



REPUBLIC OF TÜRKİYE

DİCLE UNIVERSITY

INSTITUTE OF EDUCATION SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**USING LINGUISTIC LANDSCAPES AS A MULTIMODAL
PEDAGOGICAL TOOL IN ENGLISH LANGUAGE CLASSROOMS:
A QUALITATIVE STUDY IN A HIGH SCHOOL CONTEXT**

MASTER OF ARTS

Nesrin BAL

DİYARBAKIR / 2023

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DİYARBAKIR / 2023

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BİLDİRİM

Tezimin içerdığı yenilik ve sonuçları başka bir yerden almadığımı ve bu tezi DÜ Eğitim Bilimleri Enstitüsünden başka bir bilim kuruluşuna akademik gaye ve unvan almak amacıyla vermediğimi; tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez yazım kurallarına uygun olarak hazırlanan bu çalışmada kullanılan her türlü kaynağa eksiksiz atıf yaptığımı, aksinin ortaya çıkması durumunda her türlü yasal sonucu kabul ettiğimi beyan ediyorum.

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS	iii
ABSTRACT	ix
ÖZET	xi
LIST OF TABLES.....	xiii
LIST OF FIGURES.....	xiv
1. INTRODUCTION	1
1.1. BACKGROUND OF THE STUDY	1
1.2. STATEMENT OF THE PROBLEM.....	2
1.3. PURPOSE AND SIGNIFICANCE OF THE STUDY	5
1.4. RESEARCH QUESTIONS	6
1.5. THE SCOPE AND LIMITATIONS OF THE STUDY.....	6
1.6. DEFINITION OF KEY TERMS (OPERATIONAL DEFINITIONS).....	7
1.7. ABBREVIATIONS	8
2. LITERATURE REVIEW	9
2.1. TERMINOLOGY AND DEFINITIONS OF LINGUISTIC LANDSCAPE	9
2.2. HISTORICAL BACKGROUND AND PRELIMINARY STUDIES	12
2.3. THEORETICAL RESEARCH TRENDS IN LINGUISTIC LANDSCAPE STUDIES	15
2.3.1. <i>Multilingualism</i>	15
2.3.2. <i>Language Policy and Planning</i>	18
2.3.3. <i>Minority Languages</i>	20
2.3.4. <i>Virtual Linguistic Landscapes</i>	22
2.3.5. <i>ELF Awareness</i>	23
2.4. METHODOLOGICAL TRENDS IN LL RESEARCH	26
2.5. TECHNOLOGICAL ADVANCEMENTS AND FUTURE DIRECTIONS.....	30
2.6. LL IN EDUCATION	31
2.6.1. <i>LL in School Context</i>	31
2.6.2. <i>LL in Second Language Teaching and Learning Contexts (L2TL)</i>	35
2.6.2.1. <i>LL in English Language Teaching</i>	37
2.7. A PEDAGOGICAL FRAMEWORK FOR LL IN L2TL	40
3. METHODOLOGY	44
3.1. RESEARCH DESIGN	44
3.2. RESEARCH QUESTIONS	45

3.3. PARTICIPANTS AND SETTINGS OF THE STUDY	46
3.4. DEVELOPMENT OF THE PEDAGOGICAL ACTIVITIES.....	47
3.5. INTERVENTION PROCESS.....	48
3.5.1. Activity 1: Creating a job advertisement/flyer	48
3.5.2. Activity 2: Turning Your Passion into Wearable Art	54
3.5.3. Activity 3: Creating a “Wanted” Sign	59
3.6. DATA COLLECTION TOOLS	64
3.6.1. Reflective Journals	64
3.6.2. Activity Reflection Logs.....	65
3.6.3. Semi-structured Interviews.....	65
3.6.4. Student-Produced Artifacts	67
3.7. DATA COLLECTION PROCEDURE	68
3.8. DATA ANALYSIS.....	70
4. FINDINGS.....	72
4.1. In what ways can Linguistic Landscape-centered materials be utilized to effectively enhance teaching in high school English lessons?.....	72
4.1.1. Student-Produced Artifacts	72
4.1.1.1. Statistics of All Materials	72
4.1.1.2. Statistics of Activity 1	74
4.1.1.3. Statistics of Activity 2	76
4.1.1.4. Statistics of Activity 3	79
4.2. How do learners perceive the inclusion of Linguistic Landscape-centered materials in high school English lessons?	81
4.2.1. Activity 1 Reflection Log	81
4.2.2. Activity 2 Reflection Log	83
4.2.3. Activity 3 Reflection Log	84
4.3. What are the potential impacts of developing and implementing Linguistic Landscape-centered materials on learners’ overall understanding of the English language?	86
4.3.1. Awareness for Linguistic Landscapes	86
4.3.1.1. Gaining Familiarity with LL	86
4.3.1.2. Noticing LL in the Environment	88
4.3.1.3. Paying Attention to Urban Print	89
4.3.1.4. Understanding LL Signs and Functions	89
4.3.1.5. Viewing LL as Materials	94
4.3.1.6. Bridging Classroom and the Outside World	95
4.3.1.7. Learning LL-related Concepts.....	96

4.3.2. Language Learning and Development	100
4.3.2.1. Developing Language Skills	100
4.3.2.2. Perceptions of English Before and After Study	106
4.3.2.3. LL in the Classroom: Pre- and Post-Study Reflections	108
4.3.3. Personal Development	111
4.3.3.1. Empowering Learners	111
4.3.3.1.1. Enhancing Self-confidence.....	111
4.3.3.1.2. Boosting Motivation.....	112
4.3.3.1.3. Fostering Autonomy.....	115
4.3.3.1.4. Stimulating Imagination	116
4.3.3.2. Exploring Diversity	117
4.3.3.2.1. Understanding Cultures.....	117
4.3.3.2.2. Eliminating Prejudices	119
4.3.3.2.3. Promoting Socio-Linguistic Awareness.....	120
4.3.3.2.4. Developing Different Perspective	121
4.3.3.2.5. Enhancing ELF Awareness through Discovering Different Uses of English	122
4.3.3.2.6. Enhancing Social Skills and Relationships.....	124
4.3.4. Pedagogical Impact.....	126
4.3.4.1. Effective Teaching Strategies	126
4.3.4.1.1. Utilizing LL for Effective Teaching	126
4.3.4.1.2. Implementing a Different Way of Teaching	127
4.3.4.1.3. Understanding Roles of Teacher and Students	128
4.3.4.1.4. Employing Various Types of Activities	130
4.3.4.2. Facilitating Learning Processes.....	133
4.3.4.2.1. Enhancing Critical Thinking Skills.....	133
4.3.4.2.2. Promoting Participation and Improving Teaching and Learning Process	136
4.3.4.2.3. Developing Research Skills.....	136
4.3.4.2.4. Facilitating Easy Learning and Teaching	137
4.3.4.2.5. Nurturing Literacy Development	138
4.3.5. Constraints, Challenges & Suggestions	146
4.3.5.1. Lack of Time	146
4.3.5.2. Time Constraints in LL Activities	147
4.3.5.3. Managing the Number of Activities	147
4.3.5.4. Recommendation for Teachers and Students Regarding the LL Use	148

5. DISCUSSION.....	149
5.1. In what ways can Linguistic Landscape-centered materials be utilized to effectively enhance teaching in high school English lessons?.....	149
5.2. How do learners perceive the inclusion of Linguistic Landscape-centered materials in high school English lessons?	154
5.3. What are the potential impacts of developing and implementing Linguistic Landscape-centered materials on learners’ overall understanding of the English language?	155
6. CONCLUSION AND IMPLICATIONS	162
7. REFERENCES	165
8. APPENDICES.....	180
APPENDIX A. RESEARCH AND PRACTICE PERMISSION	180
APPENDIX B. ETHICS COMMITTEE PERMISSION.....	181
APPENDIX C. PRE-STUDY REFLECTIVE JOURNALS	183
APPENDIX D. POST-STUDY REFLECTIVE JOURNALS	183
APPENDIX E. ACTIVITY REFLECTION LOG.....	184
APPENDIX F. SAMPLE INTERVIEW QUESTIONS	185
APPENDIX G. SAMPLE STUDENT-PRODUCED ARTIFACTS	186

ABSTRACT

USING LINGUISTIC LANDSCAPES AS A MULTIMODAL PEDAGOGICAL TOOL IN ENGLISH LANGUAGE CLASSROOMS: A QUALITATIVE STUDY IN A HIGH SCHOOL CONTEXT

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Linguistic Landscape (LL) refers to the study of different languages and their different forms in public spaces, including signs, advertisements and street names. It is concerned with the use, representation and interaction of languages in the urban environment. In addition to being interdisciplinary, the importance of LL in education has received considerable attention by researchers for over a decade. It is recognized as powerful in facilitating meaningful language learning and promoting linguistic diversity. Based on this, this qualitative study aimed to explore the effectiveness of incorporating LL materials into the teaching of English in high school, with an emphasis on moving beyond traditional textbooks and integrating real-life situations. The research investigated whether LL materials could serve as valuable pedagogical resources. The study involved a sample group of thirty-two 11th grade students from a public high school in the province of Siirt, in southeastern Türkiye. Over a period of 12 weeks, three activities based on topics from the 11th grade English textbook were developed and implemented using the Linguistic Landscapes in Second Language Teaching and Learning (LLinL2TL) pedagogical model. Data were collected through various methods, including pre-study and post-study reflective journals, semi-structured focus groups and individual interviews, activity reflection logs, and student-produced artifacts, which were later analyzed using qualitative content analysis.

The results showed that students' perceptions of LL-based materials in English classes were positively influenced, leading to increased motivation, interest, and understanding of the language. Students expressed enthusiasm for exploring LL further and reported an increased interest in learning English. They recognized LL materials as beneficial for language learning, facilitating their understanding of new concepts and units.

Furthermore, LL activities promoted the development of social skills and relationships as students collaborated, shared their perspectives, and engaged in meaningful interactions with their peers and teachers. Through participation in LL activities, students experienced a notable shift in their perceptions of English language learning, recognizing its practical relevance and applicability in real-world contexts.

The study further revealed the advantages of using LL as being authentic materials in the language classroom, as evidenced by increased student interest, motivation, and understanding when exposed to familiar environmental materials. Incorporating LL-based language activities had a positive influence on learners' productive and receptive language skills. In addition, students appreciated the practicality and meaningfulness of LL, establishing connections to their own experiences and enjoying the transition to more engaging LL activities. Notably, the majority of students recommended including LL-based activities in the curriculum, suggesting one or two activities per academic term.

Overall, this study contributes to the limited research on the implementation of LL-oriented activities in high school level English classrooms. The findings underscore the positive impact of LL-based activities on students' language skills, motivation, and confidence in using English. It advocates for the integration of LL materials as valuable pedagogical resources, offering teachers and students a broader understanding of English beyond traditional textbooks. The study concludes with the further exploration of LL's potential in language instruction and recommends the inclusion of LL-based activities in future curricula.

Key Words: Linguistic Landscapes, English Language Teaching, Pedagogical Linguistic Landscapes, English as a Foreign Language

ÖZET

İNGİLİZCE SINIFLARINDA DİLSEL ÇEVRENİN ÇOK MODLU BİR PEDAGOJİK ARAÇ OLARAK KULLANILMASI: LİSE BAĞLAMINDA NİTEL BİR ÇALIŞMA

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Dilsel Çevre (DÇ), tabelalar, reklamlar ve sokak isimleri de dâhil olmak üzere kamusal alanlarda farklı dillerin ve bunların farklı biçimlerinin incelenmesini ifade eder. Dillerin çevrede kullanımı, temsili ve etkileşimi ile ilgilenir. Disiplinler arası olmasının yanı sıra, dillerin eğitimdeki önemi on yılı aşkın bir süredir araştırmacılar tarafından büyük ilgi görmektedir. Anlamli dil öğrenimini kolaylaştırmada ve dilsel çeşitliliği teşvik etmede güçlü olduğu kabul edilmektedir. Buna dayanarak, bu nitel çalışma, geleneksel ders kitaplarının ötesine geçmeye ve gerçek yaşam durumlarını entegre etmeye vurgu yaparak, DÇ materyallerini lisede İngilizce öğretimine dâhil etmenin etkinliğini araştırmayı amaçlamıştır. Araştırma, DÇ materyallerinin değerli pedagojik kaynaklar olarak hizmet edip edemeyeceğini araştırmıştır. Çalışma, Türkiye'nin Güneydoğusunda yer alan Siirt ilindeki bir devlet lisesinden otuz iki 11. sınıf öğrencisinden oluşan bir örneklem grubunu kapsamaktadır. On iki haftalık bir süre boyunca, 11. sınıf İngilizce ders kitabındaki konulara dayanan üç etkinlik, “İkinci Dil Öğretimi ve Öğreniminde Dilsel Çevre” pedagojik modeli kullanılarak geliştirilmiş ve uygulanmıştır. Veriler, çalışma öncesi ve sonrası yansıtıcı günlükler, yarı yapılandırılmış odak grupları ve bireysel görüşmeler, etkinlik yansıtma günlükleri ve daha sonra nitel içerik analizi kullanılarak analiz edilen öğrenci tarafından üretilen eserler dâhil olmak üzere çeşitli yöntemlerle toplanmıştır.

Sonuçlar, öğrencilerin İngilizce derslerinde DÇ temelli materyallere yönelik algılarının olumlu yönde etkilendiğini, motivasyon, ilgi ve dil anlayışlarının arttığını göstermiştir. Öğrenciler DÇ'yi daha fazla keşfetmeye hevesli olduklarını ifade etmiş ve İngilizce öğrenmeye olan ilgilerinin arttığını bildirmişlerdir. Öğrenciler, yeni kavram ve üniteleri anlamalarını kolaylaştıran DÇ materyallerinin dil öğrenimi için faydalı olduğunu kabul ettiler. Ayrıca, DÇ etkinlikleri, öğrenciler işbirliği yaptıkça, bakış açılarını

paylaştıkça ve akranları ve öğretmenleriyle anlamlı etkileşimler kurdukça sosyal becerilerin ve ilişkilerin gelişimini kolaylaştırdı. Öğrenciler, DÇ etkinliklerine katılarak, İngilizce öğrenimine ilişkin algılarında kayda değer bir değişim yaşamış ve İngilizce öğreniminin gerçek dünya bağlamlarındaki pratik önemini ve uygulanabilirliğini fark etmişlerdir.

Çalışma ayrıca, tanıdık çevresel materyallere maruz kaldıklarında artan öğrenci ilgisi, motivasyonu ve anlayışı ile kanıtlandığı gibi, dil sınıfında otantik materyaller olarak DÇ kullanmanın avantajlarını ortaya koymuştur. DÇ temelli dil etkinliklerinin dâhil edilmesi, öğrencilerin üretken ve alıcı dil becerileri üzerinde olumlu bir etki yaratmıştır. Buna ek olarak, öğrenciler kendi deneyimleriyle bağlantılar kurarak ve daha ilgi çekici dil etkinliklerine geçişin keyfini çıkararak, DÇ'nin pratikliğini ve anlamlılığını takdir ettiler. Özellikle, öğrencilerin çoğunluğu müfredata DÇ temelli etkinliklerin dâhil edilmesini ve her akademik dönem için bir veya iki etkinlik yapılmasını önerdi.

Genel olarak, bu çalışma, lise düzeyindeki İngilizce sınıflarında DÇ odaklı etkinliklerin uygulanmasına ilişkin sınırlı araştırmaya katkıda bulunmaktadır. Bulgular, DÇ dayalı etkinliklerin öğrencilerin dil becerileri, motivasyonları ve İngilizceyi kullanma konusundaki özgüvenleri üzerindeki olumlu etkisinin altını çizmektedir. Öğretmenlere ve öğrencilere geleneksel ders kitaplarının ötesinde daha geniş bir İngilizce anlayışı sunan değerli pedagojik kaynaklar olarak DÇ materyallerinin entegrasyonunu savunmaktadır. Çalışma, DÇ 'nin dil öğretimindeki potansiyelinin daha fazla araştırılmasıyla sonuçlanmakta ve DÇ tabanlı etkinliklerin gelecekteki müfredata dahil edilmesini önermektedir.

Anahtar Kelimeler: Dilsel Çevre, İngilizce Öğretimi, Pedagojik Dilsel Çevre, Yabancı Dil Olarak İngilizce

LIST OF TABLES

Table 1. Research Questions, Method, and Instruments	45
Table 2. Demographic Information of Participants	46
Table 3. Lesson Plan for Activity 1	48
Table 4. Lesson Plan for Activity 2	54
Table 5. A Rubric for Fashion Walk	58
Table 6. Lesson Plan for Activity 3	59
Table 7. Brief Summary of All Student-Produced Artifacts	72
Table 8. Student-Produced Artifacts in Activity 1	74
Table 9. Student-Produced Artifacts in Activity 2	76
Table 10. Student-Produced Artifacts in Activity 3	79
Table 11. Reflection Log of Activity 1	81
Table 12. Reflection Log of Activity 2	83
Table 13. Reflection Log of Activity 3	84

LIST OF FIGURES

Figure 1. LLinL2TL Pedagogical Framework	37
Figure 2. Sample Job Advertisement (Creative Graphic Designer [Online Image], 2022).....	50
Figure 3. Sample Job Advertisements from students' textbook Sunshine English (2022)	51
Figure 4. Guiding Questions for Job Advertisements from students' textbook Sunshine English (2022)	52
Figure 5. Sample Student Products	52
Figure 6. Sample Student Products	49
Figure 7. An Example of T-Shirt Talk (I Was Born To Play American Football Essential T- Shirt[Online Image], 2022)	53
Figure 8. Sample Student Artifacts	57
Figure 9. Sample Student Artifacts	53
Figure 10. Examples of "Wanted" Signs (Bellatrix Lestrange Wanted Poster [Online Image], 2022)	61
Figure 11. Examples Of "Wanted" Signs.....	57
Figure 12. Sample Student Artifacts	63
Figure 13. Sample Student Artifacts	59
Figure 14. Stages of the Study.....	68
Figure 15. Sign 4 produced as part of Activity 2	134
Figure 16. Group 4's material in Activity 3	135
Figure 17. Pair 15's material in Activity 1	139
Figure 18. Sign 28 produced by student in Activity 2.....	139
Figure 19. Sign 14 produced as part of Activity 2.....	140
Figure 20. Sign 15 produced as part of Activity 2.....	141
Figure 21. Sign 1 produced as part of Activity 2	141
Figure 22. Group 2's material in Activity 3	143

CHAPTER ONE

1. INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Written language represents human expression in the form of prints, images, and with the advancement of technology, non-static or moving images and audios are becoming more prevalent in both rural and urban places. These public displays of language are referred to as 'linguistic landscapes' (LL henceforth). This term is focal point of many disciplines, including sociolinguistics, semiotics, language policy, education, urban planning, and politics (Chern & Dooley, 2014). The most widely used definition of LL is provided in Landry and Bourhis' seminal paper (1997), which states: "The language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings combines to form the linguistic landscape of a given territory, region, or urban agglomeration" (p. 25).

Researchers have explored LL from various perspectives, including multilingualism, minority languages, and power issues, among others. Language scholars have focused on the potential use of LL as a resource for teaching and learning foreign or second languages (e.g., Cenoz & Gorter, 2008). Several LL researchers have advocated for the use of LL in educational settings. To exemplify, Shohamy and Waksman (2008) portrayed LL as a powerful tool for education and emphasized the need for learners to notice the various meanings represented in public spaces. In the same vein, Sayer (2010) highlighted the advantages of conducting student-oriented LL projects. Using these student-led projects can provide a range of pedagogical benefits for language learners, such as developing critical thinking skills, increasing the potential for incidental learning, and enhancing pragmatic competence (Rowland, 2013; Sayer, 2010).

In the context of second language acquisition, Cenoz and Gorter (2008) suggested that LL could serve as a good source of input for language learners to understand language diversity in different settings and increase their language awareness. Likewise, in three case studies, Gorter et al. (2021) found that exercises related to the landscape could

increase students' language awareness and focus on LL. In another study, Hancock (2022) suggested that LL could be used as an effective teaching method for students to reflect on their learning, gain new knowledge and understandings of different languages and literacies in a globalized world. He also argued that LL should be viewed as more than just a language input, but as a valuable educational resource with potential for interdisciplinary learning and transferable skills. Additionally, Wangdi and Savski (2022) explored how critical thinking and critical language awareness of university students could be developed through evaluating signs. The study concluded that critical thinking skills and language awareness were enhanced through the analysis of signs.

Overall, previous studies have shown that LL can be a great resource for learning languages alongside an increase in students' language awareness, critical thinking and critical language awareness. Furthermore, students can grasp their sociolinguistic worlds and discover language use, conformity, and the sociolinguistic environment they live in with the help of these LL-based lessons or projects (e.g., Chesnut et al., 2013; Rowland, 2013; Sayer, 2010). Researchers highlight the need for further research on detailed account of students' experiences and the benefits and the drawbacks of such projects.

1.2. STATEMENT OF THE PROBLEM

Language education in the 21st century has evolved to address the changing needs of learners. Traditional English Language Teaching (ELT) lacked interaction and communication opportunities, but the emergence of constructivism introduced student-centered approaches. Constructivism (Steffe & Gale, 1995) emphasizes active participation, interaction, and collaboration among students to achieve shared understanding. Furthermore, teachers play a crucial role in guiding and facilitating this process, creating a non-threatening atmosphere that incorporates cultural elements for meaningful learning (Martin, 2019; Orak & Al-Khresheh, 2021).

Based on constructivism, methods in 21st-century ELT classes prioritize active student participation, interactions, and the application of knowledge in real-life situations. Learners are encouraged to think beyond the classroom and take responsibility for their learning, fostering autonomy and promoting knowledge construction (Phongsirikul, 2017; Masouleh & Jooneghani, 2012). Besides, in modern ELT, the focus has shifted from teachers as the sole source of information to empowering students as active participants and builders of

knowledge. Textbooks are no longer the sole means of instruction. This approach cultivates students' sense of social responsibility and equips them with skills to navigate real-life situations (Erdoğan, 2019). Learners are encouraged to use language and cultural knowledge to connect with others globally (Eaton, 2010).

The shift towards more student-centered and collaborative teaching methods and communication inevitably leads to a new set of needs and expectations. Therefore, 21st-century skills known as the 4Cs: communication, collaboration, creativity, critical thinking, and problem-solving are integrated in ELT classes (Çınar, 2021). Teachers incorporate these skills through activities like investigating, discussing, writing, presentations, data analysis, and problem-solving (Halverson, 2018). This approach aligns with constructivist principles that emphasize active learning, collaboration, and critical thinking, preparing students for the challenges of the modern world (Sjøberg, 2010). These skills are valued in the workforce, and the education system must adapt to equip students accordingly (Erdoğan, 2019; National Research Council, 2012).

The evolving nature of language and the increasing global interconnectedness have necessitated a more inclusive and diverse approach to language learning and education. This is particularly evident in the case of English, which is undergoing rapid changes due to its diverse user base. As a result, the goals of English Language Teaching (ELT) and the needs of learners have shifted (Galloway & Rose, 2018; Kirkpatrick, 2007). The concept of English as a lingua franca (ELF) introduces and it recognizes English as a contact language among diverse individuals (Jenkins, 2009). ELT now includes bilingual and multilingual learners, integrating various local varieties and cultural elements (Bayyurt & Sifakis, 2015). This promotes awareness of students for language diversity and cultural fluidity (Pakir, 2009). Instead of native-like proficiency, learners aim for effective communication and mutual comprehension (Galloway & Rose, 2018). This reflects a more inclusive approach to language learning today.

The implementation of the ELF paradigm in English language teaching has created a need for culturally aware approaches, where LL plays a vital role. LL has been recognized as a powerful tool in education (Shohamy & Waksman, 2008), addressing the needs of the 21st century and promoting language learning, cultural understanding, and critical thinking (e.g., Biró, 2016; Hancock, 2022). LL materials have been used to enhance language

awareness, facilitate language learning, and develop critical understanding of language status (e.g., Coluzzi, 2012; Cormier, 2021).

Incorporating LL into language teaching better prepares students for real-world communication and equips them with the skills needed in diverse cultural contexts. The changing needs of learners in the modern world, with a focus on customized and interactive learning, flexibility, practical experiences, and collaborative opportunities, necessitates the integration of innovative technologies and pedagogical approaches into the education system (Beers, 2011 ; Gut, 2010). In Türkiye, the education system is adapting to meet these changing demands. LL-based activities offer a solution by promoting student-led activities, communication, collaboration, and innovation. However, there is a lack of research on implementing LL materials in the English curriculum of Turkish high schools. Further investigation is needed to explore the potential of LL as a pedagogical resource in this context. Moreover, since most studies on LL tend to be quantitative, qualitative studies are necessary to gain a comprehensive understanding. Integrating LL into the English curriculum creates a student-centered environment that enhances language proficiency and develops critical thinking, creativity, and communication skills, preparing students for success in the modern workforce.

Additionally, it also brings a new flow into the ELT classroom and provides an opportunity for students to realize ELF concept and to acquire various skills related to the English language. It can be effective to build bridges between the outside world and the classroom. It is an opportunity for students to apply what is learned in the classroom in an extra-curricular context and to bring the language related things into the classroom. Students are therefore better able to respond to the languages around them in a wide variety of contexts and formats. Students' 21st century skills can be enhanced by analyzing the language(s) around them and they also become aware of languages and their use in their neighborhood by actively participating in the process. In addition, they examine and learn the different reasons for using languages on signs or any objects in their environment. This is also one of the advantages of LL to make them aware of the language in a certain place and also to encourage them to reflect on the assumptions of its importance. Shohamy and Waksman (2008) stated that LL involves the texts that are placed and described in a temporary public place that is constantly changing and being redefined. LL is also a new material that can be

incorporated into the curricula of English language classes and can be used by teachers as an effective teaching tool.

To integrate LL into English class, this study adopts a literacy-based model called the Linguistic Landscapes in Second Language Teaching and Learning (LLinL2TL) (Solmaz, 2021), which is guided by the Multiliteracies (New London Group, 1996), and Bridging Activities Frameworks (Thorne & Reinhardt, 2008). The aim of this model is to provide novel teaching strategies for instructors to help learners understand how language and non-linguistic resources work together to construct meaning. By involving learners in this process, the model enables them to comprehend the connections between ideology, power, and play in a particular field, using both historical and contemporary perspectives. This approach provides a comprehensive understanding of language and literacy in second language learning (Solmaz, 2021). The LL activities in this study were prepared according to the four stages, situated practice, guided exploration, creation, and transformed practice, included in this framework.

1.3. PURPOSE AND SIGNIFICANCE OF THE STUDY

This study aims to investigate how linguistic landscape (LL) materials can be effectively incorporated into the teaching of English at the high school level. The study seeks to answer whether LL materials can serve as an effective pedagogical resource and provide students with an opportunity to learn English beyond the confines of textbooks, in everyday life settings. Integrating LL into English classes provide opportunities for learners learn structures and vocabulary by analyzing and creating authentic LL materials (Rowland, 2013; Sayer, 2010). Such LL materials can include texts, photographs, audios and video recordings and also olfactory. These authentic LL materials are not specifically created for teaching purposes, but subsequently used for language teaching. Besides, these materials contain everyday examples of language and represent the way language is used in real-life situations, unlike artificially created materials often used for teaching. Incorporating these LL-oriented materials into language teaching can be beneficial for students as it allows them to develop their language abilities in a more authentic and meaningful manner (Cormier, 2021). Additionally, using such materials can provide students with exposure to genuine cultural contexts and diverse perspectives that exist in the real world (Richards, 2017).

Furthermore, this study attempts to increase students' awareness of the language around them through their active engagement in classroom practices. Considering the recent emergence of LL adoption in pedagogical contexts, this research is intended to provide teachers and students with new insights into the materials used in teaching and learning English. Due to the emerging interest among educators and the relatively new field of LL, there is a lack of research on this topic in the context of Türkiye. Therefore, there is a necessity to investigate the implementation of LL materials in the English curriculum of high schools as a new pedagogical resource. The limited number of academic studies on LL also emphasizes the need of research in this area. Additionally, after being utilized as a pedagogical resource, the LL needs to be systematically and consistently integrated into the classrooms, which can be achieved by following appropriate pedagogical frameworks or models.

1.4. RESEARCH QUESTIONS

1. In what ways can Linguistic Landscape-centered materials be utilized to effectively enhance teaching in high school English lessons?
2. How do learners perceive the inclusion of Linguistic Landscape-centered materials in high school English lessons?
3. What are the potential impacts of developing and implementing Linguistic Landscape-centered materials on learners' overall understanding of the English language?

1.5. THE SCOPE AND LIMITATIONS OF THE STUDY

This section outlines the scope and limitations of the study, providing a clear description of the research boundaries and identifying any potential constraints. Despite the strengths and contributions of this study, there are several limitations that should be acknowledged. This study was conducted in a single public high school and included a relatively small sample size of 32 students at the 11th grade language class who were at the pre-intermediate and intermediate English proficiency levels. Therefore, the results may not be generalizable to other high schools, age groups, or English proficiency levels. It would be beneficial for future research to include a larger and more diverse sample size to increase the external validity of the findings.

Additionally, it should be noted that the teacher and researcher were the same person and there was no external observer present during the intervention process. Furthermore, the coding process was performed solely by the researcher without involving any other coders. To minimize this limitation in future research, an external observer and coder could be present during the intervention and coding process to provide an objective perspective on the implementation of the LL materials and to reduce the potential for bias or subjective interpretation.

The limitation of this study is that it was carried out in only one school, which may reduce the generalizability of the results, since the findings could be influenced by factors specific to that particular school, such as its culture and institutional policies. For instance, the teaching approach to language, available resources for teachers, and the level of student support may differ in other schools. As a consequence, the study's findings may not be relevant to other schools or contexts where such factors could differ. To address this limitation, future research could conduct the study in multiple schools with distinct institutional factors to verify the consistency of the findings across diverse settings.

1.6. DEFINITION OF KEY TERMS (OPERATIONAL DEFINITIONS)

Linguistic Landscapes (LL): The term "linguistic landscape" refers to the study and analysis of visible language and communication in public spaces. It involves examining the signs, symbols, and textual representations present in the physical environment, such as street signs, advertisements, storefronts, and public notices. By bringing LL into the classroom, students engage in activities that involve observing, documenting, and analyzing these linguistic displays. They may create their own representations of linguistic landscape, transform existing examples, and present their findings to their peers.

English as a Lingua Franca (ELF): English as a lingua franca refers to a situation where non-native English speakers from diverse linguistic and cultural backgrounds use English as their common language of communication (Jenkins, 2009).

English as a Foreign Language (EFL): EFL is the practices of learning and teaching of English as being a contemporary language by non-native speakers or users of English (Jenkins, 2011).

1.7. ABBREVIATIONS

LL: Linguistic Landscapes

VLL: Virtual Linguistic Landscapes

ELT: English Language Teaching

ELF: English as a Lingua Franca

EFL: English as a Foreign Language

SLA: Second Language Acquisition

LLinL2TL: Linguistic Landscapes in Second Language Teaching and Learning

L2: Second Language



CHAPTER TWO

2. LITERATURE REVIEW

Language plays a critical role in human life, beginning at birth and continuing until death. Individuals employ language in both spoken and written forms across various aspects of their daily lives. Language can manifest in a variety of formats, including print, audio-visual, electronic, and graphic mediums. Examples of these formats can be observed in the form of shop windows, posters, graffiti, notices, commercial and traffic signs, advertisements, audio files, and songs, among others (Chesnut et al., 2013; Hewitt-Bradshaw, 2014). The field of LL is dedicated to a structured examination and analysis of linguistic and non-linguistic components, including words, symbols, images, and street art, found in public or private areas, and their interactions with individuals. LL's main emphasis is on languages that are used in public or private locations, either in written or spoken form. Furthermore, the field of LL has expanded in various directions, leading to the formation of new concepts such as "soundscape" referring to spoken language, "schoolscape" for educational environments, "cyberscape" relating to digital contexts, "skinscape" referring to body modifications, and "smellscape" for scents.

2.1. TERMINOLOGY AND DEFINITIONS OF LINGUISTIC LANDSCAPE

Prior to exploring the definitions of Linguistic Landscape (LL) in scholarly literature, it is beneficial to first examine the conceptual meaning of the term "landscape," as this will provide a clearer understanding of subsequent discussions. "Landscape" refers to a piece of scenery or the display of such scenery. This term was first recorded in English in 1598, having been borrowed from Dutch. At that time, it was utilized to refer to painters who were known for their expertise in the area of landscapes. In Dutch, the term's equivalent is "landschap," which refers to a region or tract of land. In the 16th century, a new meaning emerged for the term "landscape," which referred to a picture that portrayed a panorama of a tract, and this new meaning was also adopted in English (Gorter, 2006a). In LL studies, the term "landscape" can be used dichotomously. It can refer to a literal examination of language on signs, as well as the figuration of language and its relationship

to identity, culture, globalization, the growing influence of English, and the revival of minority languages (Gorter, 2006b).

The second part of the term "land-scape" has generated numerous novel ideas that have the potential to impact LL studies. New concepts derived from the use of "-scape" include "soundscape" for spoken language, "schoolscape" for educational environments, "cyberscape" for digital spaces, "skinscape" for body art and tattoos, "smellscape" for scents, "linguandscape" for tourists, "cityscape" for urban environments, and "ruralscape" for rural settings. There are different hypotheses regarding the origin of the "-scape" concept. While some researchers attribute the idea to Appadurai's article on globalization, others credit Porteous, a geographer who proposed a list of "scapes" based on the senses. This indicates that LL has gained recognition, and efforts are being made to advance this field (Gorter, 2018a).

Although the field of LL is relatively new, it has already generated a significant amount of interest and research. The literature on this topic includes monographs, numerous articles published in various journals, a collection of edited volumes, a special journal dedicated to LL, and international conferences have been regularly held to discuss and exchange ideas on the subject.

Numerous definitions are placed in these articles and journals. Initially, the concept of LL was introduced and defined by Landry and Bourhis (1997), as the "visibility and salience of languages on public and commercial signs in a given territory or region" (p. 23). Although this definition is considered brief and concise, the extended version of the definition is more commonly quoted: "The language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings combines to form the linguistic landscape of a given territory, region, or urban agglomeration" (Landry & Bourhis, 1997, p.25)

Shohamy (2006) defined LL as the language that is visually present in public spaces, such as road signs, street and city names, shop signs, and advertisements. These objects mark the public space in a particular geographical area and serve as a tangible manifestation of language use. According to *Linguistic Landscape: An International Journal* which was first published in 2015, LL refers to the study of various languages and their different forms that are displayed in public spaces. It aims to comprehend the reasons, intentions, beliefs, language variations, and disputes surrounding their usage. In addition to

the definitions of LL, the field seeks to analyze and comprehend the patterns, uses, ideologies, language diversities, and conflicts of the various modes of languages that are displayed in public spaces (Gorter, 2018a). The scope of LL has expanded to encompass the description of the history and different levels of knowledge of languages. In some cases, it focuses on a particular language system or highlights the spread and boundaries of dialects (Gorter, 2006b).

Although the term LL is commonly used in many studies, there are several alternative phrases used by different authors to refer to the same concept. For instance, some scholars use ‘cities as texts’ (Mondada, 2000, as cited in Vinagre, 2022), ‘the decorum of the public life’ (Ben-Rafael et al., 2006), ‘environmental print’ (Huebner, 2006), ‘word on the street’ (Foust & Fuggle, 2011, as cited in Gorter, 2013), ‘lingual items in the public spaces’ (Shohamy, 2006) and ‘multilingual cityscape’ (Gorter, 2006b). Gorter suggested that the concept of "multilingual cityscape" is more suitable because most studies focus on more than one language in urban settings, and monolingual signs are rare in a globalized world. LL materials are generally bilingual or multilingual and vary depending on the social and geographic contexts in which they are found (Gorter, 2013).

With the expansion of the scope of the LL, various forms besides writing have been included in the scope of the field. LL is a research field that systematically examines and analyzes linguistic elements such as words, images, signs, and graffiti in public or private spaces and their interactions with people. LL primarily focuses on languages that are spoken or written in public or private spaces. It is an interdisciplinary field that draws on various underlying disciplines and theories, including sociology, semiotics, language policy, anthropology, urban studies, human and social geography, politics, literacy studies, geosemiotics, and education (Van Mensel et al., 2016). LL research employs the principles of sociolinguistics and applied linguistics to investigate languages in public spaces, and these fields often contribute to the development of LL, while LL can also influence their content areas (Gorter, 2018a). For example, Shohamy (2015) highlighted the importance of LL studies in transforming the field of language policy studies. The diversity and heterogeneity of such LL studies result in the exploration of numerous themes and topics (Gorter, 2018a). While most LL studies are conducted in a specific geographic area, such as a city, street, or district, some encompass an entire country or comparisons between different areas (Gorter, 2013). Although previous studies have been conducted in the LL

research domain, investigating LL as a field in its own right is relatively new, and research in this area has gradually increased in recent years (Shohamy, 2019)

LL is a dynamic and constantly evolving field with various theoretical and epistemological perspectives, which leads to the development of new methodologies and the inclusion of new artifacts (Van Mensel et al., 2016). Previous studies in the field of LL mainly focused on static signs that are widely ubiquitous in public spaces but recently non-static signs are also included in the scope of LL materials (Hong, 2020). With the advancements in technology, new types of signs such as electronic message centers, LED neon lights, interactive touch screens, and electronic flat-panel displays, inflatable signage and scrolling banners are now also included in the scope of LL (Gorter, 2013). Other objects such as language on tourists' postcards, science lab bulletin board notices, placards at sporting events, T-shirts, honey jars, flyers, public art, and political announcements have also been studied in the field of LL (Huebner, 2016; Vinagre, 2022). Overall, LL is an ever-changing field that continually incorporates new technologies and artifacts, making it a complex and interdisciplinary research domain.

2.2. HISTORICAL BACKGROUND AND PRELIMINARY STUDIES

Due to its continuous expanding, the field of LL requires ongoing methodological and theoretical advancements. Examining earlier studies is important for gaining insight into the origins of LL and for guiding future research directions. Additionally, earlier LL studies can provide a historical perspective on the use and evolution of languages in public spaces and the societal and cultural factors that shape language use and representation. In this section, the historical background of LL and pioneering studies are discussed.

The origin of LL is often thought to be rooted in semiotics, which has a long history of studying signs and offers theoretical and descriptive frameworks to analyze them. However, when examining pioneering studies, the field of language sociology, and more specifically, language policy and planning, emerges as a possible origin of LL. Many studies that include LL materials in multilingual areas focus on places where there is social and political conflict due to language contacts (Van Mensel et al., 2016). One of the earliest studies on written language in public places was conducted by Rosenbaum et al. (1977, as cited in Gorter, 2013), which analyzed the use of language in Jerusalem. The study examined the languages and manuscripts used on signs and found that although the

official language policy advocated the use of only Hebrew, English was more extensively used on commercial signs. This study illustrated the impact of official language policy on LL materials, as it advocated the use of only Hebrew rather than the spread of English in private places.

Two studies conducted in Brussels, Belgium examined the use of two co-official languages, French and Dutch, on billboards (Tulp, 1978; Wenzel, 1998, as cited in Van Mensel et al., 2016). The findings indicated that French was more commonly used on the streets, followed by English, then Dutch and signs were not bilingual. Another study examined the legal regulation "Bill 101" in Quebec, Canada, which aimed to regulate language use on commercial signs, supporting French use in public areas and opposing English use on shop fronts (Monnier, 1989, as cited in Gorter 2013). Additionally, Calvet's study (1990, as cited in Gorter, 2013) compared the use of language on walls in urban areas in Dakar and Paris. In this study, Calvet made a distinction between different paths to point the district by the authorities and by citizens. The study revealed that while multilingual signs were present in Dakar and languages were written together on the same signs, in Paris, languages were distinguished and never written together. These studies share a common focus on investigating the use of languages in public areas and the impact of language policies on the use of different languages on public signs.

The definition of LL proposed by Landry and Bourhis (1997) is significant as it highlights the factors that have contributed to the emergence and growth of this field of study. Their research focused on language use in Quebec and connected LL to the theoretical concept of ethnolinguistic vitality to understand language maintenance in bilingual settings. Their study emphasized the distinctiveness of LL as a sociolinguistic phenomenon that is different from other forms of language contact in multilingual environments. Therefore, their work provides a theoretical framework for understanding the unique features and dynamics of LL, which has contributed to the development of this field.

A decade after Landry and Bourhis' definition of LL, a special issue of the *International Journal of Multilingualism* was published as an edited volume, which served as a catalyst for establishing LL as a distinct field (Gorter, 2006b). This volume contained four chapters, which represented the first wave of research in LL. These chapters shared a common approach, using a quantitative and distributional method. Researchers collected

signs from various fields that displayed different linguistic codes, numbered and categorized them, and then compared them (Van Mensel et al., 2016).

Backhaus' (2007) monograph was an important study in the LL domain because it was the first extensive monograph solely dedicated to LL research. The study offered a comprehensive critique of previous research in the field and presented an in-depth case study of LL in Tokyo, using a rich empirical database of multilingual signs. Backhaus' research revealed that Tokyo was less linguistically homogeneous than expected, and he provided further contributions to the field through publications on the diachronic study of LL (Backhaus, 2005) and the differences between official and public multilingual signs in Tokyo, Japan (Backhaus, 2006). Overall, Backhaus' work offers a significant contribution to the theoretical and methodological developments of LL research.

A collection of four research studies on the topic of LL were published in a special issue of the *International Journal of Multilingualism*. One of these studies by Ben-Rafael et al. (2006) investigated the visibility of Hebrew, Arabic, and English on private and public signs in Israeli cities. The authors found that the actual display of language diversity in Israel could not be accurately inferred from LL, and instead, LL was seen as a representation of the nominal structure of the public domain. Another study by Huebner (2006) examined language dominance and mixing in Bangkok, Thailand, and provided evidence for a shift from Chinese to English as the dominant language of communication in the city. This study highlights the diversity of languages in the LL of the area, but also raises concerns about the growing influence of English in the field.

Cenoz and Gorter (2006) conducted a study to compare LL in Friesland (the Netherlands) and the Basque Country (Spain). The study examined language groups including minority languages such as Basque or Frisian, state languages such as Spanish or Dutch, and universal languages such as English. Quantitative data were collected to identify the languages used on signs, the number of signs in each language, and the features of bilingual and multilingual signs. The study found that language policy related to the use of minority languages was evident in LL, but there were significant differences between the two regions. The study provided initial insights into the LL field, paving the way for future research in this area.

2.3. THEORETICAL RESEARCH TRENDS IN LINGUISTIC LANDSCAPE STUDIES

LL studies are concerned with the examination of the languages presented in specific or larger areas through the analysis of signs such as billboards, shop windows, and advertisements. Although a relatively new domain, LL has established its own journals, scholars, books, and conferences. LL studies are interdisciplinary and incorporate various domains and approaches such as linguistics, anthropology, education, geosemiotics, semiotics, language policy, multilingualism, minority languages, Global English, and urban planning (Carr, 2019). This interdisciplinary nature of LL domain strengthens its value as a pedagogical and sociolinguistic tool, while also emphasizing the potential for LL to decode the chronological evolution of language and social realities (Wangdi & Savski, 2022). This “openness and inclusiveness” of LL domain leads to integration of various disciplines (Van Mensel et al., 2016, p. 442). LL studies utilize technological innovations to further explore the reciprocity of physical texts with related actors and factors, and deduce the interactions and their core influences (Zabrodskaia & Milani, 2014). In this section, the trends and studies of multilingualism, language policy and planning, minority languages, and virtual linguistic landscape are discussed.

2.3.1. *Multilingualism*

The prevalence of multilingualism is a topic of interest that can be analyzed through the study of written language use and Linguistic Landscapes (LL) within the sociolinguistic context. The relationship between sociolinguistic context and LL is reciprocal. Within a given sociolinguistic context, the LL can reflect the power and status of different languages. Thus, it can be viewed as an outcome of a particular condition and as an additional source of knowledge along with surveys, interviews, and censuses. The most commonly used or dominant language is more commonly featured on commercial signs or place names, while minority languages are less prominently displayed (Backhaus, 2006). Conversely, the LL contributes to the formation of the sociolinguistic context by affecting individuals' perceptions and linguistic behavior through exposure to visual information encountered in signs featuring multiple languages. In summary, it can be argued that the LL has an impact on people's language use (Cenoz & Gorter, 2006).

The relationship between LL and multilingualism has resulted in a significant focus on the analysis of multilingualism in urban or rural areas of different countries using quantitative methods to count signs and display language use. Gorter's study (2006) introduced LL as a new approach to multilingualism, leading to a proliferation of LL studies that focus mainly on multilingualism and employ diverse theoretical frameworks and methodologies. These studies highlight that the LL of a place typically reflects only some of the languages spoken by the indigenous population rather than all languages (Van Mensel et al., 2016). The LL of a specific place is shaped by power contests, legitimacy and ownership, policies, and ideologies, and therefore requires analysis and explanation that takes these factors into account (Ben-Rafael et al., 2006). Multilingualism, diversity, and globalization are prominent concepts in today's sociolinguistic reality, making language use more complex and diverse for people.

In another study, Ben-Rafael et al. (2006) conducted an investigation into the level of visibility of three primary languages, namely Arabic, Hebrew, and English, on both top-down and bottom-up signs. The results of this study indicated that LL did not accurately reflect the linguistic diversity of Israel's languages. Thus, the researchers characterized LL as a “symbolic construction of public space” (p. 10). Huebner (2006) also examined issues related to language dominance and language mixing in Bangkok, Thailand. The study highlighted the diversity of LL in this extensive region. Given the significant influence of English as a global language, he proposed a linguistic framework for analyzing various forms of code mixing. This research could serve as evidence for the transition from Chinese to English as the dominant language for broader communication in the city. Moreover, the findings of this study raised questions about the implications of the spread of English in LL.

In a study, Backhaus (2005) conducted a detailed diachronic analysis of LL in Tokyo from the 1990s. Additionally, Backhaus (2006) investigated the differentiation between non-official and official multilingual signs, finding that these two types of signs differed in terms of the languages used and their layout on signs. Examining the case of Tokyo's LL, Backhaus (2007) published a comprehensive monograph on language and signage. He presented a framework that distinguished between the origin of a sign, its target audience, and the dynamics of languages and inscriptions in contact. The study included a large number of multilingual signs and reflected the multilingual environment

of Tokyo, which was not linguistically homogeneous as commonly believed. He argued that the growing importance of English alongside other languages had contributed to the analysis of multilingualism. Focusing on the LL of Ghent in Belgium, Collins and Slembrouck (2007) conducted a study on multilingualism to investigate how migrants and locals read, comprehend, and interpret multilingual shop signs. The study identified differences between these two groups in their reading and interpretation of signs. The study found that migrants tended to focus more on the language of the sign and interpreted it more literally, relying heavily on their prior knowledge and experience of the language. In contrast, locals tended to take into account the broader social and cultural context of the sign, interpreting it more in a contextual and indirect way. They also made use of their prior knowledge of the language but were able to integrate it with a broader understanding of the social and cultural context.

Examining the spatial and temporal dimensions of signs in the context of Finland, Pietikäinen et al. (2011) conducted a study that explored the presence of multilingualism on public signs in Inari village. The researchers employed the concept of "chronotope", which refers to the interrelatedness of time and space, to investigate language change, multilingualism, and mobility within two specific chronotopes. Their analysis revealed that the LL predominantly highlighted creativity and spatial normativity, which were influenced by regional semiotic interventions and shaped by political, economic, and historical conditions.

In another study, Siricharoen (2016) explored the use of multilingual signs in the common areas of the Faculty of Arts at Chulalongkorn University. The study focused on the distinction between university-made signs and those created by students and outsiders. Its objective was to investigate how multilingualism was promoted through signage in the public space of the Faculty of Arts. The findings revealed that Thai-English bilingualism was prominent in the Faculty of Arts, and while some language departments made efforts to use their language in public spaces, some languages were only found on signs created by outsiders. In another context, Lee (2019) examined the commercial signs of beauty and food businesses in the two most popular tourism districts in Seoul. The research analyzed the languages used in the signs and their content, and how they influenced the intended sales pitch of the businesses. The study suggested that business owners' linguistic choices were affected by their business type, specialized marketing focus, and target customers. It

was found that the beauty industry heavily relied on English, but the popularity of K-Beauty beyond Korea led to the use of Chinese and Japanese as well. On the other hand, the gastronomic businesses in the study used English less frequently than the beauty businesses.

A recent study conducted by Shang (2021) investigated how city residents in Eastern China view the use of multiple languages in their urban environment. It examined language policies and practices in three cities and surveyed 1302 participants to understand their attitudes towards multilingualism. The majority of participants viewed the use of English and foreign languages positively, as it created an international image for the city. However, non-standard language variations were seen as problematic. The study shed light on language ideologies in China and contributed to the field of LL studies.

Finally, due to its vibrant LLs, Türkiye has emerged as a fascinating setting for linguists in the expanding circle as a result of the widespread use of English for a variety of practical purposes and the rise of multilingualism. İnal et al. (2021) examines how globalization and migration has resulted in an intriguing mix of linguistic, scriptural and communication styles, led by the influence of English in the Turkish environment. The study reveals a dynamic interaction between Turkish, English and Arabic by collecting data from different neighborhoods in Istanbul. The sociolinguistic analysis revealed instances of code switching and translanguaging. The pedagogical implications highlight the importance of promoting an approach to English language teaching that is mindful of the World Englishes and the awareness of English as a Lingua Franca (WE/ELF). Such an approach should take into consideration the plurilingual nature of English and the underlying sociolinguistic processes (İnal et al., 2021).

2.3.2. Language Policy and Planning

As examination of language uses on public signs dated back to early 1970s, some researchers posited that LL stemmed from the sphere of language policy and planning. To exemplify, Shohamy (2006) associated LL with language policy as a mechanism, suggesting that LL is closely related to the language policy field, particularly legal and political arrangements, and conflicts between explicit language policy and covert practices. LL domain and language policy and planning generally intermingled in recognition of demarcating language(s) in spoken and written forms on account of policy related issues.

In some places, such as Belgium or Quebec, language policies were implemented to promote and preserve the use, status, and visibility of certain languages, like Dutch or French. After several regulations, language policy and political issues became an important part of the field of LL (Van Mensel et al., 2016). A study by Backhaus (2009) compared language policies in Quebec and Tokyo, which are at opposite ends of the spectrum of LL policies around the world. While Quebec's "Bill 101" prohibited the use of English and other languages on signs and promoted the use of French on both official and private signs, Tokyo's language policy only provided guidance to use Japanese, but it was not mandatory. Backhaus suggested that most language policies around the world fall somewhere between these two extremes. Language policies of a country or a city generally interfere to language uses on official signs whereas private or commercial signs are not edited. This categorization is another notable concern in LL research. Landry and Bourhis (1997) grouped them as 'private' and 'public government' signs. Ben Rafael et al. (2006) distinguished them as private 'bottom-up' and official 'top-down' signs. While "bottom-up" signs created based on people's preferences, "top-down" signs designed according to majority culture. The anterior implicitly represented 'solidarity', the posterior explicitly indicated 'power' (Backhaus, 2006). These distinctions are considered important because they highlight the power dynamics at play in language use and policy.

A study conducted by Pavlenko (2012) examined language conflict in Kyiv, Ukraine. The researcher argued that the new language policy, which made Ukrainian the official language, resulted in a condition of diglossia. The language policy promoted the use of Ukrainian in official contexts, such as top-down signs, while people made their own language choices, using Ukrainian and Russian, in private bottom-up signs such as shop windows and graffiti. The study also found that immigration played an important role in language use in different contexts, and had an effect on language diversity. Gorter et al. (2012) stated that legislations, decrees, and regulations formed the LL. They investigated the LL of Donostia-San Sebastian in Basque Country, Spain. The dominant language in the community was Spanish, but there was a strong policy to promote the use of the Basque language in various contexts. This study provided a detailed analysis of the local language policy and its efforts to revitalize the Basque language.

In another study, Blackwood and Tufi (2012) examined regional languages and national standard in the LL of Italian Mediterranean and French cities, with a focus on the

conflicts between French and Italian language policies. While French language policy favored French over all other languages in France, Italian language policy generally exhibited more tolerance towards other dialects and languages. The study highlighted the important role of LL in investigating these policies or non-policies practices by analyzing written language signs. The study evaluated the language policies governing the writing of signs in public contexts in six Mediterranean towns and in the national standards. Similarly, Puzey (2012) investigated the reflections and effects of LL on the politics of language in Norway, Italy, and Scotland. To present the act of LL as being the mirror of the political cases of these languages and also its influence on language policies, this study analyzed empirical proof of the existence of minority and regional languages with the interaction of language capital, nationalism and technocracy. As the LL and sociolinguistic has two-sided relationship, LL can not only affect but also reflect the power and status of various languages.

A study conducted by Farran and Hortobágyi (2020) examined the LL in the main street of Ramallah, Palestine, and whether it was a situational variable of the English language or exclusive to this city. The study found significant differences between language policies and the street reality, as the LL did not comply with the official language policy regarding the state language (Arabic) or employ any minority language. The majority of bottom-up signs in Ramallah's main street were exclusively in English without any Arabic. In another study, Savski (2021) examined the relationship between language policy and linguistic landscape in two areas of Hat Yai, Thailand. This study showed how language policy can have complex effects and how linguistic landscape can provide a space for local actors to resist or subvert top-down interventions. The paper provided two case studies: one in the historical commercial district and the other in a university cafeteria. The first case study showed Thai's dominance in a once-Chinese commercial district due to 'Thaification.' The second case study discussed the introduction of bilingual signs in a university cafeteria, which local actors resisted through maintaining a visible Chinese identity or resisting English, but with limited success due to the university's institutional power.

2.3.3. *Minority Languages*

Minority languages are an additional trend in this area of study. While literacy is essential for speakers of minority languages, the public display of these languages has not

been a major concern. As it is stated, “being visible may be as important for minority languages as being heard” (Marten et al., 2012, p.1). Typically, research on minority languages has focused on language shift and maintenance, revitalization, endangerment, language policies, and education. The language policy domain plays a crucial role in preserving the visibility of minority languages on commercial signs. In their pioneering study, Cenoz and Gorter (2006) investigated the Basque language in Basque Country and Frisian in the Netherlands as minority languages. The Basque language was successfully preserved and continued to be seen in commercial signs due to language policy, while the same cannot be said for Frisian. They accepted LL as being two-sided: language policy can serve as an evaluation instrument by showing whether a minority language is promoted or endangered in certain places. It can also contribute to the maintenance of minority languages' visibility in various contexts and affect linguistic behavior. However, the increased visibility of minority languages is generally linked to economic factors rather than language vitality or behavior. For instance, according to Hornsby's (2008) study, the Breton language generally appeared on signs in Brittany to impress tourists who were seeking an authentic Breton experience. If these languages are viewed as mere ornaments or exotic objects, one may question whether an increase in their visibility promotes their vitality. Salo's (2012) study showed that these two things could happen simultaneously. While the presence of minority languages in different contexts could lead to the creation of new values and mediation for new domains, this movement could also reduce their position in the language hierarchy.

In Coluzzi's (2012) study, a comparison was drawn between the cities of Udine and Milan in Italy. While the results of the comparison varied, a shared characteristic between the two cities was the limited significance of minority languages. This was attributed to factors such as the vitality of ethnic groups, literacy levels of language users, legal policies for language preservation, and official language status in other nations. The government's approach to promoting monolingualism versus multilingualism created tensions in both countries.

In another study, Mendisu et al. (2016) examined the use and visibility of two local languages, the LL of two small towns in Southern Ethiopia. The absence of these languages from LLs, despite their use in public life, raised questions about the effectiveness of local language policies in promoting visible language display and

challenged the assumption that visibility reflects vitality. The diversification of language use in Ethiopia was not uniform across the country or all languages. Besides, Baranova and Fedorova (2019) examined the representation of labor migrants' languages in the LL of St. Petersburg. The study found that communication between the majority and ethnic minorities only occurred in Russian, even in informal exchanges. The use of non-Russian languages was rare and limited to in-group communication, with only Chinese and Uzbek occasionally used in advertisements targeted at minorities. The official language policy and attitudes of the ethnic majority tended to ignore the city's actual diversity, maintaining a monolingual façade.

2.3.4. *Virtual Linguistic Landscapes*

Since the initial publications of LL studies, the LL domain has undergone substantial expansion with respect to the languages, people, and locations included. In addition to theoretical and methodological extensions, the geographic scope of LL studies has widened to encompass nearly the entire world in both face-to-face and digital spaces. LL studies are also conducted in "cyberspace" or "virtual linguistic landscape (VLL)", which refers to computer-mediated communication on the web (Ivkovic & Lotherington, 2009). The term "virtual" does not imply imaginary or unreal landscapes, but rather refers to the nonphysical display of languages in the public domain of digital technologies and electronic communication. The concept of VLL can be defined as the visibility of diverse languages in the digital realm.

There are certain differences considered between LL and VLL. In urban areas, LL is manifested through public signs such as street names, transportation stops, and commercial signs. Updating and relocating these signs requires significant resources such as time, labor, and materials. In contrast, updating content on the web is simpler, more cost-effective, and can be done more frequently. LL is immersive, allowing individuals to navigate in physical area alongside the collaborating linguistically within limited spatial borders. VLL, on the other hand, is characterized by delocalization, where virtual spaces are accessible to anyone, anywhere. The difference between VLL and LL lies in their constancy and impermanence, respectively (Kallen et al., 2020). While individuals cannot physically reside in the online realm, they can form communities and engage in digital communication. Demarcating and controlling target audiences are not a constraint in virtual environment thanks to the options that are found in online platforms while it has

been achieved by overtly pointing local population on signs in physical context. Furthermore, VLL enables individuals to use and practice languages that are considered 'dead' in physical spaces, such as Latin. Even though websites are more linguistically dynamic, language choices on websites are still influenced by the linguistic environment in which people live (Ivkovic & Lotherington, 2009).

The proliferation of web pages and online platforms has facilitated the discovery of authentic materials related to language learning and teaching. In the 21st century, foreign language curriculums have the significant responsibility of nurturing digitally literate individuals. The acquisition of digital literacy skills enables second language (L2) learners to engage, explore, create, and communicate in online contexts. The recent advancements in technology allow learners to interact with each other in multilingual digital environments (Vandergriff, 2016, as cited in Biro, 2018). Biro (2018) conducted a study that examined the language routines and multilingualism displayed on cyberscapes and social media platforms through questionnaires filled by bilingual university students. The findings of the study proposed recommendations for future research to expand the boundaries of LL studies into the digital realm. Another study by Gomaa (2021) investigated the language policy of the Kingdom of Bahrain's VLL by analyzing its E-government National Portal. This study aimed to broaden the perspective of LL beyond the conventional research parameters that are generally constrained by geographical boundaries. It attempted to evaluate the degree of linguistic diversity experienced in cyberspace. The study concluded that the VLL of Bahrain shared similarities with its physical equivalents while also exhibiting unique features. Overall, while VLL is still a relatively new field of study, its growing importance in the digital age highlights the need for continued research and analysis in order to fully understand the dynamics of language use in today's world.

2.3.5. *ELF Awareness*

English, being a widely recognized global language, finds extensive application in various domains such as trade, economy, science, and tourism. In the field of English Language Teaching (ELT), the framework for teaching and learning English has undergone significant transformations due to the evolving nature of our world. As English continues to rapidly spread as a global language, there is a growing need for new approaches that cater to the requirements of its speakers and educational contexts.

Consequently, concepts like English as a Lingua Franca (ELF), English as an International Language (EIL), and World Englishes (WE) have emerged within ELT. Understanding the fundamental principles and issues related to ELF necessitates familiarity with the definitions associated with it. ELF can be defined as a means of communication used between individuals from diverse linguistic and cultural backgrounds (Jenkins, 2014). It occurs when people from different countries, lacking a common language and culture, employ English as a foreign language to interact (Seidlhofer, 2013).

The ELF paradigm highlights that a substantial number of English users are non-native speakers and that different varieties of English, which are valid in their own right, cannot be solely evaluated based on native speaker norms (Jenkins et al., 2011). Consequently, diverse varieties of English should be equally valued (Mauranen, 2012). While the conventional English as a Foreign Language (EFL) model often perceives deviations from native norms as errors, ELF acknowledges such deviations as a natural part of the language learning process and encourages the use of local varieties as long as they are intelligible (Jenkins et al., 2011). Strategies such as code-switching, repetition, and paraphrasing are crucial for ELF users, not only to compensate for their ongoing language development but also to ensure intelligibility (Jenkins, 2009). The primary objective of incorporating ELF into language learning is to empower learners to effectively use and communicate in multilingual contexts (Kirkpatrick, 2012). Instead of adhering to a single standardized form of English, the inclusion of multiple forms is advocated, enabling English to become more inclusive and representative of all societies, not just those of native English speakers (Solmaz, 2020).

Recently, the term "English as a Multilingua Franca" has emerged, which challenges the distinction between native and non-native English speakers and emphasizes the distinction between monolingual and multilingual speakers in ELF communication. This shift highlights the importance of multilingualism, requiring monolingual speakers to acquire additional languages to fully engage in ELF interactions. It also suggests the need for universities to adopt a multilingual approach in their teaching methods, moving beyond a sole focus on English. Language assessment should prioritize negotiation and translanguaging, recognizing the value of multilingual practices. However, the current language assessment system still heavily favors native English norms (Jenkins, 2015). Embracing English as a Multilingua Franca promotes a more inclusive and dynamic

approach to language learning and assessment, with an emphasis on multilingualism. This integration of concepts has given rise to new perspectives in ELT, such as Global Englishes Language Teaching (Galloway & Rose, 2015), ELF-aware ELT education (Sifakis, 2019), and World Englishes-informed ELT (Matsuda, 2019). These perspectives reflect the evolving nature of English and the importance of considering diverse varieties and multilingual contexts.

ELF and linguistic landscape (LL) share an interconnection within the field of sociolinguistics. As English continues to evolve as a global means of communication between individuals from diverse linguistic backgrounds, its presence becomes prominently displayed within LLs worldwide. Signs, billboards, and advertisements adorned with English serve as visible representations of the lingua franca's influence. Furthermore, linguistic landscapes capture the complex dynamics of multilingualism and code-switching, with English often interwoven with local languages. This phenomenon illustrates the adaptability and fluidity of ELF as it interacts with the linguistic fabric of communities. By examining LLs, we gain valuable insights into the global reach of English and its impact on language attitudes, power dynamics, and the representation of multicultural societies. In a study, Sayer (2010) demonstrated the phenomenon where English, as it expanded its global reach, underwent a process of localization, acquiring distinct meanings and interpretations within specific contexts. As individuals in the study contexts adopted and learned English, they employed it to serve their own purposes, whether they are of a global or local nature. In line with the Jenkins' study (2015), Rowland (2013) suggested that LL projects have pedagogical benefits for English language learners in multilingual contexts. It highlights the concept of multicompetence, where multilingual individuals possess a merged language system that combines their control of multiple languages. Rather than aiming for native-like proficiency, language teaching should focus on producing multicompetent individuals. LL projects stimulate students' multicompetence by providing them with multilingual input that activates their linguistic repertoire. This approach challenges assumptions about translation on signs and encourages insights into the use of English and other languages. In another study, Solmaz (2023) found that student teachers have become more aware of the diverse forms of English and have a deeper understanding of English as a lingua franca and Global Englishes. They expressed their intention to incorporate Global Englishes in their future

teaching. The study emphasizes the importance of integrating LL-focused tasks into EFL teacher education programs on a broader scale.

2.4. METHODOLOGICAL TRENDS IN LL RESEARCH

Various methods such as taking photographs, questionnaires, observations, interviews, ethnography, and discourse analysis have been utilized to investigate LL. It is a common misconception to assume that quantitative methods, which involve the systematic counting of signs, must be used as the starting point in LL research before transitioning to qualitative methods (Blackwood, 2015). Rather, researchers formulate their research questions to determine whether sign counting or frequency calculation is necessary (Van Mensel et al., 2016).

The act of taking photographs of linguistic signs is both a characteristic and a data collection technique frequently employed in LL studies and publications. Typically, the photographer is the researcher conducting the study. With the proliferation of mobile phone cameras in today's world, the capturing of large quantities of LL material has become more straightforward. After capturing many shots, researchers choose the best photograph based on various criteria, including color, placement, light, blurriness, and sharpness. As taking pictures with modern cameras produces high-resolution images, researchers need not possess professional photography skills to capture high-quality images. Additionally, researchers should decide on the context and location of the signs when selecting the angle for taking the photograph. These photographs are then utilized as data for analysis and interpretation. Authors of LL studies usually provide details on the number of signs and pictures taken and how they code and interpret the visual and textual elements in their research (Puzey, 2015). Adequate information about the photographs, such as the time and place they were taken, should be included, similar to other data collection methods like interviews and questionnaires. LL researchers should pay attention to both the process of taking photographs and the use of these photographs as data in their studies, as the old adage goes, 'a picture is worth a thousand words' (Gorter, 2018a).

Ethnography is another approach employed in LL studies. The focus on the use of ethnography in research has become more prominent since the publication of the book 'Linguistic Landscape in the City', although this does not imply a decline in the use of quantitative methods (Shohamy et al., 2010). In previous studies, a combination of both

approaches has been utilized to complement each other's data. Aiestaran et al.'s study (2010) was an early and significant contribution to the use of ethnographic methodology. This study included some quantitative data, but it primarily explored human behavior regarding the interpretation and use of signs.

Walking tours have also been used as a methodological approach used in the field. A walking tour combines walking and conversation in specific locations during interviews to explore the perceptions of various factors, including linguistic signs in a particular setting. During these tours, participants are encouraged to share their lived experiences through the process of taking photographs, providing an opportunity to investigate sensory factors such as smell, sound, and other components. For instance, Yu (2022) applied the LL concept to the family context and utilized the "homescape walking tour" to involve children aged six or seven in the data collection process. During these tours, children from German-Chinese families led the researcher through their homes, taking photographs of items with language on them and sharing their experiences. Subsequently, parents also shared their thoughts on their family's language policy and the photographs. The results of this study demonstrated that homescapes facilitated language learning opportunities and represented identity.

Taking photographs of language-related signs in large numbers presents several challenges, particularly in terms of sampling and representativeness (Gorter, 2006b). Given that it is impossible to photograph all language-related signs in a particular space or city, it is crucial to determine criteria that enhance the representation of the language signs under analysis. One solution could be to choose streets or spaces that have similar characteristics but are located in different countries, or locations that host different ethnocultural societies within the same country to facilitate comparison and detection of differences (Gorter & Cenoz, 2007). However, even with these solutions, studies often need to limit their focus to specific places. For example, Backhaus (2006) examined 28 streets in Tokyo near 28 railway stations, while Huebner (2006) investigated 15 spaces in the center and suburbs of Bangkok. Huebner explained that collected data did not demonstrate the composition of city as whole rather showed an example of linguistic diversity. In contrast, Ben-Rafael et al. (2006) selected locations that exemplified national and ethnocultural divisions in Israeli society, including three Israeli-Palestinian, four Jewish, and one non-Israeli Palestinian location. In the second phase of their study, they determined the places where major

commercial actions happened and public institutions were found. They just used limited number of all signs, 30 % of public and 70 % of commercial places, in one place. Backhaus (2006) used nearly 20 % of 12.000 signs he recorded. In Cenoz and Gorter's study (2006), they did not focus on representativity so much. They examined one significant shopping street in the main towns of Basque Country and Friesland and observed their LL signs. Besides, they were cautious to register all texts on those streets.

Sampling in the context of LL research presents a challenge in identifying what constitutes an object, sign or unit of analysis. Backhaus (2007, p. 66) defines the unit of analysis as "any piece of text within a spatially definable frame". Determining the elements that are associated with LL is not straightforward, for instance, it is unclear whether writings on moving objects like buses or cars should be included. While some signs in the landscape might remain stable for years, others such as posters or graffiti can change quickly and some billboards or posters are removed or displayed (Gorter, 2006b). This active side of LL makes it challenging to study. To complicate matters further, the use of items like newspapers, banknotes, T-shirts and bus tickets as LL materials has been suggested as well (Gorter, 2018a). Furthermore, linguistic signs that are aligned next to each other present difficulties in deciding whether to treat them as one sign or examine them separately. For example, it is unclear whether all language signs in a shop window should be considered as one sign or investigated separately. Determining the unit of analysis is an important methodological issue that affects the comparability of studies (Gorter & Cenoz, 2007). Cenoz and Gorter (2006) addressed this by treating texts in shops, banks, and other centers as a whole rather than analyzing them individually. In another study (Mendis et al., 2016), researchers accepted treating the establishment as the unit of analysis rather than individual signs. This meant that if an establishment had multiple signs, even if in different languages, they were analyzed as a single sign. This was done because signs in one establishment, even if in different languages, were the result of the same company and gave an overall impression as a whole. Similar to the previous study, Coluzzi (2016) selected Jalan Sultan, a 750-meter long main street in the center of Bandar Seri Begawan, due to its high concentration of shops and businesses (primarily along the southern end) as well as numerous public buildings and signs. Each individual shop was considered as a unit of analysis for the purpose of the study. In a study conducted by Hong (2020), character-level analysis was used as the unit of analysis. The study utilized deep learning techniques to automatically identify and classify shop signs based on the

characters used in the signs. The unit of analysis of a study performed by Monaghan (2020) was the LL of Anfield, the football stadium of Liverpool FC, as represented by banners and tweets. Additionally, Cerimaj et al. (2020) focused on the visual resources used by Give Peace Wings and Israeli Apartheid Week at the University of the Witwatersrand's Braamfontein campus in March 2015. This included posters, pamphlets, stickers, T-shirts, and other structures on campus that were decorated by either group with words or images during that week. The analysis also included photographs of the information stands of each group.

One issue pertains to the classification of signs, which has been categorized into two main taxonomies: 'top-down' and 'bottom-up' signs. The former refers to official signs that are typically mandated and placed by government entities, such as street names, road signs, and building names. The latter pertains to private, non-official signs that are typically erected by institutions and reflect individual preferences, such as those found in shops, private offices, or advertising. A coding scheme should be established for each sign, which can be made more or less detailed depending on the researcher's needs. This scheme should take into account various factors such as the sign's location, the appearance of languages on the sign, the number and order of languages on the sign, font size, the relative importance of languages in fully or partially translating a text, and the material of the sign. Using similar coding schemes can facilitate comparisons between studies (Backhaus, 2007; Gorter & Cenoz, 2007). In a study by Ben-Rafael et al. (2006), signs that differed in terms of being top-down or bottom-up were collected, and differences between different languages used in top-down and bottom-up signs were found for Arabic and Hebrew. Huebner (2006) reported that while Thai and Thai-English were mainly used in top-down signs, other languages were also observed in bottom-up signs. In another study by Backhaus (2006), English, Korean, Japanese, and Chinese were commonly used in top-down signs, whereas other languages were more commonly found in bottom-up signs. Additionally, the study of Lanza and Woldemariam (2008) examined the LL of Mekele, Ethiopia, and how it reflected the official language policy promoting ethnic federalism, which encouraged the use and development of regional languages. The study found that top-down public language displays in Mekele promoted the new language policy with a focus on Tigrinya, while bottom-up displays showed a nearly equal distribution of Tigrinya and Amharic. Other indigenous languages in the region had no representation. Besides, the study on Montreal's linguistic landscape finds both top-down and bottom-up language

planning, influenced by various factors such as history, politics, and migration patterns. Top-down signs mostly use French, while bottom-up signs have a variety of languages, including English, French, and others like Spanish and Chinese. Both perspectives are important to analyze the LL (Leimgruber, 2019).

2.5. TECHNOLOGICAL ADVANCEMENTS AND FUTURE DIRECTIONS

The field of LL has been studied for almost four decades, but in recent years, there has been a significant increase in the number of publications on this topic. LL is a flexible area that can incorporate a wide range of theoretical and epistemological perspectives from different research domains, such as the spread of English, language policy, multilingualism, applied linguistics and sociolinguistics. It also explores more traditional research areas, such as minority languages, by utilizing various new data and perspectives. Due to the kaleidoscopic nature of LL, it is challenging to predict its future directions, as it simultaneously embraces many theoretical and methodological approaches. Although this may appear to be a disadvantage, the openness and comprehensiveness of LL should be recognized as an advantage (Van Mensel et al., 2016).

Studies on the spread of English have been conducted for many years, and this area continues to attract the attention of researchers. English is often associated with modernity, popularity, technological advancements, and internationalism, and as a result, many commercial signs use English words, phrases, or chunks, or combine English with other languages, visuals, or icons. Many studies have found that English outperforms other languages, even official languages of countries, despite policies promoting multilingualism (e.g., Ben-Rafeal, 2006; Coluzzi, 2016). These studies can pave the way for future investigations into the relationship between regulations and the use of languages in LL. Schools and educational institutions have been the focus of many studies, but there is potential for new research directions in the examination of the LL of semi-public institutions, such as libraries, museums, hospitals, and government buildings (Gorter, 2013).

With the rapid advancements in technology, the representation of signs and the use of languages are also likely to undergo significant changes. When LL studies first began, there were no digital cameras, smartphones, apps, internet, interactive digital advertisements, or social media sites. The proliferation of these technologies has both

positive and negative implications. For instance, flat screen video displays are static to some extent, enabling observers to trace historical changes in signs over time. However, these displays also introduce fluidity and dynamism to signs, making it difficult to analyze their contributions to the multilingual nature of LL (Kallen et al., 2020). Furthermore, QR codes are now widely used on signs, allowing people to discover the languages behind them by using barcode readers on their phones. Virtual Reality (VR) and Augmented Reality (AR) technologies are also making significant breakthroughs, enabling users to view digital information from various angles by simulating a realistic environment. These technologies can be used in commercial applications to present products in different languages for diverse customers by blending the real world with the digital world (Gorter, 2013).

As language's role in society continues to evolve alongside other changes, the LL domain will also adapt to keep pace with these transformations. The field will maintain its interdisciplinary nature and even forge new paths to other disciplines. Despite these changes, the LL domain remains a topic of interest for scholars and professionals alike.

2.6. LL IN EDUCATION

Over the past few years, there has been an increasing focus on the significance of LL in education, as many educators have acknowledged its ability to improve language learning and instruction. This section includes three parts that examine the role of LL in various educational contexts, such as LL in School Context, LL in Second Language Teaching and Learning (L2TL), and LL in English Language Teaching (ELT).

2.6.1. LL in School Context

Recent studies have focused on analyzing the use of multilingual signs in public institutions such as schools, libraries, museums, hospitals, and universities, which have emerged as new research areas in the LL field. Notably, the potential of LL in education has also garnered attention, with scholars highlighting its capacity to facilitate meaningful language learning and being a robust tool in education (Shohamy & Waksman, 2008). As a result, there is a growing need for in-depth analysis of the role of LL in education, as it presents new opportunities for workplaces and the development of the LL field. Indeed,

some researchers have begun to explore how LL can be effectively applied to pedagogy (Chesnut et al., 2013).

The utilization of language in public spaces can have advantageous effects on second or foreign language acquisition. LL in public spaces provides an opportunity for learners to obtain authentic and contextualized input, which is crucial for developing pragmatic competence, even though it is not specifically designed for language teaching purposes (Cenoz & Gorter, 2008). Cenoz and Gorter (2008) have further argued that the relationship between LL and second language acquisition has not been thoroughly examined. Therefore, they propose that investigating the potential benefits of LL for L2 learners could be fruitful. In particular, the presence of LL can prompt incidental learning, resulting in an increase in learners' pragmatic competence through the analysis of signs that perform various social functions. Additionally, the exposure to LL can facilitate the development of multimodal literacy skills, while also enhancing multicompetence. Finally, learners can incorporate meaningful interactions into their language learning processes by recognizing the sociocultural and symbolic power of language (Rowland, 2013; Sayer, 2010).

One of the key responsibilities of schools is to prepare students for the real world, which includes reflecting the multilingual nature of the communities they live in (Gorter, 2018b). Some studies in educational settings have utilized LL materials found in public areas as educational resources. Dagenais et al.'s longitudinal study (2008) was conducted with primary school children in the 5th grade in Vancouver and Montreal, Canada, with the aim of developing students' language awareness. The students took photographs of signs displaying various languages in their multicultural environment to identify language diversity. The researchers found that LL materials were beneficial for language learners, promoting the realization of language diversity and the development of critical literacy. Clemente et al. (2012, as cited in Gorter, 2018b) implemented a didactic strategy called 'learning to read the world, learning to look at the linguistic landscape' with 20 first-grade primary school children in Portugal. After eight lessons, the students recognized and read signs with different languages and developed their linguistic and cultural competences through reading signs. Brown's study (2012) also utilized the concept of "schoolscapes" to investigate the reappearance of the Võru language, a local language spoken in a region in the south of Estonia, within schools. Through anthropological fieldwork, Brown examined

language-related signs in various areas of the school, such as classrooms, entranceways, corridors, curriculums, and school museums. The study found that local communities were not represented in formal education due to the lack of the Võru language in kindergarten and elementary schools for an extended period. With reference to teacher and administrators' statements, two main functions of the schoolscape identified in this study: enriching national culture and using the regional language as a historical artifact. A subsequent visit to the school a decade later revealed a more progressive attitude toward the use of the regional language, particularly in kindergartens, thanks to the efforts of language organizations and school directors.

Burwell and Lenters (2015) conducted a case study in which they collaborated with a group of Humanities teachers to implement a project named 'Word on the Street'. The project involved grade 10 students assuming the role of researchers and identifying visual and linguistic texts in their environment. Through an exploration of their community identity, students collaboratively produced audio-visual documentaries. The researchers identified a disparity between the representation of the community and the students' experiences of it in their daily lives. The authors concluded that a critical approach to analyzing LL could serve as a unique pedagogical tool, enabling students to understand the complexity of meaning-making in urban landscapes and to discover issues related to language, identity, and representation.

Dressler's (2015) study diverged from prior research in its emphasis on examining signs within school settings rather than public spaces. The study focused on signage and the sign-making process in an elementary public school in Alberta, Canada, spanning from kindergarten to sixth grade, which offered a German Bilingual Program designed to foster English-German bilingualism. The study sought to investigate the extent to which signs in a school program facilitated bilingualism, given that the program aimed to provide instruction in both English and German and thus naturally supported bilingualism. Specifically, the study aimed to examine the effectiveness of the signs in promoting bilingualism within the school environment. The researcher found that many signs were written in English only and did not support English-German bilingualism, indicating the need for educators and researchers to critically examine accepted practices and discourses that limit the promotion of bilingualism. Similarly, Szabó's (2015) study investigated and compared schools of four primary and secondary schools which were private or

public schools in Budapest, using an innovative method that involved the researcher behaving as a visitor and relying on teachers' explanations to analyze the observed scenes. The study identified differences in the organizational culture, language ideologies, and nationalism between private and state schools with the help of noticed differences in the schoolscapes of them and teachers' explanations. This study indicated that while state schools promoted nationalist ideologies, culture, and identities, private schools emphasized personal singularity and creativity.

Roos and Nicholas (2019) conducted a study with young learners (8-11 years/3rd-5th grades) in a primary school in Germany, exploring how young learners of English engaged with and benefited from LL examples of English in their environment. Students were required to find images in their environment and complete a standardized worksheet in German, which included questions about the image's location and the reasons for choosing it and using English. The results indicated that these students possessed considerable knowledge in analyzing the social, cultural, and linguistic aspects of the images they found and could benefit from language examples in their environment with further elaborated education.

Through the examination of schoolscapes, an earlier study (Cormier, 2021) uncovered the regional experience of language awareness, ideologies of languages, and linguistic identity that were associated with schools. The study was conducted in three Canadian schools where French was used as the language of instruction. Data were collected through photographs taken in each school and photo elicitation interviews conducted with 37 students from three different French instructional programs. Integrating students in the LL study generated discussions about language diversity, promoted multilingual language awareness, and incidental language learning. The students recognized the significance of schoolscapes as a display of public language ideologies, a token of linguistic identity, and a means for promoting language awareness and use (Cormier, 2021). In general, investigating the LL in schools can offer valuable understanding of the language policies and practices adopted by educational institutions, and can serve as a tool for encouraging diversity of languages and cultures within the classroom. LL can be utilized as an effective tool to enrich language learning and promote intercultural competence.

2.6.2. LL in Second Language Teaching and Learning Contexts (L2TL)

In recent years, linguistic landscape (LL) has emerged as a significant area of research in language education. LL provides valuable opportunities for language learners not only in second language contexts but also in foreign language contexts. The analysis of language use and display in a particular community can provide valuable insights into the language practices, values, and identities of its members. Additionally, the LL can serve as an authentic and diverse resource for language learning and teaching. This section investigates the LL of various communities, and explores its potential as a pedagogical tool for language instruction. The focus is on examining how language is utilized in public spaces, and how it reflects the social, cultural, and political realities of a community. In one study, Li and Marshall (2020) presented a case study on the use of LL as a pedagogical tool to teach about multilingualism in a graduate course on ethnographic research methods. The study examined a student-researcher who carried out an LL project to document, analyze, and engage with multilingualism in Vancouver's Chinatown. The findings suggested that employing LL as a pedagogical tool provided a multimodal and sensory learning experience, facilitating text-to-world connections and enabling greater awareness and creative analysis of social language use.

In another study, Qi et al. (2020) investigated the perception, attitude, and practice of LL for Korean learning among 41 international university students with lower Korean language proficiency. The results showed that the participants paid attention to English, Korean, and Romanized Korean on the LL. They had a positive attitude towards LL as authentic input for Korean learning and used it to enhance their pronunciation and vocabulary skills. However, they did not use it as much for grammar checking. This study supported previous researches on the usefulness of LL as a source for language learning and suggested that students can learn a language through LL in natural settings without formal guidance from teachers. In another study, Lozano et al. (2020) explored the conceptualization and integration of LL initiatives within elementary-level Spanish-language courses. These initiatives engaged students in the analysis of meaning-making practices and the construction of knowledge through active engagement with the sociocultural and linguistically diverse context of New York City (NYC), which served as a conducive environment for language learning. Firstly, they provided a comprehensive overview of the pedagogical frameworks of multiliteracies and knowledge processes.

Subsequently, they examined the students' experiences in NYC from the perspective of these frameworks, emphasizing the student-centered nature of the projects. These initiatives provided students with valuable opportunities to analyze and critically reflect upon the socially-situated and constructed public spaces within LLs, as well as the communities that are represented or excluded within them.

In the field of LL studies, several projects have highlighted the benefits of tasks involving the documentation and interpretation of LL for language learners. From this point of view, Szabó and Dufva (2020) investigated how Finnish as a second language learner exchange students effectively utilized the local LL during their study abroad in Finland. They challenged the individual-environment dichotomy by framing language awareness as a relational process. By incorporating awareness-raising tasks in language pedagogy, learners could identify and utilize resources in their environment. The analysis showed that students examined the role of LL in their language learning experiences, demonstrating elements of an ecological model of cognition. Additionally, Lee and Choi (2020) investigated the integration of LL as a pedagogical tool in Korean as a Foreign Language classroom. This study employed LL in conjunction with digital storytelling and geolocate applications to enhance Korean language classes. The project involved fifty-two university-level Korean students who explored local areas inhabited by the Korean community; created digital stories, and shared their videos on a Google Map. The collaboratively constructed map served as a platform for sharing the intricacies of the multilingual environment, facilitating linguistic exploration, and fostering dynamic discussions. The findings demonstrated that LL benefited students by actively engaging them with displayed texts and contributing to their overall language learning objectives. The students leveraged their linguistic and regional knowledge to comprehend various signs and assess the authenticity of the target culture within the environment. This study examined the impact of an inquiry-based, student-led, and community-focused project on students' comprehension of the target language, understanding of the culture, and awareness of local multilingualism.

Finally, Vandenbroucke (2021) focused on how Flanders, Belgium supported the linguistic integration of new speakers through language learning campaigns and institutional educationscapes. The study found that while there was a significant emphasis on Dutch language learning, there were challenges such as limited access to language

courses and the need for a more nuanced understanding of linguistic integration. The study highlighted the importance of a comprehensive approach that addresses linguistic and cultural integration.

In summary, the previous research shows that LLs can provide valuable perspectives on the complex linguistic and cultural contexts of second language teaching and learning, informing instructional approaches that foster linguistic diversity and intercultural understanding.

2.6.2.1. LL in English Language Teaching

English has become the dominant lingua franca in the world, extending beyond its traditional ‘inner circle’ of native speakers. It is frequently utilized in various fields, such as technology, science, and trade, in almost every part of the globe. As a result, there have been several studies on LL aimed at investigating and enhancing the learning process of English learners. For instance, Sayer's research project (2010), conducted in Oaxaca, Mexico, used LL materials to examine the social meanings of English. As part of the study, the researcher took 250 photographs of signs containing English and created a model that categorized the uses of English on signs into intercultural or intracultural and symbolic or innovative uses. Sayer categorized these photographs into six social meanings, fashion, coolness, sophistication, sex, love, and subversive identities, to comprehend how and why English was used on signs. Ultimately, the researcher proposed an approach for using LL as a pedagogical material in English teaching and learning contexts, giving the role of ‘language detectives’ to students to bridge their classroom and out-of-school spaces. In another study, Malinowski (2010) presented the ‘culture in place project’. In this study, English learners in Korea and Korean learners at a university in the US communicated with each other via a website to debate photographs of English-Korean signs to enhance their reading skills, improve their fluency in the target language, and increase their motivation through genuine activities and places.

Similarly, in Hancock's study (2012), students acted as ‘linguistic landscape researchers’ and participated in a ‘camera safari’ activity aimed at raising their awareness of the multilingual environment in Edinburgh, United Kingdom. LL was used as a tool to raise prospective teachers' awareness of the linguistic diversity present in schools. Using LL materials as a pedagogical tool in pre- and in-service teacher education could promote

their awareness of linguistic diversity. Rowland's study (2013), in line with Sayer's proposed model, was implemented with 27 sophomore Japanese university students in Japan. Students collected photographs and investigated English used on signs by answering how and why English was used on signs in Japan. They gathered texts such as road signs and advertisements and discussed them in class. The study showed that this type of pedagogical project could improve students' critical literacy skills and symbolic competence. Moreover, students' awareness of the prevalence of English and the significance of visual elements increased. In another study, Chesnut et al. (2013) investigated the experiences of three Korean undergraduate students enrolled in a translation and interpretation program who participated in a linguistic landscape research project. The authors concluded that this project heightened the students' awareness of the complex and conflicting relationships between languages, and significantly improved their sense of language use.

Chern and Dooley (2014) recommended an "English literacy walk" (p.1) to facilitate the teaching and learning of written English both inside and outside of the classroom in Taipei, Taiwan. With the rise of globalization, LL materials in urban areas were becoming increasingly multimodal and multilingual. Therefore, the activities proposed in their approach, which were based on the experiences of emergent readers in English-dominant communities, could be applied to readers everywhere. Although their paper primarily aimed to provide guidance to language educators, they did not conduct any specific research based on their approach. However, they suggested a variety of activities for language educators to encourage their students to engage in the captivating activity of looking for and analyzing texts on signs, and to make this activity a part of their daily lives.

In a study by Barrs (2016), 20 junior undergraduate students at a Japanese university participated in a class that focused on World Englishes. As part of the class, the students were asked to take photographs of English language signs in the LL of Japan and bring them to class for discussion and analysis. The students were then required to categorize and classify the signs they had collected and used this activity to generate ideas for their graduation thesis. This study demonstrated the value of using English LL as a pedagogical tool to engage students in analyzing English in out-of-school contexts.

In another study, Dumanig and David (2019) examined the pedagogical potential of LL as a tool for teaching and learning English by analyzing 50 shop names and signs in Al Buraimi, Oman. The findings suggest that using LL materials can increase learners' awareness of the English language and promote their English language skills. A more recent study by Shang and Xie (2020) investigated the beliefs of EFL teachers in Eastern China about the pedagogical importance of English LL in city and school spaces. The results revealed that teachers acknowledged the educational benefits of environmental English, such as raising learners' awareness of contextualized English, facilitating incidental learning, enhancing English literacy, and promoting critical thinking skills. Additionally, environmental English was found to create an authentic learning environment and to be a useful tool for English teaching and learning.

In another study, Solmaz (2023) aimed to investigate how LL tasks affect the understanding of English in local and global contexts among EFL teacher candidates. Three groups of student teachers undertaking LL fieldwork were involved in the research. They photographed English signs using an LL application called *Lingscape* and wrote a mini research paper on using different varieties of English. They also documented their experiences and thoughts in reflective journals. To analyze the data and identify key themes, qualitative content analysis was used. Findings indicated that student teachers developed a heightened awareness of everyday English, gained a better understanding of English as a lingua franca and Global Englishes, and expressed intentions to incorporate Global Englishes language teaching methods into their future practice. The study concluded with a discussion of the implications of this approach and advocated for the integration of LL-focused tasks into EFL teacher education curricula on a wider scale.

To conclude, the LL presents a distinctive chance for language instructors to link classroom teaching to the local community's linguistic and cultural practices, which can enhance language learning and encourage intercultural comprehension. By incorporating linguistic displays in public spaces, educators can provide their students with genuine language materials that mirror the social, cultural, and political aspects of the community, thereby enriching their language learning experience.

2.7. A PEDAGOGICAL FRAMEWORK FOR LL IN L2TL

LL has recently emerged as a field of study that examines the language(s) present on various surfaces such as images, walls, murals, graffiti, and billboards in both public and private spaces. In the field of education, LL studies have primarily focused on its use in second language teaching and learning contexts, involving different age groups such as tertiary level students, young learners, and prospective teachers (Rowland, 2013; Sayer, 2010).

L2 learners are encouraged to analyze LL materials in out-of-class contexts as part of a common activity in LL studies. Recently, using a pedagogical framework to create and utilize LL materials can increase learners' multicompetences and multiliteracies. Maxim (2020) proposed a cooperative and collaborative approach where learners engage in cooperative activities with guidance from their teachers and peers. This study proposed a framework for involving L2 learners in LL research that aimed to improve their language learning and intercultural skills, and contributed to the field of LL research. The framework involved three phases: pre-research, research, and post-research, with activities such as data collection, analysis, and reflection. Incorporating LL research into language education programs can promote critical thinking and research skills of learners.

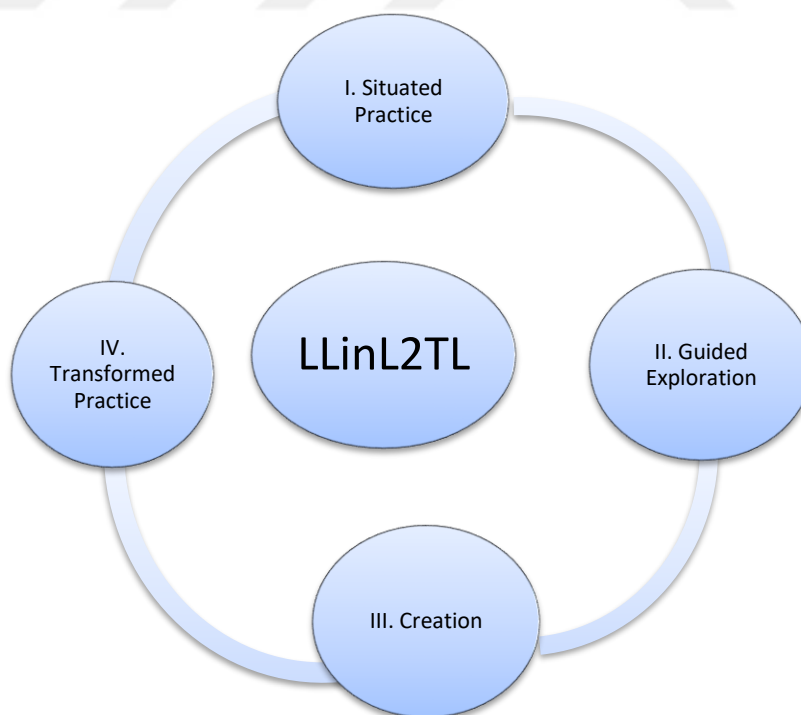
Given the kaleidoscopic and semiotic nature of LL, it offers a diverse range of linguistic and cultural resources globally and locally. This creates an expansive space for language learners and users to navigate. Integrating a spatialized approach into L2 classrooms can address issues such as developing symbolic and translingual competencies, fostering critical-social awareness, and bridging classroom and non-classroom contexts. To achieve the goal of contributing to the development of second language education and literacy through spatialized approaches, a literacies-based pedagogy called "Linguistic Landscapes in Second Language Teaching and Learning" (LLinL2TL) was proposed, drawing on the principles of Multiliteracies and Bridging Activities Frameworks. Incorporating LL research into language education programs not only promotes critical thinking and research skills of learners but also aligns with the principles of the Multiliteracy Framework and the Bridging Activities Framework. The Multiliteracy Framework offers two aspects to redefine and broaden the scope of literacy. The first aspect focuses on enabling learners to understand diverse meaning-making processes in various contexts, while the other highlights the importance of integrating various modes of

meaning-making such as visual, oral, audio, and spatial resources (Cope & Kalantzis, 2015; Solmaz, 2021). The Bridging Activities Framework (BAF) (Thorne & Reinhardt, 2008), on the other hand, is a framework for integrating language learning activities into second language (L2) classes in a systematic and effective way. It is based on awareness-oriented and literacies-based frameworks and aims to raise students' awareness of different elements of digital texts they select or create on their own with proper teacher guidance.

The LLinL2TL pedagogy includes basic principles of these two frameworks such as multiple styles, a meaning-making continuum, and various semiotic patterns incorporated through teacher-mediated activities and learner contributions (Figure 1). This model aims to provide new opportunities for teachers to help learners understand how language and non-linguistic resources interact to create meaning by engaging them in the process, and to appreciate the relations between ideology, power, and play in specific contexts using a diachronic and synchronic view of LL (Solmaz, 2021).

Figure 1

LLinL2TL Pedagogical Framework



The LLinL2TL pedagogical model proposes four phases of activities that are adapted from both the Multiliteracies and Bridging Activities Frameworks. These are

situated practice, guided exploration, creation, and transformed practice. The first phase is situated practice, which aims to introduce learners to the LL and semiotics area by examining their background information. The second phase, guided exploration, involves learners critically evaluating features of LL resources, such as linguistic and sociocultural features, under the guidance of the teacher. In the third phase, creation activities, learners create and design texts or signs based on a model, either individually or in pairs or groups. This helps learners become more familiar with the LL concept. The fourth and final phase, transformed practice, involves learners working individually with LL signs or materials related to the topic they are studying outside of class. They analyze these signs, reflect on them, and present their analyses to their classmates. The LLinL2TL pedagogical model is cyclical, allowing for each cycle to be revisited as needed (Solmaz, 2021).

A digital symposium titled 'Bridging Theory and Practice: Linguistic Landscapes in Second Language Teaching and Learning Contexts' was conducted in 2020. This symposium featured keynote addresses, international panels as well as LL activities and practices developed and implemented by EFL teachers. In one of the presentations, for example, an EFL teacher demonstrated how LL can be integrated into language learning for 4th grade learners. Two topics were covered: designing napkins and cups for coffee shops in a general English class and creating identity cards in connection with a social science lesson. During the lessons, students were exposed to LLs, analyzed language on visual materials, and engaged in activities such as role plays and art and craft. They interviewed each other about their own ID cards and created new ones for their favorite superheroes. The goal of both lessons was to increase students' awareness of the LL and language that surround them in a fun and creative manner.

Another classroom practice discussed three different activities used to introduce the LL concept to 9th grade students in three separate groups. The activities involved exploring social media accounts with humorous signs, analyzing product brands in both target and local cultures, and examining names and logos of cafes and bookshops. The students were encouraged to develop critiques and engage in cross-cultural connections, with the goal of raising their awareness of LLs and the multiple dimensions of signs, particularly those featuring English. The activities aimed to promote familiarity with LLs and enhance students' understanding of the socio-cultural significance of language use in everyday life.

In another presentation, teacher demonstrated the use of LL to connect pandemic life with the community of English learners. A group of 9th grade EFL learners were introduced to LLs and engaged in authentic language discussions to raise COVID-19 awareness. Students analyzed pictures to improve critical thinking skills and created posters to convey their feelings. These activities also highlighted the use of multiple languages in a single space. Using LLs in a pedagogical environment helped broaden learners' minds, increase awareness of the pandemic's outcomes, and improve their target language skills.

The LL-oriented activities presented at the symposium were later published in a pedagogical guidebook (see Solmaz & Przymus, 2021). In addition to the activities prepared by English teachers at the symposium, the Literacies-Based Sample LL Lessons created by EFL teacher candidates who participated in workshops or webinars related to the project were included in this book. In addition, a collection of works produced by several EFL teacher candidates who explored the presence of English in relation to the linguistic landscape of their surroundings was also included in the book (Solmaz & Przymus, 2021).

Overall, the symposium and published book showcased Literacy-Based Sample LL Lessons, which were exemplar lessons created by English teachers and teacher candidates who participated in the workshop or webinar series. These lessons were designed using an LL-inclusive pedagogical model and were divided into various stages, including target vocabulary, observation through lead-in questions, questions for image/text analysis, digital resources for post-analysis practices, and ideas for bridging activities (LL Digital Symposium, 2020). By promoting the integration of LL into language education programs, such activities and resources can offer valuable resources for language teachers to enhance their students' critical thinking, research skills, and awareness of the diverse linguistic and cultural resources available in their communities.

CHAPTER THREE

3. METHODOLOGY

This chapter presents the methodological framework of the study by covering research design, research questions, participants and setting of the study, development of the pedagogical activities, data collection tools, procedures and data analysis.

3.1. RESEARCH DESIGN

This research was conducted as a qualitative study. Qualitative research starts with assumptions and a view of the world and explores the meanings that individuals or groups attach to social or human issues. This type of research employs an emergent approach to enquiry, collecting data in natural environments and using inductive analysis to identify patterns or themes. The final report or presentation features the voices of participants, the reflexivity of the researcher and a complex interpretation of the problem, with the aim of advancing the literature or promoting action (Creswell & Poth, 2016). Rather than relying on a single data source, qualitative researchers usually collect a range of data types, including interviews, observations, documents, and audiovisual information (Creswell, 2014).

The initial research in this field focused primarily on quantitative analysis, which has been wrongly portrayed as just counting the number of languages and signs. However, Barni and Bagna (2015, as cited in Huebner, 2016) clarified that studying the LL is not just about counting, but it involves examining the context, considering the individuals who influence or use the landscape, and exploring the factors that have contributed to its development over the years. In recent years, there have been innovative qualitative approaches and methodologies for investigating LL. These methods go beyond interviews with individuals, who use signs, own shops or buy products, and instead utilize a variety of techniques including participant observation, surveys to understand attitudes, and analysis of historical documentation (Huebner, 2016).

The selection of suitable methodologies depends on the specific research questions and themes being explored. In the field of LL, qualitative research is often preferred due to its flexibility to understand people's subjective experiences and perceptions in a particular context. Such research involves collecting data through interviews, observations, and other techniques to gain an in-depth understanding of participants' perspectives. Compared to

quantitative research, qualitative design offers more flexibility in the research process, enabling researchers to modify research questions and techniques based on emerging findings. This approach enables researchers to explore participants' opinions and experiences in depth, resulting in more elaborate data about the research process.

For this study, a qualitative research design was used to investigate the effectiveness of utilizing LL materials as a pedagogical resource to enhance students' English language learning experiences beyond the limitations of textbooks and traditional classroom instruction. The study focused on analyzing students' perceptions regarding the integration of LL materials in the curriculum and the impact of LL-centered activities on students' overall language comprehension. Qualitative data collection methods were used to gain a comprehensive understanding of students' experiences and opinions. In addition, quantitative data were used to support qualitative data in this study. The findings of this study can provide insights into the potential benefits of integrating LL materials in language instruction.

3.2. RESEARCH QUESTIONS

The current research aims to achieve the aforementioned goals by exploring the research questions provided in Table 1. In order to attain the stated objectives, the study implements a range of linguistic landscape (LL) activities within the LLinL2TL pedagogical framework, and employs qualitative analysis methods to analyze the collected data (i.e. reflective journals, semi-structured interviews, activity reflection logs, student-produced artifacts). The ultimate goal of this approach is to draw evidence-based conclusions from the data gathered, with the intention of contributing to the field of LL and providing valuable insights for future research in this area.

Table 1

Research Questions, Method, and Instruments

Research Questions	Method	Instruments
Question 1: In what ways can Linguistic Landscape-centered materials be utilized to effectively enhance teaching in high school English lessons?	Qualitative Method	Student-Produced Artifacts

Question 2: How do learners perceive the inclusion of Linguistic Landscape-centered materials in high school English lessons?	Qualitative Method with Quantitative Support	Activity Reflection Logs
Question 3: What are the potential impacts of developing and implementing Linguistic Landscape-centered materials on learners' overall understanding of the English language?	Qualitative Method	Reflective Journals Semi-structured Interviews

3.3. PARTICIPANTS AND SETTINGS OF THE STUDY

Convenience sampling technique was used in this study. Convenience sampling, also known as haphazard sampling or accidental sampling, is a form of nonprobability or nonrandom sampling. It involves the inclusion of individuals from the target population who meet certain practical criteria, such as being easily accessible, geographically close, available at a specific time, or willing to participate in the study. Convenience sampling is preferred due to its affordability, simplicity, and the ready availability of subjects. The primary aim of convenience sampling is to gather information from participants who are readily accessible to the researcher (Etikan et al., 2016).

The study's sample group was comprised of 32 students who were in the 11th grade language class in a public high school located in the city center of Siirt province in southeastern Türkiye (Table 2). The students' ages ranged from 15 to 17, with the majority being female ($n=17$). In terms of self-reported English proficiency, most of the students ($n=18$) had an A2 self-reported proficiency level according to the Common European Framework of References (CEFR), while 11 had a B1 self-reported proficiency level, and only three had A1 or B2 self-reported proficiency levels.

Table 2

Demographic Information of Participants

Variable	Category	F
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Gender	Female	17
	Male	15
Age	15	1
	16	16
	17	15
Self-reported proficiency level of English	A1	2
	A2	18
	B1	11
	B2	1

3.4. DEVELOPMENT OF THE PEDAGOGICAL ACTIVITIES

The present study endeavors to investigate the effective integration of Linguistic Landscapes (LL) as a multimodal pedagogical resource in high school ELT curricula. To this end, a set of activities is developed, structured around topics featured in the 11th grade English book published by the Ministry of National Education (MoNE). The integration of LL activities into the classroom is projected to yield multiple outcomes, including an increase in English as Lingua Franca (ELF) awareness and the promotion of 21st-century skills among students. Moreover, students are expected to establish links between the external world and the classroom environment, leading to enhanced language awareness and the ability to discern language use patterns in specific contexts. Through these activities, students can develop a heightened sensitivity to the nuances of language use and the motivations behind language choices, ultimately equipping them with the essential language and communication competencies to navigate an increasingly interconnected global society.

The present study involves the development and execution of three activities in the initial three units, utilizing a literacy-based model, known as the LLinL2TL model, inspired by the Multiliteracies and Bridging Activities Frameworks. This model aims to offer innovative strategies for instructors to assist learners in comprehending how language and non-linguistic resources converge to create meaning, by involving them in the process. Furthermore, it facilitates learners in comprehending the connections between ideology,

power, and play in a particular field via a diachronic and synchronic approach to LL (Solmaz, 2021).

The study consisted of three units: Future Jobs, Hobbies and Skills, and Hard Times, with a four-week duration allocated for the completion of the all units. Before developing LL activities, all aspects of each unit, including the four language skills, grammar, and vocabulary, were evaluated, and activities created based on the students' age, proficiency level, and individual needs. The intervention phase, which involved the integration of LL activities into the curriculum, took a total of 12 weeks.

3.5. INTERVENTION PROCESS

Prior to the implementation of the research process, the study obtained a Research and Practice permit from the Ministry of National Education (MoNE) (Appendix A) and Ethics Committee approval from the university (Appendix B). In order to involve students in the research process, a parent consent form was prepared and permission was obtained from the parents of the students. After taking all necessary permissions, a pre-study reflective journal was distributed to the students to assess their understanding of the LL concept and their attention to signs in their environment.

3.5.1. Activity 1: Creating a job advertisement/flyer

In this section, the implementation of the first LL activity, creating a job advertisement, is presented (Table 3).

Table 3

Lesson Plan for Activity 1

Timeline	Stage	Activities
Week 1 2 lessons (80 minutes)	Situated Practice	The teacher initiates a discussion about students' job preferences and future careers and asks related questions. After the discussion, the instructor teaches vocabulary related to jobs. The teacher assigns a reading task related to future jobs and the students do exercises on job preferences from the textbook.
Week 2 2 lessons	Guided Exploration	The teacher shows pre-prepared job advertisement examples. The instructor asks questions related to their design and layout including aspects of shape, color, fonts.

Week 3 2 lessons	Creation	The teacher assigns a pair work activity where students create their own job advertisement using paper and colorful pencils. Students are free to choose any job and use their creativity to design the advertisement.
Week 4 2 lessons	Transformed Practice	Students participate in a pair work activity where they conduct a job interview, taking on the role of either an employer or an applicant. Each interview lasts approximately 4-5 minutes. The lesson concludes with the submission of an activity reflection log by students.

Stage 1. Situated Practice

Each phase of the LL activity lasted two lessons in duration. Before each lesson, the teacher created a presentation to introduce the target vocabulary and provided sample sentences related to them. During the *situated practice* phase, the teacher posed a series of questions related to the students' vocational preferences and future jobs. These questions were designed by examining the 11th grade English book and also served as a preview of the upcoming unit. Below are some examples of the questions asked:

- What do you think are the jobs that will be in demand in the future?
- What is your dream job and why did you choose it?
- Would you prefer a part-time or full-time job for your dream career if you had a choice?
- How do you think you would feel during a job interview? Would you feel confident or shy?
- Can you name some current jobs that may not exist in the future?
- Do you prefer working independently or as part of a team?
- Which professions do you think will become more or less important in the future?

The teacher used the initial discussion of vocational preferences and future jobs as a warm-up activity to gauge students' prior knowledge and readiness levels about professions. Instead of presenting formal texts or presentations about LL and sign types, the teacher created a natural atmosphere in the class and introduced these concepts as they naturally came up in the flow of the discussion. Following the discussion, the teacher presented the target vocabulary (e.g., employee, letter of intent, salary) for the unit and encouraged students to guess their meanings and the contexts in which they could be used.

Later, students engaged in exercises related to the topic of jobs found in their textbooks. These exercises covered basic concepts related to different types of jobs and helped students become more familiar with the topic being studied.

Stage 2. Guided Exploration

In the second phase, *guided exploration*, the teacher provided job advertisement samples as learning materials related to the LL concept. The students closely analyzed the job advertisements both brought by the teacher and included in their books (see Figures 2-3) to understand the employers' requirements and qualifications needed for them. Additionally, the teacher asked several questions related to each job advertisement to encourage students to think critically about the information presented. Below are some examples of the questions asked:

- Can you describe what you see in this image?
- What specific colors and fonts have been used in the image?
- Who is the intended audience for this sign, and what kind of sign is it (e.g., advertisement, road sign, map, menu, etc.)?
- What might be the reason for using English on this sign?
- In what way do the English words on the sign help to attract people's attention?
- Have appropriate shapes been used to emphasize the text on the sign?

The students engaged in critical thinking and provided feedback for each question that pertained to a specific job advertisement. The teacher briefly explained what is meant by linguistic landscape (LL), and identified the types of signs that are considered to be LL. The teacher also described the differences between top-down and bottom-up types of signs.

Figure 2

Sample Job Advertisement (Creative Graphic Designer [online image], 2022)

CREATIVE GRAPHIC DESIGNER

A leading advertising agency in Sri Lanka, is looking for excellent graphic designers. You should be self motivated and efficient. Other qualifications should include:

CREATIVE GRAPHIC DESIGNER

- A strong knowledge in Illustrator, Photoshop and Indesign.
- Ability to operate Adobe Premier, Adobe After Effects and 3D Max will be at your advantage.
- Minimum 1 year experience.

Please Send your CV with your Creatives to
careers@novart.lk

novart
No.165 1/3, Galle Road, Mt. Lavinia, Sri Lanka.
Hotline 0112 735 505



Figure 3

Sample Job Advertisements from students' textbook *Sunshine English* (2022)

cur w et d arta. s. Al as fa ctus. a n eos. odio nci vit dai vel VG ac i mi lla acc r just ic lor im, ali ada s it am pit. Se avid	1. RECEPTIONIST / ADMINISTRATOR Well established small company in the manufacturing industry is looking for the services of a proactive Receptionist / Administrator to work in their team in California. With a breakdown of 75% admin / sales support and 25% reception and secretarial focus, you will utilize your great project management and organizational skills. The Sales support aspect of your role will encompass the input of technical and detailed orders for the production area. If you are a proactive, professionally presented person & want to be part of a growing organization, this could be your next long term role.	himer sempe Intege dier f faucil ctus. Phase quis socio conu JC hime laorr in frir lao sua lum preti bus rut rit nis ma dol	2. TEACHERS REQUIRED URGENTLY For Middle level at English Medium School. QUALIFICATIONS • M.A. Eng. / ELTL (Female only) • Two years teaching experience PREFERENCE • Good communication skills • Experience in high schools	cont. himer sempe Intege dier f faucil Phase quis socio conu JC hime laorr in frir lao sua lum preti bus rut rit nis ma dol
cur w et d arta. s. Al as fa ctus. a n eos. odio nci vit dai vel VG ac i mi lla acc r just ic lor im, ali ada s it am	3. SOUS CHEF - CAPE BAY • Passionate about food • Experienced • Hard working Does this sound like you? Then, we want to hear from you! We are looking for an enthusiastic, creative and fully qualified chef to assist in running our large and busy restaurant kitchen. Waves Restaurant features high quality modern Australian cuisine, with an emphasis on fabulous, fresh seafood caught in the local area. It is an award-winning restaurant that often caters for a variety of events including weddings and corporate functions. The successful applicant will have previous experience: • Managing a busy kitchen • Setting menus and food pricing • Ordering and monitoring supplies	cont. himer sempe Intege dier f faucil Phase quis socio conu JC hime laorr in frir lao sua lum preti bus rut rit nis		

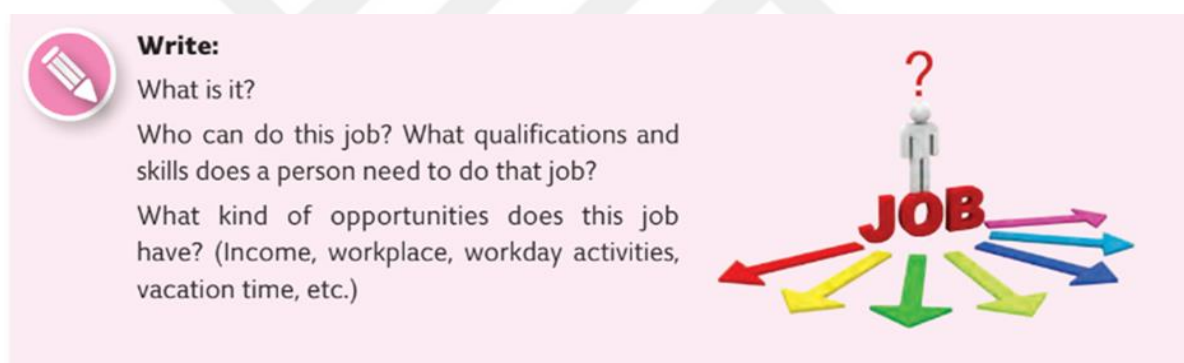
Stage 3. Creation

During the *creation* phase, students worked collaboratively to develop a job advertisement modeled after a given sample. The task was completed in pairs, allowing for

brainstorming and idea-sharing. The students used a variety of materials, such as paper, pencils, crayons, and relevant images for the chosen occupation. The teacher acted as a facilitator, offering encouragement and timely feedback to students during the advertisement preparation process. Students had freedom to choose their preferred job and use different shapes, colors, and fonts, while adhering to a prescribed format. In addition, the job advertisements had to include specific variables such as qualifications, income, workdays, and vacation time. As they are LL materials, in addition to the features given in the book, students were asked to prepare multimodal job advertisements with drawings, images and shapes (see Figures 4, 5, and 6).

Figure 4

Guiding Questions for Job Advertisements from students' textbook Sunshine English (2022)



Figures 5 and 6

Sample Student Products



Stage 4. Transformed Practice

In the final phase of the activity, students were prompted to participate in a job interview based on the job advertisements they had created. Specifically, they utilized the job advertisements as a basis for conducting the interview. Students who had collaborated on the advertisements worked together in the interview, with one student assuming the role of employer and the other as the applicant. During the interview, the employer asked questions related to the applicant's qualifications and skills, while the candidate demonstrated their abilities and tried to convince the employer to offer them the job. To facilitate the interview activity, the teacher provided instruction and rehearsal opportunities for the students.

This activity afforded students to present and showcase their job advertisements while using job-specific terminology in an authentic and natural manner. Moreover, as the interviews were conducted in English, students were able to practice their English language speaking skills. In addition, communication, collaboration, creativity, and critical thinking skills are essential components for becoming a global citizen in the 21st century. Therefore, it is imperative for educators to design activities that align with these features. This four-phase activity provided an environment for English language learners to use job advertisements as authentic materials commonly encountered in their daily lives. It also

enabled students to gain insight into the English as a Lingua Franca (ELF) concept, as they were exposed to a variety of job advertisements written in English, even those originating from non-native English-speaking countries.

Upon completion of the first activity, the teacher requested that students provide a summary of what they had learned and their experience of the process. To facilitate this, the teacher distributed an activity reflection log designed in a numerical rating scale format, with options ranging from 1 (strongly disagree) to 5 (strongly agree), to gather feedback about the activity in which they had participated.

3.5.2. Activity 2: Turning Your Passion into Wearable Art

The second LL activity integrated into the curriculum “Turning Your Passion into Wearable Art”, namely preparing a T-shirt talk, is presented in this section (Table 4).

Table 4

Lesson Plan for Activity 2

Timeline	Stage	Activities
Week 5 2 lessons	Situated Practice	The teacher asks students some questions to learn about their hobbies, likes, and dislikes. The teacher discusses the topic and teaches relevant vocabulary related to hobbies and skills. The teacher asks students to read short texts and complete exercises related to hobbies and skills.
Week 6 2 lessons	Guided Exploration	The teacher introduces an activity called "Turning your passion into wearable art" and provides examples of T-shirt designs related to hobbies, skills, likes, and dislikes. The teacher asks questions about the T-shirt designs, such as their shape, color, writings, and fonts.
Week 7 2 lessons	Creation	Students find quotes from music, sports, TV programs, books, or any other source they like, and create a T-shirt design using colorful cardboards, pencils, and papers. After designing, they are free to print their designs on real T-shirts or prepare cardboard T-shirts. Students are free to use similar structures and designs to the given models and have the freedom to choose their own quotes, hobbies, skills, and use of color, font, and shapes.

Week 8 2 lessons	Transformed Practice	They wear the t-shirts or stick the materials they design to their chests or the back of their bodies. (if they are two-sided) They participate in a fashion walk one by one with music. A rubric is handed out to students to score each other's T-shirt designs and choose the best design according to their scores. Students present their t-shirts verbally if there is enough time and ask questions to each other about their t-shirts. The lesson concludes with the submission of an activity reflection log by students.
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Stage 1. Situated Practice

Before starting the second unit, the teacher reviewed the unit content and the set of questions prepared for the *situated practice* phase. These questions were designed to introduce the topic and elicit students' background knowledge and experiences related to the unit's theme, thus fostering a connection between their personal lives and classroom learning. As in the first unit, each phase of the second unit comprised two lessons of instruction. In the situated practice phase, following a brief introduction, the teacher posed questions of a similar nature to those outlined below. These questions provided a natural opportunity for students to learn more about each other, including their hobbies, interests, dislikes, and talents. It should be noted that these questions were not only asked by the teacher. The teacher initiated the process, and the students were encouraged to ask their own questions and build on each other's responses. Below are some examples of the questions asked:

- What are some hobbies that you enjoy doing to feel refreshed or relaxed?
- Do you feel like you have a good understanding of your own abilities and strengths?
- In what ways do you think hobbies and skills can contribute to improving mental health or overall well-being?
- Do you believe that abilities and skills can be improved with practice and time?
- What are some of your favorite movies, songs, sports, and TV shows?
- Who are some of your favorite actors, singers, and musicians?

- What types of activities do you like or dislike, and do you need specific skills to participate in your favorite hobbies? Why or why not?

Stage 2. Guided Exploration

Following the vocabulary presentation and exercise session, the teacher proceeded to the *guided exploration* phase, which included an activity ‘Turning Your Passion into Wearable Art’ was introduced. The activity involved examining a series of T-shirt talks about hobbies and skills, with each student completing the activity individually due to varying abilities and skills. The teacher instructed the students to analyze the T-shirts (Figure 7) in terms of their shape, color, and linguistic components. To facilitate the process, a set of guiding questions was provided to elicit detailed interpretations of LL materials from the students.

Figure 7

An Example of T-shirt Talk (I Was Born To Play American Football Essential T-Shirt[online image], 2022)



- How do you feel about this particular T-shirt? Does it appeal to you?
- Any idea who the designer of this T-shirt might be?
- Who do you think this T-shirt is targeted towards?
- Can you share your thoughts on the color and font selection used on this T-shirt?
- Do you think the shapes used in the text of the T-shirt are appropriate?

- Have you seen any T-shirts that are similar to this one? If so, what languages were commonly used on them?
- What reasons could there be for using English on T-shirts like this?

Alongside discussions about T-shirt-focused LL materials, teacher asked students what kind of LL materials in our environment can also be examples of hobbies and skills. They said that posters on billboards regarding gyms, music schools and drawing offices can be further examples. They also discussed the reasons of prevalent use of English on these LL materials and talked about their designers.

Stage 3. Creation

During the *creation* phase, students were tasked with creating a multimodal T-shirt design using quotes from their favorite music, sports, TV programs, and books (Figures 8-9). They were given the freedom to choose the design and model of the T-shirt and brought colorful cardboards, pencils, crayons, and papers to create different shapes. The students had the option to print their designs on real T-shirts or design them on cardboards. As they worked on their designs, the teacher monitored their progress and provided brief feedback to support them. The students were encouraged to use structures and target vocabularies related to their interests and skills.

Figures 8 and 9

Sample Student Artifacts



Stage 4. Transformed Practice

In the final phase, *transformed practice*, the students wore or displayed the T-shirts they had created on their chests or backs. If they had designed two-sided T-shirts, they could showcase both sides. They then presented their T-shirts through a fashion walk, first as a group and then individually. This walk took the form of a competition, and the rubric below (Table 5) was provided to students to score their classmates' T-shirt designs. As the focus of the activity was to encourage creativity and passion for hobbies and skills, a non-grade related reward was provided to the winning student, in the form of something related to their interests, to further inspire and motivate them in their pursuits.

Table 5

A Rubric for Fashion Walk

Criteria	1	2	3	4	5
Colors and fonts	Very poor use of colors and fonts, resulting in an unappealing and unprofessional design.	Poor use of colors and fonts, which do not complement each other or the overall design.	Adequate use of colors and fonts, resulting in a decent design that could benefit from some improvements.	Good use of colors and fonts, which effectively enhance the design and make it visually appealing.	Excellent use of colors and fonts, creating a visually stunning and attention-grabbing design.
Quote or texts	An inappropriate or unreadable quote or writing that is not relevant to the design or the student's interests or skills.	An irrelevant or poorly written quote that does not add value to the design or the student's message.	An average quote or writing that is somewhat relevant and adequately written.	A well-selected quote or writing that adds value to the design and effectively communicates the student's interests or skills.	A thoughtful and relevant quote or writing that is creatively incorporated into the design and showcases the student's personality and individuality.
Harmony of shapes and texts	No harmony between shapes and writings, resulting in a confusing and disjointed design.	Clumsy use of shapes and writings that do not work well together or complement each other.	Acceptable use of shapes and writings that create a cohesive design, but with some room for improvement.	Effective use of shapes and writings that work together to create a harmonious and aesthetically pleasing design.	Harmonious use of shapes and writings that result in a seamless and visually stunning design.
Overall appearance	An unappealing and complicated design that is difficult to understand or appreciate.	An unattractive appearance with some potential for improvement.	A decent appearance that meets the minimum requirements for the design criteria.	A generally attractive appearance that effectively showcases the student's interests and	An overall appealing appearance that is creative, unique, and showcases the student's

				skills.	personality and individuality.
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At the conclusion of the Fashion Walk activity, the models presented their T-shirts verbally, and the audience had the chance to ask questions such as:

- What inspired you to create this T-shirt design?
- Do you think the clothes we wear reflect our inner selves?
- Do you usually buy T-shirts based on your hobbies and interests, or do you purchase them without any specific criteria?

Afterwards, the teacher provided an activity reflection log for the students to share their feedback about the activity. Through the use of English on T-shirts in this activity, the students gained an understanding of English as a Lingua Franca (ELF) and realized that English is not only found in textbooks but also in their daily lives. By including this activity in the unit, the students were encouraged to become more autonomous learners and take necessary steps towards it. Moreover, their language uses in all four skills were involved through the series of events they participated in.

3.5.3. Activity 3: Creating a “Wanted” Sign

The details of integration of the last LL activity called “Creating a Wanted sign” into English lessons are presented in this section (Table 6).

Table 6

Lesson Plan for Activity 3

Timeline	Stage	Activities
Week 9 2 lessons	Situated Practice	The teacher asks some questions about the difficulties that students face when they fail. Teacher and students have a discussion about how to cope with difficult situations through guiding questions and quotes from their books. The instructor teaches vocabulary related to hard times and asks students to complete matching exercises.

Week 10 2 lessons	Guided Exploration	The teacher presents some "Wanted" signs and asks questions about them. The teacher shows two short videos related to "wanted" signs from the Harry Potter series for students to watch. The teacher asks students to read the book "Fahrenheit 451" by Ray Bradbury.
Week 11 2 lessons	Creation	The teacher asks students to create sample "wanted" signs based on the book they read. The teacher divides the class into groups and each group discusses the characters in the book who have faced difficult times and chooses or creates a character that would be a criminal in the Fahrenheit 451 universe. They prepare their drafts and decide on the shapes and colors they will use for their "wanted" sign, then prepare it on Canva or a similar online site using the draft created in class.
Week 12 2 lessons	Transformed Practice	Each group presents their "wanted" signs as an art exhibition and introduces a new or well-known character in the Fahrenheit 451 universe. They have a question-and-answer session where they ask each other about the character traits and why they chose that character. They also discuss the characters' lives and the challenges they face. The lesson concludes with the submission of an activity reflection log by students.

Stage 1. Situated Practice

After analyzing the content of the third unit, teacher prepared some questions to familiarize students with new topic. A number of questions were formed in accordance with the new unit. Students were asked about their hard times and challenges by using sample questions, such as:

- Can you compare the level of challenge in the past to that of today's life?
- How can experiencing difficult times contribute to personal growth?
- Do you find it easy or difficult to handle problems?
- When you are faced with failure, do you feel like giving up?
- Do you believe that miracles can happen in everyday life?
- Why do people have different childhood memories that they never forget?

- Should people learn from their mistakes and memories to avoid making the same mistakes again?
- Think of the challenges faced by good characters in books. What were some of these challenges? What do the bad characters (antagonists) do in books, and do they face any consequences for their actions?

After a discussion session centered on these questions, students found an opportunity to share their personal struggles and immersed themselves in the challenging worlds of book characters. Additionally, teacher introduced new vocabularies and their uses in different contexts. The teacher then asked the students to weigh in on a quote from their 11th grade English book: “There are no regrets in life, only experiences (Lailah Gifti Akita). The students were asked to explain whether they agreed or disagreed with the quote, providing reasons to support their stance.

Stage 2. Guided Exploration

During the *guided exploration*, the teacher presented two mini videos from the Harry Potter movie series that showcased “Wanted” signs and asked the students to share their knowledge of this fictional world. Almost all the students were familiar with the Harry Potter world. Next, the students were asked to identify any LL materials in the videos. The teacher then asked the students to explain what the “Wanted” signs were and their purpose. Different examples of “Wanted” signs were shown to the students, and they were asked questions about them. Additionally, the teacher engaged the students in a discussion about “top-down” signs and explained what the term meant and who created such signs (See Figure 10 and 11). She later asked questions such as:

Figures 10 and 11

Examples of “Wanted” Signs (Bellatrix Lestrange wanted poster [online image], 2022)



- What observations can you make about this sign?
- What colors and fonts are utilized in the sign?
- Who is the intended audience for the sign?
- To which category or type of sign does it belong?
- What is the intended purpose or goal of the sign, and where is it typically seen?
- What motivates people create signs like this?
- Are you familiar with the person shown in the sign?

During the English lesson, the teacher introduced book genres, including dystopias, and assigned the book *Fahrenheit 451* by Ray Bradbury for students to read. The students were given both Turkish and English versions of the book, and they were allowed to watch the movie adaptation. The aim was for the students to understand the challenges faced by the characters in the dystopian universe of *Fahrenheit 451* and to identify the actions considered as crimes in that world. The teacher created eight groups of four students each, based on their English proficiency level, and assigned them to analyze the characters and the world of *Fahrenheit 451*. The students were also tasked to identify the actions considered crimes in that universe and the types of occupations viewed with suspicion.

Stage 3. Creation

After reading *Fahrenheit 451*, students were tasked with creating a wanted sign for a character from the book or a newly created character who would be considered a criminal in the book's universe. The students formed groups of four and discussed the book's

characters and their crimes. Later, they formed their drafts and prepared to design their “Wanted” signs using Canva, a digital graphic design platform, or similar sites (See Figures 12 and 13). This activity was designed to encourage collaboration, communication skills, and the 4Cs skills (i.e. critical thinking, creative thinking, communicating, and collaborating), and was expected to improve the students' various skills.

Figures 12 and 13

Sample Student Artifacts



Stage 4. Transformed Practice

In the final phase of the activity, the students were asked to create illustrated “Wanted” signs for their newly created or pre-existing characters, as part of an “art exhibition” activity. The students presented their characters, outlining their biographies and the challenges they faced, and a question and answer session was held in which students inquired about various aspects of the characters (e.g., their origins, age). This exercise aimed to promote critical thinking skills and increase familiarity with the characters. Finally, the teacher distributed activity reflection logs to obtain feedback from students regarding their participation and general impressions of the activity.

3.6. DATA COLLECTION TOOLS

In this study, data were collected through multiple sources such as pre- and post-study reflective journals, semi-structured interviews (individual and focus group interviews), activity reflection logs and student-produced artifacts.

3.6.1. *Reflective Journals*

Reflective journals, also referred to as learning journals or reflection journals, are utilized in qualitative research to collect data through the practice of reflection (Lutz & Paretti, 2019). They allow individuals an opportunity to document their involvement in the reflection process that results from an experience. Reflection involves thoughtful consideration of experiences (Jarvis & Baloyi, 2020). Participants provide the data for these journals, which may be difficult to elicit using other research tools. Researchers find these journals to be valuable inscriptions of ideas and perceptions that are important for learners and may not be accessible through other research instruments (Abd Majid, 2016). Reflective journals offer several advantages for learners, including the ability to encourage and facilitate reflection in learning and to enhance students' awareness of their own learning accomplishments (Lew & Schmidt, 2007).

Reflection is a multifaceted process that involves three phases, including reflection-in-action, reflection-on-action, and reflection-for-action (Schön, 1991, as cited in Hojeij et al., 2021). Reflection-for-action is a type of reflection that occurs before engaging in an activity, while reflection-on-action takes place after the activity has been completed and requires a critical inquiry of the experience. In contrast, reflection-in-action occurs during the activity and involves reacting to the situation as it unfolds. Literature suggests that many qualitative studies tend to focus more on practical reflection-for-action and reflection-on-action, rather than reflection-in-action (Hojeij et al., 2021).

The current study aimed to investigate how multimodal LL materials can be more effectively integrated into English lessons. To achieve this goal, it was crucial to gain insight into learners' perspectives and experiences regarding the use of LL materials in each unit as new learning material. Therefore, the study employed two reflective journals: pre- and post-study reflective journals. The first reflective journal was completed before the study, which was a reflection-for-action exercise, while the second reflective journal was conducted after the study, known as reflection-on-action. Furthermore, both pre- and

post-study reflective journal questions were prepared in English and Turkish, and students were given the freedom to choose the language they felt more comfortable with. However, all the students chose the Turkish version to express their thoughts more accurately and freely. In addition, the students were not required to write their names on the papers. The pre-study reflective journal consisted of six questions that focused on environmental signs, LL, and whether LL could be integrated into English lessons (Appendix C). The post-study reflective journal included seven questions, five of which were the same as the pre-study reflective questions to compare students' thoughts before and after the study (Appendix D). Two additional questions were included to gather feedback on students' perceptions of English before and after the series of LL activities and the effects of LL materials on their English learning. Both reflective journal questions were reviewed by an academic expert and two English teachers to validate and obtain expert opinions.

3.6.2. Activity Reflection Logs

In this study, three multimodal LL activities were incorporated into the syllabus of the Grade 11 English lesson. At the end of each LL activity, students were given an activity reflection log to provide feedback on their experiences (Appendix E). These activity reflection logs were designed by the researcher as a rating scale with 11 items and scaled from 1 (strongly disagree) to 5 (strongly agree) for efficiency. Students were asked to choose their responses and provide additional comments. All items on the reflection logs were validated by an academic expert and two English teachers. The reflection logs were considered as an important data collection tool because they focused on students' opinions about the LL concept, LL-based activities, and whether the activities contributed to their English language learning and understanding of new concepts. These logs also provided quick feedback to the researcher on the effectiveness of the LL activities and helped to identify themes on students' perceptions of using LL materials in English lessons.

3.6.3. Semi-structured Interviews

Interviewing is a useful qualitative method for gathering rich data on individuals' perspectives and experiences. The act of conducting an interview reflects a desire to gain insight into how people have experienced life events and the significance they have assigned to those experiences (Seidman, 2006). There are three main types of interviews:

unstructured, semi-structured, and structured (Creswell & Creswell, 2017). For this study semi-structured focus groups and individual interviews were employed.

In this study, semi-structured interviews were used to gain a deeper understanding of students' experiences with using LL materials in English classes. This type of interview involves a series of open-ended questions that are focused on the topic the researcher wants to explore. The interviewer can ask follow-up questions or request examples to further elaborate on the participant's responses (Mathers et al., 1998).

Second type of interview used in this study was focus group interviews. In qualitative research, focus group interviews are a useful data collection technique for capturing the interactions and discussions between group members on a particular topic. Morgan (1996) highlights three essential components of focus groups: as a data collection technique, the interaction between group members as a source of data, and the active role of the researcher in facilitating group discussions. Participants in focus groups can question and clarify each other's viewpoints, leading to a rich collection of data that captures diverse perspectives and consensus among participants.

An interview method used in this study was 'photo elicitation'. This method involves the use of photographs to elicit information from participants during the interview process (Harper, 2002). This technique is widely used in research to explore participants' attitudes, beliefs, and perceptions. By incorporating images into the interview, the technique stimulates participants' memory and encourages them to provide more detailed and vivid responses. In addition, the use of photographs can enhance the interaction between the interviewer and the participant and make the participant feel more at ease when discussing their experiences. Overall, photo elicitation is a valuable method for investigating the complex meanings and interpretations of participants in research studies (Richard & Lahman, 2015). This technique provided the participants with a visual aid to help them express their thoughts and feelings more clearly, and it also helped the researcher to gain a deeper understanding of the participants' perspectives on the use of LL materials in English classes. The photo elicitation interviews were recorded, transcribed, and analyzed along with the other data collected in this study.

This study employed semi-structured individual and focus group interviews with a total of five individual participants and three focus groups, each consisting of five participants. Individual participants were selected based on their English proficiency level

and willingness to participate in the study. Focus group participants were selected based on gender distribution and whether they were in different or the same groups/pairs throughout the study. Each interview lasted for approximately 15 to 20 minutes and consisted of questions about students' perspectives on the use of LL materials in English lessons, the positive and negative aspects of using LL materials, contributions to their four skills or English proficiency levels, effects on the roles of teachers and students, their moods and motivations, efficacy of working in groups, pairs or individual study, students' thought processes while creating products, and their views on learning cultural elements, new concepts, and creating materials on digital platforms (Appendix F). The interviews were conducted in Turkish to make the participants more comfortable and to elicit deeper information. Using the participants' native language can result in more comprehensive and intricate data that can capture the depth and complexity of their experiences (Corbin & Strauss, 1990). The interview questions were reviewed by an academic scholar and two English teachers to obtain expert opinions. During the interviews, the researcher used the students' products to gain further insight into their thoughts on the use of LL materials in class.

3.6.4. Student-Produced Artifacts

The use of student-produced artifacts was one of the most important methods of data collection for this study. These artifacts, created by the students themselves, provided a rich and authentic insight into the LL. The artifacts included a wide range of language displays, including posters, signs, drawings, photographs and other forms of language-based displays (Appendix G). These artifacts reflected the students' language choices, identity, ideologies, and social relationships. Student-produced artifacts were subject to rigorous analysis once they have been collected. Researcher examined the content, form and context of the artifacts to reveal underlying meanings, language choices and social dynamics. In order to interpret and understand the data, qualitative and quantitative approaches such as content analysis, discourse analysis and visual analysis were used.

Student-produced artifacts enabled the teacher to observe how effectively LL materials were being used and created in the classroom. In addition, it was hoped that students would become more autonomous in their learning, making the learning process more student-centered and fostering increased interaction between students and teachers.

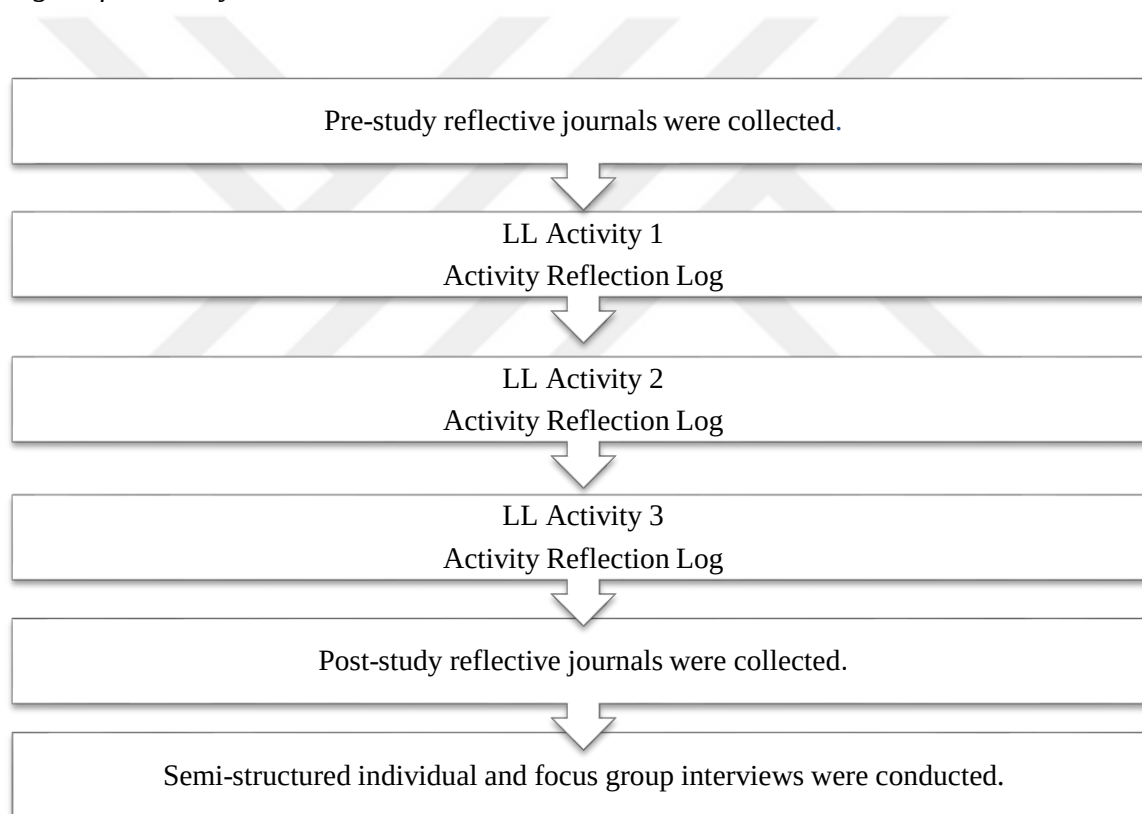
Furthermore, evaluating and creating authentic and meaningful LL materials served to bridge the gap between the classroom and the wider world.

3.7. DATA COLLECTION PROCEDURE

In the present study, qualitative data collection tools were used. The data collection procedure encompassed the 2022-2023 fall semester, and the intervention process took 12 weeks. The following figure (Figure 14) illustrates data collection procedure:

Figure 14

Stages of the Study



Prior to the implementation of the process, the approval of the Ethics Committee was obtained from the university, as well as the Research and Practice permission from the MoNE District Office. To involve students in the research process, permission was obtained from the parents of the students using the pre-designed parental consent form. At the outset, participants were informed that they would be participating in a 12-week intervention process, completing activity reflection logs and pre- and post-study reflective journals, and to be interviewed by the researcher at the end of process.

After obtaining all necessary permissions, participants were given pre-study reflective journals to assess their awareness of signs in their environment and their background information regarding LL. Following the completion of pre-study reflective journals, the 12-week intervention process began. Given the study aimed to implement LL materials into the ELT curriculum, and the participants of the study were 11th grade language class, LL materials were introduced to the participants through the integration of LL into their curriculum. Three LL-based activities were integrated into three consecutive units in the 11th grade MoNE book, and these activities were designed based on the LLinL2TL pedagogical model (Solmaz, 2021). Each activity was comprised of four phases and took four weeks to complete. After completing each activity, students were given a reflection log to provide feedback on the activity and reflect on their perceptions of English and LL materials. The reflection log was designed in the form of a rating scale to enable faster and more practical completion. Throughout the process, student-produced artifacts were evaluated by both the teacher and peers and were collected and stored. These artifacts fostered a sense of success and facilitated reflection on student performance and the assumption of responsibility for their learning.

At the conclusion of the intervention process, the participants were required to complete post-study reflective journals, covering the same questions as the pre-reflective journals to enable the comparison of students' opinions before and after the study. Additionally, two more questions were included to evaluate students' perceptions of English before and after the implementation of a series of LL activities and to obtain feedback on the outcomes of LL materials on general English learning. Prior to the completion of the study, semi-structured interviews were conducted with voluntary students. Five individual and three focus group interviews were conducted, with each group comprising five students. Each interview lasted between 15-20 minutes, and a variety of questions were asked to obtain feedback on LL activities, LL-related concepts, students' mood and motivation, the types of study (pairs, groups, and individual study), their perceptions of English, and the effectiveness of LL for English learning. All interviews were recorded in audio format, and transcription was conducted following the completion of all interviews.

3.8. DATA ANALYSIS

In the present study, qualitative content analysis was employed as a methodical and reproducible technique for reducing large amounts of text into fewer content categories using explicit coding rules (Krippendorff, 1989). Content analysis, as defined by Holsti (1969, as cited in Stemler, 2000), involves identifying specified characteristics of messages or texts to make inferences. This technique is not limited to textual analysis and can be applied to analyze other forms of data, such as students' drawings or actions observed in videos.

The analysis of the semi-structured interviews, reflective journals in this study followed the six steps proposed by Creswell (2012). These steps included carefully reading through all of the transcriptions and take notes in the margins as ideas emerge, breaking the text into smaller segments of information, coding the document by identifying each segment, bracketing it, and assigning an appropriate code word or phrase, creating a list of code words, group similar codes, and eliminating redundancies to make the list more manageable, using the preliminary coding scheme to test the data for new codes, determining the five to seven most frequently discussed, unique, surprising, or well-supported codes to identify the main themes in the data.

All interviews and reflective journals were conducted in Turkish and transcribed verbatim in Word files. They were then translated into English and checked for accuracy and reliability by experts. All transcriptions and reflective journals (pre- and post-study reflective journals) were read several times to become familiar with the opinions of participants. The transcriptions were coded via the qualitative analysis program called NVivo 14.0 edition. This qualitative data analysis program is designed to store and organize data, allow users to label or code data, and simplify the search for specific text or words within the data. As part of data analysis, transcriptions were analyzed, and relevant statements were collected based on specific codes, categories, and themes for research purposes.

Initially, a systematic and iterative process of data analysis was involved in developing themes in this study. It began with familiarization with the data through multiple readings. The next step was the use of open coding, where meaningful units were identified and labelled with descriptive codes. Focusing on similarities, patterns and connections, these initial codes were compared and grouped into preliminary themes.

Themes were adjusted, merged or expanded to better capture the content and concepts represented in the data through a process of refinement and revision. The iterative nature of this process required a continuous process of comparing, contrasting and re-examining the codes, themes and data segments. All codes and themes were analyzed by the researcher until detecting all themes and sub-themes. The significant quotations were written to support the identified themes and codes. During the entire process, detailed documentation and justification was maintained to ensure the transparency and rigor of the study. The findings were then described and related to the research questions. Additionally, students were labeled as “S” and quotes from pre-study reflective journals, post-study reflective journals, individual interviews and focus group interviews were shown as “PreSRJ”, “PostSRJ”, “Individual Int.”, “Focus Group Int.” respectively in the findings section.

Furthermore, digital versions of student-produced artifacts were compiled in a file and analyzed in terms of shape, color, audience, writings, types of signs, and LL-related concepts. Then, they were presented in separate tables, including languages, form of creation, multimodality, and content. The identical procedure was applied to all student-produced artifacts that were designed as a component of each activity.

Finally, activity reflection logs were individually analyzed. For each activity reflection log, a table including all items was created and the number of participants who chose scaled options ranging from 1 (strongly disagree) to 5 (strongly agree) were calculated. Later, percentages for each item were calculated using Microsoft Excel program, and the results were created in table format.

CHAPTER FOUR

4. FINDINGS

In this chapter, the collected qualitative data were presented in accordance with research questions. Activity reflection logs and student-produced artifacts were investigated and presented. Then, to understand and explore the effectiveness of these LL activities, pre- and post-study reflective journals and interviews were analyzed by using the NVivo 14.0 edition program. The resulting analysis generated codes that were subsequently organized into themes and sub-themes, providing a comprehensive understanding of the data and then be interpreted in the light of research questions at hand. Each themes and sub-themes were supported through the inclusion of relevant quotations from data analyzed, thus providing deeper understanding of the experiences and perspectives of participants. The findings of collected data (activity reflection logs, student-produced artifacts, reflective journals, semi-structured interviews) were presented and examined as responses to the research questions.

4.1. In what ways can Linguistic Landscape-centered materials be utilized to effectively enhance teaching in high school English lessons?

This section encompassed the created LL materials on the how and in which ways LL materials can be effectively integrated into lessons question. It further examined the various activities conducted within the classroom context, including languages, form of creation, multimodality.

4.1.1. Student-Produced Artifacts

In this section, student-produced artifacts, including job advertisements, t-shirt talks, and wanted signs, are presented. Details of each activity material and its content are represented under subtitles.

4.1.1.1. Statistics of All Materials

Table 7

Brief Summary of All Student-Produced Artifacts

Activities	Languages	Number of LL Signs	Form of Creation	Multimodality	Content of the Signs
Signs in Activity 1	English, Italian, Turkish, French, German	16 signs	Handmade Material	Shapes, colors, photographs, drawings, texts	Multimodal job advertisements with necessary qualifications.
Signs in Activity 2	English, Turkish, Latin, Japanese	32 signs	Print or Handmade Material	Shapes, colors, pictures, drawings, texts	Multimodal t-shirts about students' hobbies and skills.
Signs in Activity 3	English	8 signs	Printed Digital Material	Shapes, colors, pictures, texts	Multimodal "Wanted" signs based on Fahrenheit 451 universe.

As mentioned earlier, LL materials were incorporated into this language class through three different activities aligned with the 11th-grade English book of MoNE (Table 7). The first activity involved creating job advertisements in pairs. With a total of 32 participating students, 16 job advertisements were produced. These advertisements utilized languages such as English, Italian, Turkish, French, and German, with some including multiple languages. All of the advertisements were handmade, and students carefully considered multimodality by incorporating shapes, colors, pictures, drawings and desired qualifications.

The second activity involved designing T-shirt talks based on students' hobbies and skills. This was done individually, resulting in a total of 32 t-shirts. Multiple languages were used in this activity, including English, Turkish, Latin and Japanese. The t-shirt talks took various forms, including print and hand-made materials. They were designed using different shapes, colors, pictures, drawings and quotes that reflected students' hobbies and skills.

The third and final activity required the preparation of a "Wanted sign", a distributed poster informing the public about a person authorities want to arrest, based on the book "Fahrenheit 451" written by Ray Bradbury. This activity was carried out in groups, with each group consisting of four students and a total of eight wanted signs being

created. English was used in all of the signs, which were prepared as printed digital materials. These signs incorporated various shapes, colors, pictures and details of the crimes committed by the ‘wanted person’ who could be a character from the book or newly created character.

4.1.1.2. Statistics of Activity 1

In this activity, 16 signs were prepared. When Table 8 is examined, it is clear that English was the mostly used language in almost all job advertisements. In addition, some pairs also created multilingual job advertisements (e.g. Pairs 5, 6, 10, 14). To exemplify, Pair 14 looked for a translator who knew English, French and German and thus, they prepared a job advertisement by including these languages. After researching the creation of job advertisements and learning about multilingualism, they chose to create multilingual advertisements. This also demonstrates an increase in their awareness of multilingualism. While three of pairs (Pairs 4, 5, 11) looked for a chef, two of them (Pairs 1, 13) looked for designer of shoe and graphic designer respectively. Additionally, Pair 6 looked for a foot model whereas Pair 12 looked for a lip model. All of the advertisements were prepared using texts, drawings, shapes, and pictures. It can be said that they engaged in multimodal literacies during the implementation of LL activities.

Table 8

Student-Produced Artifacts in Activity 1

Pair	Language (s)	Form of Creation	Multimodality	Content of sign
Pair 1	English	Hand-made material	Texts, pictures, drawings, shapes	Looking for a shoe designer with qualifications
Pair 2	English	Hand-made material	Texts, pictures, drawings, shapes	Looking for an animal nurse with attributes
Pair 3	English	Hand-made material	Texts, drawings, shapes	Looking for a detective with qualifications
Pair 4	English	Hand-made material	Texts, drawings, shapes, picture	Looking for a chef with skillful use of

				kitchen tools, qualifications
Pair 5	English, Italian	Hand-made material	Texts, drawing, shapes	Looking for a pizza chef with qualifications
Pair 6	English, French	Hand-made material	Texts, drawings, shapes	Looking for a foot model with necessary qualifications
Pair 7	English	Hand-made material	Texts, drawing, shape	Looking for a knight with attributes
Pair 8	English	Hand-made material	Texts, drawings, shapes	Looking for a real estate agency with necessary attributes
Pair 9	English	Hand-made material	Texts, drawing, picture	Looking for a 2D Environment Artist with qualifications
Pair 10	English, Turkish	Hand-made material	Texts, drawing, shape	Looking for a driver with attributes
Pair 11	English	Hand-made material	Texts, drawing, shape	Looking for a certified cook with attributes
Pair 12	English	Hand-made material	Texts, drawings, shape, picture	Looking for a lip model to advertise lipsticks
Pair 13	English	Hand-made material	Texts, drawings, shapes	Looking for a graphic designer with attributes
Pair 14	English, French, German	Hand-made material	Texts, drawings, shapes	Looking for a translator with qualifications
Pair 15	English	Hand-made material	Texts, drawings, shapes	Looking for a babysitter with qualifications
Pair 16	English	Hand-made material	Texts, shapes, pictures	Looking for a team coach with attributes

4.1.1.3. Statistics of Activity 2

This individual activity resulted in the preparation of 32 T-shirt talks (Table 9). English was predominantly used on the T-shirts, although some students incorporated Latin, Turkish, and Japanese (Signs 16, 20, 25). They drew inspiration from the languages associated with their hobbies and skills. For example, Sign 16 was entirely created in Japanese to represent a character from the manga series *Naruto* and its films and video games. Eight of the t-shirts (Signs 1, 6, 13, 18, 20, 21, 23, and 24) showcased students' love for music and its genres, songs and singers. Fourteen signs (Signs 5, 7, 8, 19, 25, 28, and 32) were dedicated to famous movies, TV-series and cartoons. Some explored both books and their movie adaptations (Signs 2, 3, 11, 12, 14, 17, and 26). Others were about sports, teams and players (Signs 4, 9, 30, and 31). Additionally, two signs were about passion for video games and their characters (Signs 16 and 22) whereas Sign 10 focused on poems and poets, Sign 15 represented a love for art, and Sign 29 showed interest for social media sites. When their products were examined, it was clearly seen that they practices their multimodal literacies during the implementation of LL activities through the use of texts, drawings, shapes, and pictures.

Table 9

Student-Produced Artifacts in Activity 2

Signs	Language (s)	Form of Creation	Multimodality	Content of the Sign
Sign 1	English	Real t-shirt with glued-on texts, shapes, and photos.	Texts, shapes, picture	Illustration showing love for music, featuring Tom Odell's Another Love song
Sign 2	English	Printed real t-shirt.	Texts, shapes	Reflection of love for Harry Potter series, including Hogwarts emblem and Deathly Hallows signs
Sign 3	English	Real sweatshirt with glued-on texts and photos.	Texts, picture	Showing affection for 'Tinkerbell', from Peter Pan
Sign 4	English	Real t-shirt with	Texts, pictures,	Reflection of love for playing

		written texts, glued-on shapes.	shape	volleyball and the Turkish Volleyball Team
Sign 5	English	Real t-shirt with glued-on miscellaneous items.	Texts, pictures	Illustration expressing love for Teen Wolf, an American fantasy series
Sign 6	English	Real t-shirt with glued-on items.	Texts and shape	Showing love for music depicted through some quotes
Sign 7	English	Real t-shirt with glued-on items and drawings.	Texts, picture and shapes	Illustration showing love for Maleficent, a fantasy movie
Sign 8	English	Real t-shirt with written texts, glued-on photos.	Texts and pictures	Showing affection for Samurai Jack, an animated cartoon series
Sign 9	English	Real t-shirt with written texts, glued-on photos.	Texts and picture	Showing passion for Galatasaray, a Turkish football team
Sign 10	English	Real t-shirt with glued-on items attached.	Texts, picture and shapes	Showing love for William Shakespeare, his plays, and sonnets
Sign 11	English	Real t-shirt with glued-on items attached.	Texts, picture and shape	Illustration expressing passion for Spiderman, a Marvel superhero
Sign 12	English	Real t-shirt with glued-on items attached.	Texts and picture	Showing love for Harry Potter series, with a quote and Hermione Granger's picture
Sign 13	English	Real t-shirt with sprayed paints and self-made handprints.	Texts and shapes	Reflection of love for music
Sign 14	English	Actual printing.	Texts and shapes	Showing love for Spiderman, a Marvel superhero
Sign 15	English	Real t-shirt with hand-drawn texts	Texts and shapes	Reflection of love for art

		and shapes.		
Sign 16	Japanese	T-shirt printing.	Texts, shapes and picture	Illustration showing love for Sasuke Uchiha, from the manga series Naruto
Sign 17	English	Real sweatshirt with glued-on items and handwritten text.	Texts and picture	Reflection of love for Iron Man, a Marvel superhero
Sign 18	English	Real sweatshirt with glued-on items and handwritten text.	Texts and picture	Illustration expressing passion for music
Sign 19	English	T-shirt printing.	Texts, picture and shapes	Reflection of love for Inception movie by Christopher Nolan
Sign 20	Turkish	T-shirt printing.	Texts, picture	Illustration showing love for UZI and their song, a music band in Türkiye
Sign 21	English	T-shirt printing.	Texts and shapes	Reflection of love for Rock and Metal music genres
Sign 22	English	Real t-shirt and shapes, with added text.	Texts and shape	Illustration of love for ‘Katana Zero’, a video game
Sign 23	English	T-shirt printing.	Texts and picture	Illustration showing love for the singer “Girl in Red”
Sign 24	English	Real t-shirt and shapes, with added text.	Texts and picture	Reflection of love for Bob Marley
Sign 25	English and Latin	Completely handmade.	Texts, shapes, pictures	Illustration of love for John Wick movie series
Sign 26	English	Completely handmade.	Texts, picture and shapes	Showing love for Sherlock Holmes, the fictional detective
Sign 27	English	Real t-shirt with glued-on items.	Texts and picture	Illustration showing love for ‘The Walking Dead’, an American horror series

Sign 28	English	Real sweatshirt with glued-on items.	Texts and picture	Reflection of love for ‘Peaky Blinders’, a crime-drama television series
Sign 29	English	Real sweatshirt with glued-on items.	Texts and shapes	Illustration of love for social media sites, including Twitter, Instagram, Facebook and Whatsapp
Sign 30	English	Real t-shirt with sewn-on photo.	Texts, picture and shapes	Showing love for basketball and Jordan Craig Hill, a former professional basketball player
Sign 31	English	Real t-shirt with added text.	Texts and shapes	Reflection of love for playing basketball
Sign 32	English	T-shirt printing.	Texts and picture	Showing love for Breaking Bad, a crime/drama series, including Bryan Cranston and Aaron Paul.

4.1.1.4. Statistics of Activity 3

This activity was conducted in groups, resulting in the creation of 8 “Wanted” signs (Table 10). English was used for all of the signs. Some signs featured characters from the book, while others were original creations. The signs based on fictional book characters included their stories and actions considered as crimes in the world of Fahrenheit 451 (Groups 7 and 8). The remaining signs consisted of imaginary characters that would be considered guilty in that universe. During the process, the students exchanged ideas regarding the characters they would create and the challenges they faced. They initially sketched their designs and then used applications or websites like Canva to finalize them digitally. All the signs incorporated pictures, text, colors, and shapes, reflecting the students' attention to multimodality in their creations.

Table 10

Student-Produced Artifacts in Activity 3

Group	Language (s)	Form of Creation	Multimodality	Content of the Sign
Group 1	English	Digital material	Picture, texts	Seeking a journalist who aids printers and confuses the public by publishing quotes from antiquated books.
Group 2	English	Digital material	Picture, shape, texts	Looking for a book merchant and printer involved in the illicit trade of books.
Group 3	English	Digital material	Picture, texts	Gangs of readers who guide children in the reading and production of books, contributing to the rise of a discontented generation.
Group 4	English	Digital Material	Picture, texts	In search of a reader who keeps books in his penthouse and influences others to engage in reading.
Group 5	English	Digital Material	Picture, texts	Seeking a book critic responsible for disseminating and promoting books, corrupting society under the guise of freedom, and making alarming predictions in her past critiques about the future.
Group 6	English	Digital Material	Picture, texts	An author notorious for crafting and disseminating crime novels, irritating and bringing unhappiness to readers through his writings.
Group 7	English	Digital Material	Picture, texts	Seeking a fireman who deceives the authorities by concealing books and inexplicably murdering the fire chief.

Group 8	English	Digital Material	Picture, texts	Looking for a retired English professor who encourages independent thinking in Guy Montag (a fireman), leading him to read books, gain new perspectives, and hide prohibited literature.
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4.2. How do learners perceive the inclusion of Linguistic Landscape-centered materials in high school English lessons?

In this section, students' perceptions for the inclusion of LL in English lessons and the evaluation of activities' outcomes through the analysis of activity reflection logs are presented.

4.2.1. Activity 1 Reflection Log

The 11-item activity reflection log was completed by a total of 32 students after the first activity. Their feedback regarding first activity was collected using a rating scale. While the percentages for each item are provided in Table 11, only the most notable items are mentioned in this section. The majority of the students reported that this activity had increased their motivation and interest in learning English and that they would like to learn more about the linguistic environment. 96.88% of the students either strongly agreed or agreed with the relevant items (i.e., items e and j). Furthermore, the students also added that the activity was an effective material for learning English and facilitated the learning of some concepts and units. 93.75% of the students either strongly agreed or agreed with the relevant items (i.e., items b and g).

Table 11

Reflection Log of Activity 1

Items	1 (%) (Strongly Disagree)	2 (%) (Disagree)	3 (%) (Neutral)	4 (%) (Agree)	5 (%) (Strongly Agree)
(a) I like the activity	(0%)	(0%)	3(9,38%)	12(37,5%)	17(53,13%)
(b) I think it is an effective material for learning English	(0%)	(0%)	2(6,25%)	14(43,75%)	16(50%)

(c) It gives me a new perspective about English.	(0%)	1(3,13%)	2(6,25%)	10(31,25%)	19(59,38%)
(d) I think this type of material is more integrative for learning English.	(0%)	1(3,13%)	2(6,25%)	11(34,38%)	18(56,25%)
(e) I am enthusiastic about learning more about Linguistic Landscapes	(0%)	(0%)	1(3,13%)	12(37,5%)	19(59,38%)
(f) This activity gives me new insights about English in everywhere.	(0%)	1(3,13%)	3(9,38%)	9(28,13%)	19(59,38%)
(g) This activity facilitates the learning of some concepts and units.	(0%)	(0%)	2(6,25%)	11(34,38%)	19(59,38%)
(h) This activity changes my perception positively towards English	(0%)	(0%)	3(9,38%)	9(28,13%)	20(62,5%)
(i) This activity changes my perception negatively towards English	29(90,63%)	3(9,38%)	(0%)	(0%)	(0%)
(j) This activity increases my motivation and interest for learning English	(0%)	(0%)	1(3,13%)	9(28,13%)	22(68,75%)
(k) I learn basic concepts related to Linguistic Landscape (multilingualism, English as a Lingua Franca, language policy, types of signs etc.)	(0%)	(0%)	3(9,38%)	8(25%)	21(65,63%)

Overall, the feedback from the students regarding the activity was positive. They expressed enjoyment, perceived the activity as beneficial for learning English, and reported gaining new perspectives and insights. The students found the LL activity integrative and supportive of their language learning journey. They showed enthusiasm and eagerness to further explore the LL materials.

Furthermore, the majority of students agreed that LL facilitated the understanding of concepts and units. They reported positive changes in their perceptions after the implementation of LL, and they did not perceive any negative changes. The students acknowledged an increase in their motivation and interest in learning English after the activities. They also reported learning LL-related concepts such as English as a lingua franca and types of signs. These indicated that the students had a positive experience with the activity and perceived it as valuable for their language learning process.

4.2.2. Activity 2 Reflection Log

The activity reflection log, consisting of 11 items, was completed by 32 students. However, one student was excluded from the analysis as she provided a rating of '1' for all items, two of which (i.e. 'h' and 'i') consisted of opposite ideas. With the item percentages clearly specified below (Table 12), three significant items were highlighted in this section. Most of the students stated that this activity provided them with new insights into the ubiquitous English language. 96.78% of the students either agreed or strongly agreed with the item (i.e., item f). In addition to being an important material for learning English, students claimed that this kind of material was more integrative for learning English and changed their perception of English in a positive way. For these items (i.e. items b, d and h) 93.5% of the students chose agree or strongly agree.

Table 12

Reflection Log of Activity 2

Items	1 (%) (Strongly Disagree)	2 (%) (Disagree)	3 (%) (Neutral)	4 (%) (Agree)	5 (%) (Strongly Agree)
(a) I like the activity	(0%)	1(3,23%)	3(9,68%)	7(22,58%)	20(64,52%)
(b) I think it is an effective material for learning English	(0%)	(0%)	2(6,45%)	13(41,94%)	16(51,61%)
(c) It gives me a new perspective about English.	(0%)	1(3,23%)	2(6,45%)	11(35,48%)	17(54,84%)
(d) I think this type of material is more integrative for learning English.	(0%)	(0%)	2(6,45%)	13(41,94%)	16(51,61%)
(e) I am enthusiastic about learning more about Linguistic Landscapes	(0%)	(0%)	3(9,68%)	10(32,26%)	18(58,06%)
(f) This activity gives me new insights about English in everywhere.	(0%)	(0%)	1(3,23%)	10(32,26%)	20(64,52%)
(g) This activity facilitates the learning of some concepts and units.	(0%)	(0%)	2(6,45%)	8(25,81%)	21(67,74%)
(h) This activity changes my perception positively towards English	(0%)	(0%)	2(6,45%)	10(32,26%)	19(61,29%)
(i) This activity changes my perception negatively towards English.	29(93,55%)	2(6,45%)	(0%)	(0%)	(0%)

(j) This activity increases my motivation and interest for learning English	(0%)	(0%)	2(6,45%)	13(41,94%)	16(51,61%)
(k) I learn basic concepts related to Linguistic Landscape (multilingualism, English as a Lingua Franca, language policy, types of signs etc.)	(0%)	1(3,23%)	1(3,23%)	12(38,71%)	17(54,84%)

The feedback provided by the students in this activity reflection log demonstrated a positive reception of the activity and its impact on their language learning process. The majority of students expressed satisfaction, perceived the activity as beneficial, and reported gaining new perspectives and insights. This indicated that the activities were engaging, effective, and contributed to the students' motivation and interest in learning English. The overall positive feedback underscored the value of incorporating LL materials and activities into the classroom to enhance learners' language acquisition experience.

4.2.3. Activity 3 Reflection Log

A total of 32 students have filled out an activity reflection log consisting of 11 items. Given the item percentages provided below (Table 13), only some important points were discussed in this section. The majority of the students reported that they liked the "Wanted" sign activity, that it was an effective material for learning English and it provided a new perspective on learning English. They also added that they wanted to learn more about the linguistic environment and this activity positively improved their perceptions of learning English. All the students, 100% of them, chose agree or strongly agree with these items (i.e., items a, b, c, e, and h).

Table 13

Reflection Log of Activity 3

Items	1 (%) (Strongly Disagree)	2 (%) (Disagree)	3 (%) (Neutral)	4 (%) (Agree)	5 (%) (Strongly Agree)
(a) I like the activity	(0%)	(0%)	(0%)	8(25%)	24(75%)
(b) I think it is an effective material for learning English	(0%)	(0%)	(0%)	8(25%)	24(75%)
(c) It gives me a new perspective about English.	(0%)	(0%)	(0%)	12(37,5%)	20(62,5%)

(d) I think this type of material is more integrative for learning English.	(0%)	(0%)	1(3,125%)	5(15,625%)	26(81,25%)
(e) I am enthusiastic about learning more about Linguistic Landscapes	(0%)	(0%)	(0%)	10(31,25%)	22(68,75%)
(f) This activity gives me new insights about English in everywhere.	(0%)	(0%)	1(3,125%)	10(31,25%)	21(65,625%)
(g) This activity facilitates the learning of some concepts and units.	(0%)	(0%)	(0%)	11(34,375%)	21(65,625%)
(h) This activity changes my perception positively towards English	(0%)	(0%)	(0%)	8(25%)	24(75%)
(i) This activity changes my perception negatively towards English	31(96,875 %)	1(3,125%)	(0%)	(0%)	(0%)
(j) This activity increases my motivation and interest for learning English	(0%)	(0%)	1(3,125%)	10(31,25%)	21(65,625%)
(k) I learn basic concepts related to Linguistic Landscape (multilingualism, English as a Lingua Franca, language policy, types of signs etc.)	(0%)	(0%)	1(3,125%)	5(15,625%)	26(81,25%)

The students' feedback in the activity reflection log reaffirmed the positive response observed in previous logs, demonstrating a consistent satisfaction with the activities. The majority of students expressed agreement, satisfaction, and enthusiasm, emphasizing the effectiveness of the activities in enhancing their learning experience and fostering a positive attitude towards learning English. They noted the acquisition of new perspectives, insights, and knowledge, indicating the significant impact of LL activities on their language learning journey. These overall comments not only highlighted the success of the activities in engaging and motivating students but also reflected their positive perception of the LL materials utilized.

Overall, on the basis of the data collected from the activity reflection logs completed by 32 students, it is clear that the LL activities carried out had a very positive impact on their language learning journey. Increased motivation and interest in learning English, as well as a strong desire to explore the LL further, were consistently evident in the students' feedback. They appreciated the LL materials for their integrative nature in language learning, and found the activities effective in improving their understanding of English concepts and units. Students expressed that they enjoyed, felt satisfied and gained

perspective through these activities. In addition, there were positive changes in their perceptions of English language learning without any negative effects. These comments highlight the success of the engaging and motivating activities. They also underline the importance of using LL materials to promote positive attitudes towards language learning. Taken together, these results highlight the importance of incorporating effective and engaging activities to enhance learners' language learning experience and to provide an enabling learning environment.

4.3. What are the potential impacts of developing and implementing Linguistic Landscape-centered materials on learners' overall understanding of the English language?

This section analyzed the impacts of implementation of LL materials on learners overall understanding of the English. Besides, this study adopted a qualitative methodology. The findings from the analysis of the pre- and post-study reflective journals as well as the data obtained from the focus group and individual interviews were organized into thematic and sub-thematic categories. This section presents and discusses five overarching themes: awareness for Linguistic Landscape, language learning and development, personal development, pedagogical impact, constraints, challenges & suggestions, along with their corresponding sub-themes.

4.3.1. Awareness for Linguistic Landscapes

Awareness for Linguistic Landscapes (LL) emerged as a prominent and noteworthy theme in the research findings. The theme encompassed various sub-categories, including gaining familiarity with LL, noticing LL in the environment, paying attention to urban print, understanding LL signs and functions, viewing LL as materials, bridging classroom and the outside world and learning LL-related concepts.

4.3.1.1. Gaining Familiarity with LL

Prior to the integration of LL into lessons, students were asked about paying attention to the signs in their LL and environment. While some students mentioned not paying attention to the signs around them (e.g., “No, I do not pay attention to signs”, (S20, PreSRJ); “Not much”, (S4, PreSRJ)), many students answered this question positively.

However, they noted that they paid attention to the signs based on their own criteria such as the signs being remarkable or beautiful. One student noted, “If it is a sign that needs attention, I will take a look” (S3, PreSRJ). The other students provided similar comments, “I especially pay attention to places with interesting names” (S29, PreSRJ); “Of course I pay attention to the remarkable ones” (S24, PreSRJ).

After engaging in a series of activities, students’ LL awareness significantly raised. They expressed more positive and conscious attitude towards LL, as evidenced in students’ statements, “I realized that we live together with linguistic landscape materials in real life, abroad or anywhere, and I think that this also improved my perception of the linguistic landscape” (S25, Individual Int. 3); “My perceptions of linguistic landscapes have improved in a good way and these materials started to get my attention. Now, when I go out, I pay more attention to the linguistic landscape materials” (S30, Focus Group Int. 1). Awareness of LL was perceived as crucial because it allowed them to comprehend the role of language in shaping their perceptions of the world around them. One student noted, “I became interested in the signs around me and the writings on them. I think there is information that needs to be learned and known on the signs” (S1, PostSRJ).

Students also demonstrated an understanding of the core features of LL signs, including their multimodality. To exemplify, one student noted, “I started to pay more attention to the signs around me in various forms” (S6, PostSRJ). Another student adopted a diversified approach to LL signs and stated, “I pay attention, because they are very useful when driving or walking. Not only road signs are important, but also T-shirts, wanted signs and advertisements” (S14, PostSRJ). Some students noted that they generally focused on signs that were more colorful or had different figures or languages on them, as they expressed, “When I see illuminated signs and different languages, it catches my attention” (S24, PostSRJ); “I pay as much attention as possible. Different languages, different names, patterns, figures are very remarkable and creative in the places I visit” (S30, PostSRJ).

To conclude, it was observed that students had varying levels of attention towards signs in their environment before incorporating LL into lessons. However, their awareness and appreciation of LL greatly improved after engaging in LL activities. They started to acknowledge the presence and importance of LL materials in their everyday lives, resulting in a more positive and conscious attitude towards LL. Furthermore, students gained an understanding of the core features of LL signs, such as their multimodality and usefulness.

They demonstrated a preference for remarkable and visually captivating signs, including those featuring different languages and distinct figures.

4.3.1.2. Noticing LL in the Environment

Within the implementation of LL-based activities, students demonstrated increased attention towards their LL and also language(s) present in their environment, resulting in heightened language awareness. This was clearly confirmed by a student who explained:

“I will definitely pay attention [to LLs]. Languages are used almost everywhere. They are in everywhere and you can look for them even in the smallest things. Even in the smallest medicine at home, or in a piece of paper, for example, or in the smallest thing anywhere else, you can see either English or Turkish or Arabic or a different language” (S21, Individual Int. 2).

Similarly, another learner recognized the pervasive nature of LL in their lives, remarking, “I realized that language is now all over my life, and we're surrounded by language from the smallest label to the T-shirts” (S5, Focus Group Int. 1). Another student further elaborated and defined language as being alive, “They made me realize that language is actually a living entity and is used in everywhere. They can also lead to learning new words or a new language” (S4, PostSRJ). Furthermore, students understood how language was used and represented in different contexts and also recognized the variety of forms of languages in public spaces. One student stated, “When I see illuminated signs and different languages, it catches my attention. I think about the sentence in my mind and translate it” (S24, PostSRJ).

Overall, LL-based activities contributed to an increase in learners' attention to their LL and the languages present in their environment, raising their language awareness. They realized that language is ubiquitous, even in the smallest details of everyday life. Students also recognized the variety of languages and forms of language in public spaces and understood the significance of language in different contexts. This heightened language awareness has the potential to positively impact their language learning journey and foster a deeper appreciation for linguistic diversity.

4.3.1.3. Paying Attention to Urban Print

After hearing about the concept of LL, showcasing examples, and discussing which signs in their environment could be considered as LL, students demonstrated an increased attentiveness to the urban print (i.e. language in the city). This newfound awareness prompted them to investigate how language is utilized and represented in their environment, as well as to observe the linguistic diversity present. One student noted, “I look at my environment and the shapes and languages around me in a more sensitive and curious way. If there is something I don't know, I learn about it” (S7, PostSRJ). Another learner similarly expressed, “It increases people's sensitivity and awareness of their environment” (S16, PostSRJ).

Learners noticed the reciprocal relationship between environment and LL, as environmental awareness contributes to a holistic understanding of the role of language and writing in shaping environment, while the presence of LL signs in the environment can increase awareness for the environment and languages used within it. To exemplify, one student asserted, “Signs are very useful because they make us aware of our surroundings and languages. They inform us” (S24, PostSRJ). Another student noted, “The inclusion of materials that we see outside in the form of activities in the lessons makes us look more carefully at our environment” (S1, PostSRJ). Learners claimed that their awareness for environment and languages increased as result of participating in the activities, one student confirmed, “After the activities, my interest for my environment and the languages used in my environment increased” (S10, PostSRJ). Overall, awareness of students for their environment and for languages used in this context was raised after taking LL activities in class. These activities provided a sense of environmental awareness to them.

4.3.1.4. Understanding LL Signs and Functions

In the 12-week LL-integrated pedagogical practices, students' attention to images or multimodal LL signs increased. They started to analyze and examined signs more carefully based on some criteria such as languages, colors, shapes. One student expressed this shift, by stating, “By recognizing LL materials and using them in the classroom, I have started to analyze the writings on a sign according to variables such as language choices, colors and target audience” (S9, Focus Group Int. 3). Another student added, “After these activities, I changed a bit because I started to pay attention to the writings I saw on the t-

shirts and around me” (S18, PostSRJ). Learners also focused on signs written in English or other languages. One student stated, “I started to pay more attention to the writing and languages around me. English signs or multilingual ones attract my attention a lot” (S2, PostSRJ)

Additionally, learners explained the usefulness and effectiveness of LL materials for comprehending the linguistic and cultural traits of a specific community and creating language policies and educational materials that acknowledged and embraced linguistic diversity. One student elaborated on this by stating:

“I think there is a lot of benefit in using the linguistic landscape material. Because everywhere we go, whether in a restaurant or in a cafe, we see job advertisements or LL signs every ten steps. For example, things like posters, we see them even if we do not want to. Since we already live in multilingual place like Siirt, these flyers, posters, etc. are not limited to Turkish. They can be in Arabic, Kurdish or English. You know, all three languages are utilized. Since an illiterate person would not understand anything even if they saw the writing there, it is necessary to use not only words but also themes, form or shapes that will give that meaning” (S21, Individual Int. 2).

It is evident from this quotation that students recognized the importance of using multimodality, such as shapes, forms, colors, and fonts alongside texts to clarify meaning on signs. Another student emphasized the effective side of LL for reflecting culture of a place, by stating, “The signs in the place you live reflect the culture of the place” (S2, PostSRJ). This usefulness of LL materials served various functions, including LL for attracting attention, LL for informing people, LL for advertisement, LL for language learning and promoting interest for other languages and LL for reflecting economic situation and culture.

Some students categorized LL as a means of attracting attention. When asked about the reasons of presence of LL, they expressed that a well-designed LL can capture the attention of people and create a sense of place. By strategically using different languages, fonts, and colors, businesses and organizations can communicate their messages effectively and connect with their target audience. Moreover, the use of multimodality on signs can also be one of the reasons for attracting attention, as one student commented, “Signs with different colors and shapes attract people's attention more. Nowadays, the names of most shops such as cafes are in English. English attracts more attention of people. This provides

financial gain to the owners of that place” (S2, PostSRJ). Another learner referred to LL as a tool, saying, “I think it serves as a tool to attract more customers by trying to attract people's attention (e.g. cafe and restaurant signs)” (S3, PostSRJ). To conclude, as also noticed by students, a well-thought and creative LL can effectively attract attention and build strong relationships with customers and communities.

The second function addressed by students was LL for informing people. They mentioned that LL, such as public signs and advertisements, served a practical function of conveying information about their surroundings. Through these public signs and advertisements, they could learn street names, directions, and warnings that were crucial for navigating and understanding the environment. To illustrate this, one student stated, “Thanks to these signs, for example, if we do not know where to go in a foreign place, we can learn which direction to go” (S7, PostSRJ). Another student discussed them in the context of warnings, saying, “They provide us convenience in our daily life. For example, I think signs about the environment help people to review their behavior. For example; do not throw rubbish on the ground or pedestrian crossings” (S15, PostSRJ). Similarly, another learner added, “For example, the sign 'No smoking here' emphasizes that people should not smoke in that environment. That way, people there aren't badly affected. Signs have informative and guiding features” (S17, PreSRJ). Additionally, some students also claimed that LL signs could inform people when they wanted to buy products or goods. For example, one learner clarified, “I think signs are useful. They are useful for us to find out what the shops are for, for us to learn about the discounts and prices in the shops on the posters. They give information to people” (S12, PostSRJ). By using multiple languages, LL can cater to the needs of a diverse population, including visitors and non-native speakers. One student commented, “I think it can be more effective if different languages are used in signs” (S29, PostSRJ). Another learner elaborated on this by saying, “If these signs are used in different languages, they help foreign people to live without difficulty” (S11, PostSRJ). One student also mentioned the cultural elements, stating, “The reasons why they are useful are that they contain cultural elements, keep the attention alive and provide information” (S18, PostSRJ). Overall, learners categorized LL as an effective means of informing people in public spaces, facilitating communication, and enhancing intercultural understanding.

The third function that explained by students was LL for advertisement. They expressed that LL can be a valuable tool for advertising, involving the display of various languages in public spaces, including signs, billboards, and adverts. They also claimed that some organizations used multiple languages in their advertising materials to reach a broader audience and connect with potential customers. In addition, with the use of language, fonts, and colors, businesses can capture attention. Some students explained this further:

“You know, they are all beautiful anyway because they are all intended to attract people's attention and for advertising purposes. We usually see this in lots of job adverts or posters. By using more vivid tones, they are trying to attract people to themselves, to gain more advertising, to gain more people” (S21, Individual Int. 2).

Another student added, “I think they are useful. For example, the use of foreign languages on the signs of cafes and shops increases both the popularity and the profitability of the place” (S8, PostSRJ) As a result, according to learners, a sensible and creative LL can be a significant material for businesses looking to advertise their products or services and can connect with diverse audiences.

LL for language learning and promoting interest for other languages was the other function that was expressed by students. They noted that LL materials can serve as a valuable resource for individuals interested in other languages, including themselves. Students mentioned that by observing and interacting with different languages displayed in public spaces, they can gain exposure to new vocabulary and grammar rules, increasing their curiosity and interest in other languages. One student specified, “Sometimes I see different languages and this increases my curiosity and interest in other languages” (S24, PostSRJ). Similarly, some students claimed:

“These signs help a citizen to learn words and phrases in different languages that mean the same thing when written in more than one language. At the same time, languages other than the local areas own are much more attractive and contribute to popularization” (S26, PostSRJ)

“Currently, one of the symbols of popularity is to share writings or quotes in English on our social media accounts or to take the photos of these quotes in different languages or to take photos with them. Without realizing it, most people are actually learning something from those writings or trying to learn that language” (S5, PostSRJ)

Some learners also found LL signs useful in terms of thinking deeply about the reasons of language used on signs. One student commented, “LL signs also push people to think deeply about the languages used and why these languages are used” (S10, PostSRJ). Another student noted, “Sometimes I see different languages and this increases my curiosity and interest in English and other languages” (S24, PostSRJ). In summary, after participating and examining LL signs, students claimed that LL led them to explore languages, contribute to improving their language skills, or raising their motivation to understand other languages in a more practical and genuine way.

The final function remarked by students was LL for reflecting economic situation and culture. They noticed that billboards and signs advertised specific types of businesses and services, which could mirror the economic situation and cultural identity of a community. Some learners mentioned that the languages used in public spaces, such as signs, advertisements, and street names, could offer insights into the linguistic diversity and cultural composition of the community. One student observed, “Signs in poor and rich areas are not the same. Signs in a place reflect the economic level and culture of that place” (S16, PostSRJ). Moreover, some learners expanded this idea further by adding:

“The signs in the place you are in reflect the culture of the place. It also clearly shows the level of development of a country. For example, if there is something about books and education on the signs, it can be understood that that country raises developed and educated people who put education at the center. But if they show the most basic things as advertisements, it shows that the country is undeveloped. This aspect can divide people into poor and rich. Because the languages and advertisements on signs used reflect the economic level of people” (S2, PostSRJ).

“They contain cultural elements, keep the attention alive and provide information. They divide people into two as material and spiritual according to their location. The signs used in a place reflect both the economic level of that city or street as well as its moral and religious aspects. For example, in cities that do not fast during Ramadan, there are not many fasting-related or Eid-related posters. In other words, lifestyles of people are also reflected in the signs of a city” (S18, PostSRJ).

In conclusion, it was observed and noted by learners that the LL of a place an individual lived in could reflect the economic situation of a specific place as well as culture and lifestyle of people of this space.

4.3.1.5. Viewing LL as Materials

During the 12-week LL-oriented pedagogical process, students were exposed to commonly used and seen materials in their environments. By examining and creating LL materials found in their surroundings, such as job advertisements and t-shirts, students gained exposure to authentic language use and developed their ability to comprehend and produce language in real-world contexts. They also developed an appreciation for the linguistic and cultural diversity. One student emphasized this point:

“The inclusion of materials that we see outside in the form of activities in the lessons makes us look more carefully at our environment and increases our interest and desire in English because of the use of a familiar material. Sometimes it also helps to learn different languages and cultural elements” (S1, PostSRJ).

Furthermore, another learner added, “I think that LL helps effective learning much more because it is a material technique that outweighs examples from daily life in all units so they can be integrated into English lessons” (S26, Individual Int. 1). Another learner expressed a preference for using LL as authentic materials rather than textbook-based resources:

“It showed that English is used not only in the activities in the student's book and in school, but also in activities such as job interviews in real life. In fact, I saw how the processes from life can be included in English teaching” (S25, Individual Int. 3).

Students also explored and highlighted the importance of languages or multilingualism on LL through these authentic and real materials, as shared by one student, “If they cover other languages besides English, they both increase our interest in languages and allow us to examine the concept of multilingualism through a real-life material” (S11, PostSRJ). Some students explained that associating vocabulary with these authentic materials facilitated easier learning, as one student noted, “I learned many new concepts. Previously, I was trying to read and memorize the words many times. The words we learned in these units were easier to remember because we associated and used them with real materials” (S16, PostSRJ). Similarly, one student commented on the use of LL materials as authentic materials, not only helping them learn easily but also showing a different way of teaching and learning a language, thus leading them to use these materials in their future classes:

“The activities made it easier for me to learn English. It allowed us to learn things we will learn in different ways. I learned that the things we see outside can be used in the classroom. This was very good for me. I will use them in my classes in the future” (S6, PostSRJ).

In conclusion, the 12-week LL-based practices during which authentic language materials were incorporated in English lessons had a positive impact on students. Learners engaged with real-world language use, developed their language skills, and gained an appreciation for linguistic and cultural diversity. Students expressed increased interest, motivation, and understanding of language through LL materials. Overall, these findings emphasized the importance and benefits of using authentic materials in language instruction.

4.3.1.6. Bridging Classroom and the Outside World

Another important finding was the use of LL for bridging the classroom and the outside world. As mentioned earlier, LL materials were incorporated into three units focused on future jobs, hobbies and skills and hard times. A series of activities were conducted based on these units, which were closely related to students’ lives. This meant that the lessons went beyond the confines of the classroom and extended into their daily experiences. In other words, there was a connection between language learning to the real-life experiences of students. By analyzing the LL in their local communities, students seemed to develop an understanding of how language was used in everyday contexts. Incorporation of LL into classroom instruction created a link between language learning and real-world experiences, enabling learners to recognize the relevance of what they were learning to their lives outside the classroom. Students also became more aware of the ubiquitous nature of learning by actively seeking out examples of authentic language use in their communities. One student highlighted:

“Signs written in English, such as traffic signs or environmental rules, can be brought into lessons to facilitate learning. Since there are examples from the places where the students live, the subject is not confined to the classroom. The continuation of the subject can also be seen outside the school” (S8, PostSRJ).

Some students further clarified the ubiquity of learning both inside and outside the school:

“It has definitely had an impact. By bringing language learning into daily life, they helped learning anytime and anywhere. At the same time, the comprehensibility of the topics and concepts increased thanks to the activities and materials combined with daily life” (S26, PostSRJ).

“If a unit on food is being taught, cafe menus or illustrations of foods used in greengrocers can be brought to the classroom. Or ‘how many/how much’ can be taught by bringing materials related to prices in stores or greengrocers. Since it is used in the environment, the subject is not forgotten and kept in mind because we constantly encounter such materials after the lesson is over” (S15, PostSRJ).

One student also noted that if the things in their environment overlapped with the topics studied in class, it could be brought into classes and created a link between class and the world outside:

“I think it [LL] can be included in the lessons. If the words used in the signs are relevant to the lesson being taught, they can be brought to the classroom and taught by showing them to the students. Students will see the words with real life examples. Also, we can see the things learned in the classroom outside” (S19, PostSRJ).

Overall, students appreciated the inclusion of LL materials they encountered in their environment. They highlighted how signs written in English, such as traffic signs or environmental rules, could be brought into lessons to facilitate learning and connect the subject matter to the outside world. The presence of materials from their daily lives not only enhanced the students' comprehension but also served as a constant reminder of the topics learned in class.

4.3.1.7. Learning LL-related Concepts

Throughout the pedagogical practices, teacher and students discussed about the new terms such as LL, ELF, multilingualism, language policy. The students were asked about the languages used in their environment and their reasons for using them. Some students learned the terms such as language policy, multilingualism, and types of signs (i.e. top-down and bottom-up) after the discussion taken place regarding the languages used on signs and their types. Students made comments about learning new concepts, with one student saying, “I learned more than one concept in these activities” (S26, Individual Int.1). Another learner noted, “There were many new concepts and things we learned in these activities. These also made it easier for us to understand the activities” (S18,

Individual Int.5). In the following sections, findings related to learning these terms are presented.

LL itself was the first term that learners reported a good understanding. Before integrating LL into English lessons, students were asked to complete a pre-study reflective journal that included a question about whether they heard the concept of LL or not. Most of the students answered this question negatively, stating, “I have never heard of it. I do not know what it means” (S32, PreSRJ); “I did not hear, so I do not know” (S20, PreSRJ). After a series of LL-based activities, students remarked statements such as, “I have learned many new concepts about English. For example, I learned what our main theme, Linguistic Landscape, is and its scope. I have never heard this concept before. I have learned with activities that we made” (S29, Focus Group Int.3). Another student expressed:

“I learned Linguistic Landscape concept and I think these materials are useful. For example, I think it is good to direct people to a place where they are unfamiliar, not only to direct them, for example, most of the people know almost what is written on the t-shirts and they can determine whether they will buy it accordingly” (S10, PostSRJ).

In summary, students had not heard the term LL before the pedagogical practices. However, after taking part in the process, they learned LL term and commented on its usefulness by implementing several activities. They reported that they realized its significance in their local environment.

The second term students reported was multilingualism. They realized and learned this term through class discussions regarding multilingual job advertisements and t-shirts, as well as through research during the creation phase of both activities. They expressed that after learning this term, they noticed that monolingualism is rare in today’s world. Upon examination, it became clearly that students comprehended the multilingualism in their environment or in global contexts, and the reality of multilingualism in new world. One student commented:

“I take great care to read all the tags, texts, everything I see on things I rarely come across, and when I read them, I realized that multilingualism is common. Especially in almost all of the technological or non-technological products we use, no matter it is warranty documents or user manuals, more than one language is used in all of them, and when I read them, I realize that multilingualism is everywhere” (S26, Individual Int.1)

Another learner recognized multilingualism almost anywhere in the world and attempted to represent this reality in her job advertisement, “In the first activity, the job advertisements I examined were usually bilingual or more. I wanted to show multilingualism in my advertisement. Our world is a multilingual world” (S19, Focus Group Int.2). Similarly, another student noted:

“For example, in job advertisement I use French and English in my design. In fact, I wanted to show that the world is no longer monolingual and that people are not monolingual and that multilingualism is everywhere. In the activities we did, I tried to show that there is no single language in the geography we live here and that there is multilingualism” (S21, Individual Int.2).

Students expressed a desire to examine multilingualism through authentic materials taken from real-life contexts. One learner voiced, “If LL materials cover other languages besides English, they both increase our interest in languages and allow us to examine the concept of multilingualism through a real-life material” (S11, PostSRJ).

Moreover, some students encountered multilingual materials while they did research for or after the learning of multilingualism concept. They started to wonder how other languages were and could be learned by emphasizing multilingualism. One student explained this situation:

“I think it was effective because according to the activity you had to do, you had to do a research about it. So, when you do research, you see written materials in many different languages and you cannot know every word there. Therefore, I have to look at the meanings of those words and after finding the meanings of those words, you become familiar with the words and learn them. Thus, I think it was very effective” (S21, Individual Int.2).

Overall, the learners demonstrated an increased awareness of multilingualism and its prevalence. They actively paid attention to labels, texts, and other written materials, realizing that multilingualism is common in the products they use. This realization extended beyond technological items to include documents like warranty papers and user manuals. The students also showcased their understanding of multilingualism through their creative outputs. In job advertisements, they purposefully incorporated multiple languages to reflect the multilingual nature of the world.

The third term they learned more about was language policy. Prior to the introduction of pedagogical practices, students were asked about languages used on signs. Most of them mentioned commonly seeing Turkish, English, with a smaller presence of Kurdish and Arabic. This made them to question the languages used on signs and the reasons behind these choices. They noticed that the language policies and planning efforts that shaped the LL of a given area can also be examined through the analysis of signs. Learners also displayed awareness for language policy applied in their local context, as highlighted by one student, “There are many people who are Kurdish and Arab by origin in Siirt. But you don’t see Kurdish and Arabic in the linguistic landscape because of the language policy. As a result, Turkish is mostly used” (S.1, Focus Group Int.1). As mentioned earlier, students were asked about the most commonly used language in the LL and factors influencing this selection. Some students observed:

“In the city we live in, I usually see Turkish and Kurdish, but there is a little Arabic. In my opinion, these elections are made according to the language used by the society in general and also according to the language policy determined by the state” (S23, Individual Int.4).

“Since there are people from more than one culture and race living in our city, there are Kurdish and Arabic texts on some signs as well as Turkish signs. But these signs are not as common as the Turkish ones because we live in a country where Turkish is the official language and other languages are not generally reflected in the signs” (S8, PostSRJ).

The students recognized that the languages displayed on signs could reflect language policies and planning efforts in a given area. They understood that the choice of languages on signs has been influenced by the language preferences of the society and the official language policy implemented by the government. Throughout the process, they gained a better understanding of the linguistic diversity of their community and the extent to which different languages were visible and valued in the local context.

Type of signs (top-down/bottom-up) was another notable concept shared by students. After examining LL signs and their types, students labeled their own products and placed them under top-down and bottom-up signs. Some students expressed their understanding as follows:

“I learned the types of signs. For example, I learned that the signs made by the state are top-down, while the signs created by private institutions or individuals are bottom-up. For

example, our job advertisement is bottom-up. I think Wanted sign is top-down” (S21, Individual Int.2).

Similarly, another learner stated, “In the bottom-up part, I learned that private companies or individual people conduct their aims in line with this. At the top-down, I learned that it is mostly used where the state allows and does” (S26, Individual Int.1). They also learned the meaning of types of signs. Some students provided examples from their own materials, “We learned about the types of signs such as top-down and bottom-up. For example, to give an example, the Wanted sign is an example of top-down. T-shirts and job advertisements are examples of bottom-up” (S12, PostSRJ). To conclude, students gained an understanding of the types of signs used in the LL: top-down and bottom-up signs. They learned that top-down signs are typically created by the state or government institutions, while bottom-up signs are produced by private companies or individuals. They also demonstrated their comprehension of the meaning and significance of these sign types by applying them to their own creations. Overall, when students were asked about the terms they learned or heard as a result of participating in the LL activities, they expressed that the activities exposed them to materials and concepts that they were not previously familiar with.

4.3.2. Language Learning and Development

Language learning and development was the second main theme that included three subcategories: developing language skills, perceptions of English before and after study, LL in the classroom: pre- and post-study reflections.

4.3.2.1. Developing Language Skills

The impacts of LL activities on learners' language skills, including speaking, writing, reading, listening, and language areas such as vocabulary and grammar were presented in the collected data. By examining the experiences and perspectives of students who participated in LL-based language learning activities, valuable insights were gained into the effectiveness of these activities on skills. The data regarding language skills included productive skills, receptive skills, as well as different language areas.

Students were required to complete three activities, each consisting four phases. In each activity, students used multiple skills and language areas. Students were asked about

the impact of LL on their language skills. The most frequently mentioned skill was speaking. The first and third activities were designed in the form of pair work and group work, respectively, providing opportunities for students to practice speaking with each other, as noted by one student:

“When I see it this way, I sometimes had difficulties because I could not practice much in the things that I had difficulty in learning, such as fluent speaking and quick thinking. However, I think I can overcome this in group work, in pair work, because I spoke a lot and this improved my speaking ability a lot. I think speaking may be where I benefit the most” (S26, Individual Int. 1).

Another learner mentioned, “We used our speaking skill a lot, especially in all activities, and that's why I can say that I have developed significantly and I think I can speak more fluently” (S20, PostSRJ). The usefulness of speaking was highlighted by another student who explained, “We practiced speaking a lot in the interview we did when we introduced our t-shirt and talked about the characters we created” (S14, PostSRJ). Similarly, another student elaborated:

“We held an exhibition in the last part of our last wanted sign activity. There we talked and introduced the character we created. Then, we had a job interview in the job ad at our first activity. All of these helped me to improve my speaking skills” (S17, Focus Group Int.2).

In addition to speaking skill, one student noted that such interactions also led to improvements in pronunciation, stating,

“I used it a lot when I was doing an interview in the job advertisement activity and I was doing a question-and-answer activity for our character in wanted sign. These both increased my self-confidence in speaking English and helped me to realize and correct my mistakes in pronunciation. In addition, since we did pair work and group work, it increased our in-group communication with my friends and enabled us to work more harmoniously by exchanging ideas” (S21, Individual Int. 2).

Similarly, another student emphasized the positive effect of job interviews on her speaking, “I think this process has improved me. For example, we had mutual dialogues in the job advertisements activity. I think that my speaking skills improved while doing these” (S18, Individual Int.5). Several students mentioned that after participating in these activities, they felt more confident to speak in English, “I had some problems in pronunciation and speaking. Each activity required so much speaking skills that it helped

me to improve my speaking skills and increased my confidence in this subject” (S11, PostSRJ). Another student asserted, “I feel that I have improved a lot in speaking and making sentences. I think it can be used in other units” (S15, PostSRJ). One student noted that speaking in activities also improved their pronunciation as well as providing positive perception for English, stating, “It improved my perception of English in a positive way. My pronunciation improved especially after the speaking activities we did” (S2, PostSRJ).

The second productive skill, writing, was also repeatedly mentioned by students. Like speaking skill, each activity required writing. Students used their writing skills when they created a job advertisement, a t-shirt talk, and “Wanted” sign. One learner mentioned, “It contributed to me a lot in terms of English. Our writing skills and drawing skills have improved in the t-shirt talks we made” (S28, Focus Group Int.3). Another student emphasized that all of the activities required them to use their writings skills actively, “I think it improved writing skills. We practiced writing a lot when we created a job advertisement, t-shirt talk and wanted sign. We thought on the structures we used in them” (S22, PostSRJ). Some students implied that their sociolinguistic awareness was raised while practicing writing, “During the activities we wrote a lot and each one was for different purposes and things. I learned how to use writing and language for different purposes, people and places” (S27, Focus Group Int.3). As grammar is a component of writing, one student emphasized its importance when discussing writing:

“It contributed a lot to me, especially in writing. There were many writing activities and I learned to write more properly by following the grammar rules more, especially in the wanted sign activity. For example, while we were creating stories for the character we created, we wrote those stories in English” (S21, Individual Int.2).

Furthermore, spelling in writing was another point that was highlighted. One learner expressed, “I think my English skills, especially writing, have improved. We had some spelling mistakes. With lots of writing practice in LL activities, we corrected them, and now we are more careful” (S4, Focus Group Int.2). Another student added, “It especially developed my writing skills, especially the first activity. We wrote different qualifications and we learned how to write and prepare an effective job advertisement” (S30, Focus Group Int. 1).

LL activities have also affected students’ receptive skills such as reading and listening. As students were required to prepare LL materials for each activity, they

conducted research and read some texts before the creation of each activity to make it more attractive and interesting. In the last activity, for example, students read the book titled “Fahrenheit 451” by Ray Bradbury. Both English and Turkish versions of books were provided although most students told that they read it in English. When asked about the benefits of LL on their English, reading skill was frequently reported by students. Some students found it useful as this LL-material led them to read a new book in its original language and improved their reading fluency, “First of all, it has really developed my reading skills at the wanted sign activity. Reading the story in English was really helpful. I gained fluency in reading” (S5, Focus Group Int.1). In the same vein, another learner claimed, “We read a book at the last activity. It not only improved our reading but also gained fluency in reading” (S7, Focus Group Int. 2).

Reading a book enabled learning new structures and words, making it easier for them to understand different texts in the future. One student shared, “In the last activity we read a book. This has improved my reading skills a lot. I can understand the texts I read more easily because I learned different structures and new words while reading that book” (S3, PostSRJ). Furthermore, since reading skill is very important in exams that these students will have to take later, one student noted, “Thanks to the book we read, I no longer have difficulty in solving and understanding paragraph questions [in tests] as before” (S8, PostSRJ).

In addition to reading, some students also commented on the effects of LL materials on their listening skill. When compared with other skills, this was the least mentioned skill. Throughout the process, students listened to each other’s talks. They mentioned that they could recognize the different speech patterns while engaging in conversation and actively listening to each other. One student stated:

“My listening skills also improved. In each activity, we were both talking, and we were listening to our classmates talking about their own stories and the materials they created, and we were asking questions. We can recognize different speech types by listening to each other” (S23, PostSRJ).

Additionally, the impact of LL on different language areas such as vocabulary and grammar was mentioned by learners. Vocabulary, for example, was one of the commonly cited language areas as data analysis revealed. Regarding vocabulary learning, one student shared, “I think I improved in terms of both reading and vocabulary. Since we actively

used the vocabulary in the lesson, it became easier to learn” (S18, Individual Int.5). Another student added that activities facilitated the learning of new vocabulary and expressions by stating, “All the activities made it easier for me to learn new words and expressions” (S25, Individual Int.3). Another student provided further insight by adding, “The LL materials can be used for almost every unit. It facilitated the learning of words and structures in the units. We had the opportunity to use them in the classroom in all activities” (S10, PostSRJ). Associating vocabulary learning with the real-world materials can also facilitate the learning process. One student observed, “I learned many new concepts. Previously, I was trying to read and memorize the words many times. The words we learned in these units were easier to remember because we associated and used them with real materials” (S16, PostSRJ). Another student suggested that the vocabulary used in signs could be brought to the classroom when they were related to the subject being taught, which could be more beneficial for learners, stating:

“If the words used in the signs are relevant to the lesson being taught, they can be brought to the classroom and taught by showing them to the students. Students will see the words with real life examples. Also, we can see the things learned in the classroom outside” (S19, PostSRJ).

After engaging LL activities, some students realized that the vocabulary they learned could be found directly or indirectly in their surroundings, “I learned new words that I did not know and I realized that these concepts are in my environment in an indirect or direct way during the day” (S2, PostSRJ). In addition, their attention was drawn to the vocabulary found in their surroundings, and they made an effort to understand the meaning of unfamiliar words:

“I learned new words. I used to not pay attention to the writings around me. Now I pay more attention to the writings around me, and I wonder what the words I don't know mean and I search for their meanings” (S15, PostSRJ).

Moreover, some students mentioned learning words and expressions used in digital platforms. One student noted, “I used English applications to prepare the poster and while doing this; I have learned the words in digital environments” (S29, Focus Group Int. 3). Similarly, another student added, “I have learned new applications and learned English terms and different features in applications” (S27, Focus Group Int. 3). Another student noted using digital tools in activities gave an opportunity to discover and grasp concepts

about these tools, “Doing this activity on the web gave me experience in the digital environment. I also learned the terms used in that application” (S9, Focus Group Int. 3). Likewise, one learner explained creating wanted signs on Canva like tools provided a space to experience on digital contexts, “In addition, we made the wanted sign in the last activity on Canva. Doing this activity on the web gave me experience in the digital environment. I also learned the terms used in that application” (S14, PostSRJ).

Learners also implied that wandering around and encountering various signs with texts and images could lead to incidental learning. One student stated, “I pay attention to the pictures and texts on signs around me, especially when I walk. Sometimes, I learn something from them without realizing it” (S17, PostSRJ). Another student further explained:

“I think the signs around us are very useful. For example, the writing and shapes on the t-shirts that people wear can attract the attention of many people and bring a new fashion trend or new interests. In fact, sometimes we learn new information from the writings we see without realizing it” (S1, PostSRJ).

As another language area, grammar was also mentioned by students. One student mentioned that his attention for grammar rules was raised after participating in LL activities: “I can say that I learned some grammar rules by paying attention to the grammar rules while doing wanted signs” (S26, Individual Int. 1). Another student mentioned grammar learning in relation to writing, stating:

“I learned to write more properly by following the grammar rules more, especially in the wanted sign activity. For example, while we were creating stories for the character we created, we wrote those stories in English. The stories we wrote had to be in accordance with English rules. That's why we wrote by paying attention to English rules and grammar rules” (S21, Individual Int. 2).

Some students also highlighted that they learned new grammatical structures while creating LL materials, “In each of the three activities, I have learned a lot of different words and structures that I didn't know” (S13, Focus Group Int. 3). Learning new structures made it easier for them to understand texts, “I can understand the texts I read more easily because I learned different structures and new words while reading that book” (S3, PostSRJ). In a similar vein, another learner noted, “The LL materials can be used for

almost every unit. It facilitated the learning of words and structures in the units. We had the opportunity to use them in the classroom in all activities” (S10, PostSRJ).

Overall, LL-based language activities positively impacted students' skills like speaking and writing skills. To clarify, pair work and group work improved fluency, pronunciation, and self-confidence in speaking English. Additionally, writing tasks like creating job advertisements and wanted signs enhanced grammar knowledge, writing skills, and sociolinguistic awareness. LL-based teaching also influenced reading and listening abilities, improving comprehension and fluency in different text types. Active listening during LL activities developed listening comprehension. Furthermore, LL items facilitated vocabulary learning and raised awareness of vocabulary in real-life and digital contexts. LL activities also aided grammar understanding and application in writing, and introduced new sentence structures for better text comprehension.

4.3.2.2. Perceptions of English Before and After Study

With the inclusion of LL activities in language learning, students were questioned about their perceptions about English before and after the study. By exploring the students' reflections on their experiences before and after the study, valuable insights gained into how these activities influenced their attitudes, motivation, and engagement with the language. Some of them said they already loved and interested in learning English. However, this process increased their love and motivation for going further, “I understood the importance of English after this study, and such new materials are effective and a source of motivation for learning English” (S29, Focus Group Int. 3). One student noted:

“I can say that I have been very interested in English since I was little and kindergarten. But I felt good while speaking in class with these materials, and I realized that my desire to communicate with foreign people and speak English increased a lot” (S23, Individual Int. 4)

As they used and created LL materials for learning English, their perceptions for the signs in their surroundings were also raised. One student said, “Before, my interests were music and films, but now I think that almost everything we see around us can be a tool for English. I think that all the materials around me can be a teaching tool” (S3, PostSRJ). Additionally, they asserted that since they focused on the completion of

materials and activities, they saw the English as a tool for completion. This feeling and presence of activities in a non-threatening classroom decreased their affective filter:

“I used to like English, but now my interest and motivation have increased. I never thought that English could be learned in such a different and fun way in the classroom. While doing these activities, I felt that English was just a tool to complete the activities and this made me use the language more effectively. As the classroom environment became less tense thanks to these activities, I felt that the pressure on me and my worries were reduced” (S6, PostSRJ).

Learning a language in such a different way made the learning process funnier and more memorable. Besides, being active in lessons rather than being passive receiver of knowledge raised learners’ interest, “Before the activities, my perception of English was positive, but thanks to these activities, I realized that the lessons can be more memorable and fun. Also, after these activities, I pay more attention to my environment” (S29, PostSRJ). In the same way, one student also claimed, “In fact, it was the first time I took part in a lesson in this way. I learned new things and I liked to learn the lesson in an unusual way. My curiosity and motivation towards English increased” (S15, PostSRJ). Another student explained:

“I liked English very much before. I have been watching English cartoons and listening to songs since I was little. Thanks to these materials, the lessons became more fun. Our communication with my friends increased. Also, we did so many new things that my creativity increased” (S23, PostSRJ).

Furthermore, they also asserted that there was an increase in using their language skills after taking in an unusual process, “I was interested in and liked English before the activities and my interest and motivation increased after the activities. I am more enthusiastic when I learn something. Thanks to the activities, my self-confidence in all four skills increased” (S9, PostSRJ). Another student detailed and wrote:

“My perception of English was positive before and after the activity. I had some problems in pronunciation and speaking. Each activity required so much speaking skills that it helped me to improve my speaking skills and increased my confidence in this subject” (S11, PostSRJ).

Students also realized the new position of English as being universal language that was used in almost all places. They paid attention to the English and other languages used in their environment:

“I liked English very much before and I am enthusiastic about learning it, but thanks to these activities, I have learned that it is a practical and very fun way to learn a language. At the same time, I have learned that English is common in many countries for many purposes and areas such as clothing, advertising, and information. English is used as a common language in many areas” (S26, PostSRJ).

Overall, the students' perceptions of English were positively impacted by LL activities. The use and creation of LL materials not only increased their love and motivation for learning English but also enhanced their perception of English as a practical and fun language to learn. The activities allowed students to see English as a tool for completion and improved their language skills and self-confidence. The non-threatening classroom environment and active engagement in lessons reduced their affective filter and made the learning process more enjoyable and memorable. Moreover, students became more aware of the presence of English and other languages in their surroundings, recognizing English as a universal language used in various contexts. Briefly, LL activities fostered a positive and dynamic learning experience, promoting their interest, motivation, and language proficiency.

4.3.2.3. LL in the Classroom: Pre- and Post-Study Reflections

Integrating LL into English classes was one of the sub-categories emerged from the data. Initially, students were asked about whether LL could be integrated into English lessons or not and how it could be integrated in pre- and post-study reflective journals. When students' responses were examined, most of them did not answer this question or wrote that they did not have any idea. Some students did not believe that LL could be pedagogically leveraged. One student mentioned, “No, because what is written on the signs is very simple. There are words that almost everyone knows the meaning of, but English lessons, at least our lessons are difficult and cannot be integrated into these lessons” (S18, PreSRJ). Only a couple of students thought that it could be integrated. One student exemplified, “Yes it can. For example, the teacher may give the student an assignment and ask them to examine the signs. Both environmental awareness and English level of the

student can increase” (S21, PreSRJ). Another student provided further illustration by stating:

“Yes, signs and writing at airports can be taught as a subject. For example; in the article of 'we are not responsible for your belonging', 'belonging' is a word that becomes a noun from a verb form. Both structures and words can be taught” (S17, PreSRJ)

After the implementation of LL activities, the same question was asked again to make comparisons between students’ answers. All students, without any exception, found the integration of LL materials possible, and they proposed topics and activities where LL could be used in. Some students expressed their thoughts:

“It has definitely had an impact. By bringing language learning into daily life, they helped learning anytime and anywhere. At the same time, the comprehensibility of the topics and concepts increased thanks to the activities and materials combined with daily life. I think it can also be used in other units. Not only these, but it also led to an increase in our ability to think more deeply and in detail by challenging our imagination and creativity, which is a necessity in activities. At the same time, I learned different applications such as Canva for the activities and I learned words related to media” (S26, PostSRJ).

“I think it can be integrated because the lesson becomes boring when it only works with books. At the same time, we could make the lesson more fun and instructive while doing activities such as job advertisement and t-shirt talk. For this reason, it can be integrated” (S18, PostSRJ).

In addition to its benefits to students’ overall proficiency, some students proposed some examples for use of LL. One student mentioned, “I think it can be included [into the curriculum]. For example, a brochure or a poster introducing a film related to the ‘Movies’ unit, its genres could be prepared” (S27, PostSRJ). Furthermore, another student suggested that it could be used in explaining environmental rules or traffic signs as students commonly encounter them outside of class, bridging the gap between the classroom and the real world:

“I think they can be integrated. Signs written in English, such as traffic signs or environmental rules, can be brought into lessons to facilitate learning. Also, since there are examples from the places where the students live, the subject is not confined to the classroom. The continuation of the subject can also be seen outside the school” (S8, PostSRJ)

Similarly, another student specified by stating,

“I think it can be done. If a unit on food is being taught, cafe menus or illustrations of foods used in greengrocers can be brought to the classroom. Or ‘how many/how much’ can be taught by bringing materials related to prices in stores or greengrocers. Since it is used in the environment, the subject is not forgotten and kept in mind because we constantly encounter such materials after the lesson is over” (S15, PostSRJ)

One student recommended that it could be integrated into a topic about airports and flight times, enhancing students’ listening or reading skills through a reading or listening activity:

“I think these signs can be integrated into lessons by linking them with various reading, writing and listening skills. For example, a picture of a board taken from an airline, including the flight times and the gates and countries where the passengers will go, can be brought to the classroom. A text can be written on them or a listening activity can be carried out” (S17, PostSRJ).

Finally, another student expressed a proposal for raising students’ social media awareness by sharing,

“Yes, it can be integrated. In a technology-related unit, posts and stories from social media sites can be brought to the classroom. Students may be asked to prepare sample posts in the same way. Thus, awareness is created for social media and unit is learned through real materials” (S28, PostSRJ).

To sum up, students were initially asked about the feasibility of incorporating LL into English lessons through reflective journals. Some students expressed doubts due to the perceived simplicity of LL materials compared to the complexity of English lessons. However, a few students recognized the potential benefits, suggesting that LL materials could enhance environmental awareness and improve English proficiency. Following the implementation of LL activities, students’ perspectives shifted, and they acknowledged the possibility of integrating LL materials into various units. They proposed examples such as film introductions, traffic signs, food-related materials, airport-related topics, and social media posts, highlighting the practicality and engagement these materials could bring to the classroom.

4.3.3. Personal Development

Integrating LL into high school English classes as a new multimodal material supported students' personal development by empowering and encouraging them to explore and appreciate the diversity. Through LL, students reported developing essential skills, such as self-confidence, motivation, autonomy, imagination and social awareness, which contributed to their overall personal growth and development. Additionally, LL seemed to have provided a unique lens to understand different cultures, enhance ELF awareness, challenge and eliminate prejudices, promote socio-linguistic awareness, develop multiple perspectives, and foster social skills and relationships.

4.3.3.1. Empowering Learners

The initial theme that emerged in the category of personal development is empowering learners, which subsequently revealed students' strengths in specific subjects. This overarching theme is further divided into the following subcategories: enhancing self-confidence, boosting motivation, fostering autonomy, stimulating imagination.

4.3.3.1.1. Enhancing Self-confidence

Enhancing self-confidence was found to be another sub-category. It was revealed that there was a significant increase in self-confidence among students who engaged in LL activities. Participants reported initial excitement and apprehension, but as the activities progressed, their self-confidence improved. Students expressed a sense of comfort, enjoyment, and increased self-assurance in using English. Furthermore, students reported an increase in self-confidence after being involved in these activities. One student explicitly mentioned, "My confidence in using English has increased" (S25, PostSRJ). Initially, they felt a mix of excitement and apprehension, but as the activities progressed, they felt better as noted by one participant, "There was some excitement when we first started the activity, but as the process progressed, our self-confidence increased, and we learned how to use English better." (S19, Focus Group Int. 2). In the same vein, another student expressed an increase in her self-confidence along with enjoyment, "I was excited, but my self-confidence has increased over time. I started to feel more comfortable and have fun" (S21, Individual Int. 2). Students appreciated the use of LL in classes because it helped them with their self-confidence in utilizing their language skills. One student

shared, “I used to feel inadequate in every skill in English. By taking an active role in these activities, my self-confidence increased” (S4, PostSRJ). Some students shared their experiences in relation to an increase in their self-confidence by expressing, “Each activity required so much speaking that it helped me improve my speaking and increased my confidence in this subject” (S11, PostSRJ). Additionally, another student expressed, “I was nervous talking with my friend at the first activity. Because it was the first time, I participated in such an activity, I was excited. But after getting used to it, my self-confidence increased” (S25, Individual Int. 3). Similarly, one of them also explained, “Thanks to the activities, my self-confidence in all four skills increased” (S9, PostSRJ).

As LL was a new material, students were excited and stressed. After taking several activities and realizing how different and fun the activities were, they felt more comfortable and their self-confidence raised. One student noted, “Of course, there was some excitement when we first started the event, but as the process progressed, our self-confidence increased and we learned how to use English better. This is how we relax” (S10, Focus Group Int. 2).

In conclusion, students reported an increase in self-confidence through their involvement in LL activities. They initially felt a mix of excitement and fear, but as the activities progressed, their self-confidence improved. Students expressed that their self-confidence in using English had increased and that they felt more comfortable and enjoyed the activities. They appreciated the use of LL in classes as it helped them feel more confident in utilizing their language skills. Students also mentioned that the activities required a lot of speaking, which assisted them in improving their speaking skills and increased their self-confidence.

4.3.3.1.2. Boosting Motivation

It was observed that students’ motivation to learn English increased after the LL activities were integrated into the units. As these activities were conducted in different styles such as group works and pair works, students could practice in speaking and thus, their motivation for learning language in a more comfortable place has increased. The participants of the class were studying in the English language department of high schools; therefore they were curious and motivated to explore further regarding using and learning languages, especially English. One student mentioned their increased interest and

motivation after the activities, stating, “I was interested in and liked English before the activities and my interest and motivation increased after the activities” (S9, PostSRJ). Another student commented on the raised motivation through these fun and imaginative activities, “I used to like English, but now my interest and motivation have increased. I never thought that English could be learned in such a different and fun way in the classroom” (S6, PostSRJ). Similarly, another student highlighted the practical and fun nature of language learning through these activities, expressing, “I have learned that it is a practical and very fun way to learn a language” (S26, PostSRJ). Furthermore, some students emphasized the preference for enjoyable LL materials over traditional methods:

“It would be much better to teach with activities that are both fun and imaginative, such as t-shirt talk, posters, or creating a new character, which will raise motivation and skills of students, rather than using a stereotyped method” (S12, PostSRJ).

“My interest and motivation for English increased. It was very nice to be at the forefront of the lessons and the teacher only intervened when necessary. In other lessons, we usually get bored listening all the time. However, we did a fashion walk in English class” (S31, PostSRJ).

LL seemed to motivate previously unwilling students to develop a desire for learning English, as explained by one participant:

“I think that the activities have a significant impact on English. Since the activities provide unusual materials, fun and a more comfortable environment for the use of English, they can make even those who previously had no curiosity and desire to use English curious and increase their desire” (S7, PostSRJ).

Speaking in a different language or trying to learn a new language created stress and anxiety for some of them. They sometimes felt embarrassed or anxious, resulting in hesitations and fears in talking or using English. After taking these activities in a non-threatening class, they reported that they felt comfortable and motivated. To illustrate, one learner mentioned, “I think LL materials can be used in English classes because the activities reduced my worries and fears when speaking or using English. It increased my interest” (S21, PostSRJ). Another student added, “Actually, I always liked English but I had fears about using it. Thanks to these activities, these fears disappeared and my motivation increased. I am more eager and excited to learn new things” (S1, PostSRJ). In the same vein, another learner explained that LL activities also helped them overcome their

fears and reduce their affective filter by stating, “I think LL materials can be used in English classes because the activities not only improved my language skills but also reduced my worries and fears when speaking or using English. It increased my interest” (S22, PostSRJ). Another student shared their experience, elaborating:

“While doing these activities, I felt that English was just a tool to complete the activities, and this made me use the language more effectively. As the classroom environment became less tense thanks to these activities, I felt that the pressure on me and my worries were reduced” (S16, PostSRJ).

Some students also recognized the importance of English and experienced increased efficiency along with motivation. Two students mentioned, “I understood the importance of English after this study, and such new materials are effective and a source of motivation for learning English” (S28, Focus Group Int. 3); “Of course, our motivation raised. We got efficiency of the activities, and it was nice because we did it while having fun” (S29, Focus Group Int. 3). For some learners, the popular expression of "learning with having fun" became a reality, as one student stated, “I love English. My motivation for English has increased more because we have already proved that you can learn something by having fun in these activities” (S21, Individual Int. 2). Another student explained how much they enjoyed and compared the activities with textbook-centered activities by stating:

“I loved English, and thanks to these activities, I saw my undiscovered sides and my desire raised. For example, my other friends and I were able to come up with a very creative job advertisement. Besides, with these materials, I saw that things can be learned not only by memorizing but also by having fun. The fact that we produced materials related to that subject in addition to the normal textbooks made the lessons more fun and interesting” (S22, PostSRJ).

Overall, LL materials increased learners’ motivation by being fun, imaginative and different from traditional textbook-based activities. Based on these findings, it seems that learners felt more motivated to take an active role in their learning process. Furthermore, students felt a sense of curiosity and motivation to explore and learn more about languages, especially English. Their fears for using English diminished as LL activities contributed to more comfortable classroom space.

4.3.3.1.3. *Fostering Autonomy*

In the creation phase of each LL activity, students were free to design and create their own product. Therefore, they found a chance to be more active and independent learners. They did research for their materials, and they were given the chance to do reflect on their own language learning process. Not being dependent on the teacher has created an environment for them to develop their autonomy and act in accordance with their own learning style. After taking active role in LL activities, they felt more autonomous and independent, as noted by one learner:

“We were in a more active position here. By doing these things ourselves, we showed that we can do something on our own, I don't mean to denigrate, but we showed that the student can do something without the teacher. I realized that we can learn by doing things on our own” (S21, Individual Int. 2).

Some learners also claimed that participating in these kinds of activities allowed them to engage in independent tasks while having fun with each other:

“Before the activities, my perceptions towards English were positive, but thanks to these activities, I learned things more permanently and by doing things on my own or making efforts on my own. These activities gave me the opportunity to have a pleasant time with my friends, to have fun and to do something for my own lessons” (S19, Focus Group Int. 2).

Furthermore, studying on their own gave them the sense of accomplishment, which was a new experience for them, “In the t-shirt activity that I did by myself, I experienced the feeling of achieving something and learning something independently from the teacher. It was very different” (S28, PostSRJ). Another student observed, “Through the materials used, I realized how active the student can be in the lessons and that we can learn and achieve something on our own” (S4, PostSRJ). Additionally, one student also elaborated the importance of taking responsibility for his learning and expressed a preference for working individually, regardless of whether the outcomes were positive or negative:

“I think it is better to work individually because there are only my ideas. At the same time, there may be disagreement in group activities. That's why I prefer to work individually. At the same time, I like to do something independent on my own more when I am studying English or any other subject. When I do an activity, I want to take responsibility for it, whether its consequences are good or bad” (S10, Focus Group Int. 2).

To conclude, students reported that LL activities contributed to a more learner-centered and empowering approach to language teaching and learning. LL activities promoted their autonomy by encouraging them to reflect on their own language learning process. As they expressed, doing something on their own empowered them to take more responsibility for their own learning and to become more active and independent language learners.

4.3.3.1.4. Stimulating Imagination

LL activities contributed to stimulating students' imagination and creativity in this study. They designed their materials in accordance with their preferences, imagination, and creativity. It can be argued that LL activities encouraged them to think beyond the boundaries of the classroom and fostered a sense of curiosity. As these LL activities required them to create their own materials, students incorporated their own real-life experiences and wanted to create something different and unusual by using their imagination. One student noted, "While designing, we tried to add something from our own world. We used our imagination enough and got to know ourselves better" (S4, Focus Group Int. 2). Another learner highlighted the following:

"Almost all of the materials were based on my own imagination because I think that maybe I can get a better result when I use my own imagination instead of examining some things and looking at the source. Therefore, my own imagination was my biggest resource" (S26, Individual Int. 1).

Some students claimed that they created the materials according to their own wills, "Since we did many things in line with our own wishes and desires during the activities, it also developed my imagination" (S7, PostSRJ). Designing their material in accordance with their preferences and hobbies also contributed to their imagination and creative thinking skills. Another student provided further details about the process by stating:

"I made the materials according to my own favorite things, my own hobbies, so that I could have fun while doing them and not get bored. While doing these, I tried to create my materials by thinking about what I like and what would be more creative and flashier if I combined them with what I like. In addition, in the last activity, we imagined a person who never existed, which contributed to my imagination. While creating these, I created them by thinking about my hobbies and favorite things. The last activity improved my reading

skills, creative thinking and imagination. I tried to bring them together and do something” (S21, Individual Int. 2).

They also asserted that creating a non-existing character forced their imagination, “For example, at the wanted sign activity, my imagination, my creativity skills developed. It was fun to create a new character, to do it based on my imagination” (S24, Focus Group Int. 1). Another student added, “At our last activity, we created an imaginary person who wasn't there. It developed our imagination” (S30, Focus Group Int.1).

Overall, LL activities allowed students to produce LL resources by using their imagination. Connecting LL materials to their own preferences and desires provided them to use their imagination and creative thinking skills. Specifically, creating a new character, as part of the Wanted sign activity, gave them an opportunity to use their imagination actively.

4.3.3.2. Exploring Diversity

Another main theme emerging from the data was ‘exploring diversity’, which included the process of students acknowledging forms of diversity. This main theme included the following sub-categories: understanding cultures, eliminating prejudices, developing different perspective, promoting socio-linguistic awareness, enhancing ELF awareness through discovering different uses of English and enhancing social skills and relationships.

4.3.3.2.1. Understanding Cultures

LL was found to have a significant impact on high school EFL learners' understanding of different cultures and intercultural competence. As students were living in a multilingual city, including Turkish, Kurdish, and Arabic, they were also exposed various cultures. Besides, they discovered the cultural elements of other nations while carrying out research. Creating LL materials necessitated some research and during this research process, students discovered various types of materials used and sold in different languages and contexts. As languages and cultures are closely interrelated, students reported that they gained insights into different cultures as well. Some students commented, “Thanks to these materials, we have seen what kinds of things are created in other countries for each activity while doing research. Since culture is also in life, we also

learned about it” (S18, Individual Int. 5). Another student mentioned, “While researching the activities, I wanted to research and learn about cultural diversity. Because while researching, I tried to learn the t-shirts sold by different countries, their colors, and the motifs that could reflect that culture” (S25, Individual Int. 3). One student shared that Arabic and Kurdish were commonly used in her environment, and she found a chance to analyze these cultures. She also gained insights into the close relationship between language and culture, stating:

“It made it easier for me to understand other cultures. Since the people around me do not only speak Turkish. In other words, I am exposed to a lot of Arabic and Kurdish rather than Turkish. Since other languages rather than Turkish are spoken, these spoken languages are also indicative of other cultures, and it also helped me to learn those cultures” (S21, Individual Int. 2).

Many of the students expressed their heightened awareness of different cultures through the creation of “wanted” signs. These signs provided them with a platform to explore various cultural aspects and showcase their understanding of different communities:

“Our last activity, wanted sign, was something that I almost never saw in my daily life and around me, except for movies. It is not very common in Türkiye; it is almost nonexistent. Designing this wanted sign used elsewhere in other cultures, by myself, gave me a lot of clues about other cultures” (S26, Individual Int. 1).

“It provided convenience. For example, in our culture there is no such thing as wanted sign. The identities of criminals are kept secret and usually the cops care about the criminals in our culture. Public help is not required. There is such kind of thing in other culture. While I was preparing, I realized that this is something useful when it is necessary” (S30, Focus Group Int. 1).

Overall, LL can be a powerful tool to promote intercultural understanding and to foster a more inclusive and respectful learning environment. Residing in a multilingual city led them to encounter various cultures on a daily basis and become more aware of them. Additionally, development of LL materials required research, through which students encountered a range of materials utilized and available in different languages and settings. Given the interconnectedness of languages and cultures, students expressed that they acquired a deeper understanding of diverse cultures.

4.3.3.2.2. *Eliminating Prejudices*

Before the implementation of activities, students had prejudices regarding English and LL materials. Furthermore, they had prejudiced about the usefulness of LL materials due to not getting accustomed to learning a language in this particular way. Several students expressed how their initial prejudices were eliminated after engaging with LL materials that raised their motivation and desire to learn. One student shared, “These activities have raised our interest and desire, eliminating our prejudices of English” (S5, Focus Group Int. 1). Another student reflected, “My prejudices towards English disappeared. I felt like I could not do it because I thought it was difficult. Now I can deal with the bad thoughts in my brain” (S29, Focus Group Int. 3).

However, it is important to note that some students initially found the process challenging, as the LL materials were significantly different from what they were accustomed to. One student noted, “At first, I had biases and I thought that I couldn’t handle this study. I have understood the importance of English and its current position. I understood the contributions of LL to language” (S13, Focus Group Int. 3). Another student elaborated:

“The reason why I was prejudiced at first seemed like a difficult process to me. At the same time, we have a very difficult schedule, and I was a little prejudiced because I didn’t have time. Thus, I thought it was unnecessary. Then, when I realized that I had learned new information and it improved my skills, my ideas changed. In other words, it was an instructive and informative process” (S18, Individual Int. 5).

One student claimed that teaching a language by using LL materials was ridiculous. She doubted that meaningful language learning could occur through activities like creating job advertisements or designing t-shirts. However, her opinions changed after participating in the activities. She explained:

“At first, I had some prejudices and even I thought it was ridiculous. Are the subject and concept learned by preparing a job ad or designing a t-shirt? I said it was so nonsense. At the beginning, there was an embarrassment situation of not being able to do the things given, because it was the first time I have participated in such a study. But over time I realized how nice and different it was. I also have seen that we use concepts and new expressions within units” (S27, Focus Group Int. 3).

To conclude, as students in Türkiye are learning English as a foreign language, LL materials presented a novel approach to language learning. Initially, they held prejudices both for learning English effectively and using LL in learning and teaching English. However, through the implementation of LL activities, they discovered the practical value and usefulness of these materials. As a result, their prejudices towards both learning English and using LL were gradually eliminated.

4.3.3.2.3. Promoting Socio-Linguistic Awareness

Learners reported socio-linguistic awareness after engaging in LL activities. They connected the various uses of languages they observed or heard during the LL practices. They noticed different kinds of language uses for people with status and situations. Furthermore, they reported a development of awareness for the use of language for various people in multiple contexts. The students implicitly highlighted the sociolinguistic side of language when discussing the preparation process of their job advertisements and job interviews. One student mentioned using the expression "sir" during a job interview, drawing a connection to its historical usage:

“In the Middle Ages, knights were both wealthy landowners and elite warriors who sacrificed their lives for their own country. This is an expression that comes from being the owner of the property. If I am not mistaken, in England, I have heard that the title of "sir" is given to landowners and warriors, especially in kingdoms” (S26, Individual Int. 1).

Some students also said that they used more respectful language when addressing individuals of higher status:

“We used a language with ‘you’. We used it with respect and a little bit of etiquette. This taught us that language can be used in a different way, that is, how to use different expressions to people of different status” (S7, Focus Group Int. 2)

“I used a more respectful language to the employer at my event. I used a language with "you" kindly because he was in a higher position. Language can be used in different ways depending on where it is used, time and person” (S24, Focus Group Int. 1).

The language used in the activities was changed and confirmed by one student:

“We were looking for a graphic designer. The language I used in the job interview was an official language because I was interviewing with a company manager and I used a style according to him, I wrote something with much more ordinary language in the T-shirt

activity. In fact, language has differences according to the environment and according to the person. For example, when I ask for permission from my teacher, I use ‘may’ but for friends I use ‘can’” (S27, Focus Group Int. 3).

Additionally, students also made comments regarding language usage, “In the job interview, I used a very polite address to the employer. I spoke by choosing the sentences and words according to the environment I was in” (S28, Focus Group Int. 3). Similarly, another student claimed, “I mean, by addressing, we use different addresses to different people. We don’t talk to the employer the way we talk to our mother. Of course, the language may differ according to the place, person and time of use” (S23, Individual Int. 4).

Overall, after engaging in three different LL activities, students became aware of the diverse ways in which language was used based on the context, individuals, and timing. Additionally, the LL activities provided students with opportunities to explore the nuances of language in different social and historical settings. They were able to recognize the importance of adapting their language use to effectively communicate and connect with individuals from diverse backgrounds.

4.3.3.2.4. Developing Different Perspective

Learning English through LL activities led to the developments of different perspectives for students. Learning and experiencing LL-related concepts and new terms such as multilingualism, ELF and types of signs provided students to look at things from different viewpoints. It is argued that through LL activities, learners can gain a better understanding of the social, cultural, and historical contexts in which they learn a language. These activities provide opportunities to challenge preconceptions and stereotypes. One student expressed this experience, stating, “Thanks to these activities, I have realized that English can actually be learned in a more fun and easy way. I am now more open to different opinions, or I should say more open-minded (S1, Focus Group Int. 1). Another student shared how participating in LL activities and learning some new terms influenced his perspective on language and his environment:

“It helped me to better understand the importance of signage and learn through fun activities. It gave me new concepts about languages (multilingualism, sign types, English as a lingua franca) and new perspectives, and these innovations led to an increase in my environmental interaction” (S25, PostSRJ).

Some of them also asserted that their perceptions changed, and they began looking at language learning more positively. One student shared his experience, noting:

“Actually, I always liked English, but I had fears about using it. Thanks to these activities, these fears disappeared, and my motivation increased. I am more eager and excited to learn new things. My perceptions have improved, and I have learned to look at things differently and also these activities developed positive viewpoints for English. I can say that I have also learned about cultural interactions” (S1, PostSRJ).

As these activities were conducted within a class with a particular focus on language, one student noted that these activities changed his perceptions regarding his future preparations, “It contributed to changing my perspective, especially in my preparations for the future. My confidence in using English has also increased” (S17, PostSRJ).

Overall, these experiences highlighted how LL activities could lead to a shift in learners' perceptions and enhance their ability to view the world from diverse angles. Within the understanding of new concepts, students got new viewpoints towards English and their environment. Their open-mindedness was increased, and they seemed to welcome new things more eagerly.

4.3.3.2.5. Enhancing ELF Awareness through Discovering Different Uses of English

Students learned the concept of English as a Lingua Franca (ELF), recognizing its universal status after analyzing and creating LL signs. They examined the languages on their environment and also the ones placed on the materials creation process. They also explored the reasons behind the use of English in signs, considering its functions as a means of attracting attention, representing coolness or status, and facilitating communication. This exploration of languages and their roles within the LL offered valuable insights into the students' language learning experiences and their perceptions of language use in the world around them. One student mentioned, “We mostly used English in our materials. This is due to the fact that English is a common and universal language” (S4, Focus Group Int. 2). Another student noted, “I have learned that English is actually a communication language used by people of different languages to communicate with each other, and it is a universal language now. That's why I have used English in my own materials” (S27, Focus Group Int. 3). Similarly, one student further claimed, “On the t-shirt

talk, job advertisement and wanted sign [activities] that we made, we preferred English because it is common language of world” (S9, Focus Group Int. 3).

Some students claimed that their ELF awareness was raised after engaging in a series of LL activities. One student noted, “I used to see English only as a course to be completed. With these activities, I realized better that English is the common language used all over the world” (S4, PostSRJ). They also realized the widespread use of English in nearly all contexts as evidenced in one learner’s views, “Previously, we used to look at English as a lesson. After this study, we realized that English is a language that can be used everywhere and in every field” (S31, PostSRJ). One student also wanted to emphasize ELF concept and stated:

“I didn't know beforehand that English was used in such a wide scope. I didn't know that it was used almost everywhere. I realized that English is a common language. At the same time, when I looked at examples of job advertisements, I saw that in some examples, even in countries where English is not used as a mother tongue, it is used in advertisements and other languages used in that country are included. That's why my friend and I used both English and Italian in our job advertisement. We wanted to make a multilingual advertisement and we wanted to emphasize that English is common” (S30, PostSRJ).

While most students accepted and used English in their materials for being the common language in all over the world, their responses to the question about the reasons for using English on signs varied. They diversified the functions of English as attracting attention, coolness, represented upper classes, facilitating the communication and many more.

Some students reported that English was used for attracting attention and for being the symbol of coolness or represented upper classes. They mentioned, “If the writing on the sign is in English, people like it more. Because English is seen as the language of coolness and upper class” (S6, PostSRJ); “Some places use English, the common language. Those who use English use it to look cooler and for popularity” (S4, PostSRJ). Another student viewed the language as a prestigious option by stating, “It is also considered as an indicator of coolness. Currently, for example, those who speak English are seen at such a higher level, in a higher position in society” (S5, Focus Group Int. 1). Similarly, some students noted:

“I see shop signs like barbershop and market. Most of them are in English and Turkish. Perhaps the reason why English is used is because it is thought to be something cool in our country. It also looks nicer and more aesthetic on the signs” (S16, PreSRJ).

“It seems a little more popular and a little more recognizable to people now that everyone is familiar with the ordinary English words used on the signs around us. They quite like it. Maybe it symbolizes a high quality so I guess it's used a lot. I guess that's why I used English too much” (S26, Individual Int. 1).

Students also claimed that English was used because of facilitating the communication as one student specified, “First, I chose English in my own materials because its use increased in this country and in other countries, and people can interact with it” (S24, Focus Group Int. 1). Another student added, “I see signs and brands in English. The reason they write in English is to attract the attention of foreigners and facilitate communication” (S20, PostSRJ).

As this study was conducted in a language-oriented class, learners explained that they used English because of their interest and its appealing sides. They mentioned, “Since our department is in English, we were more interested and focused on English. That's why we used English” (S4, Focus Group Int. 2); “Generally, we focused more on English in our activities. We used English both because it is our own department and because it appeals to everyone. Besides, it's been pretty effective on materials, too” (S10, Focus Group Int. 2).

In summary, students gained a deeper understanding of ELF through analyzing LL signs and observing its extensive use in various contexts. The students acknowledged English as a common and universal language, incorporating it into their own materials. Additionally, they found that English on signs served multiple purposes, such as attracting attention, symbolizing coolness or status, and facilitating communication.

4.3.3.2.6. Enhancing Social Skills and Relationships

It was found that students' social relations and relationships with each other have improved due to the frequency of interactions and communication with each other. Learners found an opportunity to enhance their communication skills, particularly in group works and pair work conducted as part of second and third activities. In other words, these activities fostered collaborative learning and group work, encouraging teamwork, and

promoting social interaction among students. One student mentioned the development of collaborative skill, which is one of the essential 21st century skills, “We have learned to work collaboratively. My communication skills have improved” (S4, Focus Group Int. 2). Another student emphasized the positive impact of group work on their interaction, “I enjoyed group work more and it contributed to me a lot. For example, I understood the importance of working together and helping each other. Moreover, it increased my social relationship with friends” (S10, Focus Group Int. 2). Additionally, students expressed that their relationships were enhanced through the activities, “We did the activities as individual, pair and group work. In this way, I had the opportunity to speak English with my friends and the bonds of friendship between us were strengthened” (S5, PostSRJ). Another student elaborated that the process provided a chance to exchange ideas:

“The activities had a good effect. Thanks to the pair work and group works we did; we were able to exchange ideas with our friends. We communicated with each other and had the opportunity to share and listen to our hobbies and the difficult times we were going through. In fact, we got to know each other better. I think our social aspect has also improved. We had fun because we did the activities as a group” (S11, PostSRJ).

Likewise, the increase in their communication with each other was evidenced by another student, “Working together with friends during the activities increased our communication” (S12, PostSRJ). Finally, students noticed an increase in interaction not only among themselves but also between them and their teachers, “After using them in the classroom, communication between students and between students and teacher increased” (S9, PostSRJ).

In conclusion, LL activities seem to have contributed to the development of students' social skills and their ability to establish positive relationships with others. The collaborative nature of these activities fostered teamwork, enhanced social interaction, and strengthened bonds of friendship among the students. Students acknowledged the development of essential 21st-century skills, such as collaborative skills and effective communication. Furthermore, the activities not only improved communication among students but also increased interaction between students and teachers. In sum, the LL activities not only contributed to linguistic development but also had a positive influence on the social dynamics within the classroom, creating a more engaging and interconnected learning environment.

Overall, LL activities in language learning classrooms have been shown to have a positive impact on learners' personal development. LL activities enhanced learners' self-confidence by providing real-world language practice, boosted their motivation through fun and imaginative tasks, and fostered their autonomy by encouraging independent learning. Furthermore, LL activities stimulated students' imagination and creativity, while also promoting an understanding of linguistic and cultural diversity. By exploring different cultures and developing intercultural competence, students gained a broader perspective and raised their socio-linguistic awareness. To conclude, informed by the findings, the use of LL activities enriched language learning experiences and empowered students to become more confident, motivated, and culturally sensitive individuals.

4.3.4. Pedagogical Impact

Using LL as a pedagogical material in high school English class has been found to have a significant pedagogical impact. This theme involved effective teaching strategies, such as utilizing LL for teaching, implementing a different way of teaching, understanding the roles of teacher and students, and employing various types of activities. It also included learning processes by enhancing critical thinking skills, promoting participation and improving teaching and learning process, developing research skills, facilitating easy learning and teaching, and nurturing literacy development.

4.3.4.1. Effective Teaching Strategies

This was the first major sub-theme that emerged after analyzing the data. This theme included subcategories such as utilizing LL for effective teaching, implementing a different way of teaching, understanding roles of teacher and students, and employing various types of activities.

4.3.4.1.1. Utilizing LL for Effective Teaching

After engaging in LL activities, students expressed that LL-based instruction promoted more effective teaching and learning compared to traditional approaches. They appreciated the integration of real-life examples and materials, which made the learning experience more practical and meaningful. Students recognized the effectiveness of LL in improving language skills, expanding vocabulary, and enhancing overall language proficiency. To exemplify, one student noted, "I think that it helps effective learning much

more because it is a material technique that outweighs examples from daily life in all units that can be integrated” (S26, Individual Int. 1). Another student added, “They were effective in learning English because it was more practical than explaining topic classically” (S5, Focus Group Int. 1). Students also found LL activities effective in improving skills, as one student mentioned, “Yes they are too effective. We have learned new words and structure. This is beneficial for us as we are in language class” (S13, Focus Group Int. 3). Furthermore, the authenticity of materials contributed to their effectiveness for students:

“We brought the materials that are in our lives to the classrooms and connected them with the subjects and I think it is very useful and effective for learning English. It would be better for people to express themselves in this way. It is more and more instructive and effective” (S21, Individual Int. 2).

In summary, the significant impact of using LL for effective teaching in English language classrooms was highlighted. Students found LL activities more effective compared to traditional teaching methods. The incorporation of real-life examples and materials in LL activities made learning practical and meaningful, improving learners’ language skills and overall proficiency.

4.3.4.1.2. Implementing a Different Way of Teaching

Students expressed their enjoyment and excitement about the LL-centered learning process, highlighting the shift from traditional memorization-based methods to more engaging and hands-on LL activities. They emphasized the importance of connecting their own experiences to the subjects being taught and producing materials related to the topics. Furthermore, learners recognized the practicality and distinctness of learning by doing and experiencing things in the classroom. The incorporation of LL activities provided a more meaningful and enjoyable learning experience for them. Students found the inclusion of LL as a novel way for learning English and their interests and experiences were also valuable. One student stated:

“With these materials, I saw that things can be learned not only by memorizing but also by having fun. In addition, we actively participated in the lessons in all of the activities. I saw that our own experiences were also important and that they were associated with the subjects. The fact that we produced materials related to that subject in addition to the normal textbooks made the lessons more fun and interesting” (S19, PostSRJ).

In the same vein, another student said, “I realized that we could learn things without memorizing them. I realized that learning by doing and experiencing things in the classroom makes English easier” (S4, Focus Group Int. 2). One student explained further, “When we learn from the textbook, there are classical activities. But by doing a different activity, learning becomes both easier and more effective and fun” (S21, Individual Int. 2). Another student provided a more detailed comment,

“This 12-week period has shown me aspects of English that I have experienced. It showed that English is used not only in the activities in the student's book and in school, but also in activities such as job interviews in real life. In fact, I saw how the processes from life can be included in English teaching” (S25, Individual Int. 3).

Some students also explained their emotions during this different learning process, “I was so excited, I'm still excited, and I can't stand still. Because I have never had such an experience before” (S23, Individual Int. 4); “At first, I was very stressed at such activities because I have never encountered this kind of thing before. However, I started to feel more comfortable as the number of activities increased” (S27, Focus Group Int. 3).

In summary, students explained their enthusiasm by highlighting the new LL activities that were different from traditional ones. It was important for them to connect their experiences to the topics and also they found a chance to be more active. They found learning through LL to be practical, enjoyable, effective, and different by students. The inclusion of LL activities provided a meaningful learning experience to students that showcased the real-world application of English in various contexts.

4.3.4.1.3. Understanding Roles of Teacher and Students

After LL-based 12 week-process, students actively asserted their roles and recognized the shifting dynamics between themselves and their teacher during the LL activities. They expressed appreciation for teacher's shifting role from a traditional lecturing or dominance of teacher to that of a guide and facilitator, providing support when needed. Students highlighted the opportunity to collaborate with their peers, freely express their opinions, and actively participate in decision-making processes. They valued the non-threatening classroom environment that allowed them to share ideas and take on a more dominant position in their learning. Students described feeling more engaged, motivated, and empowered as they took on an active role in the learning process. Students also highlighted their roles and teacher's role in this process:

“In this process, it was very nice that the teacher was just as a guide in the classroom rather than the narrator role and she was with us when we needed her. We also do something in class together. We did not just listen to teacher quietly unlike we did in other courses” (S29, Focus Group Int. 3).

Students explained their unwillingness to be passive all the time and emphasized through these activities, their collaboration with their classmates increased and they found a chance to explain their ideas in a non-threatening classroom. Some students commented:

“Throughout the whole activity, we had the opportunity to express our opinions freely. I felt comfortable and our teacher listened to everyone as much as possible and tried to help us when we had difficulties. In all activities, we chose the characters and hobbies we wanted. In group work, we made a decision by discussing with our friends and expressing our opinions” (S12, PostSRJ).

“My interest and motivation for English increased. It was very nice to be at the forefront of the lessons and the teacher only intervened when necessary. In other lessons, we usually get bored listening all the time. In English class, we did a fashion walk. We presented our T-shirts accompanied by a song” (S32, PostSRJ).

Furthermore, they noted that they were more active than the teacher, and the teacher took the role of guide, facilitator or helper:

“The teacher was actually a bit of a helper. The teacher was not the one who taught us, but the one who just gave us little information, stood aside and waited for us to do something and pioneered us to do something ourselves. We were in a more active position here” (S2, PostSRJ).

“The students were eager and really wanted to learn. She was exactly like a guide and muse to the students, with her explanations and guidance so we could come up with better ideas and more weight was given to the students' ideas so it was very nice” (S23, Individual Int. 4).

Some students also expressed that their position in the classroom was more dominant and prominent compared to the position of the teacher, “We were more in the forefront. Our teacher was just a guide” (S28, Focus Group Int. 3); “I think we were more dominant because we were doing these activities and you are at the stage of explaining. That’s why the students were more dominant” (S18, Individual Int. 5).

In summary, students embraced their roles as active participants in the LL activities and acknowledged the significant impact on their learning experiences. They welcomed the change in the teacher's role from a traditional instructor to that of a guide and facilitator, enabling them to assume greater responsibility for their own learning. The collaborative nature of the activities fostered a supportive classroom environment where they felt at ease expressing their opinions and engaging in decision-making processes. This shift in dynamics empowered students, heightening their motivation and interest in learning English. Through active participation and assuming a more dominant role, students found the learning process to be more engaging, meaningful, and enjoyable.

4.3.4.1.4. Employing Various Types of Activities

Different types of LL activities were used in this process, including group work, individual work, and pair work. These activities could be tailored to suit different learning styles and allowed learners to interact with each other. The format of the activities could be chosen based on the learning outcomes desired and the preferences of the learners. When asked about their preferences and the usefulness of the activities, students provided diverse responses.

Some students claimed that all activities were used appropriately in their respective contexts, “Whether it was individual, pair work or group work, I was very efficient in all of them, and I liked the use of all of them according to their place” (S21, Individual Int. 2). One student elaborated further:

“I think they are all used in their proper place here, and that's the way it should be. For example, you can't be with someone when you're doing T-shirt talk. Your favorite song may not be the same as theirs. Your hobbies or skills may not be the same as theirs. For example, if I did it with someone, I couldn't stand it, I would argue a lot. In Job advertisement, I had to do it with someone because it was an interview. I think the activities are well balanced” (S19, Focus Group Int. 2).

Regarding individual work, which was part of the second activity, "T-shirt Talk," some students expressed a preference for working alone. One student chose individual work due to personal preferences, stating:

“Honestly, I enjoyed my solo work more. Because the work I do alone is mostly about my own hobbies and my own ideas as I liked more to act only in line with my own will and

desire, without anyone's opinion. I'm not a person who likes to listen to others too much" (S26, Individual Int. 1).

On the other hand, other students explained that they were more enthusiastic about working individually due to issues occurred in group work. One student said, "I think it is better to work individually since there are only my ideas. At the same time, there may be disagreement in group activities. That's why I prefer to work individually" (S7, Focus Group Int. 2). Another student added, "I also prefer to work individually. Because when we worked as a group, different ideas emerged from everyone and we could strike a balance on common points. There was inconstancy" (S28, Focus Group Int. 3). Similarly, another student mentioned, "When I work individually, I think it is more efficient because I do everything myself. When I worked with the group, everyone had different ideas, it was longer and more difficult to gather them together and make a decision" (S13, Focus Group Int. 3). The imbalanced distribution of tasks was another point of critique, as highlighted by one student, "Individual work is more effective because there is no equal distribution of tasks for everyone in group work. I prefer to work individually because everyone cannot get efficiency [from group works]" (S9, Focus Group Int. 3). In summary, students expressed their preferences for individual work due to issues such as unequal task distribution, inconsistency in group work, and personal preferences.

The second type was working in pairs which were part of the first activity, preparing job advertisements. A limited number of students preferred working in pairs compared to other forms. Some students found it beneficial as stated by one learner:

"Job advertisement was my favorite. Since we did it in the form of pair work, we had the opportunity to share more things in our relationship with my friend, our friendship relations improved. Because we had to fit each other, so it was my favorite" (S19, Focus Group Int. 2).

Additionally, another student commented, "My friend and I prepared a job advertisement together and we talked about that job advertisement in the interview. I think I got more pleasure and efficiency from the pair work" (S25, Individual Int. 3).

Overall, students who supported pair work recognized its effectiveness in promoting social interaction among students. They found these activities provided opportunities for authentic communication, meaning negotiation, and idea exchange idea.

In the final activity, creating “Wanted” signs, which was done in the form of group work, most students considered group work to be superior and more enjoyable. They appreciated the constant communication and idea sharing among group members. One student expressed:

“The activities had a good effect. Thanks to the group work we did, we were able to exchange ideas with our friends. We communicated with each other and had the opportunity to share and listen to our hobbies and the difficult times we were going through. In fact, we got to know each other better. I think our social aspect has also improved. We had fun because we did the activities as a group” (S11, PostSRJ).

They claimed that their respect for each other also increased thanks to these group works since they listened to each other to come up with ideas and produce a final product. One student expressed their satisfaction, stating, “Thanks to the activities we do, I think that we have achieved something together by working in groups, helping each other, and respecting each other's ideas” (S17, Focus Group Int. 2). Similarly, another student claimed, “I think group activities are both better and more beneficial. For example, in our event, everyone's respect for each other increases as everyone listens to each other's ideas and gets help from each other” (S4, Focus Group Int. 2).

According to students, another reason why group work was superior was that it allowed them to have fun and engage in conversations with their peers. They mentioned, “So I prefer that these activities should be in the form of group work because in that way, we are not bored, but we are constantly interacting with our friends” (S30, Focus Group Int. 1); “In the group, I think we have done a good job of taking everyone's different ideas and making a joint decision with a lot of laughter and a good conversation” (S6, Focus Group Int. 1). Additionally, one student remarked that with the help of other group members, her deficiencies could be compensated, “I like group work very much. Other group members can make up for my deficiencies where I am inadequate since we are in constant contact with our friends in group work. These activities seem fun and active to me” (S18, Individual Int. 5). Moreover, improving their speaking skills was easier in group work as they could interact with their peers, practice and receive immediate feedback. One student shared their experience, saying:

“I sometimes had difficulties because I could not practice much in the things that I had difficulty in learning, such as fluent speaking and quick thinking. However, I think I can

overcome this in group work because I had a lot of speech with my friends and this improved my speaking ability a lot. I think speaking may be where I benefit the most” (S26, PostSRJ).

To conclude, students found group work effective as it allowed them to collaborate and engage in discussions about their ideas while creating and investigating LL materials. Group work encouraged them to share their perspectives and knowledge, as well as develop collaboration and communication skills. Lastly, group work formed a place for students to practice speaking in the target language.

4.3.4.2. Facilitating Learning Processes

Another theme that was categorized under pedagogical impact was facilitating learning processes. This theme included five overarching subcategories: enhancing critical thinking skills, promoting participation and improving teaching and learning process, developing research skills, facilitating easy learning and teaching, and nurturing literacy development.

4.3.4.2.1. Enhancing Critical Thinking Skills

One of the prominent findings was learners enhancing critical thinking skills. Within the integration of LL in language class, teacher designed activities and tasks that promoted critical thinking, which is one of the 21st century skills, such as analyzing and evaluating texts and pictures and engaging in debates and discussions. Through the analysis of LL materials, students were exposed to different perspectives and ways of thinking. Students discussed and exchanged ideas with each other in each phase of activities. Students mentioned by stating:

“LL made learning English fun and easy to learn. While creating our materials, we came up with new and creative things by discussing and exchanging ideas with my friends. Especially in the last activity, we created a character that is not in the book with my group mates by thinking long and hard about putting it in the time of the book” (S24, PostSRJ).

Another student claimed how they deeply thought about their materials, and aimed to create a story for their new character in the “Wanted” sign activity. One student detailed:

“I am thinking too much about activities because I want to combine the things I love to the signs in a more creative way and also I want to reflect my own personality. Each activity

had different ways of implementation. One was a couple; one was an individual and one was a group. We made drawings and designs to create something in each of them. Then we presented them in different ways. Also, in our last activity, we formed a whole story about our wanted sign. This was also a very good thing for me. It improved my intelligence” (S23, Individual Int. 4).

Another student, whose design is illustrated in Figure 15, mentioned how she incorporated her national pride into the design of her t-shirt by noting, “The t-shirt was white. The text on the t-shirt was red. Because I designed something related to the Turkish National Women's Volleyball Team. I wanted to use and reflect the colors of the Turkish flag” (S27, Focus Group Int. 3).

Figure 15

Sign 4 produced as part of Activity 2

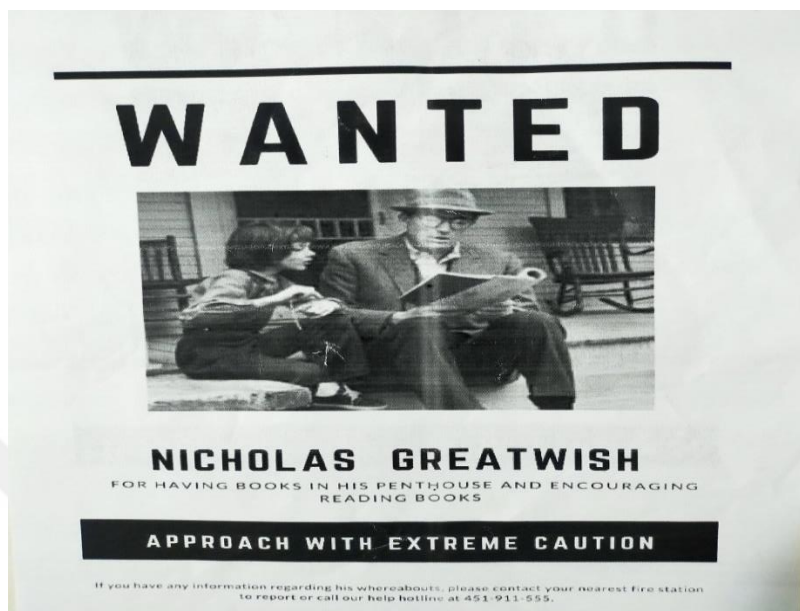


Furthermore, another student, who created a Wanted sign (Figure 16), provided examples from their creation phase during the activity. He explained:

“Since the number of characters in the book was quite limited, I preferred to create a character with my own imagination because I liked to be creative and innovative in some things. While producing, I may have taken references from other places that I did not necessarily think of. The name of the character I created myself was Nicholas Greatwish, and thinking about the physical characteristics of this character, his life story, and integrating a crime into the book in accordance with the dystopian world also challenged my imagination” (S26, Individual Int. 1).

Figure 16

Group 4's material in Activity 3



Learners also analyzed and created their materials based on their personal interest, combining LL with their hobbies and skills. One student mentioned:

“The process generally went well. In the process, we mostly associated the movies we watch, the music we listen to with the subjects in the classroom. At the same time, since we created our own character and life story in the last activity, I think we have reached the next level in creativity” (S17, Focus Group Int. 2).

In conclusion, the process of creating their own materials stimulated students' critical thinking abilities, as they had to think deeply, exchange ideas, and consider various aspects when developing characters or stories. This creative and analytical approach fostered intellectual growth and improved students' intelligence. Moreover, students demonstrated the application of their own interests and skills within the LL activities, combining their hobbies and personal preferences with LL. By associating movies, music, and personal experiences with classroom subjects, students were able to enhance their creativity and take their learning to a higher level. The integration of LL not only made learning English enjoyable but also provided a platform for students to develop and sharpen their critical thinking skills, nurturing their ability to analyze, evaluate, and create.

4.3.4.2.2. Promoting Participation and Improving Teaching and Learning Process

Promoting participation and improving teaching-learning process was another notable sub-category. For this, students highlighted the shift from passive learning to active participation in lessons. Students noted that prior to engaging with LL activities, they had not fully realized the extent to which English was used in their environment. They also claimed that the analysis of LL and its inclusion into lessons helped them to connect their language learning experiences with the real world. After the realization of common use of English in students' surroundings, they felt more motivated to participate more actively in their language lessons and engage more deeply with the language they were studying. Some students explained, "These materials can be integrated into other courses and topics. Both students' participation can be increased and maximum teaching can be gained. It can be used as a new material in teaching" (S24, Focus Group Int. 1); "I realized that learning English is not just about memorizing words and knowing rules. Through the materials used, I realized how active the student can be in the lessons" (S4, PostSRJ). Another student further added, "I think it had a positive effect. Even the students who were not active in the lesson started to be active, participated in the lesson-that's why it was effective" (S18, Individual Int. 5).

They also noted that before participating in the activities, they were not aware of how much English was used in their environment:

"Before the activities, I knew that English was important, but I did not know that it was used so much in my environment. After the activities, my interest in my environment and the languages used in my environment increased. I did not think that English could be learned in a fun way and with such active participation. We were very active in the lessons" (S10, PostSRJ).

In summary, participating in LL-based lessons increased students' participation and helped them understand the importance of language they were learning. The process also provided them with authentic and meaningful language experiences in terms of language teaching and learning.

4.3.4.2.3. Developing Research Skills

Students reported that they conducted research to create LL materials, and they expressed that during their research, they encountered materials in different languages,

presenting opportunities for them to discover new words in those languages. To exemplify, some students explained their enthusiasm for research during the creation phase of activities. One student shared, “I love researching things. During this process, I researched constantly, and it was good because I have learned new things” (S13, Focus Group Int. 3). Another student elaborated this by giving example from his creation process:

“While I was doing t-shirt research, I was always curious about the writings on the t-shirts which I saw, and I researched what they belonged to or what they could be associated with. And that got my sense of research nudged. I think that t-shirts with writings on people in real life at least wonder what it means for people who don't speak English and contribute even a word to them” (S25, Individual Int. 3).

One further claimed that learning English with LL materials raised their research skills, by noting, “Learning English in this way has improved both my sense of research and vocabulary learning” (S25, Individual Int. 3). In the same vein, another student further explained:

“I think it was effective because according to the activity you had, you had to do research about it. When you do research, you see written materials in many different languages, and you cannot know every word there. Therefore, I have to look at the meanings of those words and after finding the meanings of those words, you become familiar with the words and learn them. I think it was very effective for learning languages and for our research skills” (S21, Individual Int. 2).

To sum up, students expressed their enjoyment in conducting research as they explored various sources and topics related to their LL materials. This process of investigation not only expanded their knowledge but also facilitated vocabulary acquisition and deepened their understanding of different languages and cultures. Students acknowledged that engaging in research activities as part of their language learning journey was both effective and beneficial.

4.3.4.2.4. Facilitating Easy Learning and Teaching

The incorporation of LL in English lessons had a significant facilitating effect, according to the feedback provided by students. They have expressed their appreciation for the departure from traditional textbook-based activities and the introduction of engaging and effective LL materials. Students found that these novel activities made learning easier, more enjoyable, and more memorable. They also claimed that these activities promoted

communication and collaboration, as they done in the forms of group and pair works. Some students commented on the facilitating effect of LL in English lessons, “When we learn from the textbook, there are classical activities. But by doing a different activity, learning becomes both easier and more effective and fun” (S21, Individual Int. 2). Furthermore, they recognized that LL materials in their environment could be used in other units as well, “The topic of directions can be taught in a much simpler and more memorable way through linguistic landscape materials” (S4, PostSRJ). Another student added,

“The activities made it easier for me to learn English. It allowed us to learn things we will learn in different ways. I learned that the things we see outside can be used in the classroom. This was very good for me. I will use them in my classes in the future. I think that LL materials can be used in other units” (S6, PostSRJ).

In addition, one student mentioned, “Since I do all activities with pleasure, I do not read something I see over and over again anymore. I learn faster and simpler” (S28, Focus Group Int. 3). Another student emphasized that the activities increased interaction between students and teacher by stating, “Thanks to these activities, English lessons are more memorable and easier. When used in the classroom, communication between students and between students and teachers increases” (S9, PostSRJ).

In summary, students claimed that LL activities facilitated the language teaching and learning process of them by providing an engaging place to explore and practice their language skills. Besides, they explained that the language learning process was more enjoyable, easier, and funnier with LL-based activities and tasks and these activities also promoted communication and collaboration.

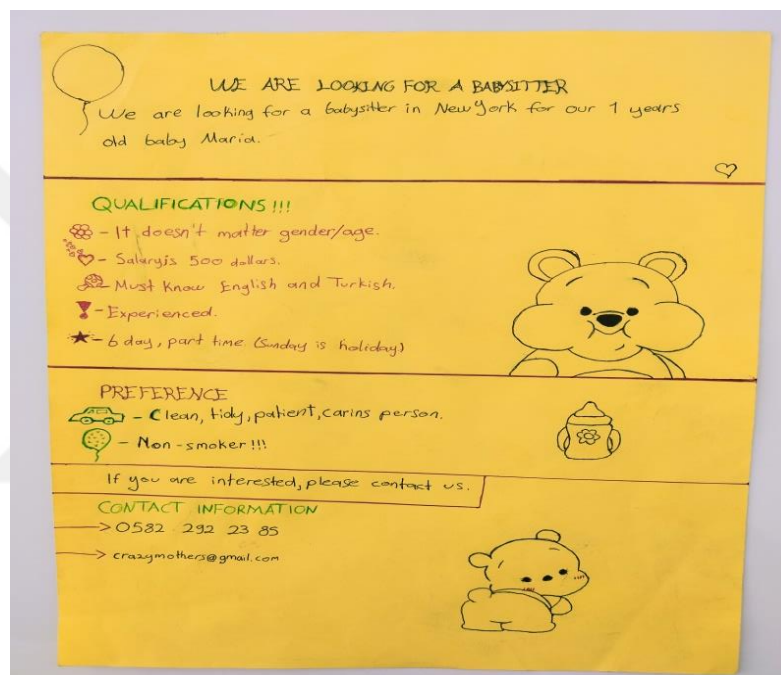
4.3.4.2.5. *Nurturing Literacy Development*

After getting involved in the LL practices, students reported that they developed various literacies such as multimodal, creative, and digital literacies. Students have embraced the opportunity to design and create their own materials by focusing on multimodality such as t-shirts, with careful consideration given to colors, symbols, and textual elements. These design choices are often inspired by various sources, such as movies, series, and songs that hold personal significance to the students. The students' attention to detail and the harmony between shapes, words, and colors demonstrated that their multimodal literacy was raised. Students made an effort to make their creations

compatible with the message or writings they wanted to present or show. One student stated, “We made sure that the colors and shapes in the materials we made were in harmony with each other” (S1, Focus Group Int. 1). One student also noted, “Since we were looking for a babysitter, we drew cute shapes like baby bottles and teddy bears” (S9, Focus Group Int. 3) (see Figure 17).

Figure 17

Pair 15's material in Activity 1



Another student, inspired by a TV series (Figure 18), commented that he designed his t-shirt in accordance with his inspiration:

“I made a redesign according to the source that inspired me. For example, I chose black as the color of my t-shirt, as black colors are usually used in the series *Peaky Blinders*. However, since the text at the entrance is white, I wrote the text on the t-shirt in white” (S10, Focus Group Int. 2).

Figure 18

Sign 28 produced by student in Activity 2



Another student, who was a fan of Spiderman (Figure 19), focused on the details of Spiderman in their t-shirt design, “Red color, the color of his costume, was dominant on my shirt. I also think red is an eye-catching color. I designed it in the form of chunks and a photo about Spiderman. I used English as the language” (S29, Focus Group Int. 3).

Figure 19

Sign 14 produced as part of Activity 2



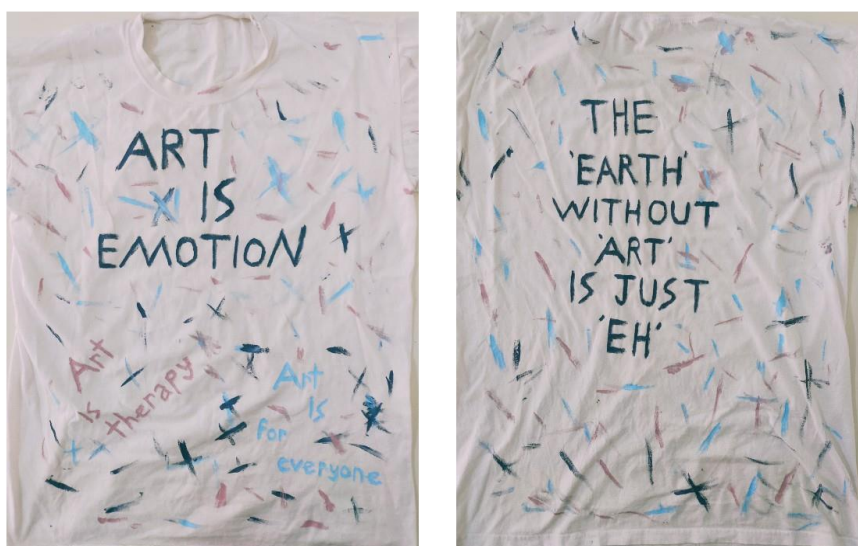
The harmony between shapes and words was also important for them, as several students noted:

“The language I used in all the activities was English. I made sure that the words I chose were attractive. I made the t-shirt in white color because it was an attractive color and it made the reading of the text on it easy. Target audience was people who are interested in art” (S9, Focus Group Int. 3) (see Figure 20).

“I used the background of my t-shirt in white color. Because I think white goes well with every color. The texts, colors and fonts were all designed to be compatible with each other. As I said, I made it from different applications. For example, the font I used when designing the t-shirt was the same font used on the cover of Harry Potter” (S23, Individual Int. 4).

Figure 20

Sign 15 produced as part of Activity 2



In her t-shirt design, one student chose the song named ‘Another Love’ by Tom Odell (Figure 21). She mentioned that while she was preparing her design, she paid attention to the rhythm and emotions presented in song and thus, searched the meaning of colors that could be compatible with the emotions in song. She explained, “In the materials I created, I chose the colors by researching their meanings. Knowing that the song was a bit pessimistic, I took care to use more grey and black tones” (S21, Individual Int. 2).

Figure 21

Sign 1 produced as part of Activity 2



Overall, the use of multimodality in creating LL materials, particularly personalized t-shirts, allowed students to demonstrate their creativity and attention to detail. Drawing inspiration from movies, series, and songs, students carefully selected colors, symbols, and text to convey their intended messages effectively. These design choices enhanced their multimodal literacy skills. Students consciously aligned colors and shapes with their inspirations and target audience, making meaningful connections between different modes of expression.

Creative literacy, one of 21st century skills, was another area mentioned by students. They emphasized the importance of creativity in designing materials, particularly during the "Wanted" sign activity, where they were able to present their imaginative skills by creating unique characters. This process not only allowed them to expand their creative thinking abilities but also enabled them to engage with the themes and concepts of the English lessons in a more personalized and innovative way. All activities required a certain amount of creativity. One learner explained it with respect to the "Wanted" sign activity, "Since the number of characters in the book is quite limited, I preferred to create a character with my own imagination because I like to be creative and innovative in some things" (S26, Individual Int. 1). In the same vein, another learner added, "For example, at the "Wanted Sign" activity, my imagination, my creativity skills developed. It was fun to create a new character, to do it based on my imagination" (S1, Focus Group Int. 1). One student elaborated by claiming (see Figure 22):

“We created a character that was our own product of thought with group members and we thought of that character in the universe of Fahrenheit 451. We thought that what was considered a crime in that universe and whenever our own character would be searchable. After that, we prepared a small story about its life and presented it to the class. This process has improved my creative thinking skills a lot” (S28, Focus Group Int. 3).

Figure 22

Group 2's material in Activity 3



Furthermore, some students talked about how they wanted to reflect their desires in their creations alongside creativity:

“I made the materials according to my own favorite things, my own hobbies. As I did in T-shirt talk, I love listening to music very much and I tried to understand the concepts and structures related to the unit through my favorite hobby. While doing these, I tried to create my materials by thinking about what I like and what would be more creative and flashy if I combined them with what I like. Since I wanted it to be different, I tried to be as creative as I could, which improved my creativity skills” (S21, Individual Int. 2).

As LL activities were done in different formats such as individual, pair or group works, students found a chance to experience LL materials in various forms and interact with their classmates. Exchanging ideas also enhanced their creativity, as noted by one student:

“I liked English very much before. I have been watching English cartoons and listening to songs since I was little. Thanks to these materials, the lessons became more fun. Our communication with my friends increased. Also, we did so many new things together. Therefore, my creativity increased” (S23, PostSRJ).

In summary, creating characters, stories, and designs based on students’ own ideas and interests nurtured their creative abilities and allowed for personal expression. Additionally, the diverse nature of LL activities, which included individual, pair, and group work, provided students with various opportunities to interact with their classmates, exchange ideas, and further enhance their creativity.

The final aspect that was discussed was digital literacy. In the last activity, students prepared and designed their signs on digital platforms like *Canva*. When asked about the impact of LL on their overall development, some students mentioned learning design-related English terms and the opportunity to meet with new people:

“Creating these in a digital environment has added a lot to me. I can say that I have learned different design-related English terms that people who deal with this kind of work will know and learn. These are terms that I think can be of much use to me in the future. At the same time, while using these applications, I got help from people to use these applications. As I got help from people, I learned both new and different things. I also had the opportunity to meet other people” (S26, Individual Int. 1).

One student also highlighted the convenience of these applications, “I agree with my friend. For example, creating material in the digital environment provided convenience. We didn't know how to use the Canva application. Thanks to these activities, we also gained information in the digital environment” (S5, Focus Group Int. 1). Another learner added, “It is easier and more practical to prepare [wanted signs] in the digital environment” (S12, PostSRJ). One student provided further details:

“Creating it [wanted sign] in a digital environment actually made it easier for us. Since we thought of a character we would create in our minds and drew only a sketch of it, it would take a little more time to transfer it to a detailed picture but doing it directly on a digital

medium made our work easier. In addition, we learned unfamiliar words and phrases used to make posters in the applications. We spent time on the internet. It was also instructive and made us more adapted to the internet environment” (S21, Individual Int. 2).

Some students also mentioned that they learned digital terminology and phrases commonly used on web by stating:

“It was also very enjoyable to create our last activity in a digital environment. I had never heard of this application before. I saw a lot of patterns and poster examples. I also learned some terms used in the application and some concepts used in making posters or videos” (S13, PostSRJ).

“In addition, we made the wanted sign we did in the last activity on Canva. Doing this activity on the web gave me experience in the digital environment. I also learned the terms used in that application and its different features.” (S9, PostSRJ).

Furthermore, some students discovered different functions of applications and also provided suggestions for using digital platforms in other units of English lessons. They specified:

“I am not a person who uses a lot of social media etc. In the third activity we did, many things can be done on the Canva application. Even posters can be prepared for social media sites. I can say that my knowledge about digital media has increased” (S17, PostSRJ).

“In a technology-related unit, posts and stories from social media sites can be brought to the classroom. Students may be asked to prepare sample posts in the same way. Thus, awareness is created for social media and unit is learned through real materials” (S28, PostSRJ).

Another student added that digital platforms like Canva can be used not only for creating of posters but also for videos, schedules, and more, “Thanks to the activities, I learned about an effective application like Canva where we can create posters and presentations, work schedules and videos for lessons” (S24, PostSRJ).

In conclusion, the inclusion of digital literacy in LL activities allowed students to develop their technological skills and familiarity with digital platforms. Through applications like Canva, students learned design-related English terms, gained practical knowledge in creating digital materials, and discovered new functions and features. The digital environment provided convenience, efficiency, and opportunities for collaboration.

Students recognized the potential of digital platforms in various subjects and suggested their use in other units.

4.3.5. Constraints, Challenges & Suggestions

Although it was not as frequently mentioned as other major themes, constraints, challenges and suggestions formed the final theme emerging from the analyzed data. The sub-categories included lack of time and time constraints in LL activities. Furthermore, students also proposed ideas regarding managing the number of activities that could be implemented in a term and made recommendations for teachers and students regarding the use of LL in pedagogical contexts.

4.3.5.1. Lack of Time

Learners viewed the lack of time as a significant constraint in the implementation of LL activities in language learning, as data analysis revealed. As mentioned before, this study spanned 12 weeks, during which students were required to actively participate in all activities and create LL materials as part of each activity. Given that they were in the 11th grade language class with upcoming national exams in the following year, they claimed to have a very busy schedule and, found it challenging to have enough time to fulfill the requirements of activities. One learner expressed this sentiment, stating, “There were times when I had a hard time catching up [with activities] because I have a busy schedule” (S26, Individual Int. 1). Another student asserted, “I think it took some time to do it because of the intensity of the program, even though activities had a lot of benefits” (S30, Focus Group Int. 1). However, one student explained by mentioning the initial prejudice they had due to lack of time, but later realized the value of the activities, noting,

“At the same time, we have a very difficult schedule, and I was a little prejudiced because I didn’t have time. So, I thought it was unnecessary later, when I realized that I had learned new information and it improved my skills, my ideas changed” (S18, Individual Int. 5).

Overall, lack of time was one of the challenges that some students expressed during the process.

4.3.5.2. Time Constraints in LL Activities

LL activities may require additional time in the language learning process, which can pose a challenge for some learners. Planning and implementing LL activities may take longer than traditional language learning activities, as they often require multiple phases such as active participation, analysis and creation. This aspect of implementing LL in the class was mentioned by a limited number of students. One student, for example, reported, “I think the negative aspect of the activities was that it only took time” (S18, Individual Int. 5). Another student also said that the activities required completing, “I think it took some time to do it even though they had a lot of benefits” (S1, Focus Group Int. 1).

Additionally, the time frame given for engaging in LL activities seemed short for some learners, especially those who have limited time to engage deeply with the materials. One student expressed this situation by stating, “I think a twelve-week process seemed a bit too little for busy people. For example, for busy people, the time was limited to create the stages” (S21, Individual Int. 2)

In conclusion, while LL activities have demonstrated positive impacts, there were some challenges associated with their implementation. Some students expressed concerns about the additional time required for planning and participating in LL activities, which may pose difficulties for learners with limited time availability. The shorter time frames given for engaging in LL activities were also perceived as insufficient by some students, particularly those with busy schedules. These findings highlight the importance of considering the time constraints of learners when designing and implementing LL activities to ensure their effectiveness and feasibility within the language learning process.

4.3.5.3. Managing the Number of Activities

In the process of implementing LL into lessons, learners were asked about the number of activities that could be done in a semester. While some students asserted that there should not be a need to limit the number of activities, other students claimed that four or five would be acceptable. One student explained their preference by stating, “I prefer that such works be at least four or five because it's very reasonable that there are four or five of them because these studies have led to a pleasant time” (S6, Focus Group Int. 1). Another student provided further details:

“I think that if it is necessary to divide it into semesters, I think that three or four activities like this one can be accepted in the first semester, and three or four activities can be accepted in the second semester. Because I can say that I really see the benefits of these. Because we have fun, we learn, and our self-confidence increases. So, three or four seems appropriate” (S21, Individual Int. 2).

However, the majority of students expressed that there should be only one or two activity in each semester. One student stated, “There must be two [activities] in a year. There has got to be an activity every semester, so the student and the teacher don't have to be bored” (S5, Focus Group Int. 1). Another student agreed by expressing, “I think having two activities will be enough” (S18, Individual Int. 5).

To conclude, although students had different opinions about the number of activities, most of them suggested the incorporation of one or two LL-based activities into high school classrooms per academic semester.

4.3.5.4. Recommendation for Teachers and Students Regarding the LL Use

After experiencing LL-based activities and recognizing their effectiveness and enjoyment, students recommended LL activities to other students and teachers. One student mentioned, “I definitely suggested LL to other students and teachers” (S26, Individual Int. 1). Another student implied that LL materials utilized in activities could be employed for various concepts they had learned, saying, “We can use the posters and signs we use in the classroom in all other classes to teach other students the concepts we have learned” (S31, PostSRJ). Additionally, another student emphasized that the use of LL materials could enhance language skills of students, stating, “I think it can be useful for language learners as well as teachers and other students. I believe that it can provide them with many skills” (S23, PostSRJ). Another student echoed this sentiment by expressing,

“Since multiple language skills are used in the stages of each activity, it is effective for many skills such as speaking, writing and listening. I think it can be useful for language learners as well as teachers and other students. I believe that it can provide them with many skills” (S31, PostSRJ).

To conclude, the data analysis demonstrated that students suggested LL activities due to its numerous benefits and their potential for language learning and teaching.

CHAPTER FIVE

5. DISCUSSION

This research endeavors to explore the effective integration of linguistic landscape (LL) materials into high school English instruction. The study aims to determine the potential of LL materials as a valuable pedagogical resource, enabling students to learn English in real-life contexts beyond traditional textbooks. It was integrated into 11th grade English curriculum and conducted with students studying in the English language department of high schools. Based on the topics placed in curriculum, three activities were formed in accordance with the pedagogical framework titled “Linguistic Landscapes in Second Language Teaching and Learning (LLinL2TL)” proposed by Solmaz (2021). Data were collected through activity reflection logs, student-produced artifacts, semi-structured interviews and reflective journals. Besides, students’ attitudes and their feedbacks were explored alongside LL’s impact on their overall understanding of English.

The purpose of this study was to provide responses to the following research inquiries:

- 1) In what ways can Linguistic Landscape-centered materials be utilized to effectively enhance teaching in high school English lessons?
- 2) How do learners perceive the inclusion of Linguistic Landscape-centered materials in high school English lessons?
- 3) What are the potential impacts of developing and implementing Linguistic Landscape-centered materials on learners’ overall understanding of the English language?

5.1. In what ways can Linguistic Landscape-centered materials be utilized to effectively enhance teaching in high school English lessons?

The first research question focused on exploring the ways that Linguistic Landscapes (LL) can be integrated into English lessons. Contrary to previous studies (e.g., Rowland, 2013; Sayer, 2010), in this study, the activities were developed based on the topics covered in the 11th grade English curriculum and followed the “LLinL2TL” pedagogical model, consisting of four phases. Each activity began with a situated practice,

where teacher asked questions to assess students' prior knowledge and understanding on the topic. This was followed the guided exploration phase, during which the teacher introduced LL materials related to the topic and asked some guiding questions to encourage students' examinations of each sample LL material. In the creation phase, students were tasked with preparing their own LL materials based on the model provided by teacher during the guided exploration phase. Finally, in the transformed practice phase, students presented their materials, analysis, and reflections on the LL materials in various formats.

The first activity was conducted based on the first unit, Future Jobs, in the 11th grade English curriculum. In the first phase, teacher asked questions related to students' vocational preferences and future jobs to investigate their background information. In the second phase, the teacher provided job advertisements as LL materials in addition to job advertisement in the students' textbook. Guiding questions were directed to encourage critical thinking and analysis of each advertisement. In the third phase, students worked in pairs to create a multimodal job advertisement. They were free to choose the job, and utilize colors, shapes, drawings, texts based on the provided model. The final phase involved students presenting their job advertisements in the form of a job interview.

The second activity focused on the second unit, "Hobbies and Skills". In the first phase, teacher inquired about students' hobbies and skills. Then, she introduced an activity called "Turning Your Passion into Wearable Art". She presented examples of T-shirt designs related to hobbies and skills and asked questions regarding T-shirts' shape, color, texts, and target audience. This activity was carried out individually to accommodate the varying interests and hobbies of each student. In the third phase, students were asked to design a T-shirt reflecting their hobbies and skills, paying attention to multimodality. The final phase involved "a fashion-walk", where students showcased their T-shirt designs in a competition format. Each student evaluated their peers using a pre-designed rubric with different items.

The third activity was conducted based on the third unit, "Hard Times". In the initial phase, students were asked about their personal challenging experiences to introduce the new topic. In the second phase, teacher introduced "Wanted" signs through videos and signs as LL materials, explaining their purpose of use and asking guiding questions about them. As part of the lesson on book genres, dystopias, the teacher asked students to read

“Fahrenheit 451” by Ray Bradbury. In the creation phase, students were divided into groups of four and tasked with preparing a digital wanted sign based on the book they read. Students utilized digital applications like Canva to make posters. Finally, each group presented their “Wanted” sign through “art exhibition” activity, where they introduced their characters’ lives and challenging experiences. This was followed by a question and answer session relating to each sign.

While some studies conducted with children (Roos & Nicholas, 2019), other studies conducted with university students (Chesnut et al., 2013; Hancock, 2012; Rowland, 2013). As there were a quite number of limited studies with high school students, this study was conducted with 11th grade language class students. Burwell and Lenters’ (2015) case study shared similarities with the current study, particularly in terms of focusing on 10th-grade students. Additionally, since LL was used as a pedagogical material in the classroom environment in this study, it is important to make a comparison with Sayer's study (2010), which was among the first to argue that LL can be used as a new material for pedagogical purposes. He conducted a study that investigated the concept of LL within localized English as a Foreign Language (EFL) community in Mexico. In a manner congruent with the present research, Sayer employed a qualitative content analysis approach to analyze the gathered data. Furthermore, he incorporated authentic materials sourced from the learners' environment, such as the analysis of textual content on T-shirts and household inventories. Sayer made the claim that these activities facilitated a seamless transition between the classroom and the outside world, a practice similarly adopted in the current study.

The following discussion will cover the four stages that were followed through the implementation of LL-based activities. The first phase of the pedagogical model employed in this study was *situated practice*. This phase was crucial as it involved questioning the students about the topic to activate their background knowledge. In studies conducted about LL, it is common to introduce LL and its core principles to learners at the beginning of activities (e.g., Burwell & Lenters, 2015; Rowland, 2013; Sayer, 2010). However, in this study, the teacher did not initially introduce the LL concept at the first or present it directly. Instead, she mentioned LL and other related concepts when they naturally arose during the discussions.

The second phase of the pedagogical model was *guided exploration*. In this phase, the teacher provided LL materials and instructed the students to analyze them using the

prepared guiding questions. Sayer (2010) advocated for the utilization of guiding questions for commencing research process. Similar to this study, Chesnut et al. (2013) and Rowland (2013) employed LL research projects that involved students photographing signs in specific local locations to investigate the language usage within these contexts. The analysis component of their study shared similarities with this study. Rowland's study also adopted an approach, which used guided questions to categorize photographs and conduct analysis. Furthermore, Chern and Dooley (2014) examined the use of "English literacy walks" and proposed specific tasks and teacher-guided questions that bear resemblance to the guided exploration component of the current study. Their research also incorporated the use of LL materials in presentations, wherein teachers posed guided questions about the materials before embarking on the literacy walk. Similarly, in Burwell and Lenters' study (2015), teachers provided LL signs to the students and posed guiding questions about various aspects of the signs, including their texts, colors, size, and placement, for further analysis, which aligned with the guided exploration phase of the present study. Finally, Hancock (2022) utilized guiding questions to analyze LL signs captured by a cohort of students. Similar to the present study, the participants in Hancock's research shared their analyses of LL signs through presentations and written reports.

The third phase of this study was *creation* phase, during which students were tasked with creating their own LL signs. Similar to this phase, in Chern and Dooley's study (2014), students had the opportunity to explore images and capture photographs during the literacy walk based on their individual interests. This student-centered approach aligned with the nature of the creation phase in the current study. Furthermore, they instructed students to engage in a post-walk activity, such as creating a poster for the classroom or producing an alphabet chart. During the preparation of these materials, discussions could be facilitated to promote multilingual awareness. In addition, in Burwell and Lenters' study (2015), students were encouraged to capture photographs of signs in their environment and categorize them based on specific criteria. This process led to the creation of photo documentaries, which were presented to the classroom, mirroring the creation phase of the current study.

The fourth and last phase employed in the study was *transformed practice*, during which students presented their materials, analysis, and reflections on the LL materials in various formats. Sayer (2010) also recommended that learners present their analyses, akin

to the *transformed practice* stage employed in this study, whereby students exhibited their artifacts through diverse modalities. Similar to this study, Rowland's (2013) study included a post-activity phase where students wrote reports and engaged in discussions with their peers. This aspect is reminiscent of the *transformed practice* sessions in the current study, which involved discussions on T-shirts and "Wanted" signs. However, there is a distinction in that Rowland's study involved students discussing the accuracy of their inferred meanings, whereas the present study did not assess students' interpretations. Additionally, Dumanig and David (2019) collected and analyzed shop names and signage. They asked students to list English words they encountered in the city, and conducted interviews to explore how the LL influenced their English learning.

In contrast to the aforementioned studies, the current study focused on the implementation of LL materials within the classroom setting, directly aligned with the curriculum. The sample activities were carefully designed to correspond to specific topics within the curriculum, serving as exemplars for teachers on how to effectively integrate LL materials into their instruction. The primary objective was to investigate how these LL materials could be seamlessly integrated as new instructional materials. It is worth noting that LL-oriented activities in previous studies (e.g., Burwell & Lenters, 2015; Chern & Dooley, 2014; Rowland, 2013) were typically organized independently of the topics covered in the classroom. In contrast, the current study aimed to bridge the gap between LL materials and the curriculum by aligning the activities with specific curriculum topics.

Another distinctive aspect of the current study is the adoption of a systematic pedagogical framework (i.e. Linguistic Landscapes in Second Language Teaching and Learning). The activities were organized and implemented in accordance with the stages outlined within this framework (Solmaz, 2021). Consequently, clear instructions played a crucial role in guiding the implementation process. While the guided exploration and analysis components observed in previous studies were also present, what set the current study apart was the inclusion of bridging activities. These activities aimed to facilitate the seamless integration of LL materials into the classroom, bridging the gap between the topics covered in class and the outside world.

Overall, LL-centered materials can be effectively utilized to enhance teaching in high school English lessons in numerous ways. The utilization of these materials in high school English lessons effectively enhanced teaching by incorporating real-world language

use and making learning more relevant. By following a systematic pedagogical framework and implementing four phases (situated practice, guided exploration, creation, and transformed practice), students engaged in structured activities that involve analyzing, creating, and presenting LL materials. The study showcased specific activities aligned with the English curriculum, such as analyzing job advertisements, designing T-shirts related to hobbies and skills, and creating "Wanted" signs based on Ray Bradbury's *Fahrenheit 451*. The integration of LL materials into high school English lessons fostered a student-centered approach, promoting creativity and personal expression. Presenting their work in various formats, such as job interviews, fashion walks, and art exhibitions, encouraged peer interaction and communication skills. Unlike previous studies, the current research emphasizes incorporating LL materials into the curriculum, bridging the gap between classroom and real-world learning, promoting critical thinking, multimodal communication, and student creativity.

5.2. How do learners perceive the inclusion of Linguistic Landscape-centered materials in high school English lessons?

Students' perceptions for the inclusion of LL-based materials in English lessons were examined through this research question. The results from the activity reflection logs clearly indicated that students enjoyed the activities and their perceptions were positively influenced. They expressed enthusiasm for further exploration of LL and reported increased motivation and interest in learning English. Students also found LL materials to be integrative for language learning and recognized their facilitating effects on understanding new concepts and units. In addition, they highlighted the effectiveness of LL in providing fresh insights into the presence of English in various contexts. Student feedback on the LL activity was found to be overwhelmingly positive, indicating enjoyment, perceived benefits to English learning and new perspectives gained. Similar findings were observed in several studies conducted on this topic. Chesnut et al. (2013) found that participants showed heightened interest in LL and experienced a shift in their perspectives on languages. Similarly, Qi et al.'s study (2020) also revealed a mainly positive attitude towards the inclusion of LL among students. De Wilde et al.'s study (2021) also supported the positive appreciation of learners for the use of LL.

During LL activities, learners expressed their enjoyment and acquired a new understanding of theoretical concepts such as top-down and bottom-up sign types, as well

as the language used in the urban environment they were studying. These findings align with the results of other studies that reported increased motivation and positive attitude changes, such as those conducted by Chern and Dooley (2014) and Sayer (2010).

The students acknowledged the effectiveness of LL in improving their understanding of concepts and units, thus showing the valuable impact of these activities on their language acquisition process. In particular, they emphasized the acquisition of LL-related concepts such as English as lingua franca and types of sign, highlighting the pedagogical value of the LL materials used. These findings align with Dumanig and David's study (2019), which focused on the effectiveness of LL in the teaching English as a foreign language. Furthermore, the positive perceptions of LL materials and activities underscore the importance of integrating them into the classroom to enhance language acquisition and foster positive attitudes towards learning English, as emphasized by Shang and Xie (2020).

In conclusion, 11th grade high school English learners perceived the inclusion of LL-centered materials in their English lessons positively. The discussion of student feedback highlights the resounding success and effectiveness of the LL activity in engaging and motivating students, fostering a positive learning experience and promoting language acquisition. The overwhelmingly positive impact of the LL materials and activities is evident in the students' enthusiastic responses and their acquisition of new knowledge and perspectives. These findings confirm the importance of integrating LL into language teaching and provide valuable insights for designing future activities that optimize student engagement and maximize learning outcomes.

5.3. What are the potential impacts of developing and implementing Linguistic Landscape-centered materials on learners' overall understanding of the English language?

This final research question was about the impacts of LL-based materials on learners' overall understanding of English. The qualitative analysis revealed five main themes, each with its own sub-themes. The first theme was Linguistic Landscapes (LL) awareness, which included several sub-categories such as gaining familiarity with LL, noticing LL in the environment, paying attention to urban print, understanding LL signs and functions, viewing LL as materials, bridging classroom and the outside world and learning LL-related concepts. The second theme was language learning and development,

which encompassed developing language skills, perceptions of English before and after the study, and reflecting on LL in the classroom both before and after the study.

The third theme was personal development, which highlighted positive impact of incorporating LL into high school English classes as a fresh multimodal resource. It empowered and motivated students to explore and appreciate diversity, developed essential skills such as self-confidence, motivation, autonomy, and social awareness, and served as a unique tool for understanding diverse cultures, challenging prejudices, promoting socio-linguistic awareness, cultivating multiple perspectives, increasing awareness of English as a Lingua Franca (ELF), and fostering social skills and relationships. The fourth theme was pedagogical impact of LL, focusing on LL as a pedagogical resource in high school English classes. This theme explored effective teaching strategies, including utilizing LL for teaching, implementing a different way of teaching, understanding the roles of teacher and students, and employing various types of activities. It also highlighted the enhancement of critical thinking skills, increased student participation, improved teaching and learning processes, development of research skills, facilitation of easy learning and teaching, and nurturing literacy development. The final theme was constraints, challenges and suggestions, which addressed limitations and difficulties encountered during LL activities. They included lack of time and time constraints, managing the number of activities, and offered recommendations for teachers and students regarding the use of LL.

As evidenced in this study and also by Chesnut et al. (2013), the incorporation of LL activities had a significant impact on raising students' awareness of the LL and its practical functions in everyday spaces. Initially, students had mixed attitudes towards the signs found in their surroundings. However, after engaging in LL activities, their attitudes became more positive, and they recognized the importance of LL materials in their daily lives. This demonstrated that integrating LL into language teaching was a practical and effective approach that increased learners' and teachers' awareness of their surrounding environment and the language-related signs they encountered (Dumanig & David, 2019).

The findings of the study reinforced the idea that exposing learners to LL promoted language awareness and appreciation of linguistic diversity. Students became aware of the prevalence of language in their lives, its diversity in the public sphere, and its role in different contexts. In addition, implementing LL projects in the classroom sparked curiosity about the presence of the English language, encouraged attention to urban print,

and promoted a comprehensive understanding of the impact of language on the environment (Kasanga, 2012; Rowland, 2013). Through the analysis of LL signs, students gained an understanding of their core features, multimodality and practical usefulness, such as in driving or walking. They recognized the importance of LL materials for comprehending linguistic and cultural characteristics, establishing inclusive language policies, and serving purposes such as attracting attention, informing, advertising, facilitating language learning, and reflecting local culture and economy. Overall, LL activities contributed to students' language learning journey and their wider understanding of the role of language in shaping their environment.

The findings of the study highlighted the benefits of using authentic materials and LL in the language classroom. It was observed that students showed an increased interest, motivation, and understanding when exposed to familiar materials from their environment. LL served as a bridge between the classroom and the external environment, allowing students to establish connections between their classroom learning and their real-world experiences (Roos & Nicholas, 2019; Sayer, 2010; Shang & Xie, 2020). Similarly, integrating LL as a teaching resource facilitated authentic literacy activities and extended learning beyond the classroom, connecting the school life of the students with their broader community (Hewitt-Bradshaw, 2014). By bringing examples of English into the classroom, students engaged with authentic learning materials and actively sought out real-world language use in their communities, bridging the gap between classroom learning and the practical application (Roos & Nicholas, 2019).

LL activities were also found to play a crucial role in enabling students to learn about various LL-related concepts such as multilingualism, language policy, and types of signs. Through engaging in LL activities and participating in discussions, students not only grasped these concepts but also developed a deeper understanding of the prevalence of multilingualism and the impact of language policy on shaping the LL. Furthermore, they demonstrated their ability to creatively use different sign types. Supporting this, Chesnut et al. (2013) also reported that the implementation of LL activities resulted in students gaining a comprehensive understanding of LL as well as different sign types, including top-down and bottom-up signs. Additionally, Roos and Nicholas (2019) observed an increased awareness of multilingualism among students as a result of participating in LL activities.

The utilization of LL-based language activities had a positive impact on learners' productive and receptive skills. Students reported that LL activities improved their speaking and writing skills. Collaborative tasks, such as pair work and group work, facilitated the practice of speaking and improved fluency, pronunciation, and confidence in the English language. In line with these findings, Sayer (2010) emphasized that LL promoted the development of oral language skills by encouraging students to interact meaningfully when explaining and defending ideas. Additionally, students highlighted the positive impact of LL tasks on their writing skills, citing examples such as the creation of job advertisements and "Wanted Signs". These activities not only facilitated the development of writing, grammar, and spelling skills but also heightened sociolinguistic awareness. Dumanig and David (2019) added that exposure to the English language in the immediate environment further contributed to improvements in language usage and spelling. In addition to the enhancement of productive skills, LL-based language teaching also proved influential in improving learners' receptive skills, including reading, fluency, and comprehension across various text types. Active listening during LL tasks helped students with the recognition of diverse speech patterns and the development of listening comprehension. Overall, LL activities were found to have a considerable impact on students' speaking, writing, reading and listening skills, promoting effective communication and language proficiency.

By using LLs, students had the opportunity to improve their vocabulary, spelling, and understanding of English grammar structures. Incorporating LL items into language learning exposed students to a diverse range of language genres, including both simple and complex writing samples. This exposure can expand students' vocabulary repertoire, leading to increased potential for incidental learning. As a result, students may benefit from the acquisition of vocabulary through the incorporation of LL elements in language learning (Cenoz & Gorter, 2008). By analyzing language found in signs and texts encountered in public spaces, learners are exposed to new vocabulary and grammatical structures in context. Research indicated that LL activities had a significant impact on learners' English vocabulary, leading to an increased familiarity and improved retention of words and phrases (Dumanig & David, 2019).

Using LL signs had a significant positive impact on the students' confidence in using English. Students initially felt excited and anxious, but LL activities helped them

overcome their concerns and created a comfortable and pleasant learning environment, which boosted their confidence. Furthermore, this process stimulated their curiosity and motivated them to take an active part in the learning and these activities were seen as a refreshing alternative to traditional methods. LL activities stimulated interest and changed students' perceptions of English by incorporating fun and imaginative approaches, such as group and pair work. Additionally, the LL activities also promoted students' autonomy. They were given the opportunity to create their own materials, which encouraged them to learn on their own and to become less dependent on the teacher. Similar research has shown that students found LL activities practical and enjoyable (Dumanig & David, 2019) and LL activities empower students to take ownership and responsibility for their language learning, thereby promoting self-directed learning (Dumanig & David, 2019; Hancock, 2022; Sayer, 2010).

Students developed an understanding of different cultures through their exposure to different languages and cultures in their multilingual city and through the creation of LL materials, such as "Wanted Signs", which represent other cultures. This process involved research and deepened students' understanding of the relationship between language and culture. Hancock (2022) also acknowledged the positive influence of LL on the development of additional languages and intercultural competence. Furthermore, the implementation of LL activities helped to break down initial prejudices about English language learning and the use of LL materials, leading to increased motivation and positive attitudes.

LL activities were also found to be effective in promoting sociolinguistic awareness and shedding light on language variations across different contexts, social statuses, and individuals. As also shown in previous research (see Hancock, 2022), LL as a pedagogic resource enabled learners to gain new insights and broaden their perspectives. As noted in this study and recently shown by Solmaz (2023), LL activities increased learners' awareness of how to identify and reflect on the presence of English in everyday situations, understand English as a lingua franca, recognize the practical and symbolic value of English in the real world, and their perception of English as a subject in the classroom.

Using LL as a resource in high school English classes had a significant pedagogical impact with respect to using effective teaching strategies and transforming classroom dynamics. Incorporation of LL as a new multimodal material presented as an alternative to

the conventional teaching models, making learning more interactive and captivating. Teachers played a guiding role, facilitating student engagement with the LL and creating connections between the language being learnt and the world around them (Hancock, 2022; Shohamy 2019). This shift in dynamics between teachers and students led to increased engagement and motivation. Besides, collaboration and communication among students were fostered through a variety of activities, including group, pair work, and individual tasks. Overall, the incorporation of LL in the English classroom improved the learning outcomes and experiences of students, creating a more effective and enjoyable learning environment.

The findings showed that the integration of LL in the language classroom promoted critical thinking through activities such as text analysis, debates, and creative tasks. The production of LL materials facilitated active discussion and the exchange of ideas, thereby fostering the development of analytical, evaluative, and creative skills. Previous studies indicated that LL has the potential to enhance critical thinking skills by promoting 'learning to think' skills such as analysis, comparison, interpretation, and evaluation. Students who engage with LL materials develop critical thinking skills by analyzing the meanings, contexts, and implications of signs, texts, and symbols (Dagenais et al., 2008; Hancock, 2022; Roos & Nicholas, 2019; Rowland, 2013; Sayer, 2010; Shang & Xie, 2020). LL activities make language learning enjoyable and meaningful by encouraging active participation (Chern & Dooley, 2014), motivation, and facilitating connections to the real world.

The findings also revealed that LL practices promoted multimodal, creative, and digital literacies. This aligned with previous research by Burwell and Lenters (2015), Hancock (2022) and Rowland (2013), who have highlighted the potential of LL for promoting multimodal literacy skills. For the present study, for example, students designing LL materials reported developing multimodal literacy as a result of engaging in aligning colors, symbols, and words to communicate effectively. Through engagement with LL, learners had the opportunity to develop their skills in the understanding and interpretation of multiple modes of communication beyond traditional text-based forms. The exploration of LL, as argued by Cenoz and Gorter (2008), offers several benefits, particularly in developing multimodal literacy skills. Additionally, creativity in designing

materials promotes personalized and innovative engagement with English language teaching, and expands creative and attention to detail literacy skills.

Integrating LL activities into language teaching involved challenges and constraints related to time, as students found it difficult to balance their busy schedules and meet LL requirements. Carrying out LL activities also required additional time compared to traditional methods of learning a language. Students, especially those with limited availability, felt that the given time frame to engage with LL materials was insufficient. Suggestions were made on how to manage the number of activities, ranging from no limit on the number of activities to a moderate number of activities per semester. The majority of students recommended the inclusion of one or two LL-based activities per academic term. Despite these challenges, students recognized the benefits of LL activities and recommended them to other students and teachers, emphasizing their effectiveness, enjoyment, and potential to improve language skills. Finding a balance between time constraints and carefully selecting the number of activities are crucial factors to be taken into account when integrating LL into language teaching. In conclusion, although integrating LL activities into the language classroom posed challenges related to time constraints, students recognized the value of these activities in improving language skills and recommended including them in moderation, balancing availability and number of activities.

CHAPTER SIX

6. CONCLUSION AND IMPLICATIONS

This research study highlights the positive impacts of integrating Linguistic Landscape (LL)-based materials into high school English instruction. The findings demonstrate that LL activities enhance language learning and development, foster personal growth, and have a positive pedagogical impact. Students' perceptions of the LL materials were overwhelmingly positive, indicating increased motivation, enjoyment, and interest in learning English. The integration of LL materials provided valuable insights into real-world language use, promoted critical thinking skills, developed multimodal and creative literacies, and deepened students' understanding of language and culture. These findings underscore the importance of incorporating LL materials into language teaching to create engaging and meaningful learning experiences for students. It is recommended that educators consider integrating LL activities systematically using a pedagogical framework to bridge the gap between the classroom and the outside world. Further research can explore the long-term effects of LL integration and investigate additional strategies to optimize student engagement and maximize learning outcomes.

The results of this study suggest several implications for the integration of LL activities in classrooms and lessons. Firstly, it is recommended to include at least one LL activity per term to expose students to LL and provide opportunities for critical thinking, creativity, and communication. Secondly, professional development activities should be organized to introduce teachers to the concept of LL and equip them with the knowledge and skills necessary to integrate LL effectively into their classrooms. Another important implication is the development of out-of-class LL activities that extend students' engagement beyond the classroom setting, utilizing not only traditional paper-based materials but also digital resources for interactive and engaging experiences. Besides, the study's focus on 11th grade language class students highlights the importance of extending LL activities to students in other academic disciplines including mathematics, science, and social studies. Implementing LL with students across different subjects can yield valuable benefits and enhance their overall learning experiences. Therefore, to ensure alignment with the curriculum, future studies can focus on the integration of LL activities that align

with the specific content and objectives of the 9th, 10th and 12th grade curricula in addition to 11th grade. This approach can enable teachers to seamlessly integrate LL activities into their existing lesson plans, enhancing both language learning and content knowledge acquisition. It is also crucial to extend the study of the integration of LL beyond the high school setting, exploring its application in middle and primary classrooms while considering the developmental stages and needs of younger learners. Finally, implementing LL activities should not be limited to language teaching alone, but also incorporated into other subject areas for a holistic and interdisciplinary approach to education.

In addition to discussing the implications for classrooms, it would be helpful to consider the implications for research as well. Further research on LL should focus on conducting longitudinal studies to investigate the long-term effects of integrating LL, comparing the effectiveness of LL activities in different educational contexts, such as different grades and schools. Furthermore, studying the impact of LL education for teachers would provide valuable insights, as assessing the effectiveness of such programs in improving teachers' knowledge and skills in the integration of LL activities in their classrooms is essential for successful implementation. In addition, exploring the impact of digital technologies on language learning outcomes requires studying the integration of digital technologies into LL activities. By addressing these areas of research, scholars will be able to deepen their understanding of the impact of LL on language learning outcomes, ultimately informing pedagogical practices and policy decisions for the creation of inclusive and effective learning environments.

To enhance the systematicity of LL studies, developing a survey specifically designed for LL research could be beneficial. This survey would collect data on students' perceptions, attitudes, and learning outcomes related to LL activities, providing a comprehensive understanding of the effectiveness and impact of LL integration. In terms of research methodology, adopting a mixed methods approach would offer a more comprehensive understanding of the impact of LL activities on students' language learning and personal development. This approach would combine quantitative data on learning outcomes with qualitative data capturing students' experiences, attitudes, and reflections.

To facilitate the implementation of LL activities in classrooms, it is important to consider the use of digital materials and tools. Digital platforms and applications, such as the *Lingscape* application/website, can provide engaging and interactive experiences with

LLs. Additionally, incorporating group work and pair work activities can help alleviate students' anxiety in crowded classes, fostering a supportive and collaborative learning environment. By considering these implications, educators and researchers can further explore the potential benefits of LL integration and enhance the learning experiences of students across various educational levels and subject areas.



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(Figure 7)

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8. APPENDICES

APPENDIX A. RESEARCH AND PRACTICE PERMISSION



T.C.
SİİRT VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-32790399-399-59426655
Konu :Anket (NESRİN BAL)

30.09.2022

DAĞITIM YERLERİNE

İlgi :Dicle Üniversitesi Rektörlüğü Öğrenci İşleri Daire Başkanlığının 21/09/2022 tarih ve 358564 sayılı yazıları

Dicle Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitim Anabilim Dalı İngiliz Dili Eğitim Bilim Dalı 21965003 numaralı Yüksek Lisans öğrencisi Nesrin BAL'ın yürütmekte olduğu " **İngilizce Sınıflarında Dilsel Çevrenin Çok Modlu Bir Pedagojik Araç Olarak Kullanılması; Lise Bağlamında Nitel Bir Çalışma** " konulu tez çalışmasını İlimiz Merkez Yavuz Sultan Selim Anadolu Lisesinde öğrenim görmekte olan öğrencilere yönelik olarak gönüllük esaslarına dayalı olarak Okul Müdürlüğünün sorumluluğunda eğitim öğretimi aksatmayacak şekilde uygulanması hakkındaki Valilik Makamının 28/09/2022 tarih ve 59269758 sayılı olur ilişikte gönderilmiştir.

Bilgi ve gereğini rica ederim.

Deniz EDİP
Vali a
İl Millî Eğitim Müdürü

EK-1:Olur

DAĞITIM
Merkez Yavuz Sultan Selim And Lisesi
Dicle Üniversitesi Rektörlüğüne
(Öğrenci İşleri Dairesi Başkanlığı)

Bu belge güvenli elektronik imza ile imzalanmıştır.

Adres : Yeni Mah. Öğretmenevi 4.Kat. SİİRT

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/meb-ebys>

Bilgi için: MUSA AYDIN /Şef

Telefon No : 0 (484) 223 10 28

E-Posta: siirtmem@meb.gov.tr

İnternet Adresi: www.meb.gov.tr

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APPENDIX B. ETHICS COMMITTEE PERMISSION

Evrak Tarih ve Sayısı: 26/08/2022-343774



T.C.
DİCLE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Hukuk Müşavirliği



Sayı : E-14679147-663.05-343774
Konu : İnceleme (Projenin Değerlendirilmesi)

26/08/2022

Sayın NESRİN BAL

"İngilizce Sınıflarında Dilsel Çevrenin Çok Modlu Bir Pedagojik Araç Olarak Kullanılması: Lise Bağlamında Nitel Bir Çalışma" başlıklı çalışmanız Yükseköğretim Kurumları Bilimsel Çalışma ve Yayın Etiği Yönergesi uyarınca Üniversitemiz Sosyal ve Beşeri Bilimler Etik Kurulu Başkanlığı tarafından değerlendirilmiş olup söz konusu çalışmanın bilimsel etik açısından uygun olduğuna ilişkin Üniversitemiz Sosyal ve Beşeri Bilimler Etik Kurulu Başkanlığı kararı Üniversitemiz Rektörlük Makamının 25.08.2022 tarih ve 343378 sayılı Olur'u ile uygun görülmüştür.

Bilgilerini rica ederim.

Av. Rengin AVCI
Hukuk Müşaviri V.

Ek: İlgili Belgeler(1 sayfa)

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BSMA8FP4AN Pin Kodu :60962

Belge Takip Adresi :

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Tel No: 2237

Bu belge, güvenli elektronik imza ile imzalanmıştır.

	DİCLE ÜNİVERSİTESİ SOSYAL VE BEŞERİ BİLİMLER ETİK KURULU PROJE ONAY BELGESİ FORMU (EK 4)
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Üniversitemiz Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı bölümü Öğrencilerinden Nesrin BAL'ın "İngilizce Sınıflarında Dilsel Çevrenin Çok Modlu Bir Pedagojik Araç Olarak Kullanılması: Lise Bağlamında Nitel Bir Çalışma" başlıklı çalışması, Dicle Üniversitesi Sosyal ve Beşeri Bilimler Etik Kurulu Yönergesi uyarınca değerlendirilmiştir.

SOSYAL VE BEŞERİ BİLİMLER ETİK KURULU KARARI (Etik Kurul tarafından doldurulacaktır)	
Başvuru formunun Etik Kurula ulaştığı tarih	25.07.2022/327492
Etik Kurul Karar toplantı tarihi ve karar sayısı	24.08.2022—207
☒ Proje etik açısından uygun bulunmuştur.	
☐ Proje etik açısından geliştirilmesi gerekmektedir. Açıklama:	
☐ Proje etik açısından uygun bulunmamıştır. Açıklama:	

Prof. Dr. H. Musa BAĞCI
BAŞKAN

Prof. Dr. Hasan TANRIVERDİ
ÜYE

Prof. Dr. Mehmet Mesut ERGİN
ÜYE

Prof. Dr. Kemal ÖZGEN
ÜYE

Prof. Dr. Yılmaz DEMİRHAN
ÜYE

Prof. Dr. Bahar BURTAN DOĞAN
ÜYE

Prof. Dr. Mehmet Halis ÖZER
ÜYE

ASLİ GİBİDİR

APPENDIX C. PRE-STUDY REFLECTIVE JOURNALS

- 1) Do you notice signs such as shop names, billboards, flyers around you?
- 2) What signs do you see throughout the day, and in which languages are they written? How do you think the choices of language are made?
- 3) How do these signs affect people?
- 4) Do you find the signs helpful or useless? What are some ways they can be both useful and unhelpful?
- 5) Have you ever heard of the term Linguistic Landscape? What does it mean to you?
- 6) Can the signs you see around be integrated into English lessons? If yes, how can they be integrated? If not, why not.

APPENDIX D. POST-STUDY REFLECTIVE JOURNALS

- 1) Do you notice signs such as shop names, billboards, flyers around you?
- 2) What signs do you see throughout the day, and in which languages are they written? How do you think the choices of language are made?
- 3) How do these signs affect people?
- 4) Do you find the signs helpful or useless? What are some ways they can be both useful and unhelpful?
- 5) Can the signs you see around be integrated into English lessons? If yes, how can they be integrated? If not, why not.
- 6) Before the activities, what did you think about the English language? In what ways have your thoughts about English changed after doing a series of activities?
- 7) Did the activities help you learn English better? Can Linguistic Landscape materials be used for other topics in English?

APPENDIX E. ACTIVITY REFLECTION LOG

Items	1 (Strongly Disagree)	2 (Disagree)	3 (Neutral)	4 (Agree)	5 (Strongly Agree)
I like the activity					
I think it is an effective material for learning English					
It gives me a new perspective about English.					
I think this type of material is more integrative for learning English.					
I am enthusiastic about learning more about Linguistic Landscapes					
This activity gives me new insights about English in everywhere.					
This activity facilitates the learning of some concepts and units.					
This activity changes my perception positively towards English					
This activity changes my perception negatively towards English					
This activity increases my motivation and interest for learning English					
I learn basic concepts related to Linguistic Landscape (multilingualism, English as a Lingua Franca, language policy, types of signs etc.)					
*If there is something else you would like to add, please write it down.					

APPENDIX F. SAMPLE INTERVIEW QUESTIONS

1. What do you think about the process you have been through? What did the twelve-week process contribute to you?
2. Did you like/dislike the activities? Which aspects of the activities did you like or dislike?
3. What do you think are the benefits and drawbacks of using linguistic landscape materials?
4. How did these materials change your motivation to learn English?
5. What did it contribute to you about English in general? Did it have an effect on four skills and language areas, for example? If so, in what ways or how did you benefit from these activities?
6. Which languages are used in the signs you see around you? How do you think these choices are made? In your products, which language (s) did you prefer? Why did you choose these languages? What did you have in mind when you made them? Who is the target audience of these signs (their products)?
7. Have you learned new concepts related to language(s), English? How can you relate these concepts to the materials you make?
8. Do you think these activities should be done individually or as group work? What were the pros and cons of working individually or with the group for you during the activities? Which one did you enjoy and benefit from more? Did these materials have an impact on teacher and student roles?
9. We tried to integrate the linguistic landscape into our English lessons as a new material. When these materials are handled under the light of the included units, did they make it easy for you to understand both their own and different cultures?
10. How did the process progress for you in the design or creation of activities? What kind of thinking processes did you create the material through?

APPENDIX G. SAMPLE STUDENT-PRODUCED ARTIFACTS

