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Textual and Semiotic Analysis of the Linguistic Landscapes in Government and Private Schools

Hafiza Zunaira Nasir
Government Sadiq College Women University, Bahawalpur, Pakistan

Dr. Muhammad Arfan Lodhi*
Higher Education Department (Collegiate Wing) Punjab, Pakistan

Sabahat Anwar
Head of English Department Government Sadiq College Women University, Bahawalpur, Pakistan

Abstract

The main aim of this case study is bilingual and multilingual effects on linguistic landscapes. Moreover, presence and absence of particular language codes in public spaces, this preference of bilingualism in linguistic landscapes leaves many other rich and effective aspects untouched. Furthermore, this case study is concerned about linguistic competence rather than language attitudes, it shows a way of how a Linguistic landscape might oblige as a tool to widen the interpretation of culture and language intertwined and to explore how different languages are used in linguistic landscapes. Research design of this study focused on qualitative design. As the study deals with the exploration of data therefore the target population of this study was focused on all categories of schools like urban and rural schools as well as government and private schools of district Bahawalpur. School spaces were the sample of this study. Multiple stage sampling is used in this study, it was a convenient sampling at first stage and on the second stage it was a mixed purposeful sampling. In this study the sample was based on 40 schools of government as well as private. In this study observation and codification was taken as the instrument of data collection. Researcher found different languages like Urdu 63%, English 20%, Arabic 5%, English and Urdu 6%, Arabic and Urdu 5% and Chinese only 1% on sign boards of schools. The analysis of this study reveals different communicative intentions conveyed by the texts on the signs in the schools. Male and female schools of both sectors private and government focuses on different languages to develop understanding and also able the students to compete the whole world. Schools develops the manners, awareness and responsibilities of students to able them for modern age.

Keywords: Linguistic landscapes (LL); School-scapes; Semiotic; Textual features; Pakistani schools.

1. Introduction

Language is found all around us. We use language in many forms like oral and written sometime it is present in the form of signs and symbols as it was displayed on billboards, shop frames, marketable symbols, advertisements, certified notifications, transportation symbols etc. Mostly people do not recompense much consideration to the linguistic background that surrounds them. The accurate study of the languages by means of their usage in the symbols and the depiction of the languages which is of specific significance for the reason that is narrate to individuality and traditional globalization, to the developing existence of English and to renewal of minority languages. Some researchers have explored the theoretical potential of the LL for language learning and it was suggested that the LL could contribute to language learning by serving as a source of authentic input for the development of pragmatic competence and literacy skills, as well as for raising student's language awareness (Cenoz and Gorter, 2008).

An overview of the languages that are spoken is referred to as the linguistic landscape. In this more or less sense of the word linguistic landscape can be synonymous with or at least related to concepts such as linguistic market, linguistic mosaic, ecology of languages, diversity of languages or the linguistic situation. Linguistic landscape refers to the social context in which more than one language is present. It implies the use in speech or writing of more than one language and thus of multilingualism. Sometimes the meaning of linguistic landscape is extended to include a description of the history of languages or different degrees in the knowledge of languages. One of the tasks of teaching and learning a foreign language is that students are not being sufficiently exposed to the target language. However, it is quite common to find linguistic and cultural exponents of different foreign languages in authentic contexts (termed the "Linguistic landscape"). Using the Linguistic landscape as a learning space, may facilitate language learning.

The rationale behind this study indicates that landscapes refer to the system of just one language; in other cases it indicates the spread and boundaries of dialects. Linguistic landscape has even been used for a count of non-English speakers in schools in Pakistan. The study of the linguistic landscape in government schools is a newly development. Students are not aware properly about school capes. Linguistic landscapes may serve to examine language contact.

*Corresponding Author   samaritan_as@hotmail.com

1.1. Research Questions

1. What are the linguistic diversity and the communicative functions of images and symbols appearing in the schools?
2. How different languages are used in linguistic landscapes?
3. What is the relationship of linguistic landscapes and linguistic competence in Pakistani schools?
4. What is the difference of linguistic landscapes of government and private schools?

1.2. Significance of the Study

The study was significant in an attempt to explore: i) the functions of the linguistic landscape in school contexts ii) the relationship of the different school languages to the linguistic landscape, iii) how linguistic landscape activities can enhance language learning and language awareness. Languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The self-motivated field of Linguistic Landscape (LL) is effort to comprehend the uses, motives, ideologies, language varieties and contestations of manifold forms of languages as they are exposed in public places. The speedily growing research in Linguistic landscapes grants it collective importance within the field of language studies. Linguistic landscape research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law.

2. Literature Review

Linguistic landscape studies, through the close examination of language use in public spaces, lend themselves to an expansive field of enquiry. Since its inception, research relating to the linguistic landscape has not only diversified its investigative trajectory but both its theoretical consideration and methodologies (Kasanga, 2010). The way in which public language use may be dissected yields information which can be analyzed both quantitatively and qualitatively. As the field, one still relatively new within linguistics, continues to become refined, multidisciplinary approaches are becoming more and more prevalent. While the term linguistic landscape was first used in literature by Landry and Bourhis (1997), Spolsky (2009) notes that "the study of public signage has a longer history" (p. 26), ranging back to the 1970s. As such linguistic landscape studies have since come a long way to exist at present as a stand-alone means of inquiry. As defined by Landry and Bourhis (1997), "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). They go on to ascribe the linguistic landscape with two main functions – an informational function and a symbolic function (p. 25).

2.1. Types of Signs

Backhaus (2006), differentiates between the idea of official and non-official signs (p. 52). Official signs are those set up by institutions such as the government and its respective ministries, local municipalities or property owners etc. These signs are prescriptive in nature 5and are installed with the aim of regulating behaviour in an area or issuing some sort of imperative. This is done through the use of languages which are recognised or approved from above. Official signs can range anywhere from street names to traffic signs and regulations. In a similar vein, Calvet (1994) uses the term *in-vitro* to classify texts in which the flow of information travels from official bodies to the general public (p. 112). Another term used to refer to this type of text is *top-down* (Ben-Rafael *et al.*, 2006) where, again, text is dispersed from an official source. For each of these terms there is a contrasting expression. The texts referred to here "are expected to reflect a general commitment to the dominant culture", their counterparts "are designed much more freely according to individual strategies" (Abu Ghazaleh Mahajneh and Shohamy, 2012).

Non-official signs, according to Landry and Bourhis (1997), generally exhibit greater language diversity than official signs (p. 27) and are installed by members of the public. These take the form of a multitude of things – names of privately-owned shops, graffiti, and advertisements for upcoming events in the area or services offered. Backhaus (2006), suggests that the greater linguistic diversity found on non-official signs is due to many of the languages within a linguistic landscape not being recognized in an official capacity (p. 54). As such, non-official signs, generally, have a wider variety of resources to draw upon and are not obliged to conform to regulations set from above. These kinds of signs, where text is generated by members of the general public can further be classified as *in vivo* (Calvet, 1993).

2.2. Functions of Signs

Linguistic signs are used in different ways with different aims. Using a particular signs of language has different communicative intentions. These signs convey informative and symbolic information. There are many functions which are performed by the signs. Landry and Bourhis (1997), broadly differentiate between informative and symbolic functions of the signs.

Table-1.

No.	Functions	Message
1	Teaching of languages and subject content	Informative
2	Classroom management	Informative
3	School management	Informative
4	Teaching values	Symbolic
5	Development intercultural awareness	Symbolic
6	Promotion of the language	Informative & symbolic
7	Announcing collective events	Informative & symbolic
8	Provision of commercial information	Informative & symbolic
9	Decoration	Symbolic

2.2.1. Teaching Content or language

One of the most obvious functions of the language used in the signs on the wall is to use them as a teaching aid. The use of the language in the linguistic landscape inside a classroom can be part of a lesson plan and will be used as such by the teacher. Some signs are produced as learning materials and others are an extension of other materials. Maps are an example of a learning aid for geography that can be used for localizing a place. A nice example of the use of language on a sign as teaching material is given in Figure 1. The sign contains a short overview of noun. A student can use the poster when given the task about noun in class.

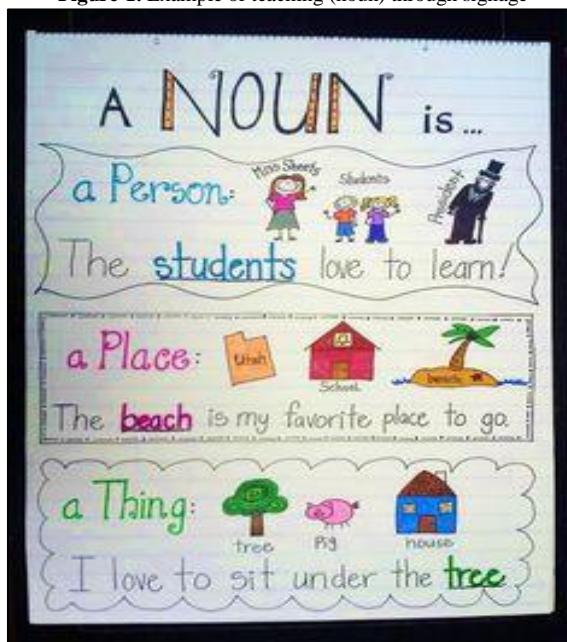**Figure-1.** Example of teaching (noun) through signage

Figure-2. Example of classroom management through signage

2.2.2. Classroom Management

An informative function is also carried out by signs that inform the students about how to behave towards their fellow students. These signs are intended to inform and reinforce the children about the do´s and don´ts at school. They establish rules of etiquette. The example in Figure 2 provides an image of school which includes norms of behavior such as "do not hit or pull hairs", "do not shout", or "take care of materials well". Teachers note the handwriting of the students. The following list has similar rules and each child in the classroom has signed the rules to show their commitment and their intention to live up to them. This is the function of classroom management.

2.2.3. School Management

A third function is of a more general nature. There are signs that inform their readers, students, teachers or visitors about locations. For example designations of classroom functions. Figure 3 shows what is located on which floor of the school building, the name of the school the plaque indicates what is on each of the 3 floors.

Figure-3. Example of guiding signage

Figure-4. Teaching values through signage
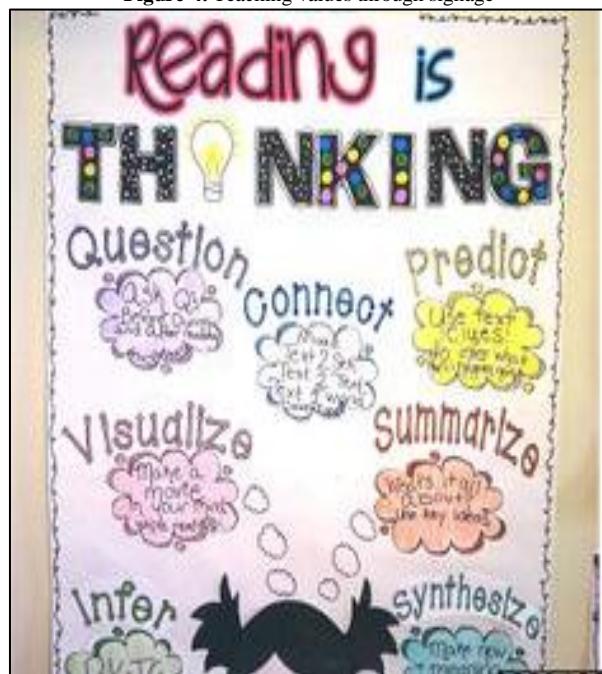
These signs do not have a symbolic load, but provide the reader in straightforward terms with information for orientation. For the daily life of the teachers and the students they will be of small significance because they will know the information, but they are more intended as guides for visitors and for new students or teachers. They facilitate the flow of people through the school building. In quantitative terms a great part of the signs would be classified as providing this type of general information.

2.2.4. Teaching Values

There are signs that are used to bring a pedagogical message across to the students about values. Some signs performed symbolic functions and increases the teaching values which are very helpful for the teachers. These functions are used as the teaching aids. In this school the signs were written on the wall as a constant reminder to the students for the better understanding of learners.

2.2.5. Developing Intercultural Awareness

Other signs are related to the presence of immigrant as well as local children in the school. The presence of these words on the walls is a daily reminder for all the children of the diversity among the school population. The idea is to contribute to greater intercultural understanding among the children, and probably the teachers.

2.2.6. Raising Awareness about the Urdu Language

A special aspect of the schools in Pakistan is focused on Urdu language. It is found several signs that represent a reference to efforts on behalf of the revitalization of the Urdu language and culture, to raise the awareness of the minority position of Urdu or the efforts for the safeguarding of the language. It demonstrates a reflection in the schoolscape of the contested nature of the language in society. These types of signs are used to provide both type of functions informative and symbolic for better and easy understanding. These signs promote the basic and national languages to show the culture. Arabic language is used mostly in government schools to motivate the children and to tell the Islamic roots of their religion. Urdu is national language of Pakistan and in government schools the main focus builds towards Urdu language for learning.

Figure-5. Example of teaching intercultural awareness through signage

Figure-6. Urdu language awareness

The last three functions we distinguish we find on signs that are not only informative or only symbolic, but more both at the same time.

2.2.7. Announcing Collective Events (Non-Commercial)

Announcement on boards or wall painting for helping the students and parents, For example researcher found signs about information that is important such as prize distributions in education department etc. This included events that are specific for the promotion of the language.

2.2.8. Provision of Commercial Information

A small number of signs were related to commercial information from outside organizations or businesses. Those signs are examples of advertising similar to what one can find in public space. However, the advertisements we found inside the schools are not exactly the same types or with the same diversity as in shopping streets, because all are related to education.

2.2.9. Decoration

The final function we distinguish here is decoration. The purpose is perhaps more aesthetic than informational or symbolic. Of course, the choice of these decorative signs can also provide some insight into the messages that are implied and they are an indirect pedagogical device through which learning can be activated.

2.3. The Linguistic Landscape of School Signage

Schools are open space in which the noticeable language decision on signs uncovers the circling talks around language status. Past LL research has concentrated on signage inside a city, neighborhoods or geographic regions, taking note of how the indication of setting reflect and advise the language utilization of a given territory. However, as etymological scene research grows further, examinations are starting to incorporate schools (Dressler, 2015). Inside a school, language on signs serves various capacities. Administrative signs direct the activities and practices of the social on-screen characters (for example 'No Smoking; 'Held Parking day and Night). Interactional sign draw upon the connection between the undetectable sign creator and the peruser, regularly evoking a specific conduct or passing on data through a feeling of normal reason (for example 'Spare the World'; 'We Have the privilege to Choose Our Friends'). A few signs serve an individual capacity, underscoring singularity by raising a few people above others or elevating practices that lead to progress.

A portion of the signs are gone for guardians who may visit the schools to give a feeling of an instructive school culture (Dressler, 2015). If there should be an occurrence of instruction, the signage can be identified with issue of second or third language obtaining or language mindfulness, however as these examinations illustrate, inquiries regarding the elements of signs, multilingual education, or multilingual ability can likewise be explored (Gorter, 2013a).

Dressler (2015), study is an assessment of signage and signs making practice in one German Bilingual Program rudimentary government funded school. The examination added to our comprehension of LL investigates by investigating how much a school offering a Bilingual (German and English) Program advances bilingualism through signage. The span of sign-production rehearses in this investigation can be comprehended by allegorically following the way understudies from the German Bilingual Program will take through the school to where they exit through the primary entryways and into the world outside the homeroom. Likewise, Laihonen and Tódor (2017) study additionally centered around the LL in a grade school in Romania.

They demonstrate that the bilingual signs at school filled two needs: that of offering status to Hungarian, and that of helping Children to learn Romanian articulation with the assistance of interpretation. Not quite the same as different examinations, Rowland (2016) concentrated on the college understudies' view of multilingual signage. This examination traces three unmistakable portrayals of the inspirations driving English language use on signage in the Japanese LL. The understudies observations tons of corporate greed, culture basic particle, globalization and in like manner venture both realist and dreamer perspective.

2.4. Peirce's Three Sign Modes

"It is the attention to the language in the environment, words and images displayed and exposed in public spaces, that is the center of attention in this rapidly growing area referred to as linguistic landscape (LL)". With about two many years of advancement, look into on this subject has demonstrated exceptionally productive and differentiated in remote nations, with various researchers utilizing diverse hypothetical approaches and viewpoints trying to translate and comprehend dialects in spots and spaces in a more profound manner. As Shohamy and Wasksman (2009) have noted, "the creation of meaning of the LL texts as displayed in the public space, in its new and changing boundaries, is manifested within a variety of information design modes".

An infinite number of signs are surrounded everywhere. Peirce understood this and offered many different principles for how to categorize them according to their three triadic elements: representamen, object and intrepretant. He proposed that signs could be classified according to the qualities, facts, laws and conventions associated with the objects. The examination of LL that exclusively considers phonetic angle or the "mono modal" The examination of LL that exclusively considers phonetic angle.

Figure-7.

The multimodal model for linguistic landscape
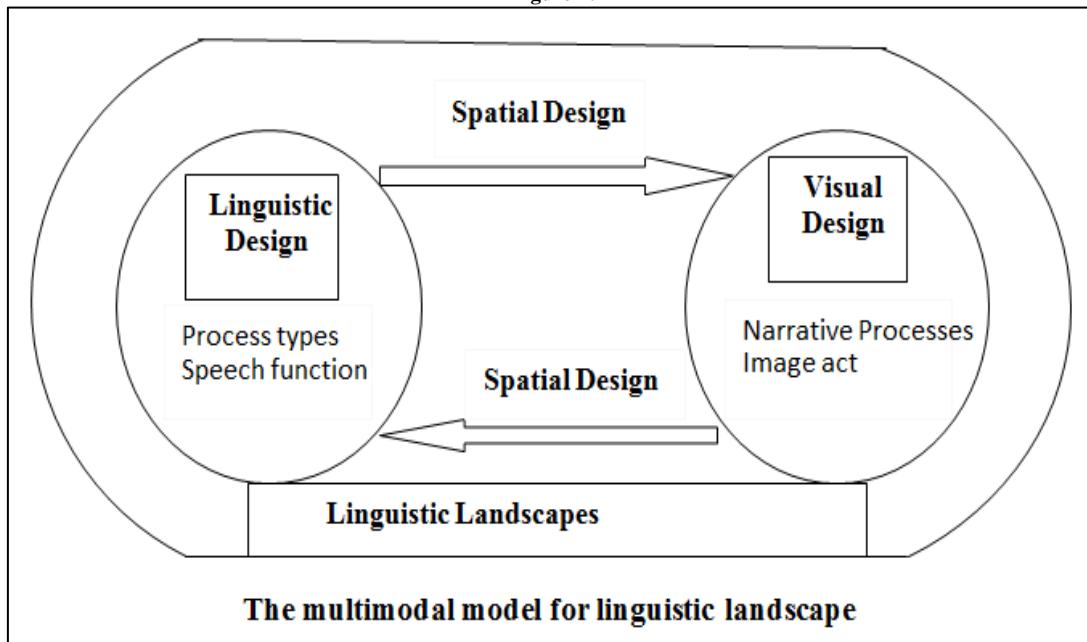
3. Research Methodology

Research methodology includes each and every detail about the research. It also includes every minor and major issue about the study. It is the process that used to collect information and data for the purpose of making decisions. It can even support in defining the sampling methodology, research design and data collection process. The methodology may include publication research, interviews, surveys and other research techniques, and could include both present and historical information.

3.1. Research Design

Research design focused on qualitative paradigm. Research design of this study is Exploratory and qualitative. Investigation has a solution into a problem or situation which provides insights to the researcher. The research is meant to provide details where a small amount of information exists. It may use a variety of methods such as trial studies, interviews, group discussions, experiments, or other tactics for the purpose of gaining information. It has been noted that the exploratory research or study is the initial research which arrangements the source of more convincing research. This research inclines to grab new complications on which diminutive or no prior research has been conducted.

3.2. Data Analysis

Data analysis is a process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, informing conclusions, and supporting decision-making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, and is used in different business, science, and social science domains. In today's business world, data analysis plays a role in making decisions more scientific and helping businesses operate more effectively. After observing and codifying, the data was analyzed with the help of content analysis and framework of analysis.

3.3. Content Analysis

Content analysis was detained in data analysis. Content Analysis is used to recognize, enumerate and examine manifestations of explicit messages and the message features surrounded in texts. There are two types of content analysis. In qualitative content analysis researchers are more involved in the significances that linked with communications than with the number of times message variables occur. The quantitative content analysis is the systematic and step-by-step process used to response research questions and the test hypothesis.

3.4. Framework of Analysis

Framework of analysis was included to analyze the data. In fact content analysis was conducted with framework of analysis. In this study analysis included in selecting the texts, defining the components to be coded, developing content categories and analyzing the data with the help of framework of analysis.

Table-2.

Types of texts	Semiotic Items	Lexical Items	Indexical Items
Primary texts	Signifier	Noun	Semantics
Secondary texts	Signified	Adjective	Referents
	Symbolic (arbitrary) signs	Verb	Words
	Iconic signs	Adverb	Expressions
	Indexical Signs	Conjunction	

4. Data Analysis

Data analysis is a process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, informing conclusions, and supporting decision-making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, and is used in different business, science, and social science domains. In today's business world, data analysis plays a role in making decisions more scientific and helping businesses operate more effectively. Furthermore in this process researcher analyse the data. It is based on statistical formulas and it also consists in application of framework or theory. Tabulation of analysed work is done in this process which provides core and crux and the final findings of research, implications for practice and recommendations.

All steps of data collection and data analysis include in this study. In this process the data was collected from schools. Data was collected from non-living things which is based on observation. After collecting the data it was analyzed with the help of codification. Framework of analysis during the process of data collection is included in this study. After this step the data was transcribed and at the end it was interpreted with the help of results or conclusions of this study.
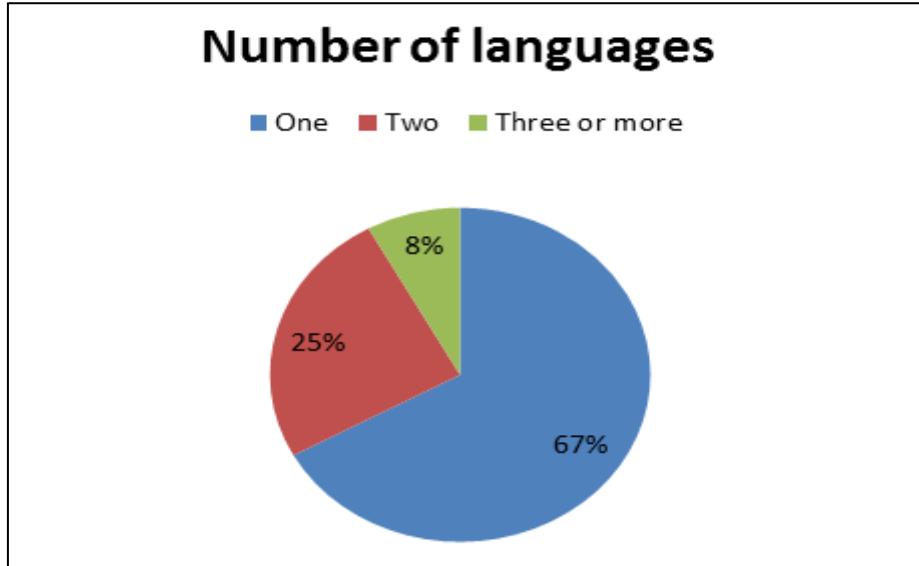
4.1. Brief Overview of Languages Used

There are number of languages present at the sign boards in different schools of private and government which show that the schools are well aware of using the different languages.

Table-3. Number of languages on the signs inside the school

Number of languages	Percentage (N=600)
One	67%
Two	25%
Three or more	8%

Figure-8.

Different languages are found from both sectors of government and private schools. Both male and female schools use signs to develop better understanding for learners. Researchers found one language with high percentage of 67, second language was 25% and the third or more languages are 8%.
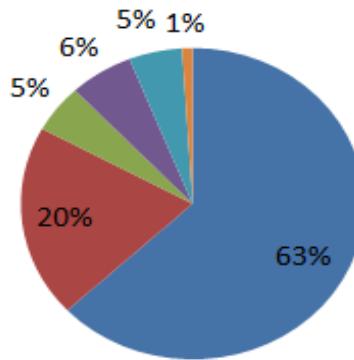
Table-4. Languages used on the signs

Languages	Percentage
Urdu only	63%
English only	20%
Arabic only	5%
English and Urdu	6%
Arabic and Urdu	5%
Chinese	1%

Figure-9.

Above mentioned table and graph statistically shows the different languages that are found from schools. Urdu is international language with the high percentage of 63%. Second language is English on sign boards which is 20%. The other languages are Arabic 5%, English and Urdu 6%, Arabic and Urdu 5% and Chinese only 1% respectively which are present on sign boards of schools.

Table-5. Frequency of word classes overall

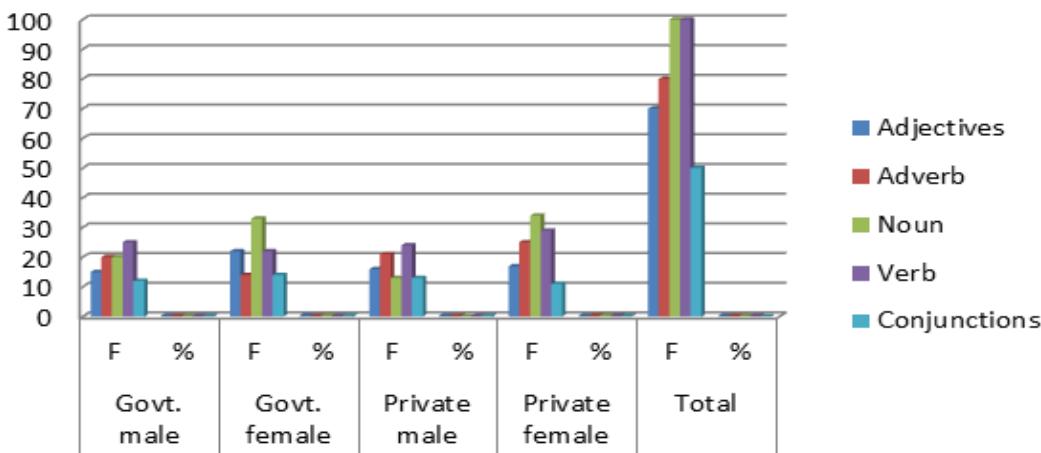| Categories	Formula	Adjectives	Adverb	Noun	Verb	Conjunctions
Govt. male	F	15	20	20	25	12
	%	21%	25%	20%	25%	24%
Govt. female	F	22	14	33	22	14
	%	31%	18%	33%	22%	28%
Private male	F	16	21	13	24	13
	%	23%	26%	13%	24%	26%
Private female	F	17	25	34	29	11
	%	24%	31%	34%	29%	22%
Total	F	70	80	100	100	50
	%	18%	20%	25%	25%	13%

Figure-10.

Table and the following graph interpret the statistics collected from signs and symbols in school-space. The collected data shows that different word classes were found in schools spaces almost 18% adjectives 20% adverbs 25% nouns 25% verbs and 13% conjunctions. These percentages of word classes show that these words are used in schools which defiantly convey informative as well as symbolic information. Teachers and students are well aware of with the use of these classes of words.

5. Discussions

Researchers interpret the collected data to find the conclusion. In this study researchers found different languages that appear on sign boards in schools which show that both sectors of private and government schools are well aware of using these sign boards. Researcher found different languages like Urdu 63%, English 20%, Arabic 5%, English and Urdu 6%, Arabic and Urdu 5% and Chinese only 1% on sign boards of schools. This section deals with the interpretation of research questions in the light of findings.

5.1. What are the Linguistic Diversity and the Communicative Functions of Images and Symbols Appearing in the Schools?

Schools are public space in which the visible language choice on signs reveals the circulating discourses around language status. Within a school, language on signs serves a number of functions. Sings have particular behavior or conveying information through a sense of common purpose. Some signs serve a personal function, emphasizing individuality by raising some individuals above others or promoting behaviors that lead to success. Other signs have an imaginative function. Linguistic signs are used in different ways with different aims. There are basically nine functions like teaching of languages and subject content, classroom management, school management, teaching values, development intercultural awareness, promotion of the language, announcing collective events, provision of commercial information and decoration performed by signs. These functions are useful for both teachers and students. Using a particular signs of language has different communicative intentions. These signs convey informative and symbolic information. There are many functions which are performed by the signs like teaching content or language, classroom management, school management and teaching values etc.

5.2. How Different Languages are used in Linguistic Landscapes?

Different languages like Urdu, English, Arabic and somewhere Chinese are used in linguistic landscapes of government and private schools. Languages displayed in school spaces can also be useful for learning second languages as researcher concluded in this research study of possibilities of signage. Researcher looked at the potential use of language on signs in school space as a source of input in second language learning in general and in the acquisition of pragmatic competence in particular. Researchers followed Landry and Bourhisr (1997) when considered the symbolic and informative functions of the linguistic landscape. Urdu is international language with the high percentage, Second language is English on sign boards, the other languages are Arabic, English and Urdu, Arabic and Urdu and Chinese respectively which are present on sign boards of schools. Different languages are used in different schools to show the dominant nature of that language. English is dominant language of private schools which shows the dominance on other languages. Somewhere Urdu is dominant language that is national language of Pakistan; government sectors use Urdu language with high percentage to show the patriotism. Researcher mostly found that Arabic language is highly used in government schools to show the religious roots to the learners. It demonstrated that the texts used on signage can function as authentic input and can also enhance language awareness. Different languages on sign boards are used to convey the message to the students, teachers, parents and to the visitors.

5.3. What is the Relationship of Linguistic Landscapes and Linguistic Competence in Pakistani Schools?

There are many languages in linguistic landscape like Urdu 63%, English 20%, Arabic 5%, English and Urdu 6%, Arabic and Urdu 5% and Chinese only 1% on sign boards of schools. But in the case of competence researcher found that students are not well aware of languages. Students are not competent in all languages. Almost all students from both private and government schools are competent in Urdu but not all are competent in English language. Students of private schools are somehow competent in speaking English but students from government schools have low competency in speaking English. In contrast to this only a small number of students are able to speak Chinese and Arabic language but their number is too low.

5.4. What is the Difference between Linguistic Landscapes of Government and Private Schools?

A large number of educational, informative, symbolic and instructive signs were found on the linguistic landscape of the school-spaces. A diverse verity in the use of language was found in private sectors. They use many linguistic and semantic variations and go beyond from the routine use of language in order to grab the attention of their target audience. The basic aim behind code switching and code mixing in linguistic landscape was to achieve the goal of educating the students. Moreover, private schools aimed at grooming students for the modern world therefore they are preferring English language in their signs and icons which shows that English is not only the language of science and technology but if we want to communicate with the whole world therefore, it is utmost necessary for us to have a good command on English language. Preference to the use of English language is due to increasing need of the society. Moreover, it is the dominated language in all over the world because it is the language of communication due to globalization of the world. It is the language of science, research and technology.

The semiotic analysis of linguistic landscape of the government schools revealed that the frequency of using signs and symbols is more as compared to that of private schools. The study also found that a large number of these signs comprised of government police about the education system and they also revealed the targets set by government for the improvement of education in government schools. The main focus of govt. schools is on the

morality, religious teaching, ethics and neatness. Both languages Urdu and Arabic are most important in government schools. Urdu language used for easy understanding and Arabic language tells about the religious roots of student's religion and culture. Moreover Urdu is national language of Pakistan. Government schools concentrates on religious, ethics and morality.

6. Conclusion

The analysis of this study reveals different communicative intentions conveyed by the texts on the signs in the schools. The linguistic landscape is as a web of significance where languages are used in different ways conveying different meanings and with different aims in mind. Some of the functions that identified are the teaching of subject content and language, the development of an intercultural awareness, the teaching of values, or establishing behavioral rules, but also providing practical guidance and commercial information. The signs can be a reminder of different cultures present among the students or it can be a daily message to educate the children to behave in specific ways. Signs give directions.

The multilingual signage probably also contributes to the multilingual competence of the students (Gorter, 2013b). It also turned out that the signs produced by the students have a specific character, different from signs produced by authorities. Many student signs were obviously temporary and on display as the result of some specific activity. Only few signs seemed to be posted by teachers. The fixed signs are those are more often posted by the school authorities or the government. Male and female schools of both sectors private and government focuses on different languages to develop understanding and also able the students to compete the whole world. Schools develops the manners, awareness and responsibilities of students to able them for modern age. Schools are meant to prepare students for the real world and thus have to reflect a multilingual reality (Shohamy, 2006). It is to make space for people and the linguistic landscape inside schools can play an important role, because as (ibid) concludes "language is like life".

English is international language and it is also the language of science. It is necessary for government schools to develop better understanding towards English language. Our government and especially the education department should focus on the learning of different languages in schools. They should promote such programs and activities for students to able them for learning different national and international languages so that they may compete well in the modern world. Knowledge and skill over using and understanding linguistic landscapes will facilitate and strengthen language learning process in educational institutions.

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