

**LOCALIZATION OF ENGLISH IN LINGUISTIC  
LANDSCAPE IN KATHMANDU**

**A Thesis Submitted to the Department of English Education**

**For the Partial Fulfillment of the Master of Education in English**

**Submitted by**

**Alisachina Rai**

**Faculty of Education**

**Tribhuvan University, Kirtipur**

**Kathmandu, Nepal**

**2018**

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## **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: 20/03/2018

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## **RECOMMENDATION FOR ACCEPTANCE**

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# DEDICATION

*This thesis is dedicated*

*To*

*My parents*

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**Alisachina Rai**



## Abstract

The present study entitled **Localization of English in Linguistic Landscape in Kathmandu** aimed to explore the way to what extent the linguistic landscape express the localization of English in Kathmandu valley. It also investigated the reasons behind the localization of English in commercial billboards. Different materials can be used in linguistics landscape but I used only public signs for consistency. One hundred signs from different commercial places were selected for the analysis of the data. Data were analyzed descriptively and thematically. The result of the study revealed that English language dominates the linguistic landscape of Kathmandu. It has also been found that the landscape of Kathmandu has presence of localized English and it surpasses other national language in the main cities where there is an ethnic majority of indigenous languages. Regarding the reasons behind the localization of linguistic landscapes; market trend, a long-stance practice, random use of English language, modern language, prestige reason, painters as policy planners, eye catchy nature of English language, and convenience for translator have been found as the major ones.

The first chapter deals with the introduction of the study 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 definitions of key terms. Second chapter includes the review of related literature and conceptual framework and explained linguistic landscape and World English. Also, it involves review of empirical literature, implications of the review for the study, and conceptual framework. Chapter three discusses about methods and procedures of the study. It consists of design and method of the study, population, sample and sampling strategy, sources of data, data collection tools and techniques, data collection procedures, data analysis and interpretation procedures, and ethical considerations. Fourth

chapter incorporates interpretation of data where fifth chapter shows findings, conclusion and recommendations related to policy, practice and further research level. References and appendices have been included at the last part of this thesis.

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## **LIST OF ABBREVIATION**

EFL	:	English as a Foreign Language
ELC	:	English Language Complex
ENL	:	English as a Native Language
ESL	:	English as a Second Language
LL	:	Linguistic Landscape
LLS	:	Linguistic Landscape Studies
MT	:	Mother Tongue
WE	:	World English

# CHAPTER ONE

## INTRODUCTION

The present study is **Localization of English in Linguistic Landscape in Kathmandu**. This chapter incorporates the background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

### 1.1 Background of the Study

Linguistic landscape is concerned with the language in radio, films, television, internet, music, newspapers, magazines as well as public signs on governmental buildings. The term linguistic landscape was first introduced by Landry and Bourhis in 1997 in their paper which explored the Francophone High school students' perceptions of public signs in Canadian provinces. According to Landry and Bourhis (1997), "Linguistic landscape (LL) is the language of public road signs, advertising billboards, street names, commercial shop signs and public signs on government buildings combined to form the linguistic landscape of a given territory, region or urban agglomeration". LL refers to the language displayed in the environment in the form of symbols, signs, information, text and word. Languages are found everywhere. It is found in the public space, schools, offices, notices, department stores and in the products in the supermarkets.

Linguistic landscape is very informative in itself. People can be informed about different areas just by noticing the sign in the public spaces. According to Shohamy and Gorter (2009), "linguistic landscape is an area where one can interpret its meaning, messages, purposes and contexts." LL helps people to comfort and create meaning of particular context by themselves. People can predict more about the context and they can accommodate themselves and they will be aware about how to behave, where to go, where not to go, what to do,



what not to do, where they do not belong to. LL is the reflection of multiple relations between linguistic means and social meaning. This study provides the information about the people living in Kathmandu, general information about the places that they belong to, and the social messages to public through any LL. So, LL found around the Kathmandu do not only carry the general information about people, place, objects but also reflects the socio-lingual and socio-economic perspectives of Kathmandu today.

In this regard, Bolton (2012) said that research in linguistic landscapes may help us to understand the rapidly changing urban landscapes and also it helps to know about the increasing multilingual worlds. Similarly, the study of linguistic landscape is a kind of platform to observe the World Englishes (WE) at various levels. LL is one of the opportunities to evaluate cultural and economic globalization and localization. Nowadays, localization may be observed in the growing use of the English language in the public spaces. Nepal falls under the expanding circle of Kachru's (1985) three concentric circle of English and English is highly used by most of the people in Kathmandu. English is foreign language and due to the globalization teaching English comes under the formal education from the early age of child in Nepal. English medium schools and colleges are usually seen in Kathmandu valley. English is learnt and taught as foreign language in Nepal. Similarly, Crystal (2003) says, the users of English throughout the world were 1.5 billion. It is well known that English is widely used in the world and also it is a lingua franca among the people who do not share the same language. The colonized countries helped to spread the English language. Now, there are varieties of English around the world. Similarly, English is highly used in academic institution and if we look back to the history of formal education in Nepal then we can find that English is promoted rather than Nepali language.

To be specific, I have attempted to explore the localized use of the English language and the pertinent reasons behind the use of English in localized form that appear in LL of Kathmandu valley.

## **1.2 Statement of the Problem**

Kathmandu is the city of millions of immigrants who are from the various parts of country. If anyone travels around the Kathmandu valley then finds excessive use of English in signs boards. Nowadays people are running after the use of English in their day to day life instead of their own national language but why this trend of using English in signboards is widely established in Nepalese society? Nepal is multilingual country. Newari language is vernacular language in Kathmandu and most of the people are from different corner of city and villages and of course Nepali language ‘the official language’ should be in heart and mind of Nepalese citizen but it is not seen in sign boards. Sign boards are the informative tools to explain the time and circumstances of the particular area. The reason that I am interested in this research is to look over the English domination over Nepali language in public signs and why not other vernacular languages used in signs in Kathmandu?, why not only Nepali language is there in signs in Kathmandu? I was eager to know what kind of reality do the linguistic landscape creates in Nepalese society.

Everyone can see that English is clearly displayed in public sign boards all over the Kathmandu valley. The trend of Nepalization English and Englishization of Nepali languages is being a fashion in Kathmandu. Business owners are fond of using English in their signboards and it seems like as a kind of competition among them. Moreover, business owner do not only use English rather they polish the word. They use Devanagari script for English word and Roman script for pure Nepali words. The code mixing, code switching, translation and transliteration are commonly seen in sign boards in Kathmandu today. Why people are localizing the English in signboards in Kathmandu valley? That’s why I was interested to research in this area of linguistic landscape and wanted to suggest and apply that how teachers can take benefit by using linguistic landscape as a teaching material with the help of signboards in their classrooms.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- i) To explore the way to what extent the localized use of English is reflected in linguistic landscape in Kathmandu.
- ii) To explore the reasons behind the localization of English language in shop signs.
- iii) To provide some pedagogical implications based on findings.

### **1.4 Research Questions**

This research had the following research questions:

- i) To what extent does the linguistic landscape in Kathmandu reflect the localization of English language?
- ii) What are the reasons behind the localization of English language in shop signs?
- iii) What kind of reality does the linguistic landscape create and shape?

### **1.5 Significance of the Study**

This research is important as it concerns with using linguistic landscape as teaching material in language teaching classrooms. Linguistic landscape as a teaching tool will be easier medium to teach different elements of linguistic features like scripts, stylistics, hybrid, metaphor, irony, code-switching and code-mixing. Teachers and students of different levels can learn sociolinguistic aspects like as the culture, customs and language in monolingual and multilingual area. This research is significant to contribute a research in the field of linguistic landscape and to fill the gap in research in linguistic landscape in Tribhuvan University. Likewise, this study can help the readers or

researchers to analyze the socio-political meaning of Kathmandu and to raise the public awareness by using LL. It helps policy makers to analyze the socio-political aspects in society and to take an action for language planning in Nepal. Similarly, this research will be helpful for the ethnographers to provide evidence of localized English which is locally relevant in public spaces and to describe the identity of a city. So, the people who are interested in doing research in the area of linguistic landscape will be benefitted.

### **1.6 Delimitations of the Study**

Due to the limited time and resources, it is difficult to include the large area in this study. This study had some limitations. This study had delimitations on the following areas:

This study was confined only to find out the way in which way the LL in Kathmandu explored the localization of English. This study was also specific to the localization of English in linguistic landscape. There are many signboards. Among them, this study had chosen only those signboards which reflected the localization of English in Kathmandu. This study was limited to purposive non-random sampling. This data analysis was based on only multimodal analysis. Only one hundred signboards and five interviews with shop owners were analyzed in this study. Different kinds of materials can be used in linguistic landscapes from street signs to newspapers, television broadcasts. This study included only public signage. This study did not involve the graffiti.

## 1.7 Operational Definitions of Key Terms

The key terms that have been used in this study are follows:

**Linguistic Landscape:** Linguistic landscape is the language in the environment which is concerned with language in radio, films, television, the internet, music, newspapers, magazines as well as public signs on government buildings.

**Localization:** Localization is the linguistic and cultural adaptation of digital content to the requirements for the management of multilingualism across the digital global information flow.

**World English:** World English denotes all the English language communities spoken anywhere in the world. English from Kachru's three concentric circle, Pidgin English, Creole English, Jargon English, Metropolian standards, Hybrid English, and Localized English are the varieties of World English.

**Signs:** Signs are the written pieces of the text displayed in public places.

## **CHAPTER: TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This chapter consists of review of theoretical literature, review of empirical research, implication of the review for the study and conceptual framework. The literatures related to the study have been subsumed under two broad headings.

#### **2.1 Review of Theoretical Literature**

I have based the theoretical insights for this study on two major theories. These two theories were the linguistic landscape and World English.

##### **2.1.1 Linguistic Landscape**

The first use of the linguistic landscape as a field of study was introduced by Landry and Bourhis in 1997. Since then, different scholars have investigated different aspects of LL and expanded this field of study into different branches. According to Landry and Bourhis (1997) linguistic landscape as

The language of public road signs, advertising billboards, street names, place names, commercial shop signs and public signs on government buildings combines to form the linguistic landscape of a given territory, region, or urban agglomeration. The linguistic landscape of a territory can serve two basic functions: as informational function and a symbolic function.

In above definition, linguistic landscapes are the written languages of public signs. Public signs can be the newspapers, images, logos; digital content,

advertisement and the size can be from small piece of ‘no-smoking’ sign board to huge billboards containing the language in it.

Different scholars have given the synonymous terms for linguistic landscape. Goodman (1986) used the next term for LL that is “environmental print”. The use of sign is common in school premise and out of school premise and the sign always carries language and message which also creates awareness in the environment. Those signs which are displayed in public places are generally known as linguistic landscape. Similarly, Spolsky (2009) termed LL as “cityscape”. The linguistic landscapes are commonly found in every part of the urban spaces and have messages to the public. Linguistic landscapes are communicating with the people of the particular area.

Similarly, the researcher of LL collects a large number of pictures of public signs and the problem occurs to categorize the signs that they found in public spaces. Different scholars had provided the different taxonomies. In this regard, Spolsky and Cooper (1991) categorized eight major types of signs which were:

- i) Street names
- ii) Informative signs (direction, hours of opening)
- iii) Advertising signs
- iv) Building names
- v) Graffiti
- vi) Warning notices
- vii) Commemorative plaques
- viii) Objects (post box, police call box)

Spolsky and Cooper (1991) followed the above taxonomy of linguistic landscape and examined the language choice (Hebrew and Arabic) in street

names in the Old City of Jerusalem. They studied how these names have changed throughout the certain time duration and they talked about influence of political change in shaping the new LL.

Moreover, Gorter (2006) mentions different elements needed to be considered in taxonomy such as “how language appears on the sign, the location on the sign, the size of front, the number of languages, whether a text has been translated (fully or partially). There are various materials for linguistic landscapes and different scholars and researchers have used signs and categorized them into their own need. Moreover, Ben-Rafael (2006) divided the signs into two major categories which are

- i) The private signs
- ii) The governmental signs

The private signs are the signs including “clothing and leisure, food, house-ware, and private offices”, and the governmental signs are divided regarding the type of institution such as “religious, governmental, municipal, cultural, and educational and public health”.

According to Gorter and Cenoz (2008), “Cities and towns are particular research sites for linguistic landscape such as the main shopping streets, commercial and industrial areas”. The densely populated areas are the main sampling areas for the linguistic landscape. Urban places are filled with numerous signboards in comparison to rural places and the study of linguistic landscape is easy to those areas where the LL is easily available within small area of multilingual and multiethnic community.

In the field of sociolinguistics and applied linguistics, linguistic landscape is recently developing field. Shohamy and Gorter (2009) described “Linguistic landscapes are the language in the environment words and images displayed and exposed in public places”. In this sense, linguistic landscapes are the



languages which are always displayed publicly from small pamphlets to huge signboards and has multiple relations with sociolinguistic and language policy.

Technology has changed a lot in the field of Education. The two decade old definition of linguistic landscape given by Landry and Bourhis cannot justice the research in linguistic landscape of the present scenario. Backhaus (2006) criticized that the limitation of commonly quoted definition from Landry and Bourhis expanded the notion of linguistic landscape by including a variety of literacy items such as icons, images and logos in addition to languages displayed or inscribed in public places. Linguistic landscape is not only concerned with the 'written form' of languages but also the visual, audio-visual form of languages in public places and public places are the area or environment which belongs to coffee houses, public libraries, the press, charities, and associations of all kinds.

Ben- Rafel (2009) adds that linguistic landscape refers to “any item that marks the public item from road signs to private names of streets, shops or schools”, and these items are important factors in helping visitors and residents to develop a picture of a certain place and distinguish it from other places. Here, objects and signs refer to any language which is displayed in public places. Signs are the written pieces of the text found in public places which can be advertisement, pictures, animation, logos, diagrams, and other visual effects.

In the words of Backhaus (2006), “sign is any piece of written text within a spatially definable frame including anything from the small handwritten sticker attached to a lamp-post to huge commercial billboards outside a department store”. Signs are found in products of supermarket, and signs are found in everywhere in the public places.

Signs in public spaces are commonly divided into two approaches which are given below:

### **Top-down**

Top-down approach includes those public signs which are created by the state or local governmental bodies. Shohamy (2006) states that the top-down items as an expression of official policy reflect the status of languages as official languages, and they further show “who is in charge”. Top-down LL items includes those issued by national and public bureaucracies which are below:

- i) Public institution
- ii) Public signs of general interest
- iii) Public announcement
- iv) Signs of street names

Here, public institutions include the religious, government, municipal, cultural, educational and medical institutions. Signs of street names, signs of public interest, and public announcements belong to official policy and they reflect the official languages in it.

### **Bottom-up**

Ben-Rafael (2009) describes “Bottom-up signs are designed much freely”. Bottom-up items include those signs which are created by individual social actors but not by governmental bodies such as, shop owners and companies and it contains the sign like as:

- i) Shop signs
- ii) Private business signs
- iii) Private announcements

Shop signs refer to clothing, food, jeweler shops. Private business signs indicate offices, factories and agencies. Private announcements denotes ‘wanted and sale or rentals of flats or cars’.

In the above theoretical underpinning, Gorter and Cenoz (2008) “Linguistic landscape is around us all the time”. We can see language signs on the streets in the countryside, in hospitals, in church, in product of supermarket and in schools. Every people look at the linguistic landscape and they are surrounded by linguistic landscape in every moment but they hardly notice the language used and the specific linguistic characteristics of the linguistic landscape.

### **2.1.2 An Analytical Framework of Linguistic Landscape**

The analytical framework of linguistic landscape is categorized into four different parts which are described below with the sub categories of each.

#### **a) Socio-political meaning in LL**

Linguistic landscape is the reflection of the society and it helps to reflect the socio-political context of given space. The linguistic landscape contains the purposive meaning, symbolic meaning, gender meaning, and identical meaning to the public. LL is always representative and it is also the representative of language policy. In this regard, Cenoz and Gorter(2008) describe the linguistic landscape as an additional source of input in second language acquisition. Similarly, the use of LL as a resource in teaching helps to recognize the social context of language learning and language use, and it may offer educators many opportunities to create meaningful experiences for learners.

#### **b) Signs in LL**

According to Landry and Bourhis (1997), “Linguistic landscape has two main functions: symbolic and informative”. Linguistic

landscape is not only about how beautiful are the signs rather it is informative and provides the information about when, what, where, and how related questions to the signs. Similarly, Signs in linguistic landscape indicates symbolic function which contains visual images, written languages and semiotics.

### **c) Linguistic features in LL**

Linguistic features include all the components of linguistic elements in linguistic landscape. Those elements are the number of languages/ signs used in particular times, frequency/ dominance of languages, number of times used, majority/ minority of languages used, scripts, transliteration (i.e. whether Nepali to Roman or from Roman to Non-Roman), stylistics, hybrid form, metaphor, irony, graffiti, code-switching, and code- mixing.

### **d) Participants in LL**

The participants in LL are agents and audience. Agents are those participants who create the uses of the particular languages and audiences are the participants for whom the text are reproduced or displayed. LL assists to create, maintain and complete the communication between addresser and addressee.

This shows that linguistic landscape research is grounded in a multiple theories such as politics, sociology, linguistics, education, geography, economics and law. Thus, linguistic landscape is becoming a useful method to understand the evolution of and urban space. The data in a linguistic landscape is based on research that includes the photograph. Gorter (2006) remarked with the introduction of digital cameras and the possibility of taking an unlimited number of pictures has increased. Now, the question is where to photograph. Gorter and Cenoz (2008) “The study of linguistic landscape is available with the same territory of multilingual and multiethnic community”. The linguistic

landscape is needed to be studied in multilingual and multiethnic area within urban places but not in rural places because the public signs are rarely seen in rural places.

### **2.1.3 Rationale of Linguistic Landscape**

The linguistic landscape is concerned towards the socio-political meaning of linguistic landscape, linguistic features of LL, contextual background of the LL and signs in LL. Taking about all the above features of LL and according to Sayer (2009), Gorter(2006) and Bradshaw (2014) some rationales of linguistic landscape are follows:

- i) Linguistic landscape studies (LLS) can be a part of sociolinguistics diagnostic in particular areas. It helps to explore the major features of sociolinguistic aspects like as the culture, customs and language in an area of monolingual or multilingual area and it helps to get feedback to the diagnosis of sociolinguistic aspect.
- ii) Studies in linguistic landscape pay more attention to literacy, the different forms of language and shapes of literacy displayed in public spaces. The linguistic landscape contains diverse texts in different texts in different formats so the study of LL and its aspects helps to know the appropriateness of language use in social domains and activity.
- iii) Linguistic landscape studies compel us towards historicizing sociolinguistic analysis. LLS can detect and interpret social change and transformation on several scale levels, from the very rapid and immediate to the very slow and gradual ones. Linguistic landscape signs describe the identity of a city. The language used in public signs indicates what languages are

locally relevant or give evidence of what languages are becoming locally relevant.

- iv) LLS has semiotics scope the communicative relationship between producers and addresses in which regulative and normative messages are conveyed. LL extends beyond the classroom and school walls and it links the learners' life in school and to their community.

LL is very informative and it is related to the appearance of language on the signs, the location on the sign, size of the font and order of languages used (priority), number of languages used, and translation on signs. The above rationale depicts that LL is used to teach vocabulary and idiomatic expressions, to teach non-standard forms of language, to teach new loan words through LLs, LLs is authentic resource for learning, LLs provide knowledge in multiple genres, LLs are to recognize multiple identities, and LLs raise the awareness in the public.

#### **2.1.4 World English**

During 1985, Kachru and Smith took the editorship of the journal World language English and the term World English (WE) were first retitled. There are more than 1.5 billion English language speakers in the world. English is spoken in different parts of the world and it is not obviously and exactly the same English that people use all over the world. World English simply refers to all the English language communities whoever speaks English language whether it is native speakers or non- native speakers. World English is cover term to denote the English which refers to English language communities from all around the world. Kachru's three concentric circles are very helpful to categorize English language communities from all around the nation. World English includes all the English language communities from Inner Circle, Outer Circle and Expanding Circle. Kachru and Smith (1985) talk more about World English and say:

World English symbolizes the functional and formal variation in the language and its international acculturation. The language belongs to those who use it as their first language, and to those who use it as an additional language, whether in its standard form or in its localized forms.

The term World Englishes (WE) was invented by Kachru (1985) to refer to regional or indigenized versions of English. The term is explained in detail with the meaning of the three circles of English users in the world. World English simply denotes the history, origin and diffusion of English around the world. The expansion of English is related to the colonies and territories of Great Britain. These three circles are the Inner Circle, the Outer Circle, and the Expanding Circle which represent the types, spread of English, patterns of acquisition and the functional domains. The Inner Circle countries are those countries where English is used as first or mother-tongue language. Such countries are England, Australia, Canada, and America. In these countries, the varieties of English spoken are known as English as a native language (ENL) and mother tongue (MT). Inner circle varieties hold a position of prestige in the world and have been described as ‘norm-providing’ countries.

The Outer Circle comprises countries where English is used as a second language and used as various social, administrative, educational and literary fields. Those countries are India, Nigeria and Singapore. Most countries of the Outer Circle are former colonies of England or the United states and English has a colonial history in those countries. These countries came into contact with the first language of their users and have adopted their own conventions which are now considered acceptable indigenized norms of valid English varieties. These nations are described as “norm-developing” countries and also called the New Englishes (McArthur, 2001)

The Expanding Circle includes those countries where English is used as foreign language and English is used for international communication. In this circle, English continues to expand in usage as the preferred lingua franca in international business, political, and academic arenas. These nations are described as “norm- dependent” because they have traditionally looked to Inner circle varieties of English for model that English is used as foreign language (EFL). Those countries are China, Japan and Taiwan and English is used for specific purposes like as reading academic, scientific and technical materials. English is not their native language for the people from this sort of English language community but these people learn English at school and they do not have enough opportunities to use English outside the schools.

According to McArthur (2001), the term world English emphasizes the quality of all the varieties used in Inner, Outer and Expanding Circles and it is inclusive. World English is used to refer to the varieties of English which are used today. World English is obviously not simply related to the analysis of only one and particular ‘variety of English’. World English is also regarded as umbrella term which covers all the standard and non-standard varieties of English. In the world where globalization is the trend- a global economy-global internet, global warming, global business and it is not quite surprising that there is now global language namely English. English is used in travelling, conducting business, attending conferences and exhibitions, studying, and communication on the Internet.

At the beginning of the 19<sup>th</sup> century, English became the leading global language. Later, British sea power destroyed France’s overseas trade and established numerous colonies throughout the world. English thus replaced French and became the world’s lingua franca. Since the 1940s, particularly after World War II, American economic hegemony and growing political and cultural importance fueled the main spur for the spread of English, and the United States of America became the cultural and linguist harbinger of the English language. From the 19<sup>th</sup> century onwards, English borrowed words and



structures from German, Latin, and many other languages, and the number of English users advanced from 77 million to 860 million by 1970. British trade and finance spread all over the Far East as well, which made English the most popular communicative language in Asia.

In this regard, Bolton (2013) says, the term World English has been widely used to refer to “Localized forms of English found throughout the World, particularly in the Caribbean, parts of Africa and many societies in Asia”. World English focuses on inclusivity and pluricentricity approaches for studying the English in its global context.

### **2.1.5 Varieties of World English**

English is used throughout the world in a multiplicity of contexts, and there are different varieties of World English. McArthur (2003) coined the term ‘English Language Complex (ELC) that incorporates all the varieties of English including L1 varieties of English (colonists) and all other forms of such “World Englishes” (former colonies), and English as a foreign language (from globalization). The following terms are coined to reflect the varieties of World English. English belongs to any language communities whoever speaks English in any corner of the world. Likewise, English language complex depicts the varieties of metropolitan standards, colonial standards, regional dialects, social dialects, Pidgin English, Creole Englishes, English as a Second language, English as a foreign language, immigrant Englishes, language shift Englishes, jargon Englishes and hybrid Englishes. Among different varieties of World English, some major varieties are described below:

#### **a) Metropolitan Standards**

The term metropolitan literally refers to mother city/state and is old definition to refer the variety of English. The metropolitan varieties were those models whose formal models were provided by the radio and television networks based largely in London and US cities like

Washington, Los Angeles and (for CNN) Atlanta. It denotes the relationship between Ancient Greece and its colonies.

**b) Colonial Standards English**

The colonial Standard English is the result of colonial history of English and colonial varieties of English are popular among the Australia, New Zealand, Canada, South Africa and Northern Rhodesia (Now Zambia and Zimbabwe). The formal and informal varieties were considered as standard and referred as ‘extraterritorial’ Englishes.

**c) Pidgin Englishes**

Pidgin Englishes are those varieties of English which have no native speakers and arise from the trade and used for business purpose. Pidgin English varieties are the result of colonial history and they are the forms of contact language. West- African Pidgin English may be considered to belong to the English family as they are lexified by English and English is the source of their vocabulary.

**d) English as a Second Language (ESL)**

Particularly, these are the varieties of English where English was introduced during the colonial era and used for face to face communication or via the education system of the country and English plays the prominent role in education and government in the countries like, Kenya, Sri Lanka and India.

**e) English as a Foreign Language (EFL)**

The speakers of EFL context use English for inter-national rather intra-national purpose. EFL varieties of English are the result of globalization in economics, communication and culture and they do

not use English as a compulsion language like as ESL countries. ESL is prominent in the countries like China, Europe and Brazil.

#### **f) Hybrid English**

Hybrid English are the varieties of English which occur in code-mixing in many urban places and where a local language comes into contact with English language. Hybrid English are also known as ‘bilingual mixed languages’ such as Hinglish is used for the hybrid Hindi and English of the north Indian cities. This sort of hybrids may have prestige amongst urban youths and they have these languages at their heart in informal styles.

The above six different varieties of English describe the socio-cultural reasons for language variation and discusses the status and function of English in various part of the world. The above study shows that how people from diverse regional, cultural, social, economic and educational backgrounds use English.

Similarly, Mesthrie and Bhatt (2008) argued that the subtypes or varieties of English language complex can be controversial and the features of these subtypes overlap to each other. The common definition of World English given by Mesthrie and Bhatt (2008) and Jenkins (2015) has the following criteria:

- a) World English has developed through the educational system, usually with various degree of English medium instruction.
- b) World English has developed in those areas where English variety was not spoken by the majority.
- c) World English has become ‘localized’ or ‘nativised’ by developing some linguistic features and rules of its own.

The world English is cover term that refers the standard and non-standard varieties of English. Mostly, English is spread by non-native speakers of the English language communities because of colonies and world trade business,

technology, medicine and education. Now, English belongs to all who use it and has developed its own characteristics in many Asian countries such as Singapore, Malaysia and India. Nepal is multiethnic and multilingual country. English is taken as the second or foreign language in Nepal. English language has been emerged about a half decade, starting from the mid of twentieth century. English language in Nepal does not seem to have enough exposure to the various techniques of English language learning opportunities rather it is exercised in limited form in an academic, technical and public affairs in Nepal and English is used as the domain of powerful and prestigious language.

In this regard, Bolton (2009) says, “World Englishes” is the term function as a wide range of differing approaches to the description and analysis of English(es) worldwide which includes English as an international language, global English, international English, localized varieties of English, new varieties of English, non-native varieties of English, second- language varieties of English, World Englishes, new Englishes, likewise more traditional terms such as English as Second language (ESL) and English as a Foreign Language (EFL).

On the other hand, the term WE is used to specifically refer to the “new Englishes” which are found in the Caribbean and in West African and East African societies such as Nigeria and Kenya, and Asian Englishes as Hong Kong English, Indian English, Malaysian English, Singaporean English, and Philippine English. The studies of this kind focus on characteristics of national or regional Englishes and it emphasizes on the linguistic description of autonomous varieties of Englishes.

Likewise, World Englishes refer to the wide-ranging approach to the study of the English language worldwide particularly associated with Braj B. Kachru and other scholars working in a “World Englishes paradigm”. The Kachravian approach has been characterized by an underlying philosophy that has argued for the importance of inclusivity and pluricentricity in approaches to the

linguistics of English worldwide, and involves not only the description of national and regional varieties, but many other related topics as well, including contact linguistics, creative writing, critical linguistics, discourse analysis which had been developed in some countries of the Caribbean, West and East Africa, and Asia.

As cited in Bolton (2009), the work of Halliday, MacIntosh and Stevens were given to assert that “English is no longer the possession of the British, or even the British and the Americans”. These are debates about the varieties of English. From the early 1980s the work of Braj Kachru, Larry Smith and others argued for the recognition of ‘Englishes’ in the plural as in ‘Varieties of English’, ‘International Englishes’, ‘New Englishes’, ‘English languages’, and ‘World English’. The approaches of world Englishes are Englishes studies, English linguistic corpus, sociology of language, features-based approaches, Kachruvian studies, Pidgin and Creole studies, applied linguistics, lexicography, critical linguistics, linguistic futurology and English as a lingua franca.

English Study (1960s-present) is the analysis of varieties of English perspective, against a tradition of English Studies dating from the late 19<sup>th</sup> century. English linguistic corpus (1990s-present) is the detailed linguistic description of world Englishes from a features perspective, typically using corpus data to investigate grammatical variation. Sociology of language (1960s-present) is research on English in relation to such issues as language maintenance/ shift and ethnolinguistic identity. Feature-based approach (1980s-present) is the description of English through dialectological and variationist methodology situated against the long tradition of British and European dialectology. Kachruvian Study (1980s-present) is the promotion of a pluricentric approach to world Englishes, highlighting both the ‘sociolinguistic realities’ and bilingual creativity of Outer Circle and Expanding Circle societies. Pidgin and Creole Study (1930s-present) is the description and analysis of ‘mixed’ languages and the dynamics of linguistic hybridization

(beginning with the early work of Hugo Schuchardt. Applied Linguistics (1960s-present) is the exploration of the implications of World Englishes for language learning and teaching. Lexicography (1980s-present) is the codification of vocabularies of English worldwide, linked to particular post-colonial societies and issues of linguistic autonomy. Populizer (1980s-present) is the publication of books on English world-wide aimed at a wider reading public. Critical Linguistics (1990s-present) is the expression of resistance to the linguistic imperialism and cultural hegemony of English with resistance to Anglo-American political power. Linguistic Futurology (1997-present) is the discussion of future scenario for the spread of English and English language teaching worldwide. English as a Lingua Franca (1990s-present) is an approach to international English focusing on those contexts, universities and international business, where English is used as a common language by speakers of many different nationalities.

In addition to this, Robertson (1995) says that the notion of localization refers to “the adaptation of global elements to suit the local needs”. Localization is the process of being locally used. The notion of localization combines ‘global’ within ‘localization’ in account. Localization is the term which is often used at present. It is considered as the counter part of globalization on the grounds that the former is “supposedly” based on local level. It is a way for progressive advancement. Localization is seen as the helping hand for the people who have no access to digital content. Localization of English is sociolinguistics context. There has been concurrent localization process focusing on how a language operated at a local level.

Likewise, Schneider (2011)

English language has been globalized, has become the world’s leading language, but at the same time, we have seen in many instances and case studies, it is being localized, fusing with indigenous language input to

yield new dialects suitable for the expression of local people's hearts and minds.

These days, English has become increasingly localized by many communities of speakers around the world, adopting it to encode and express their cultural conceptualizations, a process which may be called localization of the language. The use of English language has been localized which concerns in the process of globalizing English at local or regional level. The localization of English language incorporates with the means of communication at local context. Language influences the way we come to conceive of ourselves and our identity is at the seat of power, politics and economy.

## **2.2 Review of Empirical Literature**

Many research works have been conducted in different aspects of LL around the world and it is relatively new area for research in Nepalese context. Some of the studies related to LL are reviewed here:

The empirical study on 'Linguistic Landscape and ethno-linguistic vitality an empirical study by Landry and Bourhis (1997) observed the perceptions of Francophone high school students of public signs in Canadian provinces. The study actually did not analyze the actual signs. Their goal was to establish the significance of language from the perspective of signage to influence language belief. Students from grade 11 to 12 of Quebec and Canada were the sampling population. The conclusion shows that the informational and symbolic functions of the linguistic landscape may constitute an important factor in the processes of language maintenance and language shift for ethno linguistic groups regardless of the strength of their vitality.

Cenoz and Gorter (2006) studied on linguistic landscape and minority languages focused on the linguistic landscape of two streets in two multilingual cities in Friesland (Netherlands) and the Basque country (Spain), where minority language is spoken. They compared the LL of a main street in

Friesland (the Netherlands) to a main street in the Basque Country (Spain), and investigate the role of minority languages (Frisian or Basque, respectively), national languages (Dutch or Spanish) and English on signs. The major objectives were to analyze and compare between the use of minority languages, the state language and English as an international language on language signs. 975 pictures of language signs were analyzed for sampling population. Finding shows that linguistic landscape is related to official language policy regarding minority languages and that are important differences between the two settings.

Sayer (2009) conducted research on using the linguistic landscape as a pedagogical resource shows significant importance of LL in teaching English. The major objective was to present the concept of 'linguistic landscape' and explain how EFL teachers can use linguistic landscape to have students investigate the social meanings of English in their community. Qualitative content analysis has been used in this research. The study used 250 signs and identified connection and patterns across part of data within 6 themes. The themes were English is advanced and sophisticated, English is fashion, English is being cool, English is sex(y), English for expression of love, English for expressing subversive identities. He concluded that it was the linguistic medium instead of message that was conveying the meaning most of the signs.

Bradshaw (2014) studied "Linguistic landscape as a language learning and literacy resource in Caribbean LL be used as teaching resources in literacy classrooms in Caribbean Creole environments. He investigated that increasing number of images from environment in language and literacy instruction has the potential to make the process of language learning more motivating and appealing to Caribbean students. He focused on written and graphic texts in Caribbean linguistic landscape. French-lexicon Creole and English-related creole were the context of language that have resulted a complex language situation in Caribbean. He concluded that the aspects of the concept of LL to Caribbean Creole language environments and discussed a range of texts that



can inform teacher classroom pedagogy and the design of the teaching resources in language in language and literacy education.

Likewise, Dixon (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 seemed 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.

In the same way, Wang (2015) carried out a study entitled “Linguistic Landscape on Campus in Japan a Case Study of Signs in Kyushu University”. The objectives of this study were to explore how languages used in signs are regulated or planned in Japan and to find out the campus LL, and how the signs readers view the multilingual campus they are living in. The researcher used the questionnaire as the research tool to collect the attitudes of the sign readers towards the multilingual LL of Ito campus. The finding of the study showed that for the academic life, students valued bilingual ability a lot; in their daily life, students maintained multilingual contact to a certain degree. However, the campus signs did 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.

A recent study by Manan, David, Dumaning and Channna (2016) presents a case of Glocalization of English in the Pakistan Linguistic Landscape. Their objective was to explore the general trends and patterns advertisers adopt for the selection and improvisation of a certain languages for their business products/ items or services. The study used 825 photographs from the different part of capital city of Balochistan province of Pakistan. A random sampling procedure was adopted for the selection of photographs and took interviews with thirty business people. He explored variety of inter connected factors such as symbolic, sociopolitical, socio-psychological, cultural economic the selection of languages in the LL and the data suggested two features prominently characterize the LL which were linguistic homogeneity and exclusion of the indigenous language.

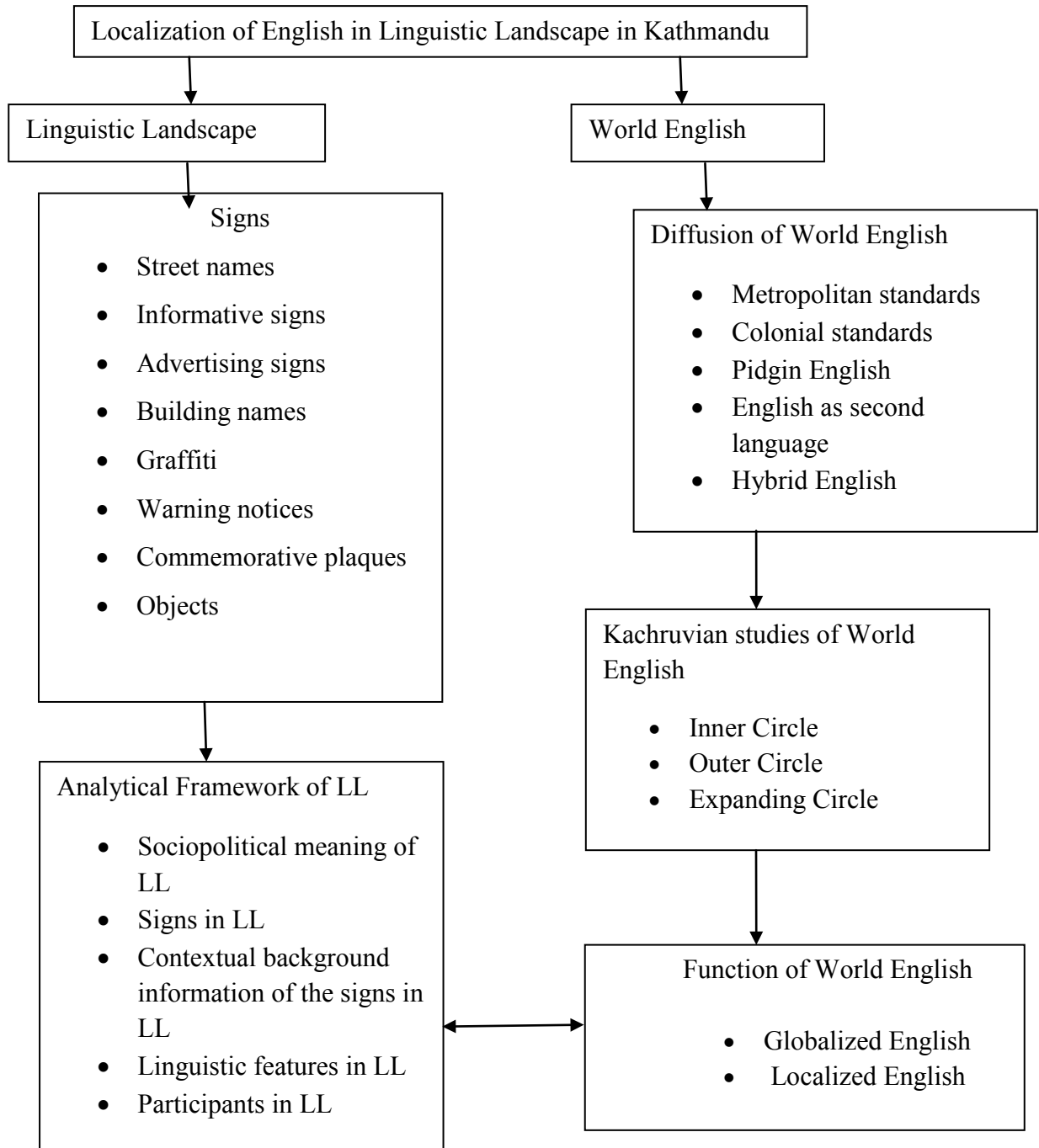
### **2.3 Implications of the Review for the Study**

The reviewed works seem highly implacable to my study and it has provided me the theoretical foundation for the accomplishment of this research. After reviewing these works, I learnt more about linguistic landscape and how it is internally connected with different social aspects to the public. From the work of Landry and Bourhis (1997), Wang (2015), Gorter and Cenoz (2008), Sayer (2009), I also got insight about the framework of research design in linguistic landscape. Likewise, it facilitated me to select appropriate research methodology, make the appropriate sample size, design appropriate research tools, and sampling procedure.

The books, journals and articles related to linguistic landscape helped me to select city areas or streets which represent different ethno cultural communities. Similarly, these works have guided to conduct my thesis in linguistic landscape that people have been doing and LL is seen as the rapidly growing research area that gives credit to increasing importance of language studies.

## 2.4 Conceptual Framework

The researcher conceptualized the following framework:



## **CHAPTER THREE**

### **METHODS AND PROCEDURE OF THE STUDY**

This chapter includes design of the study, population, sample and sampling procedures, research tool, sources of data, data collection procedures, data analysis, and interpretation procedures and ethical considerations.

#### **3.1 Design of the Study**

Regarding the methods of the study, this research was designed under the multimodal discourse analysis which deals with linguistic and visual analysis. Multimodal analysis is the study of communication in the modern world of multimedia. Multimodal discourse analysis became a new research subject for linguists after the work of Halliday's (2004) Systemic Functional Grammar, The Grammar of Visual Design by Kress and Leeuwen (1996). They have further investigated on Systemic functional linguistics and social semiotics. Multimodality combines and integrates different semiotic modalities with text. Multimodal analysis makes meaning through the combined use of semiotic resources like as spoken and written language, visual imagery, mathematical symbolism, sculpture, architecture, gesture and other psychological modes.

#### **3.2 Population, Sample and Sampling Strategy**

The population of the research was 500 photographs of public signs. One hundred signs were chosen as the sample of the study through purposive non random sampling. The samples were collected from public signage from densely populated areas within Kathmandu Valley.

#### **3.3 Research Tools**

Observation has been used as a research tool in this study. Similarly, non-random sampling procedure was used to collect public signs. Likewise, the digital camera was used for documenting the public signage to explore the

extent of linguistic landscape in Kathmandu that reflects localization of English language.

### **3.4 Sources of Data**

Data are the unit of information which helps the researcher to justify, analyze and draw the appropriate findings. The Primary and secondary sources of data used for this study are mentioned here:

- a) **Primary Sources:** The primary data were altogether one hundred photographs from different places of Kathmandu.
- b) **Secondary Sources:** The secondary sources of data were various books and articles, journals, and different research works on linguistic landscape especially: Landry and Bourhis (1997), Wang (2015), Gorter and Cenoz (2008), Crystal (2003), Bloomart and Maly (2014), and Glass and Hopkins (1984).

### **3.5 Data Collection Procedures**

I followed the data collection framework of Gorter and Cenoz (2008). I followed the following stepwise procedures for data collection:

- a) I visited different multilingual and commercial areas within Kathmandu Valley.
- b) I took photographs of public signage around the densely populated area inside the Valley.
- c) Purposefully, I selected 100 photographs of different public road signs.

### **3.6 Data Analysis Procedures**

The study included only the public road signs and I used multimodal analysis. It is important to reduce the public signs in manageable form. With the help of

digital camera, I documented all the photographs. After gathering the signage, I arranged and rearranged the LL that expressed the same theme. I analyzed the similar signs which were already grouped into different thematic forms.

### **3.7 Ethical Considerations**

Ethical aspect plays a significant role while conducting a research. During the different phases of research work, a researcher has to be careful about the ethical issues. To maintain the ethicality, I took all the required ethics and protocol to complete this research work. I cited all the research works from different scholars which helped me during my thesis writing. I collected LL from different multilingual and multiethnic locality and took only those photographs which were publicly displayed. The collected data were kept confidential and used only for research purpose.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF THE RESULTS**

This chapter is mainly concerned with analysis and interpretation of the data. The collected data from the several parts of Kathmandu valley were analyzed and interpreted to explore the way to what extent the linguistic landscape in Kathmandu reflects the localization of English and reasons behind the use of linguistic landscape.

#### **4.1 Analysis of Data and Interpretation of the Results**

The sample population was one hundred public signage which were displayed on the respective main streets of New-Baneshowr, Budhanikantha, New-Road, Kalimati, Chabel, Samakhushi, Thamel, Ekantakuna, Jadibuti, Kirtipur, and many other places inside the Kathmandu Valley. These urban places were chosen because they were highly multilingual and densely populated commercial areas. The linguistic landscapes found in these areas seemed to be most appropriate that the samples represent localized varieties of English language. There are many materials which can be used in linguistic landscape, such as from street signs to newspapers to television broadcasts. This study included only public signage due to a desire for consistency and the limited amount of time. It did not study and evaluate the public sentiment toward language.

After the collection of the data, the photographs were arranged and rearranged to group for the themes that presented the same features. The original collection of photographs numbered over 500, but of these only 100 were fit for use in this study. The hundred photographs represented a full view of all signage on the streets. Out of the 100 photographs from Kathmandu valley, most of the photographs contained localized English and they were found in jeweler shop, banks, parlor, restaurants, clubs, travel agencies, boutique, governmental and non-governmental offices and many more commercial shops

Kathmandu is busy place, densely populated and it is also new destination for tourists. So, few signs were represented in non English language. Almost all the signs were intended for localized use of English and for English literate community. English is used as foreign or second language and taught from early age of child in Nepal. So, English has a prominent role in linguistic landscape as well. According to Shohamy (2006), “The languages used in public signs indicate what languages are locally relevant, or give evidence of what languages are becoming locally relevant”. This shows that English is global language and is used in every sector. Nepal is highly influenced by global English. English has presence in books, newspapers, international business, technology, science, medicine, sports, and international competition.

### **1.1 Linguistic Landscape Used in Kathmandu Valley**

Localized variety of English in linguistic landscape in Kathmandu is related with social value, standard, prestige, being cool, flexible communicative resource that English language has. There are seven different themes that explained with their social meaning that English has in Kathmandu. I followed the work of Sayer (2009) and Manan, David, Dumanig and Chhana (2016) for the themes that I used for analyzing all the photographs. Some linguistic landscapes are presented below:

#### **4.1.1.1 English is Standard**

This theme is taken from the work of Sayer (2009) and here the crystalization of ‘Standard English’ has an intellectual and a social dimension. Standard English was regarded as correct English and it also stigmatized not only in the terms of correctness but also with the lifestyles and morality. The standard was ‘good’ and all forms of non-standard language denote the emergent working class of capitalized society who were vulgar, slovenly low and barbarians.

There were altogether eighteen signs which depicted the linguistic landscape in Kathmandu that belonged to standard class and seem advanced. The domination of English is clearly displayed in public places in Kathmandu. The



coffee shops and many service providers have in this way. Some examples are Annapurna Chulo, New Bishram Restaurant, Park Village, Thakali Food Café, Try Again Mo-Mo, Nanglo, Bota Mo-Mo, Dahi, Dalle, and Dahi Puri Chaat. They were found around the Ekantakuna, Budhanilkantha, Chabel, Lagankhel, and Mid Baneshor.



*Figure 1: Use of Stylistics*

The above presented linguistic landscape was displayed in Ekantakuna. The attractive visual image has been used in figure.1 signboard. The symbolic meaning conveyed by this sign is to attract the standard/high class people who are literate and who can communicate in English language. The non-Roman language is written in roman script. The written language is the dominance over Nepali language and Nepali words are written in Roman script.



*Figure 2: English translation*

The LL was displayed in Budhanilkantha, Kathmandu. It was presented in written languages, no use of visual images. One can find the breakdown of language boundary. Code-mixing between two languages can be seen. Roman and non-roman both scripts are seen in the given linguistic landscape. The above linguistic landscape has two main purposes. First, it is purposed to the customers from Nepali language community and next it is aimed to focus for foreigners as Nepali and English languages have appeared.

Many social meanings of English that are conveyed in the public spaces in Kathmandu are standard and advanced such as, coffee shop and fitness centers, tattoo shops, etc.

#### **4.1.1.2 English is Fashion**

English as a symbolic capital is regarded as high quality, internationalism, sophistication and modernity. Similarly, fine fashion also symbolized the capital to the person who owns it. The fashion and English, both are viewed as the ways of representing social identity to make their users distinctive and exclusive to others. English mixing depend on the fashion- related quality of signs. English is regarded as ‘stylish language’ and that this general recognition depicts the prestigious status of English in Kathmandu.

Fourteen signs related to fashionable boutiques and clothes store are presented under this category of this study. Most of them were found in Mid Baneshor, Bagbazar, Patan, Kupondole, Kalimati, Sorhakhutte, and Bagbazar. The blending of the local language and the global language are found in Kathmandu valley and this trend is represented by the linguistic landscapes in Kathmandu Valley. Some examples are Kurtha of Kathmandu, Junkiri, Aawaran, Chanari, Yuva CoSayLee Kutumba Luga Samrat Jeans Design and Rituz



*Figure 3: Breakdown of language boundary*

The given linguistic landscape was displayed in Mid- Baneshwor. The breakdown of linguistic landscape is seen in the above signboard. LL is presented in written languages and visual images. The main purpose of this signboard is to focus the customers from upper social class who are familiar of English and English is regarded as standard. It has use of Roman and non-Roman scripts which is very artistic and stylistics. It shows English is fashionable.



*Figure 4: Use of Roman script for Nepali word*

This linguistic landscape was found in Kalimati. This sign has the breakdown of language boundary. Only written languages are used in this linguistic landscape and visual image has not been used. It has used of Roman and non-roman script. It shows English is fashionable. The social meaning of this linguistic landscape is to attract the attention of English literate groups and standard people.

The above presented linguistic landscape represents that English in public spaces are regarded as fashionable and modern. Most of the small clothing, boutiques have used English and the use of English seems like fashion for them.

#### **4.1.1.3 English is Being Cool**

English language is taken as cool by as it shows the high status and the idea of being fashionable. The use of English is good and one enjoys the breakdown of language boundary. The intra-sentential mixing of various linguistic units (morphemes, words, phrases, clauses and sentences) within local languages and English language are regarded as being cool.

The above trend is displayed in different parts of Kathmandu valley which were found in Chabahil, New- Road, Kupondole, and Bishal Bazar. Some of them were Gold and Silver house, Jai Mata Di Gold Palace, Jay Manakamana Gems and Jewellers, Sagoon Jewellers, and Shree Ridhi Siddhi Jewellers.



*Figure 5: Transliteration with image*

This linguistic landscape was displayed in New Road, Kathmandu. It explored that it has transliteration. It used both the images and languages which were very stylistics and artistic in nature. Breakdown of language boundary has been found in this sign. Roman script has been used for English and non-English words. The social meaning of this sign is to attract the customers from higher social class and shows that the use of English is cool.



*Figure 6: Nepalization of English word*

This sign was publicly displayed in Chabahil, Kathmandu. One can find very attractive visual image in this sign. Similarly, two types of written languages are used and it is very stylistics and artistic. The equivalent translation exists in the above sign. Roman script has been used to express the Nepali words. This shows that the dominance of English language over Nepali language. The

major intention of using this sign is to focus the higher class advanced people who know the English.

One can feel cool with the use of English. Most of the jeweler shops have used English to express coolness. People who use English are taken as educated ones. English is taken as second language and has developed its own characteristics in many contexts of Kathmandu.

#### **4.1.1.4 English as Brand Signifier (Symbolism)**

This study presents a consumer-psychology model of brand with English. The brand signifier integrates empirical studies and individual constructs like as brand categorization, brand effect, brand personality, brand symbolism and brand attachment with others. English is a powerful symbolic brand. English also symbolizes elitism and typifies modernity in Kathmandu. A large number of rich and educated people are more attracted towards English words rather than words in Nepali or other existing languages.

Y Pagoda, Aagan Sweets, Royal Ayurveda, Shikhar, Pardha, Puspa Kunja Flowers Decorations are the examples of being signifier of brand with the use of English in their linguistic landscape. I found seventeen of the signboards targeted mainly to the rich and sophisticated class of people who were inclined towards modernity and were impressed by brands.



*Figure 7: Use of Nepali and English code- mixing*

This linguistic landscape was found in Jawalakhel. It has used only the written languages and it has not used visual images. The roman script has been used to attract the new generation and English language communities. This linguistic landscape has code-mixing as the royal is English word and written in roman script and ayurveda is Nepali word but also written in roman script. This sign is represented in stylistics manner. The social meaning of this LL is to attract the attention of advanced people and their life style. That is how English is being locally used instead of other vernacular languages or other national language.



*Figure 8: Use of artistic symbol*

This sign was publicly displayed in Kumaripati. It has used the visual images and two different languages have been used which are Nepali and English. The sign has used the written languages and used both roman script and devanagari script. The social meaning of this linguistic landscape was to refer to the brand for advanced people and turn them into the modernity.

English is mainly used by rich and educated people. So, people are attracted towards English language and similarly more people are attracted towards English language rather use of Nepali words. This makes a significant number of business owners to draw on attractive fancy English names. English has been locally used and the growing use of English in local context in Kathmandu in cityscape is the representation of language contact.

#### 4.1.1.5 English as a Cosmetic Vehicle

The use of English as a cosmetic vehicle for linguistic innovations and creativity is a common strategy employed by advertisers and marketers in the re-emerging linguistic landscape in Kathmandu. I chose eleven of the signs from the different places of the Kathmandu which were Jadibuti, Budhanilkantha, Mid-Baneshor and Bagbazar. Some of them were Aayam Interior, ITC Beauty Parlour, Sayam cosmetic, Kripa beauty parlour, and New Asia Top Parlour. Those signs highly emphasized English as a cosmetic vehicle by the advertisers.



*Figure 9: English and Nepali code-mixing*

This linguistic landscape was displayed in Jadibuti, Kathmandu. This sign depicts the mixture of visual and written languages. The visual images and written languages are used in this linguistic landscape. It has English domination over minority languages. It has code-mixing and both roman and non-roman script have been used. The identical meaning of this linguistic landscape is the use of English as a vehicle to attract the attention of new generation and all the language communities





*Figure 10: Use of English in Devanagari script*

The above presented linguistic landscape was found in Chabel. The languages are in the form of visual images and written languages. Both Roman and non-Roman script has been used. The transliteration and code-mixing have been used. One can find English domination over the minority languages. Non-roman script has been used to indicate all the terms of services. The social meaning of this linguistic landscape was to focus on the modernity and advanced quality of English language community.

Evidence unfolds that English serves as an effective cosmetic vehicle of advertisement. This is what we call ‘fashionability’ of the English language. English is cosmetic vehicle as people imitate others’ signboards framework and made the same as others. English as either in traditional Roman form, non roman form or in code-mixing appears to have become established fashion.

#### **4.1.1.6 English as an Economic/ Commercial Commodity**

When languages are called ‘commodities’, it suggests the existence of a market or markets in which languages and language varieties exist, like other tradable commodities. This study focuses on local linguistic market in which English has a highly-valued commodity. Linguistic landscape is one area where English has long been treated as commercial commodity. Commercial commodity of English stands as the favorite language of a vast majority of advertisers because they perceive it as the solid medium of commercialization. I found thirteen of

the signs representing commercialization language in local area of Kathmandu. Some of the signs were Dristi optics, Dhaulagiri pasmina, Saino craft, Shree om optics, Mitra wood craving, Kohinoor craft, and Tamana service center.



*Figure 11: Use of English stylistics*

This linguistic landscape has used the very stylistic icon. It has visual image and written language. This sign depicts the domination of English language over the Nepali language. The Nepali word is written in roman script. The use of roman script is highly promoted in this linguistic landscape. The social meaning of this sign is to address the need of higher and sophisticated English language community.



*Figure 12: Use of Roman script for Nepali word*

This billboard has code-mixing. It shows that how non-roman language is used in roman script. Symbols and written language have been used. The social

meaning of this LL is to focus the upper level of the customers who are well known about English language and the message is very clear to the audiences about its services. The domination of English over Nepali language is clearly seen in this linguistic landscape.

English for advertising is like a fashion for shop owners because they perceive it as the best medium of commercialization. Negro (2009) also notes that the use of English has economic reasons as business uses it to increase their sales.

#### **4.1.1.7 English as Flexible Communicative Resource**

The use of English is flexible in terms of use for business owner to provide the meaningful description to every modern technology such as, for money exchange places and banks and to every modern technological product such as, electronic gadgets and all the accessories. LL is a means of flexible communicative resource as it is intended to the audience from the foreign countries and the local people. Mainly restaurants, money exchange places, historical information signs fit cross cultural purpose and most of the signs are intended for ‘intercultural’ purpose. I found ten signs in different places of Gangabu, Chabel, Tinkuney, and Thapathali. Some of them were Janata Bank, Nepal Rastra Bank, Nabil Bank, Prime Bank, Surya Remit Pvt., Lumbini Bikash Bank, and Prabhu Bank.



*Figure 13: Translation of Nepali language*

This sign was found over Gangabu. The written languages are used in this sign and show the use of stylistics. Roman and non-Roman script has been used in this linguistic landscape. It has the code-mixing and transliteration. This shows that the domination of English over the Nepali language. The main focus of this linguistic landscape is to provide the services for the foreigners and for the local people too.

All the above examples indicated that English has become increasingly localized, it also has achieved a local contextual meaning, and it is learnt as it is, and has begun to use in their local purposes. Pennycook (2007), talks about English as a major example of transnational cultural product. The analysis suggested that the recurrent use of local English may have been driven by multiple motives such as English is standard, English is fashion, English is being cool, English as a flexible communicative resources, English as a cosmetic vehicle and English as commercial commodity.

Different sites are found in English such as shops selling bakery, dairy, sweets, ice-cream, tailors, furniture, beverages, food shops, shoes, cloths etc. The medical agencies also used English locally in their signs. Many social meaning of English that are conveyed in the public spaces in Kathmandu are standard and advanced.

Linguistic landscape gives ‘symbolic message about the importance, power, significance and relevance of others’ (Shohamy 2006). English is mainly used by rich and educated people. So, people are attracted towards English language rather than in the use of Nepali words. This makes a significant number of business owners to draw on attractive fancy English names. Members of urban middle classes and youth also ambitiously follow the elites and adopt English names.

English stands as favorite language of a vast majority of advertisers because they perceive it as the solid medium of commercialization. The use of English is flexible in terms of use for business owner to provide the meaningful

description to every modern technological product such as electronic gadgets and all the accessories. The strategies of using English in the signage may also be seen as an indicator of the localization and a pointer towards globalization of culture communicative needs.

#### **4.1.2 Reasons behind the Localization of English**

After analyzing the hundred photographs, I followed the themes from the work of Manan, David, Dumanig and Chhana (2016). The use of English is attractive and has greater symbolic and psychological effect and using English is catchy so it increases the productivity. English is believed to be the sign of good quality. Some of the reasons behind the use of localization of English in linguistic landscapes are given below:

##### **4.1.2.1 Market Trend**

The above presented data showed that the reason behind the localization of English in linguistic landscape in Kathmandu is market trend. It is a kind of trend to use localized form of English language in their signs. People actually did not know and without understanding of what they really write on boards they just kept signboards in English.

##### **4.1.2.2 Prestige**

English symbolized elitism, upper class and modernity. The most striking point in the Kathmandu valley's data is that each of the signage had English domination over Nepali language. The Members of urban middle classes and youth also knowingly and unknowingly, follow the English language in their day to day life to suit the elites and this takes enormous pride in aligning themselves with English.

##### **4.1.2.3 Modern Language:**

The use of English is being modern. English is fashionable. The signboards dealing with electronic gadgets like cameras, washing machine, mobile phones

are bound to use English because there is no equivalent translation of latest technology. The word mobile is mobile, like as dry cleaner is dry cleaner in Nepali words. There is no translated form in Nepali. So, this is one of the reasons behind the localization of English in signs.

#### **4.1.2.4 Convenience for Translator**

Another fact of localization of English in linguistic landscape in Kathmandu is because of painters' policies who design the signboards/ billboards. Most of the shop owners are not literate in English language and they are not experts in the field of advertisement. That is why the shop owners assign painters to design the signboards.

#### **4.1.2.5 English as Local Use**

The use of English at local level is because of words for products/ items. All words are like local words now. We always feel natural to use the word like soup, sweater, sweet, candy, ice-cream, shoes, paint, jeans, shirt, coat, boot, season, summer, winter, easy, small-size, charger, time, bag, school, college, parlour and many more.

English become increasingly localized in the context of Kathmandu. English words are also achieved as a local word and perceived in local contextual meaning. English words are learnt as it is and used in their own way. The analysis suggests that the recurrent use of local English may have been driven by above multiple motives such as the symbolic significance of the English language, and its possibility of fashionable, expressive and marketable medium, market trend, prestige reason, modern language, convenience for translator and English as local use.

## **CHAPTER: FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATIONS**

This chapter consists of findings, conclusion and recommendations related to policy level, practice level and further research level.

#### **5.1 Findings**

This study was intended to find out the way to what extent the localization of English is reflected in linguistic landscape in Kathmandu and reasons behind the localization of English in linguistic landscape in shop signs. After analyzing and interpreting the data, this study has come up with the following findings:

English conveyed in the public spaces in Kathmandu are standard and advanced. Many service providers such as, coffee shop and fitness centers, tattoo shops have in this way. English in public spaces are regarded as being fashionable and modern. Most of the small clothing, boutiques around the city have used English locally. Similarly, one can feel cool with the use of English. Most of the jeweler shops have used English to express coolness. People who use English are taken as educated ones.

English is a powerful symbolic brand. English also symbolizes elitism and typifies modernity in Kathmandu and English is attached with brand signifier to the people of Kathmandu. Evidence unfolds that English serves as an effective cosmetic vehicle of advertisement. This is what we call fashionability of English language. English is cosmetic vehicle as people imitate others' signboards framework and make the same as others. English has economic and communicative flexible way to use it in localized English manner in the shop signs.

Moreover, using English is perceived as key to “modernization, standard, fashion, means of expressing love, commercial commodity, cosmetic vehicle, being cool’ and economic advancement for self and the country. The findings

about reasons behind the localization of landscapes were market trend, a long-stance practice, random use of English language, modern language, prestige reason, painters as policy planners, eye catchy nature of English language, and transliteration as facilitator. Likewise, the impact of localization of English on the linguistic landscape of Kathmandu has the popularity of localized English in the linguistic landscape and is promoting to Localized English.

The most obvious conclusion is English language dominates the linguistic landscape of Kathmandu. It is also apparent that English is foreign language. English has positive connotations and is often associated with fashion, professionalism and high social or economic status. In the main cities, the presence of English dominates that of Nepal's national language and many indigenous languages even where there is an ethnic majority of indigenous language.

In the capital city of Nepal, localized English only appeared prominently on a quarter of the main street's signage. Although most of the time people can read Nepali as well as indigenous languages, this data shows an imbalance of Nepalese linguistic representation in relation to the portion of the population they make up.

## **5.2 Conclusion**

Even the non- English community people do not hesitate to use and appreciate the English words. This shows that English language has been extraordinarily interwoven in the psychological, cultural, economic and social life of people in Kathmandu. This study does not criticize the expansion of English in the local linguistic ecology. This study indicates the emergence of dominance in English in linguistic landscape. Due to the global trends and local politics of language, English language is getting expanded day to day and mainly the local politics of language policies and planning are contributing to marginalization and explosion of the indigenous languages from the mainstream domains including linguistic landscapes. The reasons behind the localization of linguistic



landscape were market trend, a long- standing practice, random use of English language, each other's imitation, English as local use, fashionable language, modern language, prestige reason, painters as policy planners, eye catchy nature of English language, transliteration as a facilitator.

### **5.3 Recommendations**

Policy related and practice related recommendations are presented below:

#### **5.3.1 Policy Related**

In policy level, this study can be implied for the following purposes:

- a) These days we have been practicing a number of teaching materials taken from different linguistic landscapes. However, linguistic policies have not been taken under the teaching learning material. So, LL can be included under the teaching learning material.
- b) In different classes of teaching and learning, large amount of exposure on language can be provided through multimodal modes so that language used in those different cases can be real expose to the learners.
- c) Policy makers can be aware of the scope and rationale of linguistic landscape. A good language teaching policy should include LL as the part of pedagogical discourse.

#### **5.3.2 Practice Related**

Practice level implications and recommendations are listed below:

- a) Students can get real input on natural languages when they see variety of linguistic landscapes studies. So, one of the implications of this study is that the students can learn features of language and purpose of language through linguistic landscapes.

- b) Learners can learn the orthography, script, images, connection between language and culture. So, LL should be taken as an inevitable part of language learning.
- c) This study showed that the reasons behind the use of LL are market trend, a long- standing practice, random use of English language, each other's imitation, English as local use, fashionable language, modern language, prestige reason, painters as policy planners, eye catchy nature of English language, transliteration as a facilitator . So, if we really want to localize our language then we need to pay attention on those.

### **5.3.3 Further Research Related**

One of the findings of this study shows that LLs English is standard, English is fashion. Keeping the delimitations of the study in consideration, some more topics, areas and issues for further research, I would like to draw the attention of new researchers on:

- a) Towards a material ethnography of linguistic landscape:  
Multilingualism, mobility in Kathmandu.
- b) Linguistic landscape and language policies: A comparative study of Nepal and India.
- c) The utilization of English in the linguistic landscape to increase Nepalese students' interesting in learning English.

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