time and fun:** English is used to indicate that "this is the place to have fun and spend time". English is used on this sign to be associated with excitement.
- e) **representation of being aesthetic**
- f) **representation of creativity**
- g) **representation of being sophisticated and professional**

2. Actual functions of English

- a) **the medium of instruction:** English is used on the signs on METU campus as it is the medium of instruction.
- b) **the way to address rich or upper class people**
- c) **the way to sell technological products**
- d) **a tool for tourists:** English is used to make finding or describing a place easier for tourists.
- e) **the language of the service**
- f) **an effective attention grabber:** English arouses curiosity. English gets people's attention. English is used to have more customers, both Turkish and foreign.
- g) **a reminiscent of colonial times**

The findings of both groups indicate that similar to beginner level students, the LL project served a useful and effective tool to encourage TEFL freshman students to regard the use of language around them with different perspectives. It can be claimed that as the freshman students are studying to be English teachers and have been more involved in languages, their findings and comments were more detailed. However, the functions of English identified by each group of students mostly overlap. As for the weekly interviews, it can be claimed that they had a positive impact on students considering

the findings of both groups listed above. Interviewed students must have felt more attached to the project after getting some feedback from the facilitator teacher.

CHAPTER 5

DISCUSSION AND CONCLUSION

The purpose of this study was to examine how to use LL as a pedagogical source with a sample project, in which students were actively involved and searched for the social functions of English in North Cyprus. The data for the ethnographic study based on fieldwork were obtained through pictures of linguistic landscape items in North Cyprus photographed by the participant students for their analysis. With the role of a researcher, participant students interpreted what they saw on signs in their environment with a specific focus on language use. When the project was completed, data on pedagogical benefits of the linguistic landscape project was collected via feedback forms. Moreover, students' attitudes towards the effectiveness of the experience were explored using the same means of research.

This current study, which was based on ethnographic methods, was aimed to answer the following research questions:

1. How can a study of linguistic landscape be used in teaching English?
 - A. What are the benefits of using LL as a pedagogical source?
 - B. How do the students respond to the inclusion of LL in the classroom and the effectiveness of the experience?
 - C. How did the students interpret the functions of English in their environment in North Cyprus?

5.1. Primary Research Question

The main purpose of the study was to present a way to use LL as a pedagogical source. Adapted from Sayer (2010) and Rowland (2012), and inspired also from Cenoz and Gorter (2008), a linguistic landscape project was developed, on which the current study was written. According to the project, students were presented the idea of analyzing and interpreting linguistic landscape items concerning the sociological factors they noticed either as an insider, if the student is Cypriot, or an outsider, the students who came from Turkey. After the introduction, students collected data and tried to analyze their findings from an ethnographic perspective. Weekly interviews were held with students except for one group. The reason for the exclusion of interviews was to see how students' performances would differ in a less controlled study. As the last step, students made a presentation on their analysis.

The methodology of the project was based on a students-as-researchers approach. The inclusion of this approach was intended to engage students with English in a context that they would be in full charge of their analysis on the language. On this opportunity, some students developed their means of data collection to meet the needs of their analysis by having interviews with shop owners, working in groups, discussing about their interpretations, and so on.

5.2. Secondary Research Questions

5.2.1. Secondary Research Question A: What are the benefits of using LL as a pedagogical source?

Cenoz and Gorter (2008) describe linguistic landscape items as “multimodal”— they are a combination of both visual and printed texts, “multilingual”— they can be written in any languages even at the same time, and authentic— not produced for teaching purposes. These characteristics make the linguistic landscape “a learning context” for language learners, even a “social” one (Cenoz and Gorter, 2008, p. 272). Linguistic landscape as input serves for incidental learning since learners get exposed to L2 out of class as well. Especially when the target language is English, this happens a lot (Cenoz and Gorter, 2008). Considering the fact that students noted the project help them learn new words, it is impossible to ignore the positive effect of informal learning on students. The second benefit of linguistic landscape suggested by (Cenoz and Gorter, 2008) is that it develops students’ pragmatic competence, which requires understanding metaphors, hints and indirect language uses. The fact that the main project was based on the social meanings of English, and students could successfully identify them indicates that their pragmatic competence is activated and developed thanks to the LL project, especially considering students’ comments on gaining new perspectives. Students also mentioned about the order of languages on signs, colors of texts and their fonts— symbolic and effective factors on linguistic landscape items— questioning the message to be given, which indicates that students used their literacy skills in order to figure out the message on multimodal texts (Cenoz and Gorter, 2008). It can also be claimed that students’ intercultural competence is also developed thanks to the project as they were involved in discovering and evaluating as well as analyzing and interpreting “various phenomena that are related to other cultures” (Walinski, n.d., p. 7). Walinski (n.d.) lists the advantages of LL projects as teacher being in the role of a “coach”, learning being student-centered, authentic, relevant to the real-world and meaningful, and cultural diversity phenomenon being better understood. Among these benefits, there is none that was not observed in the current study. The process of language teaching and learning is decentralized when students are involved in LL projects (Rowland, 2012), and one of the students’ feedback stating she felt like a “researcher” supports this claim.

The benefits of the project are more than expected as they are not limited only to the field of language teaching. Sayer (2010) regards using the LL as a teaching tool which solves the problem of limited exposure of students to English, which happens to be only in classroom. He lists two main benefits of his project: “First, it gets students to make connections between the content of classroom

lessons and the world beyond the classroom walls. Second, it allows students to think creatively and analytically about how language is used in society and become more aware of their own sociolinguistic context” (p. 153).

The feedback from students of this current study on the benefits of linguistic landscape projects supports Cenoz and Gorter’s (2008), Walinski’s (n.d.), Rowland’s (2012), and Sayer’s claims in addition to its further benefits of stated by the students themselves:

- Encouraging students to walk around and discover their environment
- Improving students’ speaking skills, pronunciation and fluency
- Expanding students’ vocabulary knowledge
- Raising students’ consciousness of signs in an environment, and increasing their awareness of languages, linguistic landscape items and uses of English
- Giving an opportunity to do research, and promoting students’ research and interpretation skills
- Helping students gain different point of views
- Giving a reason to students to form English sentences
- Enhancing creative and critical thinking, and developing students’ way of thinking
- Bettering students’ presentation skills as a preparation for their departments
- Promoting self-esteem and helping students feel more confident to speak English
- Fostering students’ sense of responsibility
- Socializing students with each other
- Giving an opportunity to students to learn more about the culture they live in

Linguistic landscape can be described as the focus on literal panorama of a place with the purpose of understanding the language situation and policy in that particular area (Cenoz & Gorter, 2008). Languages in linguistic landscape not only shape the panorama, but they also have a role in “the construction of social identity, be it national, racial, or class identity” (Piller, 2003, p. 173). They are not used equally in a public arena both in quantitative and qualitative terms, which indicates their position in a society in relation to their relative power and prestige (Cenoz & Gorter, 2008). Moreover, the representation of languages provides insights into the situation of minority languages (Cenoz & Gorter, 2006). The analysis of linguistic landscape also sheds light on social values and individual choices (Rowland, 2012). As an arena where various dynamics of social life are reflected, students’ familiarity with linguistic landscape proves to be highly crucial. For the sake of creating such familiarity, the linguistic landscape project described in this study was developed. The comments of the participant students indicate that using LL as a pedagogical source helps students gain an awareness of languages and linguistic landscape items. Utilizing a students-as-researchers approach, linguistic landscape projects encourage students to endeavor to notice the languages around them together with other modes of communication, constructing new understandings about linguistic landscape items.

Using linguistic landscape as a pedagogical source and getting students involved in examination of their linguistic landscape decentralizes language learning (Rowland, 2012) by enabling students to be the main actors of their own research. In this way, they analyze “mainstream representations” (Kincheloe & Steinberg, 1998, p. 3). A linguistic landscape project, strengthened with a students-as-researchers approach, provides students with the opportunity to collect data on their own deciding on the usefulness of an item. With the role of a researcher, they interpret social phenomenon and produce their own knowledge. In such a learning context, the students’ role is shifted from language learners to sociolinguists (Cenoz & Gorter, 2008). As researchers and sociolinguists, students probe into connections between what they are presented in classroom and what they encounter in the practices of a society, which helps them formulate their own inductive theories of language” (Rowland, 2012, p.496). In the course of all these data collection and knowledge production processes, students work with high responsibility and develop their research skills. In addition, they also learn “pedagogical skills involving the determination of how to arrange their research findings for presentation, what to leave out and what’s essential, how to contextualize their findings in a way that makes them meaningful for other students and teachers (Kincheloe & Steinberg, 1998, p. 18). They also experience giving a presentation learning lessons about what to do and what not to do, which increases students’ self-esteem not only because they make a speech in front of a crowd but also they successfully complete a research.

Linguistic landscape is a way of carrying out a research which requires data collection through photographing. The data can be analyzed both quantitatively counting the frequencies of languages to reveal the distribution of languages in an area and qualitatively. In the LL project described in this study, qualitative analysis of linguistic landscape was carried out by students questioning people’s language preferences, specifically English, and motives behind them. Qualitative analysis was also extended by some students having interviews with the actors of some signs. Lazdia and Marten (2009) describe LL is as “an easy and enjoyable way of involving students into fieldwork and thereby motivating them for research in multilingualism” (p. 212). With the flexibility of changing the main focus, LL as a method encourages students to explore their environment with friends, photographing, chatting and discussing, learning about the culture while interviewing other people and generating their interpretation.

Learner interaction with a variety of texts that are contextualized and authentic can be facilitated through linguistic landscape projects (Rowland, 2012). It is possible that such an interaction end up with incidental learning. Considering the importance of the frequency of the stimulus, encouraging students to analyze their linguistic landscape gives students a reason to think about and understand the linguistic landscape items they frequently face (Cenoz & Gorter, 2008). With a more controlled approach, students can be assigned to focus specifically on vocabulary items on linguistic landscape items and examine them critically with regard to specific lexical points (Barrs, 2013).

5.2.2. Secondary Research Question B: How do the students respond to the inclusion of LL in the classroom and the effectiveness of the experience?

By focusing on the feedback from students on their feelings and thoughts, attitudes of students towards the LL project were illuminated. The study showed that students exhibited positive attitudes toward LL projects even though there were minor complaints about the process or physical conditions of the project implementation. So far, the current project has been carried out with four separate groups, one of which was not mentioned in this dissertation as it was a trial practice done before the pilot group. Students tried to categorize the pictures in class with the help of guidance questions. They were also supposed to write paragraphs commenting on them as well. However, they were not able to figure out what they were expected to do. As a result, the project turned out to be a picture classification exercise. In the pilot study, however, students were presented the topic with sample pictures and comments on them, which made it more controlled. However, there was still something missing: a driving force. The students knew that they did not have to participate in the project as they had nothing to lose. In the main studies, it was important to make up the deficiencies so that the use of LL as a pedagogical source could be examined. Consequently, not only were the students given a presentation on LL items and presented sample comments on them, but they were also provided with a powerful motivational force to inspire them to want to participate in the project. Considering the feedback from students, the findings revealed that students have positive attitudes and find the project beneficial and enjoyable in many ways. This study was carried out considering the call from Cenoz and Gorter (2008) “for more information about the perception of the linguistic landscape by conducting ethnographic research” (p. 283) as it is crucial to reveal learners’ perceptions in order to understand the importance of linguistic landscape. Although the students that they (Cenoz and Gorter, 2004) asked whether LL is effective in language acquisition or not did not find reading signs as effective as classroom lessons or other activities (as cited in Cenoz and Gorter, 2008), the students in this study did not even feel the necessity to compare them because they had different, and maybe even more, benefits taking part in the project not only with respect to language acquisition but also in various ways.

5.2.3. Secondary Research Question C: How did the students interpret the functions of English in their environment in North Cyprus?

The results of the analysis indicate students’ findings on the social functions of English. In addition to the social functions that English has gained in time in North Cyprus, i.e. with what English is associated, the pictures of linguistic landscape items also give a general idea about the common language practice in North Cyprus with regard to the current language policy, which forms the basis of the social functions of English in the community in a way being de facto language policy, and is discussed below.

Considering its past, the language policy in North Cyprus did not evolve in the light of only major political ideologies around the world, and religion did not “set linguistic demands”, either (Ben-Rafael, n.d). On the contrary, the “insecurity about the potential linguistic and political dominance of the Greek Cypriots” played a key role in shaping people’s attitudes towards English. The unstable relationship between the two communities on the island prevented societal bilingualism between Turkish and Greek (Karoulla-Vrikki, 2004). As a result, students hardly had pictures of signs including Greek in Girne, Güzelyurt, and their surroundings. The number of signs including Greek was so low that such signs were interpreted as a sign of welcoming attitude towards Greek people rather than a good command of Greek. In colonial times, as opposed to Greek, English was not regarded as a threat to Turkish Cypriot identity (Karoulla-Vrikki, 2004), which can stand out as an important reason why English has been so prevalent for a long time in North Cyprus even before its being the “lingua economica”, “lingua emotive”, “lingua academica” and “lingua cultura” (Phillipson, 2008, p.250), i.e. “the linguistic vehicle of globalization” (Bruyèl-Olmedo & Juan-Garau, 2009, p.387). The findings of students which made it possible to focus on the existence of old signs and to put chronicle interpretations on the place of English indicated that bilingual signs written in both Turkish and English were also common at least forty years ago, too, which indicates there have not been drastic changes in the “linguistic regime” in North Cyprus since then. (Backhaus, P. (2005, p. 103).

Regarding the current language policy in North Cyprus, the fact that there are no limitations on the use of other languages is visible thanks to the linguistic landscape items photographed by the participants. Thus, an enforcement of a language policy is out of question, letting citizens, “individual social actors”, determine the structure of the majority of the signage in North Cyprus (Pavlenko, 2008, p. 266). “Private texts”, which are bottom-up linguistic landscape items produced by individuals of a society, are mentioned as a crucial component of a linguistic analysis as “they are considered an expression of the community’s linguistic preferences” (Rodríguez, 2009, p. 3). That is, this ethnographic study indicates that English is the linguistic preference of people in North Cyprus. On the other hand, the pictures of bilingual top-down linguistic landscape items indicate that public services are offered in English; however, they are limited. Patten’s description of “official multilingualism” requires the same recognition for various languages (2001). Even though “public business” can be carried out in English to some extent with no limitations on the use of it in public domains, and Maronites have language rights in practice being a minority language (Bielenberg &Constantinou, 2010), an “official multilingualism” cannot be claimed to be a part of the current language policy in North Cyprus. Paulston’s explanation on language rights regarding the “legislation— or the absence of legislation— for the rights and privileges of languages and their speakers” (1997, p.74) indicates that the constitution of North Cyprus should be amended in a way that rights of Maronites are clearly declared with a “language as a resource orientation” in order to “promote the vitality and revitalization of the language” (Hornberger, 1998, p. 444).

The pictures of signs of place names also shed light on the language policy in North Cyprus. As Georgiou stated, “the use of a particular name is associated with political and/or historical claims over a territory...” (2010, p. 141). As a result, place names in North Cyprus, which were Turkified, are a consequence of a language policy aiming for the development of the idea of being a nation. In fact, the notion of being Turkish was fostered rather than being “Cypriot”. The use of Cypriot dialect, on the other hand, is symbolic, especially on linguistic landscape items in the public scene. Even though the orthography of the Cypriot dialect is the same with standard Turkish, it is still possible to see Cypriot dialect on signs as an “indicator of identity” (Karoulla-Vrikki, 2004), “by showing adherence to the local culture” and enhancing authenticity (Bruyèl-Olmedo & Juan-Garau, 2009, p. 408).

Gorter describes linguistic landscape studies as “an interesting way of uncovering social realities” (2006, p. 9). The fact that English is used noticeably a lot for purposes other than touristic ones as well unravel that a high number of expatriates living in North Cyprus are not predominated by any groups of population. Moreover, for Cypriot Turks, English can be regarded as the “nonforeign language” taking into consideration the fact that it is used in all areas of life (Gorter, 2006, p.12), even for “services unlikely to be used or notices not felt to address holidaymakers” (Bruyèl-Olmedo & Juan-Garau, 2009, p. 395) considering the wide variety of pictures with English. Moreover, English also functions as the language which “prevents a total cut-off between populations” on the island, especially the Greek and the Turkish (Gorter, 2006, p. 25).

As one of the most common languages in environmental print in North Cyprus, English is preferred for a wide range of commercial signs by the local as it is “the language of wider communication” (Huebner, 2006, p.40). As a tourism destination, its privileged position makes signage comprehensible to most visitors, also meeting their linguistic expectations of finding a language in the LL, which brings about “tourist satisfaction”, “comfort” and “confidence” (Bruyèl-Olmedo & Juan-Garau, 2009), resulting in positive impressions on them about the “discursive construction” of North Cyprus (Torkington, 2009). Considering the linguistic landscape items photographed by the students, it can be claimed that different languages— Russian, Greek, French— also exist in LL of North Cyprus even though they are limited, and the “extent of linguistic diversity” is mostly affected by the commercial sector (Huebner, 2006, p.50) as a consequence of “benefit expectations” (Gorter, 2006, p.24) with the notion that the use of foreign words, especially English ones, have “high prestige value” (Backhaus, 2005), not only revealing the covert language policy of North Cyprus but also leading English to gain some social functions in the community. Piller (2001) lists the connotational values of English as follows: international orientation, future orientation, success orientation, sophistication orientation and fun orientation. The functions of English that identified by the students mostly fit in the categories defined by Piller except for few them, as presented: the connotational value of English as concealer, the way to advertise non-islamic products and a reminiscent of colonial times.

CHAPTER 6

LIMITATIONS AND IMPLICATIONF FOR FURTHER RESEARCH

The project was carried out by students. It was not possible to define the borders of a limited research area focusing on only one location in detail, especially when students already have transportation problems. As a result, the conclusions on the variety of languages in the signage of North Cyprus were drawn without considering the characteristics of different locations. To illustrate, if the focus of the study had been on the LL of Lefkoşa, the amount of Greek on signs could be different. As for the methodology, the study was quite flexible in terms of the data that could be used for students' analysis. They were allowed to take pictures of any signs they see in the public sphere no matter if those signs include English or not. This flexibility was on purpose; however, being more systematic in that could have brought up more findings on the social functions of English. The last identified limitation of the study was that TEFL students were not introduced how to make a presentation believing they would not need it, and they would feel bored. Considering their feedback, this assumption turned out to be wrong. For further studies, I would recommend developing this LL project with the addition of interviews that each student is required to make with both a local individual and a foreigner. Students can also work in pairs or groups, which may enhance brainstorming. Moreover, a comparative study on the linguistic landscape of North and South Cyprus, and/or areas near the crossing points may help students understand people's language attitudes in depth.

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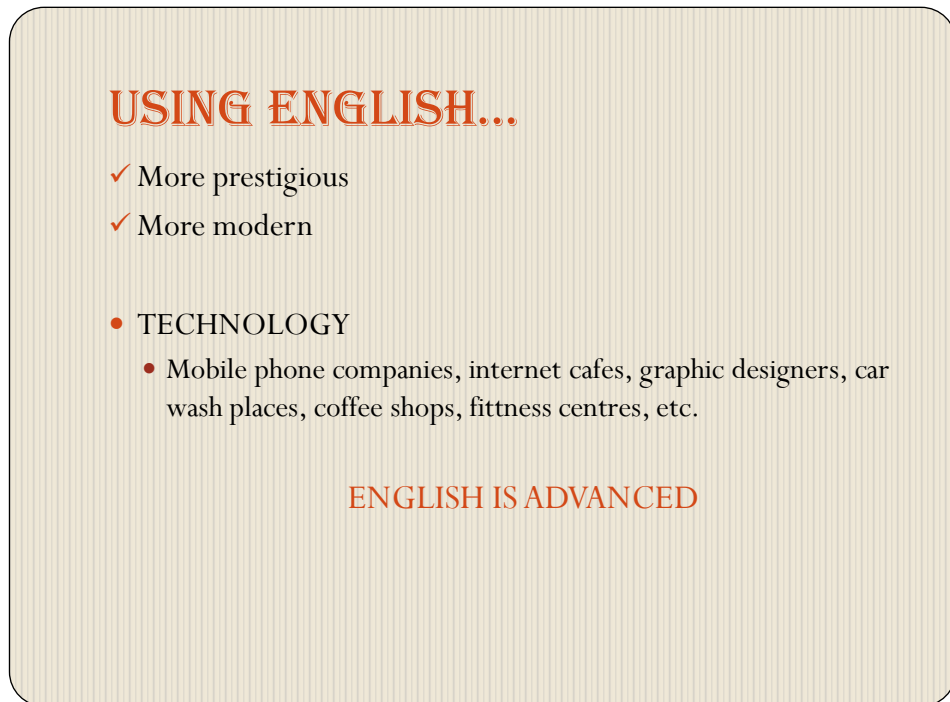
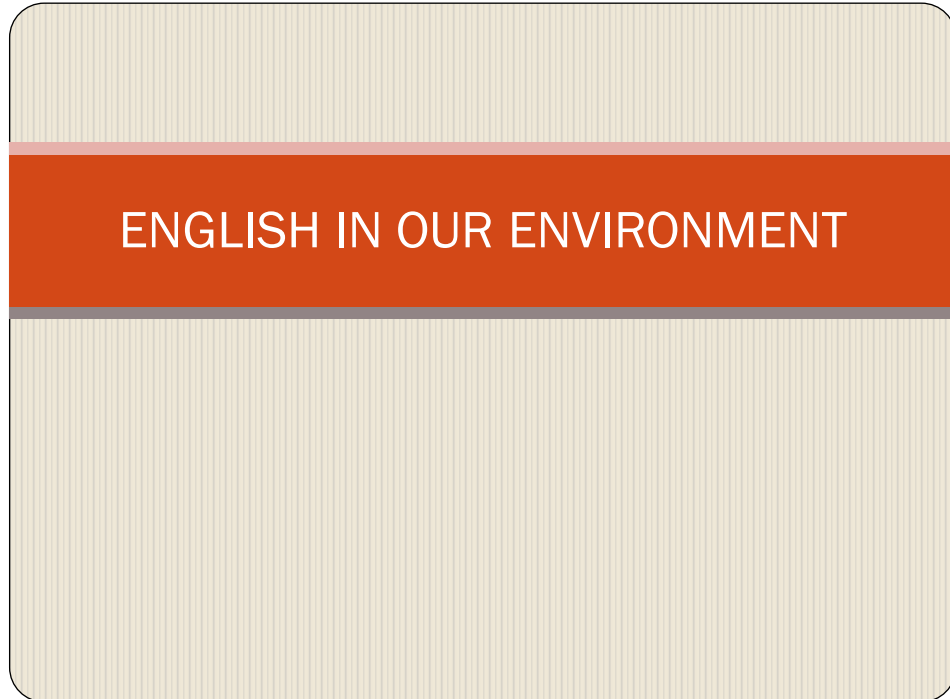
APPENDIX A: PILOT STUDY PROJECT GUIDANCE SHEET

- YOUR TASK:

1. Take pictures of signs in Girne, Güzelyurt, wherever you want.
2. Think about the uses of English, its social meanings, its functions.
3. Upload the pictures to the classroom Facebook account or bring them to the class.
4. Comment on them either in English or in Turkish considering the questions below:
 - Who is the intended audience?
 - Why do you think English is used on the sign?
 - Why do you think Turkish or other languages are (not) used on the sign?
 - What type of sign is it (e.g. advertisement, road sign, map, menu, etc.) ?
5. You are supposed to do this every week (at least 2 pictures).

- ÖDEVİNİZ

1. Girne, Güzelyurt ya da sizin istediğiniz Kıbrıs'ta herhangi bir yerde bulunan tabelaların fotoğrafını çekiniz.
2. İngilizce'nin kullanıldığı durumları, toplumda İngilizce'ye yüklenen anlamları ve İngilizce'nin işlevlerini bulmaya çalışınız.
3. Çektiğiniz fotoğrafları sınıfın Facebook hesabına yükleyiniz ya da sınıfa getiriniz.
4. Resimlere, aşağıdaki soruları göz önünde bulundurarak, ister Türkçe ister İngilizce, yorumlar yapınız:
 - Hedeflenen kitle kimdir?
 - Tabelada İngilizce kullanılmışsa eğer, neden kullanılmıştır?
 - Tabelada Türkçe veya İngilizce'nin dışında yabancı diller (varsa eğer) neden kullanılmıştır/kullanılmamıştır?
 - Tabela ne tarz bir tabeladır? (Reklam, yol tabelası, trafik işareti, harita menü, vb.)
5. Her hafta fotoğraf çekmeniz gerekmektedir (en az 2 resim).



ENGLISH IS ADVANCED



ENGLISH IS ADVANCED



USING ENGLISH...

- Fashionable
- Trendy
- Clothing boutiques, hair dressers, beauty centers have mostly English names or explanations.

ENGLISH IS FASHION

ENGLISH IS FASHION



ENGLISH IS FASHION



ENGLISH IS FASHION



USING ENGLISH...

English represents

- ◇ a colourful life
 - ◇ an enjoyable life
 - ◇ an adventurous life
-
- Toy shops, bout-tour organizations, etc.

English represents

A COLOURFUL & ENJOYABLE LIFE



English represents
A COLOURFUL & ENJOYABLE LIFE



ENGLISH IS ADVENTUROUS



ENGLISH IS ADVENTUROUS



USING ENGLISH...

- Some questions to help you:
 - Who is the intended/target audience?
 - Why do you think English is used on the sign?
 - Why do you think Turkish or other languages are (not) used on the sign?
 - What type of sign is it (e.g. advertisement, road sign, map, menu, etc.) ?

Who is the intended/target audience?



Who is the intended audience?



Why do you think English is used on the sign?



“Are you thirsty?”
Is it a real question out of curiosity?

Why do you think English is used on the sign?



Why do you think Turkish or other languages are (not) used on the sign?



What type of sign is it (e.g. advertisement, road sign, map, menu, etc.) ?



What type of sign is it (e.g. advertisement, road sign, map, menu, etc.) ?



USING ENGLISH...

- CONCLUSION
 - There are several reasons why English is used in our environment.
 - Signs can be used to observe the social meanings of English.
 - The choice of language may depend on
 - The actor of a sign,
 - The audience,
 - Direct or underlying messages, etc.

USING ENGLISH...

- YOUR TASK:

1. Take pictures of signs in Girne, Güzelyurt, wherever you want.
2. Think about the uses of English, its social meanings, its functions.
3. Have a 10-minute meeting with your teacher every week to talk about your comments on the picture.
4. Write a paragraph commenting on them either in English or in Turkish considering the questions below:
 - Who is the intended audience?
 - Why do you think English is used on the sign?
 - Why do you think Turkish or other languages are (not) used on the sign?
 - What type of sign is it (e.g. advertisement, road sign, map, menu, etc.)?
5. You are supposed to do this every week until the midterm (at least 2 pictures).
6. You are supposed to make a presentation of your pictures and comments at a date that your instructor decides on.

APPENDIX C: PROJECT GUIDANCE SHEET

• YOUR TASK:

1. Take pictures of signs in Girne, Güzelyurt, wherever you want.
2. Think about the uses of English, its social meanings, its functions.
3. Have a 10-minute meeting with your teacher every week to talk about your comments on the picture.
4. Write a paragraph commenting on them either in English or in Turkish considering the questions below:
 - Who is the intended audience?
 - Why do you think English is used on the sign?
 - Why do you think Turkish or other languages are (not) used on the sign?
 - What type of sign is it (e.g. advertisement, road sign, map, menu, etc.) ?
5. You are supposed to do this every week until the midterm (at least 2 pictures).
6. You are supposed to make a presentation of your pictures and comments at a date that your instructor decides on.

• ÖDEVİNİZ

1. Girne, Güzelyurt ya da sizin istediğiniz Kıbrıs'ta herhangi bir yerde bulunan tabelaların fotoğrafını çekiniz.
2. İngilizce'nin kullanıldığı durumları, toplumda İngilizce'ye yüklenen anlamları ve İngilizce'nin işlevlerini bulmaya çalışınız.
3. Her hafta çekilen fotoğraflar hocanın ofisinde öğrenciyle bire bir değerlendirilecektir (Fikir alış verişi sağlamak için).
4. Resimlere yorumlar yazarken ister Türkçe ister İngilizce kullanabilirsiniz. Yorumlarınızı yaparken aşağıdaki soruları göz önünde bulundurunuz:
 - Tabela ne tarz bir tabeladır? (Reklam, yol tabelası, trafik işareti, harita menü, vb.)
 - Hedeflenen kitle kimdir?
 - Tabelada İngilizce kullanılmışsa eğer, neden kullanılmıştır?
 - Tabelada Türkçe veya İngilizce'nin dışında yabancı diller (varsa eğer) neden kullanılmıştır/kullanılmamıştır?
5. Mid-term e kadar her hafta en az iki resim çekilmesi ve yorumlanması gerekmektedir.
6. Öğretmeninizin belirlediği bir tarihte, çektiğiniz fotoğraflar ve yorumlarınızdan oluşan bir sunum yapmanız gerekmektedir.

APPENDIX D: SAMPLE SPEAKING PROJECT

Sample Speaking Project



- This picture was taken from Kalkanlı.
- It is the sign of a club.
- “Vibes” means “heyecan”.
- English gives the idea of “being sociable” and “having a lot of fun with new people”.

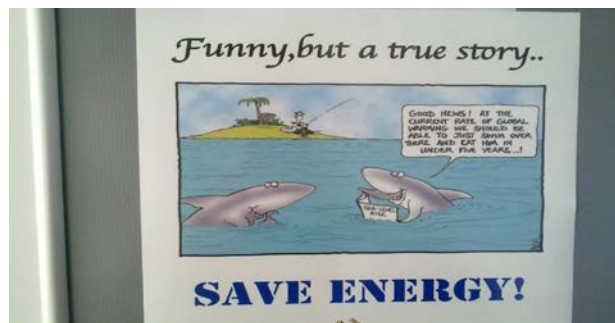


FUCKING ROCK STAR

- This is a picture of a teenage boy's T-shirt.
- "Love" and "fuck" are written on the T-shirt.
- In Turkish, does a teenage boy wear a T-shirt with the word AŞK on it? (too girlish or arabesque)
- We cannot wear a T-shirt with the Turkish version of FUCK on it. (too rude and no disrespectful)
- English normalizes some words. They sound OK in English.



- TURKISH GROUP BANK: Banks usually use English because it makes banks sound global and powerful.
- English is the language of money, power and the system.
- YAŞASIN KIZIL 1 MAYIS: People show their protest to the system.
(Long Live Red May 1st)
- They use the local language.
- Turkish is the language of "local" against "global".



- This is a picture from our campus.
- Turkish people are not generally careful about environment.
- We think that Western people do a lot of things to save the environment.
- English is used to call people to save energy and to do something for environment.
- English is environment- friendly.

APPENDIX E: FEEDBACK QUESTIONS

Name & Surname: _____

1. In your opinion, what are the advantages of this project? (Sizce bu projenin faydaları nelerdir?)
2. What are the disadvantages? (Sizce projenin aksaklıkları nelerdir?)
3. How enjoyable was it? Please, explain why. (Proje eğlenceli miydi? Nedenini açıklayınız.)
4. Would you recommend that other classes do this project? Why or why not? (Böyle bir çalışmayı diğer sınıfların da yapması gerektiğini düşünüyor musunuz? Nedenleriyle açıklayınız.)

APPENDIX F: TEZ FOTOKOPİSİ İZİN FORMU

PROGRAM

SEES

PSIR

ELT

YAZARIN

Soyadı: Önal

Adı: Burçin

Bölümü: İngilizce Öğretmenliği

TEZİN ADI (İngilizce): Exploring the Linguistic Landscape of North Cyprus and its Use in ELT Classrooms

TEZİN TÜRÜ : Yüksek Lisans

Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.

3. Tezinden bir (1) yıl süreyle fotokopi alınmaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: