

**LANGUAGE FORMATION IN LINGUISTIC LANDSCAPE AND
TEACHERS' VIEWS ON ITS USE FOR ELT PEDAGOGY**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Dev Singh Pujara**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2018**

**LANGUAGE FORMATION IN LINGUISTIC LANDSCAPE AND
TEACHERS' VIEWS ON ITS USE FOR ELT PEDAGOGY**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

Submitted by

Dev Singh Pujara

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

T.U. Reg. No.: 9-2-156-24-2009

Date of Approval of Thesis

Fourth Semester Exam

Proposal : 03-07-2017

Roll No. : 28710057/072

Date of Submission : 15- 02 – 2018

DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 15 - 02 - 2018

.....

Dev Singh Pujara

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Dev Singh Pujara** has prepared this thesis entitled **Language formation in linguistic landscape and teachers' views on its use for ELT pedagogy** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 15 – 02 - 2018

.....
Dr. Anjana Bhattarai (Supervisor)

Professor

Department of English Education

Faculty of Education

TU, Kirtipur, Kathmandu, Nepal

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee**.

Signature

Dr. Ram Ekwel Singh

Reader and Head

Department of English Education

Faculty of Education

TU, Kirtipur

.....

Chairperson

Dr. Anjana Bhattarai (Supervisor)

Professor

Department of English Education

Faculty of Education

TU, Kirtipur

.....

Member

Mr. Guru Prasad Poudel

Teaching Assistant

Department of English Education

Faculty of Education

TU, Kirtipur

.....

Member

Date: 03-07-2017

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation Committee**.

Signature

Dr. Prem Bahadur Phyak

Lecturer and Head

Department of English Education

Faculty of Education

TU, Kirtipur

Chairperson

.....

Dr. Chandreshwar Mishra

Professor

Department of English Education

Faculty of Education

TU, Kirtipur

.....

Member

Dr. Anjana Bhattarai (Supervisor)

Professor

Department of English Education

Faculty of Education,

TU, Kirtipur

.....

Member

Date: 09 - 03 - 2018

DEDICATION

This thesis is dedicated to
my **parents and all relatives** whose invaluable blessing is with me forever to be in this
stage.

ACKNOWLEDGEMENTS

I wish to acknowledge with very deep appreciation and gratitude to all the people and institutions that have helped me in the preparation of this thesis.

First of all, I am grateful and indebted to my thesis supervisor **Dr. Anjana Bhattarai**, Professor, Department of English Education whose encouragement, engagement, critical comments, suggestions and valuable advice on specific problems have significantly helped me right from the beginning, and added very significantly to the accuracy and clarity of this thesis.

I am grateful to **Dr. Prem Bahadur Phyak**, Lecturer and Head, Department of English Education and **Dr. Chandreshwar Mishra**, professor, Department of English Education for their encouragement and suggestions during the viva of this thesis.

I wish to express my gratitude to **Dr. Ram Ekwel Singh**, Reader, Department of English Education and **Mr. Guru Prasad Poudel**, Teaching Assistant, Department of English Education for their insightful comments during the viva of proposal.

I highly appreciate the support, suggestion and encouragement that I received from all the respected teachers of the Department of English Education during my study.

I am grateful to all the linguistic landscape users whose LLs I used for my research. Similarly, I am indebted to the principals and teachers of the sample schools who were kind enough to take part in the interview for the study.

I am thankful to my helpful friends **Bhawana, Yashoda** and **Dhram** for helping me in various ways in the process of collecting required information for the study with their wonderful rapport building skills and enthusiastic manners.

I must also acknowledge with gratitude the authors whose ideas I have embedded in the thesis for exploring the study area that I have selected.

Dev Singh Pujara

ABSTRACT

The study entitled **Language Formation in Linguistic Landscape and Teachers' Views on its use for ELT Pedagogy** was conducted to find out the language formation system on linguistic landscapes in terms of number of languages used, priority in the selection of language, transliteration, translation, code-mixing and non-standard structures. Similarly, English language teachers' views on linguistic landscapes in relation to ELT pedagogy were explored throughout the study. The study followed the explanatory sequential mixed-method design. The population for the research consisted of two different areas. For quantitative part of the study, the photos of one hundred non-governmental linguistic landscapes (LLs) from three areas of Kathmandu district including Kirtipur, Bagbazar and Thamel were the population of the study. Among one hundred linguistic landscapes, forty four were selected as sample for the study through purposive non-random sampling strategy. In the same way, for qualitative part of the study, secondary level English language teachers from Kathmandu district were the population. Five teachers from different five schools were selected as sample of study in purposive non-random sampling strategy. As per the objectives of the study, the checklist was used to find out the language formation system, and semi-structure questions were used to conduct interview with teachers. In the first part of study, the data were analyzed and interpreted using simple statistical tools such as frequency and percentile. The facts were presented in tables. In second part of the study, the data were transcribed in written form from recorded device and interpreted through descriptive analysis under different thematic topics. The study found that there were altogether seven languages used on the linguistic landscapes of three different areas of Kathmandu district including English, Nepali, Newari, Urdu, Japanese, Chinese and Korean. Among these, English, Nepali and Newari languages were found in Kirtipur area, English, Nepali, Newari, Japanese, and Urdu languages in Bagbazar area while English, Nepali, Newari, Chinese, Urdu and Korean languages were found in Thamel area. The English language was given most priority. Likewise, the cases of transliteration, translation and code-mixing were found on

linguistic landscapes. Furthermore, the study found that teachers had positive views towards linguistic landscape in relation to ELT pedagogy. They viewed that linguistic landscapes could be useful to warm up students. Three English language skills (Reading, Speaking and Writing) can be taught by using linguistic landscapes in classroom. Moreover, they viewed that the transliteration, translation, code-mixing and multilingualism could be taught effectively to students through different linguistic landscapes.

This thesis consists of five different chapters. The first chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, second chapter deals with the review of theoretical as well as empirical literature and its implication for the study; moreover, it includes the conceptual framework. Likewise, the third chapter deals with the methods and procedures of the study including research design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis and interpretation procedures, and ethical considerations. In the same way, the fourth chapter contains the analysis and interpretation of the results. Finally, the fifth chapter incorporates the findings and conclusion of the study followed by some policy related, practice related and further research related recommendation based of the study.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Tables</i>	<i>xiii</i>
CHAPTER ONE: INTRODUCTION	1- 6
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	4
1.4 Research Questions	4
1.5 Significance of the Study	4
1.6 Delimitations of the Study	6
1.7 Operational Definitions of the Key Terms	6

CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	7- 24
2.1 Review of Theoretical Literature	7
2.1.1 Teaching English language and Linguistic landscape	7
2.1.1.1 Linguistic Landscape	8
2.1.1.2 The Emergence of Linguistic Landscape	8
2.1.1.3 Function and Categorization of Linguistic Landscape	9
2.1.1.4 Features of Linguistic Landscape	11
2.1.1.5 Use of Linguistic Landscape in ELT	15
2.2 Review of Empirical Literature	17
2.3 Implications of the Review for the Study	23
2.4 Conceptual Framework	24
CHAPTER THREE : METHODS AND PROCEDURES OF THE STUDY	25- 28
3.1 Design of the study	25
3.2 Population, Sample and Sampling Strategy	26
3.3 Research Tools	27
3.4 Sources of Data	27
3.5 Data Collection Procedures	27
3.6 Data Analysis and Interpretation Procedures	28

3.7 Ethical Considerations	28
CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF DATA	29-46
4.1 Analysis of Data and Interpretation of Results	29
4.1.1 Number of Languages and Priority of Language	29
In Linguistic Landscape	
4.1.1.1 Area-wise Analysis of Data	31
4.1.2 Use of Transliteration, Translation and Code-mixing	34
4.1.2..1 Transliteration on Linguistic Landscapes	34
4.1.2.2 Translation on Linguistic Landscapes	37
4.1.2.3 Code-mixing on Linguistic Landscapes	38
4.1.2.4 Use of Pictures and Non-standard Structures	39
4.1.3 Teachers' Views on Linguistic Landscapes	39
4.1.3.1 Linguistic Landscapes to arouse Motivation on Students	39
4.1.3.2 Linguistic Landscapes to teach Language Skills	40
4.1.3.3 Linguistic Landscapes to teach Language Aspect	42
4.1.3.4 Linguistic Landscape to teach Translation	43
4.1.3.5 Linguistic Landscapes to teach Code-mixing and Transliteration	44
4.1.3.6 Linguistic Landscapes to teach Multilingualism	45

CHAPTER FIVE: FINDINGS, CONCLUSION AND RECOMMENDATIONS

47- 51

5.1 Findings	47
5.1.1 Findings of the quantitative part of the study	47
5.1.2 Findings of the qualitative part of the study	48
5.2 Conclusion	49
5.3 Recommendations	49
5.3.1 Policy Related	49
5.3.2 Practice Related	49
5.3.3 Further Study Related	50

References

Appendices

LIST OF TABLES

Table No.	Title	Page No.
1	Number of Languages and Priority of Language on Linguistic Landscapes	30
2	Number of Languages and Priority of Language on the Linguistic Landscapes of Kirtipur area of Kathmandu District	31
3	Number of Languages and Priority of Language on the Linguistic Landscapes of Bagbazar area of Kathmandu District	32
4	Number of Languages and Priority of Language on the Linguistic Landscapes of Thamel area of Kathmandu District	33
5	Transliteration on Linguistic Landscapes	35
6	Translation on Linguistic Landscapes	37
7	Code-mixing on Linguistic Landscapes	38

CHAPTER ONE

INTRODUCTION

This is the introductory chapter of the study which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Communication is the need of human beings and language is the main medium used for it. We communicate with the people across using the English language. The English language is regarded as an international language with high prestige and power. With the spread and development of English around the world, it is used as foreign language in Nepal and its position is one of the key subject as well as the medium of instruction. Harmer (2008, p.12) presents six different reasons for learning the English language as inclusion of English as compulsory subject in the curricula. They are for better career development opportunity, need of integration with the target language culture, English for specific purposes, wish to study the English language culture, and some miscellaneous purposes. These contexts and reasons for learning English are equally applicable in the context of Nepal as well.

Teaching English in different contexts aims at providing students with an ability to use English contextually, accurately and appropriately in both written and spoken modes. Among different contexts, the linguistic landscape (LL) is an area which reflects how language is actually used in real places. So, this study focused to find out the use of LL in relation to English Language Teaching (ELT) classroom. The visibility of language in public places is known as LL. LL includes the use of language used in various public areas as governmental and non-governmental boards, signboards/billboards, wall advertisement, roadside signposts and posters. It incorporates the verbal and non-verbal

use of language from advertisements to bill boards, public signs to commercial shop signs, graffiti and so on.

LLs can be used as teaching materials for ELT classroom. The aspects and skills of the English language can be taught effectively through LLs. The study of LL can be relevant to world Englishes at different levels such as in the cultural and economic globalization and glocalization, which may be observed in the growing use of the English language in the public spaces (Manan,David,Dumang and Channa ,2016). So, LL is an area which reflects the real use of language in social phenomena. Blommaert (2013, as cited in Manan, et al., 2016) opines that LL study is immensely descriptive, analytical and potential, which can offer a 'first-line sociolinguistics diagnostic of a particular area', and can help researcher 'move into more profound investigating into the sociolinguistics, regime and feed those back to the diagnosis'. Therefore, the real practices of language can be seen on various LLs.

LL is taken as an approach to multilingualism which supports to teachers to teach how multiple languages are used in public places. LL refers to "the social context where more than two languages are presented and it implies the use in speech or writing of more than one language and thus of multilingualism" (Gorter, 2006, p. 1). LL is relatively new field of study in the context of Nepal. Though LL can be used as the rich material to teach language inside the classroom with high motivation, most of the Nepalese teachers are not familiar with the benefit of using LL as the teaching material. LL can also be equally used to bridge the gap between how language is used inside the classroom and how it is actually used in the real contexts. Similarly, using LL can be economic for the teachers as s/he does not have to spend time and money. Likewise, the aspects of the English language including- vocabulary, grammar, pragmatics and semantics- and skills- listening, speaking, reading, and writing- can be taught effectively through the use of LLs.

1.2 Statement of the Problem

The use of any language belongs to the mastery over the aspects and skills of the language. Learning any language focuses on the selection and real use of particular words as per the field. The language learned inside the classroom is regarded as pattern based or theory based but the language used in public spaces is the real use of language. There is a gap between the language used inside the classroom and beyond the classroom. It reflects the difference between theory and practice as well. Similarly, the language used in LL is also different in relation to the language of classroom. It is difficult for students to understand the real use of language because the language they learn inside classroom is different from the language which is really used in society. LL is the area where the actual language is used. It helps students to learn the real use of language and they can be aware of it in the language of classroom and outside the classroom. Therefore, it is the problem to understand the actual use of language even students learn language inside the classroom.

Though LL can be beneficially used in ELT classroom, in context of Nepal this is relatively younger field of study and has not been much used by the Nepalese English teachers. It is necessary to use as the teaching materials for classroom teaching because it helps teachers and students to bridge the gap between the language used in classroom and beyond the classroom. ELT practitioners in Nepal seem to have redirected their focus of teaching English towards theory and rule based rather how language is used in public areas and how language of public place can be taught to students. LL is the new area in the context of Nepal and no study is conducted in this area in relation to its language system and use for ELT classroom. So, I was motivated to study in the area of LL and this study emphasized on the existing language formation system in LL and teachers' views towards LL in relation to teaching materials as ELT classroom in the context of Nepal. Therefore, the gap between the classroom language and language of outside was found out through this study and it is helpful to minimize the gap.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a. To find out the language formation system of non-governmental LLs in terms of:
 - I. number of language used and priority given in the selection of language
 - II. transliteration, translation, and code-mixing
 - III. non-standard structures
- b. To explore the views of English teachers on LLs in relation to ELT classroom.

1.4 Research Questions

The study investigated the following research questions to fulfill its objectives:

1. How many languages are used on non-government LLs?
2. Which language is prioritized and what is the script on LLs?
3. How are the words of different languages translated and merged on different LLs?
4. What sorts of non-standard forms are used?
5. What are the English teachers' views towards LL in relation to its use as teaching material for ELT classroom?

1.5 Significance of the Study

The study of LL has become basic concern of many scholars in different parts of the world. Interest in the study of LL has particularly grown in the field of ELT throughout the world though in the context of Nepal, this area has not yet been explored for EFL context. LL of an area can reflect the literacy of that area (Spolsky, 2009, as cited in Dixson, 2015).

We are confronted by various types of texts in different forms in our day to day life. If we are unable to read and understand them; then it may cause a great loss or, sometimes, even it may be the main cause of the great incidents. So, the people who are unable to

read and comprehend the reading texts in their daily life are always at disadvantage and are lagging far behind in the modern world.

LL is the part of sociolinguistics and familiar in the most of countries in the world. So, this study explored the real practices of language in public places. This study is significant for the English language teachers and learners to understand the real use of languages. This study helps them to understand the language formation of non-governmental LLs. Similarly, it helps to teachers to be informed about LLs as authentic materials for ELT; the aspects and skills of the English language can be taught effectively by using LLs as teaching materials. Likewise, the study is significant for the curriculum/syllabus designers, language planners and materials designers. The curriculum/syllabus designers will consider the area where the language is actually used and they will incorporate the aspects of such area. In the same way, the language planners will understand the gap between the languages they have planned and real usage of languages in society. They can formulate the language as per the language used in real places. Furthermore, material designers for teaching English language can be benefited where they can take help to be informed about the areas of LL. They will pay attention on LLs to be used as teaching materials. Moreover, other ELT researchers and practitioners may also find it important because it could be a source of information for other similar issues.

1.6 Delimitations of the Study

The study was confined in the area of LL by applying mixed-method research design. The language formation on non-governmental LLs of Kathmandu area and English teachers' views on LLs were focused throughout the study. Similarly, the checklist and semi-structured questions were used as tools where checklist was used to find out language formation of LLs and semi-structured questions were used to collect the teachers' views on LLs. The semi-structured interview was conducted on five secondary level English teachers of Kathmandu district.

1.7 Operational Definitions of the Key Terms

The definitions of the specific terms used in the study for investigation are known as operational definitions. Operational definitions of the key terms for this research are given below:

Linguistic Landscape (LL): LL refers to the verbal and non verbal use of language in public space. The texts or graffiti in different modes which are visual in public places are LLs. For example, media including print, electronic, audio-visual, art related language and images, graphic, posters, advertisements, notices, etc. The LLs which are used by government institutions are government LLs and the LLs used by private sectors or any individual are non-governmental LLs.

Language formation: Language formation indicates the language system used on different LLs. It includes the languages used in LL; monolingual or bilingual or multiple languages. In the same way, it incorporates transliteration, translation, and code-mixing. Moreover, non-standard structures related to grammar, spelling, and pronunciation as well as the use of colloquial language, slang and satire can be analyzed under language formation system of LLs.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature refers to the body of existing knowledge in the area of researchers' interest which can be either theoretical or empirical or both. Similarly, conceptual framework reflects the relationship among the concepts, variables and objectives of the study. Conceptual framework can be presented in tables and figures. This chapter consists of the detail of theoretical and empirical literature review, implications of literature, and conceptual framework for the study.

2.1 Review of Related Theoretical Literature

Review of theoretical literature refers to the review of existing theoretical body of knowledge in the area of researcher's interest which is primarily based on secondary sources of data. This section includes the following theoretical reviews in LL in relation to ELT classroom.

2.1.1 English Language Teaching and Linguistic Landscape

The English language teaching basically refers to setting up context/situation in which learners have chance for their learning with appropriate exposure and contextual materials. English being an academic language course should help to students to gain competency at grammatical, discourse, sociolinguistics and strategic level. Teachers are key persons to make competent to students in abovementioned levels and they need various materials to teach these areas.

LL is the area where different languages are applied in real field. LL covers the verbal and non-verbal use of language in public spaces of governmental and non-governmental

boards. So, the pictures of such graffiti can be brought inside the classroom as teaching materials where teachers and students can be benefited to teach and learn the English language aspects and skills.

2.1.1.1 Linguistic Landscape

LL, also called "Linguistic cityscape" (Columas, 2009) and "Multilingual cityscape" (Cenoz and Gorter, 2008) as cited in Dixson (2015, p.5) is an emerging field of sociolinguistics which reflects how language is used as per the different contexts and fields. As being the aspect of sociolinguistics, generally, the visibility of language in public spaces is called LL. It incorporates the languages used in shop signs, advertisements, products in the supermarket, commercial boards, the names of buildings, menus, graffiti, airport and bus station, public transport, shopping centres, notices, advertising posters and hoardings, and many more. Landry and Bourhis (1997) define LL as "the language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings combine to form the linguistic landscape of a given territory, region or urban agglomeration"(p.25). The LL is the field which shows the actual application of language. Multiple languages with different pictures can be seen on various LLs. Such LLs show the identity and literacy of particular area.

2.1.1.2 The Emergence of Linguistic Landscape

LL is relatively a young sociolinguistics sub discipline as it has a short history. Researching the LL is a recently developing field of sociolinguistics and applied linguistics which concerns the "written form" of language in public space (Gorter, 2006:2). Landry and Bourhis (1997) claim that language planning first caused issues related to the LL to emerge, and language planners in Belgium and Quebec were among the first who wrote policies regarding the use of language on " public signs including billboards, street signs, and commercial signs, as well as in place names"(p.24). Those language planners were first to recognize the importance of marking the boundaries of

linguistic territories through the regulation of language use on public spaces. However, the term LL was first used by Landry and Bourhis in their paper entitled "Linguistic Landscape and Ethno linguistic Vitality: An Empirical Study" which was published in 1997 and they introduced as the LL includes language used on public and commercial shop signs, different billboards, street and place names, and public signs on government buildings of a given territory. Moreover, they divided signs in the LL into two types; 1) Government Signs – government signs are signs commissioned by the government and include road signs and signs on government buildings, and 2) Private Signs – the commercial and advertising signs come under private signs.

2.1.1.3 Function and Categorization of Linguistic Landscape

The function of LL has been expanded by different researchers and language practitioners. Gorter (2013, p.190) opines, "publications on the linguistic landscape pave a wider range of innovative theoretical and empirical studies that deal with issues related to multilingualism, literacy, multimodality, language policy, linguistic diversity, and minority languages, among others". So, LLs can be regarded as tools to find out how languages are used in public places and what sorts of language policies are needed in societies. LL analysis is developed to collect different approaches for understanding the construction of visual language use from the material world (Rafael, Shohamy, Amara and Hecht, 2006). This is to say that different practices of language can be understood through LLs. LL can reflect the identity of language community and socio-political relationship between languages (Barni and Bagna, 2009, as cited in Dixon, 2015). Languages used on various LLs convey the identity and background of particular society. Similarly, LL of a particular territory can serve two basic functions (Landry and Bourhis, 1997). They are:

An informational function: Public signs reflect the economic, political and cultural capital of the language group. The most basic informational function of the LL is that it serves as a distinctive markers of the geographical territory inhabited by a given language

community and it also serves to delineate the territorial limits of the language group. Moreover, LL serves to inform the linguistic characteristics, territorial limits, and language boundaries of the regions they have entered.

The symbolic function: LL may act as the most observable and immediate index of the relative power and status of the linguistic communities inhabiting a given territory. Public signs, graffiti campaigns can provide a dynamic portrait of both current and past conflicts over the language of public signs within a given region or administrative territory.

Blommaert (2014) says, all signs can be analysed by looking at three "axes". They are:

1) Signs point towards the past to their origins and modes of production. They reflect who manufactured the signs, under which conditions they were manufactured, and which resources.

2) Signs point towards the future to their intended audiences and preferred uptake. They address specific addresses and audiences with specific effects in mind, and

3) Signs also point towards the present.

Similarly, Povlenko (2012, as cited in Olilnk, 2013) has categorized the LL into three parts. They are:

1) Official signs: signs that are allocated by authorities, for example, the names of state institutions and commemorative plaques

2) Commercial signs: signs that are allocated by private companies

3) Private signs: signs that are placed in public places by individuals.

LLs convey information as per their forms in which they are situated. Huebner (2009, as cited in Hult, 2014) has categorized LLs on the basis of their functions: 1) the expressive sign which conveys emotions and feelings, 2) directive sign which offers recommendation, advice or attempt to persuade, 3) informational sign which conveys

reports, descriptions and information,4) interactional sign that creates, maintains and finishes contact between the addresser and the addressee, and 5) sign with poetic function which uses a code to communicate meanings that would not otherwise be communicated. Thus, different kinds of signs convey different meanings in LL.

2.1.1.4 Features of Linguistic Landscape

LLs in public places are mentioned through the verbal and non-verbal use of language. LLs display the languages which can be found in particular area. Such LLs may be monolingual or bilingual or trilingual and so on. LL remains as an important issue, not only in terms of which languages are used but also because of moral, ethical and legal dimensions and seems to reflect the relative power and status of the different language group in a particular context (Gorter,2013). Most of the researchers have categorized the LLs as government and non-government signs. The governmental signs always use formal language whereas the non-formal language can be seen on private LLs. So,such forms of language can be considered as features of LL. According to Shohamy and Gorter (2009, as cited in Bogatto and Helot,2010), LL covers the aspects such as the messages it delivers or could deliver, about societies, people, the economy, policy, class, identities, multilingualism, multimodalities, forms of representation and additional phenomena. Abovementioned features can be found on LLs. So, multilingualism, translation, transliteration, code-mixing and use of non-standard forms are regarded as the features which can be found in LLs. Such features of LL are introduced as follows:

a) Multilingualism: Use of more than one language is known as multilingualism. In the field of LL, application of more than two languages on LLs in written form can be regarded as multilingualism. Multilingualism covers both societal and individual multilingualism and it is the situation where the speakers use more than two languages. Gorter (2006) views, "linguistic landscape refers to the social context in which more than one language is present"(p.1). LLs users may use multiple languages on LLs for the better understanding and easiness for stakeholders. LLs signs belong to multilingualism

which tend to involve the English language as one of the languages in both capital and provincial towns all over the world (Schlick 2003, as cited in Cenoz and Gorter, 2009). Users of LLs use standard language of that area along with vernacular languages.

Multilingualism is the major feature of LL where LLs can act as a first-line sociolinguistics diagnostic of particular area. LL displays aspects as layered, multilayered and non-linear nature of sociolinguistic phenomena in synchronic space to detect the social transformation on several scale-levels, from the very rapid and immediate to the very slow and gradual ones (Wang, 2014, as cited in Blommaert, 2014). LL can cover multiple meanings of multiple languages displayed in the same place.

b) Translation: Translation is the process of translating words or text from one language into another. It can be considered as a bilingual activity in which a piece of language is rendered meaningfully into another language. Richards and Schmitt (2002) view, translation needs two languages-source language (SL) and target language (TL) - where written language version of SL can be translated into TL. It is a means of interlingual communication. So, such translation system can be seen on various LLs for the easiness of people in public places. Translation can be free translation or literal translation. Translation in which priority is given to whole meaning of text rather word is called free translation and a translation that approximates to a word for word representation of the original is known as a literal translation (Richards and Schmitt (ibid)). People also use such types of translation on LLs. Moreover, mis-translation can also be found on LLs. This is to say, LLs users make the use of translation applying their own strategy of translation. Therefore, translation can be taken as the feature of LL.

c) Code-mixing: Code-mixing means the use of words of one language in the middle of the sentence of another language. It is the situation in which people make a choice of another codes from different languages and make hybridization form of language in their speaking or written forms. It is common in bilingual or multilingual communities. Richards and Schmitt (2002) argue code-mixing as "a mixing of two codes or languages,

usually without a change of topic" (p.91). So, code-mixing is found as a feature of LL because of the multiple use of languages on different LLs. Therefore, a localized form of language can be seen on LLs because of the use of codes from different languages.

d) Transliteration: Transliteration refers to the representation of one language with the script of another language. It is the spelling of words from one language with characters from the alphabet of another. So, it is a one-for-one and character-by-character replacement. It is a type of conversion of a text from one script to another. Wasser and Roth (2008) define transliteration as "the process of transcribing a Named Entity (NE) from a source language to some target language based on phonetic similarity between the entities" (p.1). Such a transliteration system can be seen on LLs where the words of one language can be written in the script of the next language.

Transliteration is a type of conversion of a text from one script to another in predictable ways. It is the process of transcribing a source language to some target language based on phonetic similarity between the entities. It is primarily concerned with the representation of perfect, accurate and unique characters of the texts, without losing the representation of the sounds of the original texts.

Use of transliteration in LL is not so frequent, but when it occurs, it makes a positive, meaningful and symbolic result. It definitely attracts the attention of the readers. Thus, transliteration acts as the process of converting text from one script to another without any loss in content. However, the process of transliteration is reversible, that is, any transliterated text can be back-transliterated.

In this regard, transliteration acts as one of the major features in the study of English usage in LL. It makes the meanings and contexts of LL to be fruitful and helpful to the audience so that they can easily get to the actual messages of the signs.

e) Non-standard structures: Users of LLs pay more attention to their own styles of using language rather than the correct forms of language. According to Richards and Schmidt, (2002), "Stylistics is the study of that variation in language which is dependent on the

situation in which the language is used and also on the effect the writer or speaker wishes to create on the reader to hearer". It incorporates the use of different styles of signs, symbols, texts, paintings and inscriptions with prior to the given contexts and creation of the users to the audience. It includes the meaningful use of written language and literary texts in style form. Style incorporates a way of showing the function of language that implies registering language, analysis of grammar and stylistic devices. It includes a way of personalizing an act of speaking or writing; a way of expressing something in an expressive way and a way of catching attention. Therefore, Colloquial language, slang, satire, and errors related to spelling and pronunciation can be seen on LLs to catch attention. LLs users use their own forms of language, an individual choice and arrangement of linguistic units according to the context. Furthermore, it incorporates the way to convey a message by applying of words with certain purpose, decoration of language, and the connection between thought and expression in LL.

In this regard non-standard forms of language can be visible on various LLs which can be considered as the feature of LL. People have localized the languages; they use localized form of language, for example, the use of English in own context. Likewise, creative use of language can also be seen on LLs which report the cultural and social difference. LLs address the language policy of the area where they are located. City signs provide an easy, visual and clear way to promote language and culture while they also provide excellent materials for language learning in "real life" situations and indeed for comparative linguistic analysis (Bogatto and Helot, 2010).

Gorter (2006) describes that LL is the use of language in its written form in public sphere and it covers the aspects as 1) how language appears on the signs, 2) the location on the sign, 3) the size of the font used, 4) the number of languages on the signs, 5) the order of languages on multilingual signs, 6) the relative importance of languages, 7) full or partial translation on signs, and 8) the degree of visibility of languages on signs and symbols. These aspects mentioned by Gorter can be regarded as the features of LL.

2.1.1.5 Use of Linguistic Landscape in English Language Teaching

LL is considered as relatively new approach to multilingualism which uses multiple languages simultaneously on official and non-official sites of public places. The English language is everywhere on LLs. Due to globalization, the monolingual linguistic landscape is a rarity today because of the spread of English in non-English speaking countries and the spread of foreign brand names, shop names, and slogans in monolingual English-speaking countries (Gorter,2013). So, LL has particular importance because it relates to identity and cultural globalization to the growing presence of English and to revitalization of minority languages. Gorter (2006) opines that the process of globalization is made visible through the presence of English in the LL. He further says," LL can be synonymous with or at least related to concepts such as linguistic market, linguistic mosaic, and ecology of languages, diversity of languages or the linguistic situation"(p.1). So, LL can incorporate different areas and diversities of language which are changeable in public places. LL is defined as any sign as announcement located outside or inside a public institution or a private business in a given geographical location (Rafael at al., 2006).

LL is relatively new field of study in the context of Nepal. Though LL can be used as the rich materials to teach the English language inside the classroom with high motivation, most of the Nepalese English teachers are not familiar with the benefit of using LL as the teaching material. LL can also be equally used to bridge the gap between how language is used inside the classroom and how it is actually used in the real contexts. Similarly, using LL can be economic for the teachers as s/he does not have to spend time and money. Moreover, LL can be used to teach different skills and aspects of the English language. The aspects of the English language like- vocabulary, grammar, pragmatics and semantics, and four skills- speaking, listening, reading, and writing- can be taught by using LLs as teaching materials. Gorter (2013) views, "the attention to the linguistic landscape in an educational context provides a promising way to teach about language awareness and literacy practices"(p.203).

Sayer (2010) says that the second language and foreign language researchers are also exploring the opportunities afforded by LL to develop learners' language acquisition and language learning. He provides some pedagogical implications of LL after his research on LL in Mexico, USA. They are: 1) use of LL on language forms such as vocabulary, idiomatic expressions and grammatical functions, 2) students look at the non-standard forms of English in public places and find out non-standard grammatical forms, 3) they can identify new loan words, and 4) Students find all the example of English on appliances and electronic in their houses and discuss what they mean and why they are in English.

Such multimodal texts of LL hold multiple meanings as per the fields in which they are used. LL is regarded as potential language and literacy development area. The use of LL as a resource in teaching recognizes the social context of language learning and language use, and offers educators many opportunities to create meaningful experiences for learners (Bradshaw, 2014). In this regard, Bradshaw provides the uses of LL in ELT as follows:

- a) **Authentic resource for learning** – LL as an educational tool engages students in authentic literacy activities that extend beyond the classroom and school walls, and thereby links learners' life in school to their community existence. The texts of LLs encourage students to understand their literacy development
- b) **Knowledge in multiple genres** – LL contains diverse texts in different formats. So, LL as teaching materials give students an opportunity to develop their knowledge of genre, and the opportunities of language use in social domains of activity.
- c) **To recognize multiple identities** – Different texts in the LL are identity oriented texts, which provide indigenous sources of knowledge about self and community, and thus provide educators with opportunities to engage students in ways that allow them to read, understand, and analyze community based texts, and further, to question such texts in more socially responsive ways. In this sense, LL can be viewed as language in use that

represents individual, collective and national identities, so, students can understand the culture and history of particular area through LL.

d) Raising awareness – students can enhance their awareness through LL. They can understand the roles that different languages or dialects play in the social communication.

Thus, LL plays significant role in ELT. The photos of graffiti can be brought inside the classroom as teaching materials to teach language. They help to teach the English language aspects and skills. Similarly, LL is an important area for students to learn to critically analyze information from diverse resources. This is to say, students can develop their creativity with the help of LL. LL shapes how we interact as a society and gives us our identity. The students can be familiar with such identities and cultures through LL. Moreover, it helps to students to understand the gap between the language they learn inside the classroom and the language used beyond the classroom walls.

2.2 Review of Empirical Literature

Review of empirical literature refers to the review of previous research works in the area of researcher's interest. It is based on observed and measured phenomena of researchers and derives knowledge from actual experience rather than from theory or belief. It is the text of scholarly paper based on primary sources of data. The review of empirical literature for current study has been presented below.

Sayer (2010) conducted a study on "Using the Linguistic Landscape as a Pedagogical Resource". This study aimed to discuss the ideas of LL and describe a small-scale research project undertaken in a local EFL community in Mexico using public signs to analyze the social meaning of English. The objectives for the study were to identify different social meanings represented on the signs and photographs, and to suggest some pedagogical implications of LL. The researcher designed the LL research project called 'Environmental English'. He collected 250 English language based LLs by digital camera which were the photos of signs, bill boards, posters, and banners. Qualitative content

analysis was used to analyze the data. The study regarding social meaning of English in Mexico showed that some signs were clearly intended to convey information to foreign visitors. The English language was used for non-Spanish speaking tourist in restaurants, money exchange places, social protest and churches. In the same way, English was used by a Mexican to communicate with other Mexican. Likewise, the researcher identified six themes-1) English is advanced and sophisticated,2) English is fashion,3) English is being cool, 4) English is sexy,5) English for expression of love, and 6) English for expressing subversive identities- that explain different social meanings that English has in Oaxaca. Moreover, the researcher provided some implications of using LL as a pedagogical resource: LL can be adopted to focus on language forms such as vocabulary, idiomatic expressions and grammatical features. Students find all the example of English on appliances and electronic in their houses and discuss what they mean and why they are in English. They can study the English used on T-shirt and backpacks. They can look at the way non-standard forms of English are used in public places. So, they can find out standard and non-standard grammatical forms, and Students identify new loan words.

Affin and Husin (2013) carried out a research on "Patterns of Language Use in Shop Signs in Malaysian Towns". The objective of the study was to examine the language use in fronts of four town centres in Malaysia namely metropolitan city, big town, small town and provincial town. Being based on descriptive study, the researchers employed a textual analysis on the language use and choice in shop/store signs involving 200 shop/store signs that were randomly selected from four town centres in Malaysia namely Kuala Lumpur, Bandar Raya Melaka, Cheng and Bandar Jengka. Data were categorized and analyzed based on a framework. The patterns of language were analyzed separately being based on the four areas. The shop signs of the metropolitan city, Kula Lumpur in unilanguage are only found in Bhasa Malaysia (BM) or English. Shop owners do not seem to favor the use of a single language for their shop signs as only 9 (18%) of them use unilanguage for their store signs. 18 (36%) of the shop sings examined are bilingual where shop owners may want to capture a wider audience for their business. Similarly, in

Bandar Raya Melaka, the analysis revealed that English (46%) dominates the language use in the shop signs. Most of the shop owners prefer to use English to advertise their products or services. Likewise, in Cheng, it mainly attributed to the type of merchandise, and secondly, to the prospective clients the shops are targeting it. The next dominant language used as the combination of BM and English which makes up 12 (24%) of the data. Although the majority of the people in Cheng are Chinese, interestingly most shop signs are trilingual/multilingual. And, in Badar Jenka, the preferred language for the shop signs is BM (54%) followed by the mixture of BM and English (24%), and English (10%). The data also illustrated that English has exerted its influence due to the mobility of the people and the ardent influence of globalization and technology in this country. To sum up, the language use may have an effect on the customers as it can formulate their opinion about that particular store and can formulate their opinion about that particular store and can influence their decision on where to shop.

Romanenko (2014) conducted a study entitled “Linguistic Analysis of On-line Advertising in English”. The objectives of the study were to examine the linguistic analysis of on-line advertising in English and to identify the linguistic features and rhetorical figures employed in slogans. Based on the descriptive thematic analysis the researchers made it possible with three thematic parts as alcohol and cigarettes advertising, non- commercial advertising, and unspecified advertising of various products. The researcher collected 150 advertisements with the help of search engine and analyzed them being based on statistical tool. The findings of the study were that the most commonly linguistic means in advertising slogans in relation to the thematic domain. It revealed the connection between the use of advertising language and advertising objectives along with the identification of the patterns of their occurrence in the studied slogans.

Bradshaw (2014) carried out a research on "Linguistic Landscape as a Language Learning and Literacy Resource in Caribbean Creole Contexts". This study aimed to explore how public, out-of-school texts can be utilized in school settings to develop

students' critical language awareness and increase their communicative competence. The researcher collected LLs from different area of Caribbean territory by focusing on written and graphic texts in the Caribbean LL. Critical analysis process was used to analyze the data. The study showed that LL is crucial to develop the literacy of children. If educators use such texts to integrate content in the school curriculum, students might find literacy resources more motivating and engaging. LL reflects authentic language in diverse ways that are familiar to students. The researcher found that an important part of the process is a pedagogical approach that allows students to recognize public space as an arena in which different players, such as advertisers, politicians, and businessmen, exercise influence in ways that are often hidden or covert. So, LL is useful to develop students' critical literacy as well as their pragmatic competence. Moreover, the study showed that incorporating LL of Caribbean societies in the process of education provides diverse opportunities to link language and culture, and indigenize educational resource to motivate and extend student learning.

Mannan, David, Dumanig and Naqeebullah (2015) conducted a research on “ Politics, Economics, and Identity: Mapping the Linguistic Landscape of Kuala Lumpur, Malaysia". The main objectives of this research were to find out the ideological and political dimensions of official policy towards LL, to explore the LL of Kuala Lumpur, and to find out the use of English in LL. The researchers collected the photographs of both government and private LLs. They analyzed 858 samples and interviewed with business owners such as Chinese, Tamils, and non-local residence. Their study showed that more than three languages were used in LLs. Ten percent LLs were monolingual related to government sites. Similarly, 41% were bilingual and 49% were multilingual. Likewise Malay is dominant in government sites. Multilingualism is the most recurrent feature of LL in Kuala Lumpur. English was most prominent language and used on 216 LLs. Moreover, they found out the Malaysian government policies for LL as well. They were, the national language shall be used for all advertisements whether by itself or together with any other languages. If national language is used with any other languages;

the words of national language should 30% larger than other languages, the words of national language should be displayed prominently, the language should be grammatically correct, and if so not, 2000 Ringgits fine.

In the same way, Kathpalia and Ong (2015) conducted a study entitled "The Use of Code-Mixing in Indian Billboard Advertising". The objective of the study was to analyze the aspect of Hindi-English code mixing involving literary devices in the 'Amul Butter' advertising campaign which uses billboards to advertise its products throughout India. The data for this study were extracted from 1,191 billboards spanning years 2000 to 2013 through online advertisement of Amul Butter products. By applying the judgmental sampling procedure, 700 English-Hindi code switched billboards were selected and observed for analysis in this study. The study showed that the mixed language of billboards were based on the figures of speech that included alliteration, allusions, assonance, blending, compounding, irony, metaphor, onomatopoeia, oxymoron, parody, puns, and rhyme. So, code-mixings with different purposes were papered on billboards.

Dixson (2015) conducted a research on "Analyzing the Multilingual Linguistic Landscape of Buffalo, New York". This qualitative study aimed to examine how linguistic communities are represented in the LLs of Buffalo, New York, and to find out the deeper symbolic meanings of LLs. For data collection, the researcher used the purposive sampling and six streets were chosen that would be likely to have at least some non-English signs. The researcher photographed, documented and categorized the signs based on the languages, purposes and types. The digital camera was used to collect the data. The researcher found the use of multiple languages on LLs. The number of English signs found was drastically larger than the number of non-English signs. Non-English signs seem barely significant in the overall linguistic landscape. English is dominant language. Non-English signs also surfaced in the form of prestige language, heritage languages and historical relics.

Wang (2015) carried out a study entitled "Linguistic Landscape on Campus in Japan a Case Study of Signs in Kyushu University". The objectives for this research were to explore how languages used in signs are regulated or planned in Japan and to find out the campus LL, and how the sign readers view the multilingual campus they are living in. The researcher used the questionnaires as the research tool to collect the attitudes of the sign readers towards the multilingual LL of Ito campus. The researcher followed the qualitative study and used the questionnaires as the research tool to collect the attitudes of the sign readers towards the multilingual LLs of Ito campus. The findings of this study showed that for the academic life, students value bilingual ability a lot; in their daily life, students maintain multilingual contact to a certain degree. However, the campus signs do not show so rich a construction of LL as the urban area instead, the study presents some features of signs on campus, and at the same time it also shows that the campus has its own trait, as indicated in the large amount of bilingual Japanese-English signs. A trend towards internationalization is also shown in these signs.

Manan, David, Dumang and Channa (2016) carried out a research entitled "The Glocalization of English in the Pakistan Linguistic Landscape". The study attempted to explore the use of languages and the pervasiveness of English in the localized non roman script. Being based on an explanatory study with open ended and structured interview, the researchers selected 825 photographs and 30 business people as sample for their study through random sampling procedure. They used SONY digital camera (6x optical zoom+20.1 mega pixels), audio tape, and diary as tools for data collection. The study showed that Englishized Urdu and Urdu-sized English were pre dominate in the LL. Local/indigenous languages were completely absent on LLs.

The above review of empirical literature indicates that the issues on LL have not been explored and investigated in relation to ELT in the context of Nepal. This is newly emerging field in the Nepalese context though it is the area where contextual language is used. In the same way, it is regarded as low cost teaching materials to teach different

aspects and skills of language. So, this research attempted to find out the language system used in LL and how it can be used as teaching materials in ELT classroom.

2.3 Implications of the Review for the Study

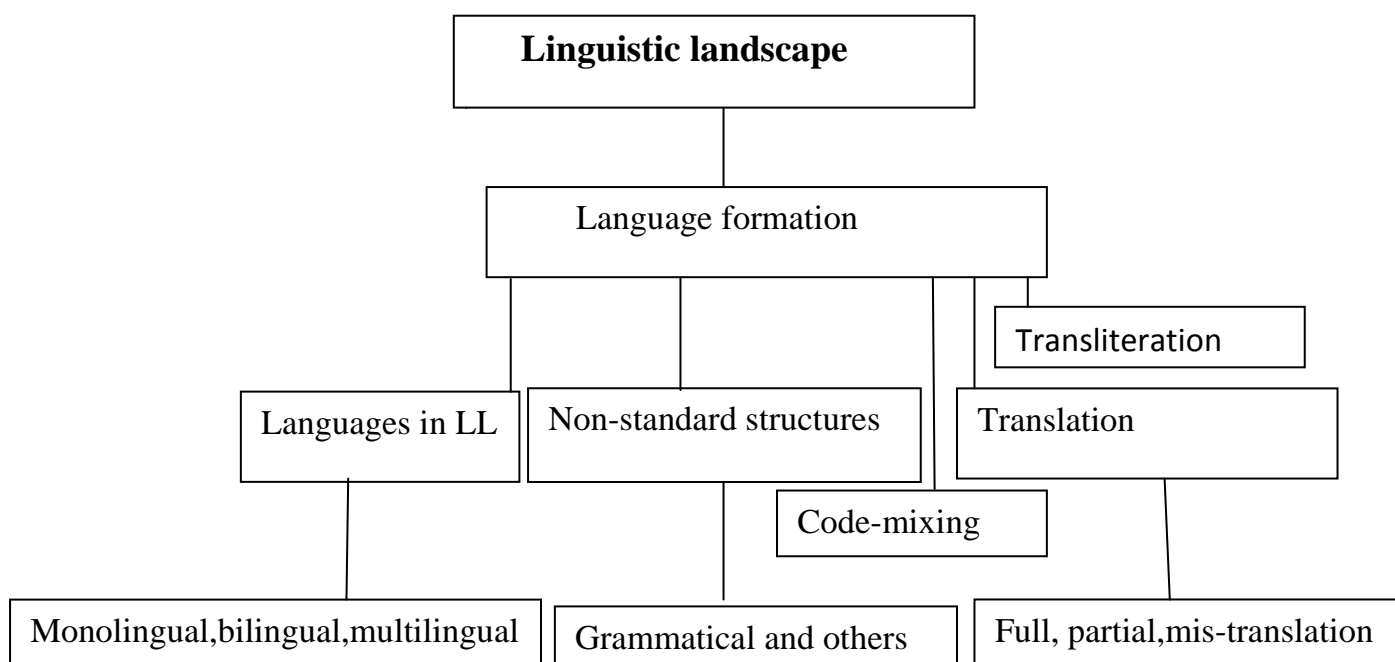
Review of theoretical and empirical literature provides an insight in the area of researcher in which he/she is going to conduct the study. A comprehensive study and review of the existing literature under the area of researcher are the prerequisite to validate and justify researchers' study. The theoretical and empirical reviews are significant to have clear information in the particular area. So, both types of reviews in LL have vital role in every stage of my research.

The review of related theoretical literature helped me to be informed on various aspects of LL. It helped me to comprehend the nature of LL, emergence of LL, scope of LL, and use of LL in relation to ELT. The work of Landry and Bourhis (1997) helped me to conceptualize the LL in my study. Similarly, the research tasks of Gorter (2006) and Hult (2014) helped me to develop an insight into aspects of LL. Likewise, the work of Bradshaw (2014) supported me to relate the LL in ELT context.

In the same way, the review of empirical literature in LL helped me to conduct similar kinds of study in the context of Nepal. The study of Sayer (2010) helped me to form the objective and semi-structured questions for the second part of my study. The study of Bradshaw (2014) played very significant role to be clear about the role of LL as teaching material. The work of Mannan et al., (2015) helped me to form the objectives for the first part my study and I got ways to find out the language system of LL. Their study helped me to formulate the checklist as well. I got insights from the study of Ariffin and Husin (2013) to analyze the language formation of LL. Moreover, I got fundamental insights for conducting interview from the review of Wang (2015).

2.4 Conceptual Framework

The main purpose of conceptual framework is to show the relationship among the various concepts and variables of the study. The conceptual framework of the study is presented diagrammatically as follows:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The methods and procedures of the study were as follows:

3.1 Design and Method of the Study

The study design is the way through which a researcher collects the data, analyses the data and carries out the findings of the research. This study was based on the mixed method design, especially focused an explanatory sequential mixed method design.

Mixed method study makes use of both quantitative and qualitative research methods. It refers to the combination of quantitative and qualitative methods to undertake a study.

It is an approach to professional research that combines the collection and analysis of both quantitative and qualitative data. Tashakkori and Teddlie (2003, as cited in

Cameron, 2009) have described mixed method as a 'quiet' revolution due to its focus of resolving tensions between the qualitative and quantitative methodological movements.

It combines the quantitative and qualitative methods in a single research project.

Johnson, Onwuegbuzie and Turner (2007, as cited in Creswell, 2014) characterize the mixed-method as it involves the collection of both qualitative (open-ended) and quantitative (closed-ended) data in response to research question or hypotheses,

includes the analysis of both forms of data, and the two forms of data are integrated in the design analysis through merging the data, connecting the data, or embedding the data.

An explanatory sequential mixed method design is the form of mixed-method in which the quantitative and the qualitative databases are analyzed separately. According to Creswell (2014), explanatory sequential mixed method research design involves a two-phase project in which the researcher collects quantitative data in the first phase, analyses the results, and then uses results to plan the second, qualitative phase. Further he says that the overall intend of this design is to have the qualitative data help to

explain in more detail the initial quantitative results. Being based on the insights provided by Creswell (2014) for the procedure of the explanatory sequential mixed method research design, I collected the data, analyzed the data and carried out the findings. According to Creswell (2014) the data collection proceeds in two distinct phases with rigorously, quantitative sampling in the first phase and with purposeful sampling in the second, qualitative phase. The quantitative and qualitative databases are analyzed separately in this approach. The interpretation follows the form of first reporting the quantitative, first-phase results and then the qualitative, second-phase results.

The study was divided into two parts; the first part focused on language formation system of non-governmental LLs and second of the study explored the views of the English teachers on LLs. So, first part of the study was based on quantitative research where language formation of LL was carried out. On the other hand, the data of second part were analyzed through descriptive analysis.

3.2 Population, Sample and Sampling Strategy

The population for the research consisted from two different areas. For quantitative part of the study, 100 non-governmental LLs from three different areas of Kathmandu were as population. They were collected from kirtipur, Bagbazar and Thamel. Among 100 LLs, 44 LLs were selected (16 Kirtipur, 16 Thamel and 12 Bagbazar) as sample for the study. They were selected through the use of purposive non-random sampling strategy. In the same way, for qualitative part of the study, secondary level English teachers from Kathmandu district were as the population, and five teachers from different schools were selected as sample through the use of purposive non-random sampling strategy.

3.3 Research Tools

I used checklist and semi-structured questions for the study. The checklist was used to find out the language formation system of LL. It helped to find out the different characteristics of LLs; the languages used in LL, priority of language, transliteration, use of non-standard structures, code mixing, and translation. Similarly, semi-structured questions were used in conducting interview with teachers in relation to the use of LL in ELT classroom. It focused to explore the teacher's views on LLs. The advantages of LLs were told by teachers being based on questions.

3.4 Sources of Data

The study was primarily based on the primary sources of data. The first hand data were collected from the selected LLs and teachers. However, relevant information from any secondary sources such as books, journal articles and formal documents were utilized for the study.

3.5 Data Collection Procedures

The step by step procedures of the data collection for the study were as follows:

- a. For the first part of study, I visited three different areas (Kirtipur, Bagbazar and Thamel) of Kathmandu district and took photos of non-governmental LLs through digital camera.
- b. About 100 LLs were collected with the help of digital camera.
- c. Among those LLs, 44 LLs were selected as sample through purposive non-random sampling strategy.
- d. Among 44 samples, 16 from LLs of Kirtipur, 16 from LLs of Thamel and 12 from LLs of Bagbazar were selected and every LLs was provided serial number.
- e. Being based on checklist, quantitative design was used and statistical tools were applied such as frequency and percentile to analyze and interpret the data.

- f. The data of the first part were analyzed before collecting the data of the second part because the results of the first part were useful for the data of the second part of the study.
- g. Similarly, for the second part of the study, the selected schools were visited and explained the purpose and process of the study to the administrators of the respective schools.
- h. Permission was taken from administrators to allow their teachers to assist the study by taking part in interview.
- i. I built rapport with teachers.
- j. The concept of LL was given to the participants and the features of LL were also shown using the photos of LLs on laptop.
- k. Detail information was provided about LL being based on the results of the first part of the study.
- l. Likewise, interview was conducted being based on the semi-structured questions.
- m. The interview was recorded.
- n. I thanked the teachers and administrators for their co-operation.
- o. The data were transcribed and analyzed descriptively under thematic topics.

3.7 Ethical Considerations

While collection data, a culturally appropriate approach was taken to ensure that there would be no ethical concerns regarding this study. That is, all the LLs were used only for research purpose and permission was taken from the shop owners, and teachers were asked for their verbal consensus for the study and permissions were taken from the concerned head teachers. The collected LLs and the responses of the participants in interview were kept confidential and used only for research purpose.

CHAPTER FOUR

ANALYSIS AND INTERPRETATIONS OF RESULTS

The quantitative and qualitative data collected for the study were analyzed and interpreted to derive findings of the study. So, this chapter of the thesis includes the analysis and interpretation of the results.

4.1 Analysis of Data and Interpretation of Results

For the quantitative part of the study, data were analyzed and interpreted using simple statistical tools such as frequency and percentile. I provided serial numbers to all the samples of LLs and the facts were presented in tables. Similarly, in second part of the study, the data were transcribed in written form from recorded device. The data were interpreted by descriptive analysis with main themes.

This subsection of the thesis consists of the analysis of data collected through the tools such as checklist and semi-structured questions and interpretation of the results derived from the analysis.

4.1.1 Number of Languages and Priority of Language in Linguistic Landscape

The study utilized the data (in the form of photos) taken from three different areas of Kathmandu district, namely, Kirtipur, Bagbazar and Thamel to find out the number of languages used on the LLs. Moreover, the data were used to find out the language of priority on LLs.

The holistic data regarding the number of language and priority of language on the LLs of Kathmandu District have been presented in the table 1 :

Table1: Number of languages and prioritized language

LL	Languages	LLs No.	Frequency	Percentage	Total	%
Monolingual	English Only	8,9,10,11,14,17, 21,36	8	18.2	17	39
	Nepali Only	13,31,43	3	6.8		
	Newari Only	7	1	2.3		
	Japanese Only	25	1	2.3		
	Chinese Only	38,41	2	4.5		
	Urdu Only	24,29	2	4.5		
Bilingual	English and Nepali	1,2,5,6,12,16,20, 22,27,28,30	11	25	23	52
	Nepali and Newari	23,32	2	4.5		
	English and Japanese	18,19,26	3	6.8		
	English and Chinese	34,35,37,39 42,44	6	13.6		
	Nepali and Urdu	33	1	2.3		
Multilingual	English, Nepali and Newari	4,7,16	3	6.8	4	9
	English, Nepali and Korean	40	1	2.3		
Total			44	100	44	100

The table 1 shows that there are altogether seven languages used on the LLs of three different areas of Kathmandu district. They are: English, Nepali, Newari, Chinese, Japanese, Urdu and Korean. Out of total observed forty four LLs, seventeen (39%) LLs were monolingual, twenty three (52%) were bilingual and four (9%) were multilingual.

Within monolingual category, eight LLs (18.2%) were only in English language, three (6.8%) were only in Nepali, one (2.3%) was only in Newari, one (2.3%) was only in Japanese, two (4.5%) were only in Chinese and two (4.5%) were only in Urdu.

Similarly, within bilingual category, eleven (25%) LLs were in English and Nepali, two (4.5%) in Nepali and Newari, three (6.8%) in English and Japanese, six (13.6%) in English and Chinese and one (2.3%) in Nepali and Urdu.

Likewise, within multilingual category, three (6.8%) LLs were in English, Nepali and Newari languages and one (2.3%) in English, Nepali and Korean languages.

This analysis shows that total seven languages have been used on the LLs of three different areas of Kathmandu district where English language has been given most priority.

4.1.1.1 Area-wise Analysis of Data

The number of languages and priority of language on the LLs of Kirtipur area have been presented in the following table:

Table 2: Number of languages and priority of language on the LLs of Kirtipur

LL	Languages	LLs No.	Frequency	Percentage	Total	%
Monolingual	English Only	8,9,10,1 1,14	5	31.2	7	44
	Nepali Only	13	1	6.2		
	Newari Only	7	1	6.2		
Bilingual	English and Nepali	1,2,5,6,1 2,16	6	37.5	6	37
Multilingual	English, Nepali and Newari	4,7,16	3	18.8	3	19
Total			16	100	16	100

The table 2 shows that there are altogether three languages used on the LLs of Kirtipur area. They are: English, Nepali and Newari. Out of total observed sixteen LLs, seven (44%) LLs were monolingual, six (37%) were bilingual and three (19%) were multilingual.

Within monolingual category, five (31.2%) LLs were only in English language, one (6.2%) only in Nepali and one (6.2%) only in Newari found in this area.

Similarly, within bilingual category, six (37.5%) LLs were in English and Nepali. Likewise, within multilingual category, three (18.8%) LLs were in English, Nepali and Newari languages.

This analysis shows that total three languages have been used on the LLs of Kirtipur area of Kathmandu district where English language has been given most priority.

The number of languages and priority of language on the LLs of Bagbazar area have been presented in the following table:

Table 3: Number of languages and priority of language on the LLs of Bagbazar

LL	Languages	LLs No.	Frequency	Percentage	Total	%
Monolingual	English Only	17,21	2	16.7	4	33
	Japanese Only	25	1	8.3		
	Urdu Only	24	1	8.3		
Bilingual	English and Nepali	20,22,27,28	4	33.3	8	67
	English and Japanese	18,19,26	3	25		
	Nepali and Newari	23	1	8.3		
Total			12	100	12	100

The table 3 shows that there are altogether five languages used on the LLs of Bagbaar area of Kathmandu district. They are: English, Nepali, Newari, Japanese and Urdu. Out of total observed twelve LLs, four (33%) LLs were monolingual and eight (67%) were bilingual.

Within monolingual category, two LLs (16.8%) were only in English language, one (8.3%) only in Japanese and one (8.3%) in Urdu. Similarly, within bilingual category, four (33.3%) LLs were in English and Nepali, three (25%) in English and Japanese and one (8.3%) in Nepali and Newari in this area.

The number of language and priority of language of Thamel area have been presented in the following table:

Table 4 : Number of Language and Priority of Language on the LLs of Thamel

LL	Languages	LLs No.	Frequency	Percentage	Total	%
Monolingual	English Only	36	1	6.2	6	38
	Nepali Only	31,43	2	12.5		
	Chinese Only	38,41	2	12.5		
	Urdu Only	29	1	6.2		
Bilingual	English and Nepali	30	1	6.2	9	56
	English and Chinese	34,35,37, 39,42,44	6	37.5		
	Nepali and Newari	32	1	6.2		
	Nepali and Urdu	33	1	6.2		
Multilingual	English, Nepali and Korean	40	1	6.2	1	6
Total			16	100	16	100

The table 4 shows that there are altogether six languages used on the LLs of Thamel area of Kathmandu district. They are: English, Nepali, Newari, Chinese, Urdu and Korean. Out of total observed sixteen LLs, six (38%) LLs were monolingual, nine (56%) were bilingual and one (6%) was multilingual.

Within monolingual category, one LL (6%) was only in English language, two (12.5%) only in Nepali, two (12.5%) only in Chinese and one (6.2%) only in Urdu in this area. Similarly, within bilingual category, one (6.2%) LL was in English and Nepali, six (37.5%) in English and Chinese, one (6.2%) in Nepali and Newari and one (6.2%) in Nepali and Urdu. Likewise, within multilingual category, one (6.2%) LL was in English, Nepali and Korean languages.

This analysis shows that total seven languages have been used on the LLs of three different areas of Kathmandu district where English language has been given most priority.

4.1.2 Use of Transliteration, Translation and Code-mixing

The holistic data regarding the transliteration, translation and code-mixing on the LLs of three different areas of Kathmandu district have been presented under the following topics and tables.

4.1.2.1 Transliteration Used on Linguistic Landscapes

The transliteration used on the LLs of three different areas of Kathmandu has been presented in the following table:

Table 5: Transliteration on Linguistic Landscapes

Area	LLs	Script Used	LLs No.	Frequency	%	Total%
Kirtipur	16	Devnagiri for English	3,6	2	12.5	20
		Roman for Nepali and Devnagiri for English	2,4,5,12	4	25	
		Devnagiri for English and Newari	16	1	6.25	
		Devnagiri for Newari	15	1	6.25	
		Roman for Nepali and Devnagiri for Newari	7	1	6.25	
		Total		9	56.25	
Bagbazar	12	Devnagiri for English	22,27,28	3	25	14
		Roman for Japanese	18,26	2	16.67	
		Devnagiri for Newari	23	1	8.3	
		Total		6	49.97	
Thamel	16	Roman for Chinese	37,39	2	12.5	14
		Devnagiri for Urdu	33	1	6.25	
		Devnagiri for Newari	32	1	6.25	
		Roman for Nepali	30,40	2	12.5	
		Total		6	37.5	
Total	44			21		48

Transliteration was found on twenty one (48%) out of forty four LLs of three different areas of Kathmandu district.

In the Kirtipur area, transliteration was used on nine (20% out of the total number of sample and 56.25% out of total sample of Kirtipur area) LLs. Devnagiri script was used for English words on two (12.5%) out of sixteen LLs of Kirtipur area. Similarly, Roman script for Nepali words and Devnagiri for English was found on four LLs (25%) out of sixteen. Likewise, Devnagiri script for English and Newari languages was found on one (6.25% LL. Devnagiri for Newari was found on one LL (6.25%) out of sixteen LLs of Kirtipur area. Moreover, Roman for Nepali and Devnagiri for Newari were found on one LL (6.25%) in this area. The data analysis of Kirtipur shows that Devnagiri script is highly emphasized as transliteration.

In the same way, transliteration was used on six (14% out of total number of sample and 50% out of sample of Bagbazar) LLs of Bagbazar area. Devnagiri script for English words was found on three (25%) LLs, Roman for Japanese was used on two (17.67%) and Devnagiri for Newari was found on one (8.3%) out of twelve LLs of Bagbazar area. The data analysis of Bagbazar regarding transliteration shows that Devnagiri script is emphasized in this area.

Transliteration was used on six (14% out of total number of sample and 37.5 % out of sample of Thamel area) LLs in Thamel area. Roman script for Chinese was found on two (12.5%) LLs, Devnagiri script for Newari was found on one (6.25%) LL, Roman script for Nepali was used on two (12.5% LLs and Devnagiri for Urdu was found on one (6.25%) out of sixteen LLs of Thamel area. The data analysis of Thamel for transliteration shows that Devnagiri script is mostly prioritized.

4.1.2.2 Translation on Linguistic Landscapes

The translation used on LLs of three different areas of Kathmandu has been presented in following table:

Table 6: Translation used on Linguistic Landscapes

Area	LLs	Languages	LLs No.	Frequency	%	Total %
Kirtipur	16	Nepali English full translation	1	1	6.25	2.3
		Total		1	6.25	
Bagbazar	12	Japanese English partial	19	1	8.3	6.8
		Nepali English partial	20,27	2	16.6	
		Total		3	25	
Thamel	16	Chinese English full translation	35,39, 42,44	4	25	13.6
		Chinese English partial translation	34,37	2	12.5	
		Total		6	37.5	
Total	44			10		22.7

Translation was used on ten (22.7%) out of total number of sample of three different areas of Kathmandu district. As data included in the table for the area of Kirtipur, full translation was found in English and Nepali languages on one (2.3% out of total sample and 6.25% out of sample of Kirtipur area) LL. Similarly, the data of Bagbazar for translation shows that the translation was found on three (6.8% out of total sample and 25% out of sample of Bagbazar area) LLs. Japanese and English partial translation was found on one (8.3%) LL and Nepali and English partial translation was found on two (16.6%) out of sample of Bagbazar area. Likewise, the data of Thamel as mentioned in table for translation shows that the translation was found on six (13.6% out of total

number of sample and 37.5% out of sample of Thamel area) LLs. There was Chinese and English full translation on four (25%) LLs and Chinese and English partial translation was on two (12.5%) out of sample of this area.

4.1.2.3 Code-mixing on Linguistic Landscapes

The code-mixing used on LLs of three different areas of Kathmandu has been presented in following table:

Table 7: Code-mixing on LLs

Area	LLs	Code-mixing	LLs No.	Frequency	%	Total %
Kirtipur	16	English words with Nepali language	2,3,5,6	4	25	13.6
		English words with Newari and Nepali	4,16	2	12.5	
		Total		6	37.5	
Bagbazar	12	English words with Nepali language	22,28	2	16.7	6.8
		Japanese words with English language	26	1	8.3	
		Total		3	25	
Total	28			9		20.5

Code-mixing was found on nine (20.5 %) out of forty four LLs of three different areas of Kathmandu district. Code-mixing was found on six (13.6% out of total sample and 37.5% out sample of sample of Kirtipur) LLs in Kirtipur area. English words were used with Nepali language on four (25%) LLs and English words with Nepali and Newari languages were used on two (12.5%) out of sample of this area.

Similarly, code-mixing was used on three (6.8 % out of total sample and 25% out of sample of Bagbazar) LLs of Bagbazar area. English words with Nepali language were used on two (16.8%) LLs and Japanese words with English language were on one LL (8.3%) out of total sample of this area. There was not any code-mixing on the LLs of Thamel area.

4.1.2.4 Use of Pictures and Non-standard Structures on Linguistic Landscapes

There were three LLs with pictures of different items and two LLs with pictures of items and name of each item on the sample of Kirtipur area. In the same vein, only one LL was found with pictures of different items on the sample of Bagbazar area and on the sample of Thamel area as well.

The non-standard structures related to spelling were found on two LLs of Kirtipur area. The word ‘unick’ instead of ‘unique’ was found on one LL and the word ‘N’ instead of ‘and’ was found on another LL.

4.1.3 Teacher’s Views on Linguistic Landscapes

In the process of collecting data with teachers, I started the interview individually. In the beginning of interview I asked the concept of LL but none of the teachers was familiar with the concept of LL. However, they were familiar with public boards and different signs of public area.

English language teachers’ views on LLs in relation to ELT classroom as teaching resources are as follows:

4.1.3.1 Linguistic Landscapes to arouse Motivation on Students

The teachers in the study opined that LLs are effective teaching resources to arouse high motivation on students in classroom. Teachers view that students can be motivated towards the pictures of LLs which is necessary for fruitful teaching. As Teacher 3 said, “These pictures are really effective for motivation since we can see various pictures on

LLs with the names of items.” He further added that students pay more attention when the lessons are presented with attractive pictures of LLs which helps to warm up the students in the class. Similarly, teacher 5 viewed, “students will pay more attention if we use such materials and effective learning can be accomplished by using these pictures in our classroom.” He said that students can be encouraged while a teacher teaches by using LLs as teaching materials. These views indicate that LLs play significant role to engage and motivate students in the class.

4.1.3.2 Linguistic Landscapes to teach Language Skills

The teachers in the study believed that the English language skills can be taught by using LLs in classroom. Participants viewed that especially three language skills can be taught through different LLs. They are:

a. Teaching Speaking

The teachers viewed that LLs can be regarded as teaching materials to develop the speaking ability of students. I showed the following LLs and respondents opined that a teacher can show LLs of various pictures and make discussion in classroom.



Teacher 1 said, “We can show different LLs to our students and ask them whether the language in the LLs was grammatically correct.” So, teachers can ask questions based on the pictures of LLs and students can reply looking at the pictures. Similarly, teacher 4

opined, “LLs can be effective for student centered method because a teacher can show the pictures and students can talk or make conversation about pictures in pair or group work.”

b. Tecaching Reading

The teachers viewed that LLs can be helpful materials for teaching reading. Teachers can develop students’ reading comprehension through various LLs. After observing the following LLs, teachers viewed that students can be shown different LLs and can be asked to read and find out the meanings of different words form dictionary.



Teacher 3 viewed, “we can show LLs and ask students one by one to read loudly where other students can support if any student cannot read properly.” So, the photos of LLs can be brought inside the classroom and activities related to reading can be done by using them.

c. Teaching Writing

The teachers opined that students’ writing skills can also be effectively enhanced by using LLs in classroom. The teachers can show different pictures and ask to the students to write about the pictures. Teacher 1 said, “Look! there are various pictures on LLs which you are showing to me on your laptop and these pictures are so effective for

teaching writing. We can ask our students to write about those pictures.” Moreover, they viewed that teachers can show various LLs to students and ask to write an essay based on different pictures of LLs. So, LLs can be used for teaching writing where teacher can ask students to write what is happening on LLs.

The study shows that LLs can be effective and fruitful teaching resources to teach reading, speaking and writing skills in classroom.

4.1.3.3 Linguistic Landscapes to teach Language Aspect

The teachers viewed that language aspects can also be taught by using LLs in classroom. Especially vocabulary items can be effectively taught through different LLs. I showed the following LLs and the teachers viewed that a wide range of vocabularies can be taught by using LLs.



Teacher 2 and 5 viewed that vocabulary item can be taught by using those LLs which have combination of items and their names. So, students can understand easily the meanings of different vocabularies because they can see the pictures of items on LLs. So, the study shows that different vocabulary items can be taught through LLs in classroom.

4.1.3.4 Linguistic Landscape to teach Translation

I showed the following LLs related to translation.



The participants of the study viewed that the concept of translation can be given to students by showing the LLs related to translation. Students can see the translation and get the concept of translation in different languages through LLs. Teacher 3 viewed, “ we can provide the concept of translation through practical work because we can show various LLs related to translation and students can grasp the concept of translation easily.” So, the translation can be taught after showing real translation from different LLs. Similarly, teacher 4 opined that LLs are useful to give the concept of word to word translation and partial translation because such types of translation can be found on different LLs.

The study shows that LLs are effective materials to provide the concept of translation and the concept of the full translation and partial translation among different languages can also be given through LLs.

4.1.3.5 Linguistic Landscape to teach Code-mixing and Transliteration

The participants observed the following LLs.



The respondents viewed that LLs are useful tools to provide the concept of code-mixing and transliteration. The teachers opined that students may understand better after observing the examples of code-mixing on different LLs. Teacher 3 opined, “if we teach the code-mixing with real practices of code-mixing, surely, students will understand the concept of code-mixing with the help of LLs related to code-mixing.” Therefore LLs are regarded as the tools to teach code-mixing in classroom. Similarly, teacher 4 and 5 said that LLs are not only the materials to teach code-mixing, students themselves learn to use code-mixing in real practices through LLs as well.

In the same vein, teacher can show the real practices of transliteration on different LLs. So, LLs are the effective materials to teach the concept of transliteration after showing the LLs related to transliteration. Teacher 1 viewed, “I didn’t have the concept the transliteration before but I understood the concept of transliteration after looking the LLs on your laptop. So, I can teach transliteration through LLs.” Thus, LLs can be used for teaching transliteration. Teacher 3 opined that if a teacher shows and informs the LLs related to transliteration then students can define the transliteration themselves. Similarly,

teacher 2 viewed, “LLs are most useful for inductive approach where we can show different features of language through LLs and students can define the features themselves including transliteration.” Therefore, the concept of transliteration can be fruitfully taught after showing various LLs related to transliteration in classroom.

The study shows that code-mixing and transliteration can be taught through different LLs. Students can observe the real practices of code-mixing and transliteration and can understand easily such concepts with the help of various LLs.

4.1.3.6 Linguistic Landscape to teach Multilingualism

Respondents viewed that multiple languages can be taught through different LLs because most of LLs contain multiple languages. They observed the following LLs and said that teachers can show the LLs related to multilingualism with their scripts and teach multiple languages and scripts as well.



The teacher 5 viewed, “teachers can teach more than two languages simultaneously by using LLs in classroom”. So, LLs are effective teaching resources to provide the concept of multilingualism. Similarly, teachers 3 said that students can observe multiple languages and their scripts through various LLs. Students become familiar with multiple languages after observing the LLs of multiple languages. They can see the language

formation system of different languages on various LLs and define the term multilingualism.

The study shows that the concept of multilingualism and multiple languages with their scripts can be taught through LLs.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

On the basis of the analysis of data and interpretation of results, the findings of the study were derived. The findings of the study led to some conclusions and recommendations based on the study. So, findings, conclusions and recommendations of the study have been presented in this part of the thesis.

5.1 Findings

Some major findings of the study have been listed as follows:

5.1.1 Major findings of the quantitative part of the study

- i. It was found that there were altogether seven languages used on LLs of three different areas of Kathmandu district. They are: English, Nepali, Newari, Urdu, Chinese, Japanese and Korean. Among all samples of three areas, seventeen (39%) LLs were unilingual, twenty three (52%) bilingual and four (9%) multilingual.
- ii. There were three languages used on the LLs of Kirtipur area of Kathmandu district viz. English, Nepali and Newari.
- iii. There were altogether five languages used on the LLs of Bagbazar area of Kathmandu district. They are: English, Nepali, Newari, Japanese and Urdu.
- iv. There were altogether six languages used on the LLs of Thamel area of Kathmandu district viz. English, Nepali, Chinese, Urdu, Newari and Korean.
- v. The English language has been given most priority on LLs in Kathmanu district.
- vi. Transliteration was found on twenty one (48%) LLs where Devnagiri script was highly used for English, Newari and Urdu languages.
- vii. Translation was found on ten (22.7%) LLs where Nepali English, Japanese English and Chinese English translation was found.

- viii. The code-mixing was found on nine (20.5%) LLs where English words were used with Nepali and Newari, and Japanese words were used with English language.
- ix. There were five LLs with pictures of different items and two LLs were the pictures of items and the names of the items.

5.1.2 Major findings of the qualitative part of the study

- i. It was found that none of the teachers were familiar with the concept of LL.
- ii. All the teachers were found to be positive regarding the use of different LLs as teaching materials in the ELT classroom.
- iii. They viewed that LLs can be used to arouse high motivation on students.
- iv. LLs can be effective resources to teach language skills. Especially speaking, reading and writing skills can be effectively taught through different LLs.
- v. LLs can be used to teach language aspects. For example, a wide range of vocabularies can be taught by using LLs.
- vi. LLs can be effective to teach the concept of translation and different types of translation as well.
- vii. The code-mixing and transliteration can also be taught by using LLs which are related to code-mixing and transliteration.
- viii. The concept of multilingualism can be provided to students by using LLs of multiple languages. Multiple languages and their scripts can be taught through LLs which are based on multiple languages.

5.2 Conclusion

In our day to day life we find various types of hoarding boards, banners, bill boards, and public signs as we go out of our home. The language used in public places in such a way is technically called linguistic landscape in the field of applied linguistics. Though we regularly encounter such LLs, we rarely consider the possibility of utilizing such LLs in classroom teaching in general and in English language in particular

In such context, this study was conducted to find out the use of language in the LLs of Kathmandu district and investigate the secondary level English teachers' beliefs regarding the use of LLs in ELT pedagogy. The analysis and interpretation of the data and findings of the study lead us to the conclusion that English language has been given the most priority on the LLs of Kathmandu district. Furthermore, various cases of translation, multilingualism, transliteration and code-mixing have been found. The teachers hold positive belief regarding the utilization of the LLs as teaching resources in ELT class. Therefore, LLs can be used as authentic materials to teach different language fragments. Students can learn various language fragments observing different LLs.

Finally, it can be concluded that LLs of different types and forms can be used for teaching different skills and aspects of language in an exciting way. Moreover, LLs can be useful for not only arousing motivation on the part of students but also for teaching various forms of language such as translation, transliteration and code mixing in an inductive way.

5.3 Recommendations

On the basis of findings and conclusion of the study both policy related and practice related recommendations have been made.

5.3.1 Policy Related

The policy level implications and recommendations have been listed below based on the study.

- i. The curriculum and syllabus should consider the importance of LLs as teaching materials while designing ELT curriculum.
- ii. Project work and field work that requires students to investigate the language used in the LLs should be included in the curriculum.
- iii. The multilingual policy should be adopted in teaching English language.
- iv. The curriculum and syllabus designers should consider the aspects and forms of language which are used in real field.

5.3.2 Practice Related

Practice level implications and recommendations have been listed based on the study under this section.

- i. Teachers can collect different LLs and use them to warm up their pupils.
- ii. LLs should be used to teach different aspects of translation, translation and code mixing.
- iii. Teachers can ask students to compare and contrast the language used inside the class and beyond the classroom walls.
- iv. Teachers can involve the students to find out different forms of language which are used in public places.

5.3.3 Further Research Related

Keeping the delimitations of the study in consideration, some more topics, areas and issues for further research have been suggested as follows:

- i. A survey can be conducted to investigate the reasons behind using a particular language on LLs.

- ii. An experimental study can be conducted to find out the effectiveness of LLs as teaching materials in ELT class.
- iii. A study can be conducted to explore students' views regarding the use of LLs in ELT.
- iv. A comparative study can be conducted comparing the language formation in the LLs of governmental and non-governmental sectors.

References

- Ariffin, K. & Husin, M.S. (2013). Patterns of language use in shop signs in Malaysian towns. *Journal of Arts, Science and Commerce*, vol.-iv, issue-3.
- Blommaert, J. & Maly, I. (2014). Ethnographic linguistic landscape analysis and social change: A case study. *Tilburg paper in culture studies*100, Tilburg University.
- Bogatto, F. & Helot, C. (2010). Linguistic landscape and language diversity in Strasbourg: *The quartier gare. Bristol Multilingual Matters* (p.p.275-291).
- Bradshaw, I. H. (2014). Linguistic landscape as a learning and literacy resource in Caribbean creole contexts. *Caribbean Curriculum*, vol.22 (157-173).
- Cameron, R. (2009). A sequential mixed model research design: Design, analytical and display issues. *International Journal of Multiple Research Approaches* volume3, issues2.
- Creswell, J.B. (2014). *Research design: Qualitative, quantitative and mixed methods approaches* (4th Ed.). London, New Delhi, Singapore, Washington DC and Los Angeles: Sage Publication.
- Dixson, A. E. (2015). *Analysing the multilingual linguistic landscape of Buffalo, New York*. (Unpublished thesis), State University of Fredonia, New York.
- Goldwasser, D., & Roth, D. (2008), Transliteration as Constrained Optimization, *EMNLP Conference Proceedings* (pp.353-362). Honolulu: EMNLP.
- Gorter, D. (2006). Introduction: The study of the linguistic landscape as a new approach to multilingualism. *International Journal of Multilingualism* 3 (1), 1-6.
- Gorter, D. (2013). Linguistic landscape in multilingual world. *Annual review of applied linguistic, Cambridge University*(2013),33,190-212.

- Harmer, J. (2008). *How to teach English* (4th Ed.). London: Longman.
- Hult, F.M. (2014). Drive-thru linguistic landscaping; Constructing a linguistically dominant place in a bilingual space. *International Journal of Bilingualism*, (2014), Vol. 18 (5) 507-523.
- Kathpalia, S.S. & Ong, K.W. (2015). The use of code-mixing in Indian billboard advertising. *World Englishes*, volume 34, issue 4, pages 557-575
Doi:10.1111/weng.12159.
- Landry, R. & Bourhis, R. Y. (1997). Linguistic landscape and ethnolinguistic vitality: An empirical study. *Journal of Language and Social Psychology: 16(1)*, 23-49.
- Manan, S. A., David, M.K., Dumanig, F.P. & Naeqebullah, K. (2015). Politics, economics, and identity: Mapping the linguistic landscape of Kuala Lumpur, Malaysia. *International Journal of Multilingualism*, 2015
Vol. 12, No. 1, 31–50, <http://dx.doi.org/10.1080/14790718.2014.905581>.
- Manan, S.A., David, M.K., Dumang, F.P. & Channa, L.A. (2016). The glocalization of English in the Pakistan linguistic landscape. *World Englishes*, 2016, doi:10.1111/weng.12213.
- Oliinyk, O. Y. (2013). Terminology for description of linguistic landscape in native and foreign linguistic. *UDC 11.161.2'373.272:46*, kyiv, Ukraine.
- Rafael, B., Shohamy, E., Amara, M.H. & Hecht, N.T. (2006). Linguistic landscape as symbolic construction of the public space: The case of Israel. *Journal of Multilingualism* 2006.
- Richards, J.C. & Schmidt, R. (2002). *Dictionary of language teaching and applied linguistics*. Pearson education limited: London.

Romanenko, E. (2014). *Linguistic analysis of on-line advertising in English*
(Unpublished thesis), Charles University, Prague.

Sayer, P. (2010). Using the linguistic landscape as a pedagogical resource. *ELT journal*
(64)2143-154. doi:10.1093/elt/ccp 051,.

Wang, J.J. (2015). Linguistic landscape on campus in Japan- A case study of signs in
Kyushu University: *Northwest A&F University, China, Kyushu University, Japan.*

Wasser, D.G. & Roth, D. (2008). Empirical methods in natural language processing.
Proceedings of the 2008 conference *Honolulu*, pages 353-362.

Appendix 1

Language Formation Checklist

The features of each LLs were checked based on following criteria

No.	Features of LL			
1	Languages used	monolingual	bilingual	multilingual
2	Priority to language	Nepali	English	other
3	Transliteration	English in devanagiri	Nepali in roman	other
4	Code-mixing			
5	Non-standard structures	Colloquial,slang	grammar	Spelling, pronunciation
6	Word selection	Common	Complex	
7	Translation	Word to word	Partial,mis-translation	other
8	Use of picture	Only pictures	Pictures with names	
9	other			

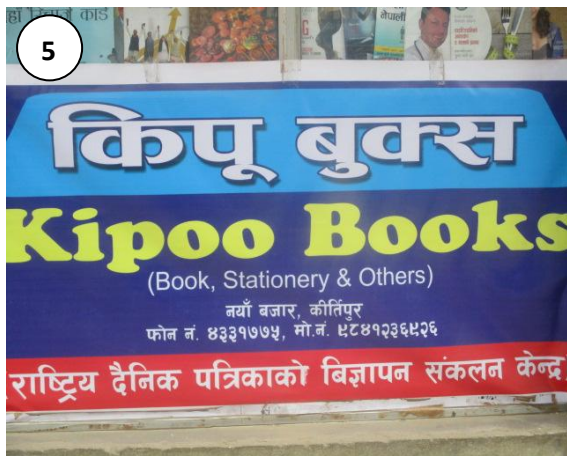
Appendix 2

Semi-structured Questions for Interview

- I. Are you familiar with linguistic landscape (LL)?
- II. Do you think LL can be used as teaching materials to teach English language in classroom?
- III. What skills and aspects of English language do you think can be taught through these LLs?
- IV. Do you think some other areas of language can be taught through these LLs?
- V. Do you think any other benefits of these LLs for pedagogical purpose?
- VI. Do you think these LLs will always have positive effects in teaching the English language?

Appendix 3 Linguistic Landscapes

A. Kirtipur Area





7



8



9



10



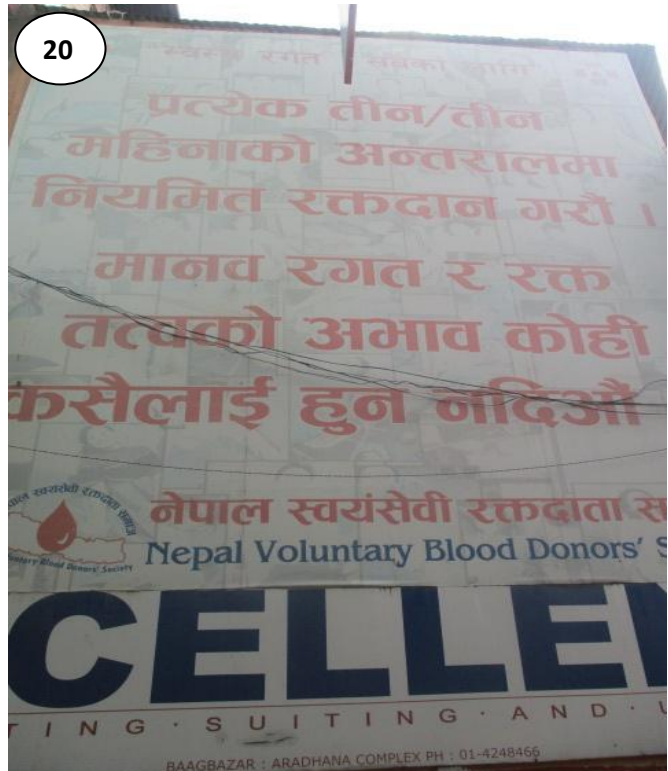
11



12



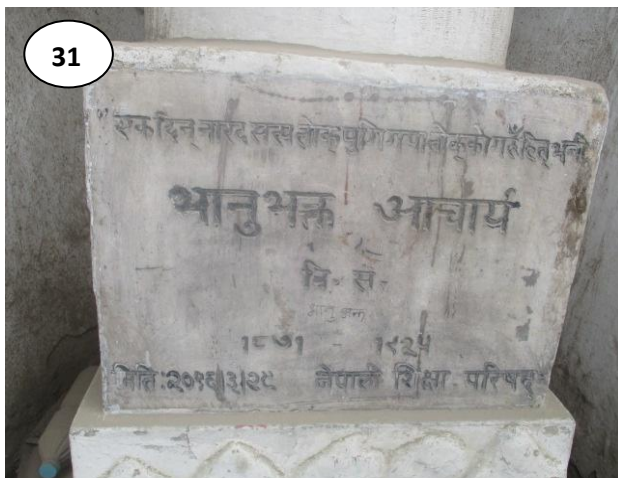
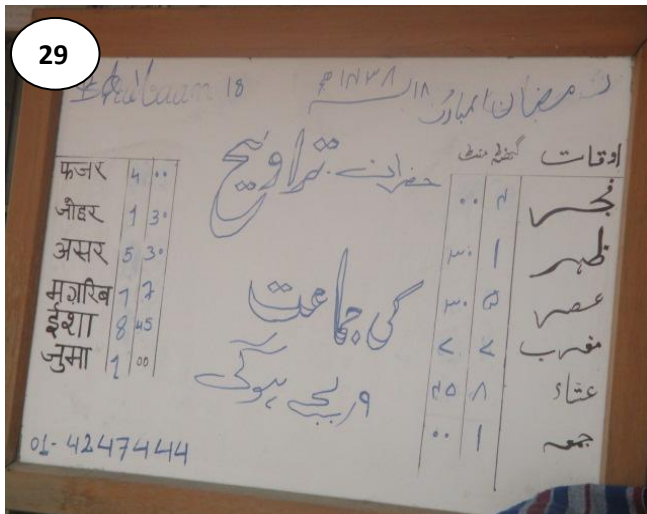
B. Bagbazar Area

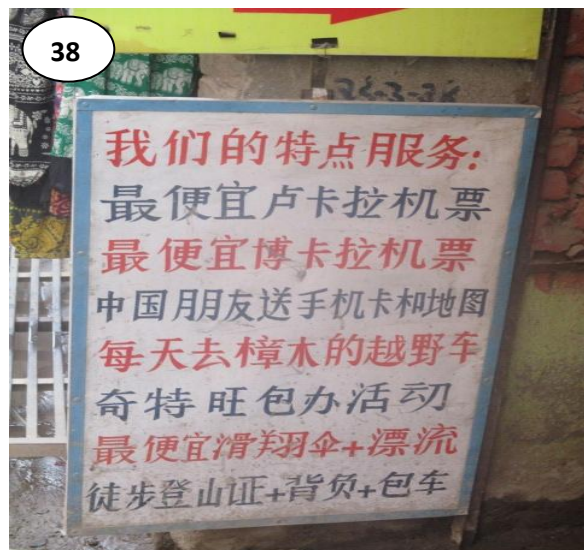






C. Thamel Area







Appendix 4 Interview with teachers

Teacher One

Interviewer : Good morning sir.

Interviewee : Good morning sir.

Interviewer : sir, ammm....can we start our our topic ?

Interviewee : Surely, yes yes... I am ready. You can start.

Interviewer : Have you ever heard the term ‘ linguistic landscape’?

Interviewee : linguistic landscape. Ammmm.. no this is the first time that I am listening this term today.

Interviewer : Ok sir, I am going to show you some photos on my laptop. Please observe these photos.

Interviewee : ok. You can show me.

Interviewer : What do you see on photos?

Interviewee : oh! These are the photos of the boards which we can see in market.

Interviewer : what sort of languages do you see on these photos?

Interviewee : These photos contain multiple languages as per the area. I am observing different languages on these photos.

Interviewer : ok sir. Let me introduce the term linguistic landscape now. LL means the language used in public area specially the language of different boards, advertisement and shop signs can be taken under LL. LL is the branch of applied linguistic sir.

Interviewee : oh ! I am so surprised to be introduced with this new area. It is very interesting area.

Interviewer : Surely sir. Now let's relate these LLs with ELT classroom. I found seven languages used on the LLs of three different areas (kirtipur, Baagbazar and Thamel). Similarly, I found various linguistic features on those LLs. Please observe these features first.

Interviewee : I can see various features on these LLs.

Interviewer : ok sir. Do you think LLs can be used as teaching materials to teach English language in classroom.

Interviewee : why not..... ammm...we can see different features on these LLs and such features of language can be easily taught to our students.

Interviewer : Can LLs be effective in classroom?

Interviewee : These photos are really effective as teaching materials as well as can arouse high motivation on students.

Interviewer : what skills can be taught through LLs?

Interviewee : The English language skills can be taught through these pictures. Ammm specially in my opinion, reading ammmmmm... wrting also and ammm...oh! Yes, speaking can be taught as well.

Interviewer : How can we apply these LLs to teach language skills ?

Interviewee : We can show these photos to our students and we can involve them in activities. For example we can show photos and ask question to describe the photo for speaking skill. Similary, these photos can be fruitful to teach writing skill. oh ! there are various pictues on LLs which you are showing me on your computer and these pictures are so effective for teaching writing skill. We can ask our students to write about these pictures. Therefore, writing capacity can be developed by using LLs.

Interviewer : Can we teach language aspects as well ?

Interviewee : yes, We can show photos in our classroom and we can ask to our students whether the language on LLs is gramatically correct. Simialry, student can be involved to find out different language features and mistakes from LLs.

Interviewer : Can you use these materials in your classroom ?

Interviewee : I am highly motivated on these photos. Hahaha... so, I can teach. These materials are so effective for motivation on students and teacher.

Interviewer : Do you think some other areas of language that can be taught through LLs?

Interviewee : Yes, I can see other features as well. So, the concept of those features can be given to students by showing the real practice on LLs. For example we can teach translation, multilingualism oh!... yes, code-mixing as well, ammm... vocabulary and spelling etc.

Interviewer : How can we teach such features?

Interviewee : We can teach the theoretical part of those features and we can show the real practices of those features through LLs. So, students may understand easily.

Interviewer : I found new feature that is transliteration. It is the process where people communicate in one language but use the script of next language. How can we provide this concept?

Interviewee : oh! Just like on facebook while we chat yes, ammmm... I did not have the concept of the transliteration before. I understood the concept of transliteration. So, this feature can also be taught and now I can provide the concept of transliteration to students.

Interviewer : Do you think these materials may always have positive effects in teaching English language ?

Interviewee : yes, In my opinion these materials are fruitful for our teaching activities and we should use LLs for teaching.

Interviewer : ok sir, thank you a lot for your invaluable time.

Interviewee : I would like to thank a lot because you provided the new concept of the area of applied linguistics. Thank you so much.

Teacher Two

Interviewer : Good afternoon sir.

Interviewee : Good afternoon sir. How are you ?

Interviewer : I am fine and what about you sir?

Interviewee : I am also good.

Interviewer : ok sir.,As I informed you, shall we start our topic?

Interviewee : yes sir.

Interviewer : Are you familiar with linguistic landscape ?

Interviewee : Sorry sir. I am unknown regarding this area.

Interviewer : It is ok sir. LL is the branch of applied linguistics and it incorporates the language used in public signs and boards. You can observe the photos of such boards on my laptop.

Interviewee : Oh ! this is called linguistic landscape. What a amazing area you have introduced. oh! Different languages on these pictures. I am happy to see these photos with different languages.

Interviewer : Ok sir, I found different features of language on these photos. For example translation, code-mixing, transliteration and multilingualism. You are a teacher of language. So, can you teach language features through these LLs.

Interviewee : yes, I can teach the translation, code-mixing, transliteration and multilingualism through these pictures because such pictures raise high motivation on students where effective learning activities can be completed by using such materials in classroom.

Interviewer : Are these LLs really effective as teaching materials?

Interviewee : In my opinion, LLs are most useful for inductive approach where we can show different features of language through LLs and students can define those features themselves.

Interviewer : Can we teach English language skills ?

Interviewee : Yes, I can see different languages with different pictures. So, activities related to different skills can be completed through these pictures.

Interviewer : Which skills of English language can you teach if you use such materials in your classroom?

Interviewee : Ammm .. I can teach speaking and writing because I can see language with pictures on LLs. So, speaking and writing activities can be effectively completed in my view.

Interviewer : What aspects can be taught through LLs?

Interviewee : Ammmm.. yes. Vocabulary and spelling can be taught by using these photos.

Interviewer : How wiill yo apply those LLs to teach vocabulary and spelling?

Interviewee : I will show the pictures where students will tell the names, and there are different words as well. These words have more letters. So, I can ask the spelling as well. Therefore, vocabulary item can be taught because there are different items with their names.

Interviewer : Ok sir, I found different other features as well. For example translation, transliteration, code-mixing and multilingualism. So, can we teach such features to our students?

Interviewee : yes. We can involve our students to find out such features and we can provide the concept of these features. We can teach transliteration, transliteration, code-mixing through these pictures. Specially multilingualism can be taught fruitfully. We can introduce different scripts of different languages by showing the real practices on LLs.

Interviewer : Can you use such LLs in your classroom?

Interviewee : yes, really but we need devices. Specially we need projector. In my view, if we can manage those instruments then we can use such materials and teach to our children.

Interviewer : Do you think these LLs will always have positive effects in teaching English language?

Interviewee: These materials are really useful and can have positive effects but we should use those materials as per the levels of the students.

Interviewer : Would you mind to clarify the levels mean?

Interviewee : I mean these photos may have various kinds of pictures which can not be appropriate for all levels. Students may not understand the real meanings of those pictures as well. I mean hehehe.

Interviewer: Thanks you very much for your support sir.

Interviewee: Thank you for your interaction sir.

Teacher Three

Interviewer: Namaste sir.

Interviewee: Namaste. How are you?

Interviewer: I am ok and what about you sir?

Interviewee: I am also good.

Interviewer: Sir, shall we start our topic?

Interviewee: Yes, I am eager because you informed that there is a new area of research in your study.

Interviewer: Have you ever listened the term ‘linguistic landscape’?

Interviewee: No sir. Can you introduce the term?

Interviewee: Sure sir. LL is an emerging field of applied linguistics and it refers to the use of language in public places. I mean the language used in different boards, signs and advertisement can be regarded as the LL.

Interviewee: I am familiar with such boards but did not know that it is called LL.

Interviewer: Ok sir, you can observe such LLs on my laptop and features of LL which I found in first part of my study.

Interviewee: Oh! There are various features such as translation, code-mixing and multilingualism on these photos.

Interviewer: ok you observed different features of language on these LLs. Can we use these LLs as teaching materials in our classroom?

Interviewee: In my opinion these pictures are really effective for motivation since we can see various pictures on LLs with names of different items. Students pay more attention if we present lessons by using such pictures in our classroom. So, these LLs can help to warm up to students in classroom.

Interviewer: How can you apply these LLs to arouse motivation on students?

Interviewee: Ammmm... yes. We can show the pictures and ask the questions where students participation can be highly emphasized by discussion.

Interviewer: Can we teach English language skills through LLs?

Interviewee: In my view, reading skill can be taught effectively. We can show LLs and ask students one by one to read loudly where other students can support if any student cannot read properly.

Interviewer: Can we teach other skills as well?

Interviewee: Surely, it was my example only. But we can teach other skills as well through LLs. We can conduct the activities related to writing and speaking as well by using such pictures. I am more motivated in your field of research sir.

Interviewer: Thank you sir. What aspects of language can be taught by using these LLs?

Interviewee: As you showed the LLs, we can teach spelling, vocabulary and grammatical mistakes through these LLs. We can involve students to find out the meaning of different words with their pictures.

Interviewer: How can you apply these LLs to teach vocabulary and spelling?

Interviewee: I will show the items with their names and will conduct the spelling competition through these LLs.

Interviewer: Do you think some other aspects of language can be taught with the help of these LLs?

Interviewee: Yes, we can see various features on LLs. For example translation, code-mixing, multilingualism and transliteration. So, these features of language can be taught easily through LLs. Our students can get the concept of those features if we show those LLs in our classroom. Look! we can provide the concept of translation through the practical work because we can show various LLs related to translation and students can grasp the concept of translation easily.

Interviewer : How can we teach code-mixing through these materials?

Interviewee: We can provide the concept of code-mixing by showing the real practices of code-mixing. If we teach the code-mixing by showing the real practices of code-mixing, indeed, students will understand the concept of code-mixing with the help of LLs related to code-mixing.

Interviewer: You told that LLs are materials to teach transliteration. How can we teach it?

Interviewee: Our students may not understand the concept of transliteration if we define only. If a teacher shows and informs the LLs related to transliteration then students can understand and define the term transliteration themselves. We should show the LLs related to transliteration and ask to children what they see on pictures. So, the concept of transliteration can be given by showing the real practices of transliteration through LLs.

Interviewer: What about the multilingualism?

Interviewee: In my view, we can provide the concept of multilingualism through LLs. Students can observe multiple languages on LLs and can be familiar with the scripts of different languages. So, the concept of multiple languages can be given through LLs. Teachers can teach multiple languages with the help of these photos.

Interviewer: Do you want to add any points sir?

Interviewee: I think, LLs should be used in our daily classroom for language teaching. LLs help to minimize the gap between language used in the classroom and beyond the classroom. We can teach the real practices of different languages through LLs. So, I suggest to teachers to use such materials in classroom.

Interviewer: Thank you so much for your invaluable views on LLs sir.

Interviewee: thank you a lot for providing me such opportunity to take part in your research.

Teacher Four

Interviewer: Good morning sir.

Interviewee Good morning.

Interviewer: How are you sir?

Interviewee: I am fine and you?

Interviewer: I am also good sir. Can we move on our discussion sir?

Interviewee: Why not. Let's start the topic.

Interviewer: Are you familiar with linguistic landscape sir?

Interviewee: No, this is the first time I heard this term "linguistic landscape". Can you explain it in detail?

Interviewer: LL is the use of language in public signs such as bill boards, advertisement, hoarding boards, etc. It is the branch of applied linguistics.

Interviewee: Oh! Public signs and boards are regarded as linguistic landscape.

Interviewer: Yes sir, you can see some LLs on my laptop. Please observe these photos of LLs sir.

Interviewee: Oh! What a nice and smart photos you have captured.

Interviewer: What sorts of language features do you see on these photos sir?

Interviewee: Ammmm.... Wait.... Yes there are multiple languages and translation as well. Oh! code-mixing as well sir. What a creativity sir.

Interviewer: You are right sir. I found the features as you told. Moreover, I found transliteration as well.

Interviewee: What does it mean?

Interviewer: Transliteration means use of one language with the script of another language sir. You can see such feature on these LLs sir.

Interviewee: Yes, here is the use of Devnagiri for English language sir.

Interviewer: Sir, can we use these photos to teach language in classroom?

Interviewee: Sure sir, at first these LLs are fruitful to arouse motivation on students. Students pay a lot attention if we use these photos as teachig materials.

Interviewer: Can we use LLs to teach language skills ?

Interviewee: Exactly sir. I think these pictures can be used to foster the motivation on students and we can teach language skills with fun.

Interviewer: What skill can we teach through these LLs ?

Interviewee: Specially, ammm...speaking, reading and writing. We can bring such pictures inside the classroom and make students able to speak well, read the words and phrases effectively. LLs can be effective for student centered method because a teacher can show the pictures and students can talk or make conversation about pictures in pair or group work. Therefore, manymore activities can be finished with the help of these photos.

Interviewer: You informed me that there is the use of translation. So, how can we use LLs to teach translation?

Interviewee: We can give the concept of translation to our pupils and we can teach different types of translation as well. LLs are useful to give the concept of word to word translation and partial translation because such types of translations can be found on different LLs.

Interviewer: What aspects of language can be taught through LLs?

Interviewee: In my opinion, vocabulary, grammar, spelling and other things related to language can be taught through LLs.

Interviewer: How can we teach vocabulary item sir?

Interviewee: I am looking here the pictures and their names on these LLs. So, students will grasp the new vocabulary and they will describe in their own words as well.

Interviewer: How will you teach spelling sir?

Interviewee: Ammmm... there are different words used in public places or common words of public places but such words may not be found in our text book. So, we can ask spelling of these words to our students and we can show the correct spelling through LLs.

Interviewer: Do you think some other areas of language can be taught through these LLs?

Interviewee: Of course. As you showed some LLs, there is the use of more than two languages on those pictures and these are fused with each other. So, from these LLs, multilingualism can be taught. We can teach multiple languages at the same time. Similarly, code-mixing can also be taught with the help of those pictures. LLs are not only the materials to teach code-mixing but can be useful for students where they can learn the ways to use code-mixing in real situations as well.

Interviewer: Do you want to add anything on these LLs sir?

Interviewee: These materials are really useful as teaching resources if we can use properly. We should focus on the level of students because all LLs can not be appropriate for all levels.

Interviewer: Thank you from inner heart for your active participation sir.

Interviewee: Thank you sir.

Teacher Five

Interviewer: Hello sir Namaste.

Interviewee: Namste sir. Sanchai hunuhunchha?

Interviewer: Akdam thik chhu sir. Ani hajurlai k kasto chha sir?

Interviewee: Ma ni thik chhu.

Interviewer: Shall we start the discussion on our topic sir?

Interviewee: Ok sir. I am ready.

Interviewer: Do you have any information about linguistic landscape sir?

Interviewee: Sorry sir. I do not know hehehehe...

Interviewer: It is ok sir. LL is regarded as the branch of applied linguistics and the language used in public space is called LL. For example language of different boards of public places is known as LL sir.

Interviewee: Oh! I am familiar with such boards but have not known that it is LL.

Interviewer: Ok sir. Please observe the photos of such LLs here on my laptop.

Interviewee: Yes, surprising pictures sir.

Interviewer: Can we use such LLs as teaching materials sir?

Interviewee: Surely sir, we can relate these photos as teaching resources for teaching language. Students will pay more attention if we use such materials and effective learning can be accomplished by using these pictures in our classroom. Students can be encouraged while teacher teaches by using LLs as teaching materials.

Interviewer: Ok sir. I found various features on these LLs. For example multilingualism, code-mixing, translation, transliteration and many more.

Interviewee: What does transliteration mean sir?

Interviewer: The use of one language on LLs with the script of another language is called transliteration. You can observe this feature on these LLs sir.

Interviewee: Oh! This is transliteration. Yes, here is transliteration because as you informed here is the use of Devnagiri for English language.

Interviewer: Can we use such LLs to teach language to our students?

Interviewee: Yes sir. At first these pictures are highly motivated for both students and teachers. So, we can teach language to our students by arousing high motivation.

Interviewer: Which skills of language can be taught through LLs?

Interviewee: We can involve our students to teach speaking ammmm... reading and writing through these pictures.

Interviewer: How will you involve students to teach such skills?

Interviewee: We can show such LLs and make pair or group for discussion. Similarly, we can ask them to read the languages of LLs. Ammm... for writing as well; we can ask to write about the pictures which they can see on different LLs.

Interviewer: Can we teach language aspects as well?

Interviewee: Means what?

Interviewer: I mean can we teach vocabulary, spelling and grammar?

Interviewee: Oh! Yes.

Interviewer: What aspects can be taught then?

Interviewee: There are different words used on these pictures. So, vocabulary and spelling can be taught through such pictures.

Interviewer: Sir, I informed you other features as well yes. Can we teach those features through these LLs?

Interviewee: Ammm... yes you informed code-mixing yes. We can use such LLs to teach code-mixing by showing the LLs with examples of code-mixing. These pictures are not only applicable for teaching code-mixing but our students may learn to use such code-mixings in real places as well.

Interviewer: Ok sir, Can we teach translation?

Interviewee: The examples of translation can be taught through LLs. I mean we can bring LLs based on the use of translation and provide the concept of translation.

Interviewer: What about the multilingualism?

Interviewee: In my view, as I observed the LLs which you showed just, most of the LLs contain multiple languages with their scripts as well. So, multiple languages can be taught through these LLs. Teachers can teach more than two languages simultaneously by using LLs in classroom. So the concept of multilingualism can be provided through these LLs.

Interviewer: Do you want to add anything more from your side?

Interviewee: I am highly motivated towards these LLs. So, I would like to suggest to use such materials in the classroom.

Interviewer: Thank for your active participation.

Interviewee: Thank you sir.