

Reflections on the Construction Status of Linguistic Landscapes in the Educational Field in China: A Multidimensional Perspective

Xiaochun Zhou, Yanchen Li

School of Foreign Studies, Anhui Xinhua University, China

Abstract: *In recent years, linguistic landscape has become a hot topic in the fields of sociolinguistics, applied linguistics, as well as semiotics in China. Most of the previous studies put much emphasis on the statistical analysis based on the corpus collected from commerce, tourism, and sports contexts, while less attention is paid to the study of schoolscape both on informational and symbolic level. By investigating the situation of language use in six universities located in Hefei, a city famous for science and education in China, we initiated a multidimensional study of linguistic landscapes in the educational field in China from the following five dimensions: selection of language, type of public sign, translation of signage, cultivation of ideology and power of Western culture. Through combining quantitative and qualitative analysis, we revealed the symbolic meanings invisible behind linguistic landscapes in the educational field, such as the conscious cultivation of mainstream ideology, the global and ubiquitous presence of English as a lingua franca, as well as the strong influence of Western culture. Based on the aforesaid status, some strategies for improving the schoolscape are also proposed from the following four aspects: making or revising language planning and policies, developing standards for the use of English in the field of education, establishing an academic research community, and providing technological support for the establishment of public sign corpus. Under the background of educational globalization, we should pay much attention to the studies of the communicative function of schoolscape as an information carrier, as well as the instrumental function of schoolscape as a teaching resource. Besides, much more emphasis should be put on the subtle interaction between schoolscape and real society.*

Keywords: Linguistic landscapes, Schoolscape, Language service, Language acquisition, Ideology, Cultural power

1. Introduction

With the advancing of globalization and the deepening of cross-cultural communication, linguistic landscape in recent years has gradually become a heated topic in the fields of sociolinguistics, applied linguistics and semiotics, etc. Experts and scholars at home and abroad generally agreed that it was Landry and Bourhis who clearly defined the concept of linguistic landscape for the first time ever. They held the opinion that linguistic landscape refers to “the visibility and salience of languages on public and commercial signs in a given territory or region” (Landry & Bourhis 1997: 23). They explained in detail the specific types of linguistic landscape in public space:

The language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings combines to form the linguistic landscape of a given territory, region, or urban agglomeration (Landry & Bourhis 1997: 25).

Further, they pointed out the two basic functions of linguistic landscape: an informational function and a symbolic function. Foreign linguistic landscape studies have constructed multidimensional analysis models (Hymes 1972; Huebner 2009; Trumper-Hecht 2010), mainly focusing on the symbolic and constructive interpretation of social space. Also, they have proceeded with in-depth studies by taking psychological, social, political and spatial factors into consideration, such as “ideology, identity construction, social stratification, language planning and policy, etc.” (Liang Sihua 2016: 21). All these have presented flourishing academic prospect of interdisciplinary studies (Sayer 2010; Rebio 2016; Touchstone et al. 2017). When it comes to the Chinese research on linguistic landscape, the beginning is relatively late while its main focus involves the investigation and normalization of language use at informational level. Previous studies have certain limitations as they “put emphasis on description

rather than interpretation” (Zhang Baicheng 2015:17). Currently, the domestic research roughly covers the following four topics: investigation into the translation status of linguistic landscape in public service areas (Wang Dongfeng 2009; Yang Yonglin & Liu Yinqi 2011), features of linguistic landscape in different fields (Wu Yongzhi 2010; Pan Yicong 2012; Wang Qun 2012), theoretical exploration and methodological discussion on linguistic landscape research (Tian Feiyang & Zhang Weijia 2014; Shang Guowen & Zhao Shouhui 2014a; Shang Guowen & Zhao Shouhui 2014b) and investigation into the situation of language use in ethnic areas (Nie Peng & Reha Munai 2017; Yang Jinlong et al. 2018).

Though in recent years some experts have conducted trial studies on linguistic landscape in the educational field, the research outcomes are still insufficient to provide systematic, complete and referable survey reports and feedback. Still, scholar like Shang Guowen (2017) has given discussions on the value of linguistic landscape as a source of text material in foreign language teaching, touching upon aspects of language awareness and language competence. He has also thrown light upon the significance of campus linguistic landscape to the revitalization of ethnic minority languages. In addition, Mu Yage (2018) has surveyed how linguistic landscape functions in teaching Chinese as a foreign language. The aforesaid studies have explained the interwoven interaction between linguistic landscape and language teaching. But they have scarcely talked about the deep information and symbolic meanings invisible behind linguistic landscape in the educational field. In view of this situation, I will make an investigation into the current status of linguistic landscape in the field of education by using such methods as fieldwork and judgment sampling. Meanwhile, I will put forward some corresponding suggestions and strategies for the normalization or remodeling of bilingual and multilingual landscape. Also, that is to be done by taking into consideration the current status of educational exchange and the future prospect of educational globalization.

2. Research Design

2.1 Research Questions

Linguistic landscape in the educational field is an important part of urban sociolinguistic ecosystem. As a communicative card, linguistic landscape can vividly highlight the soft power of urban culture, the construction level of which can reflect the basic language situation in the educational field to a certain extent. To be more specific, the linguistic landscape distributed in the educational field can not only show the features of language planning and the current situation of language use in the region where the university is located, but also help to indicate the educational philosophy, the school-running characteristics and the level of international communication. More importantly, it can reveal the deep information behind itself (e.g. the educational policy implemented during a certain historical period, the intention of linguistic landscape creators, the response of linguistic landscape readers, etc.), namely the interaction between sign and society (Shang Guowen 2017: 1). Based on the aforementioned discussion, we finalized three research questions: i) what is the current status of linguistic landscape in the educational field? ii) What are the factors needed to be taken into account while we are establishing or redressing linguistic landscape in the educational field? iii) What are the proposals or strategies for the further improvement of linguistic landscape in the educational field?

2.2 Research Methods

Our research has referred to *A Companion to the Guidelines for the Use of English in Public Service Areas* compiled by the Ministry of Education of the People’s Republic of China. While using research methods such as fieldwork and judgment sampling, we focused on the construction status of linguistic landscape in the six universities (University of Science and Technology of China, Hefei University of Technology, Anhui University, Anhui Medical University, Hefei University and Anhui International Studies University) located in Hefei, a city renowned for science and education in China. To be sure, the reason why institutions of higher learning were chosen as the research field is because universities are crucial places for knowledge imparting, idea dissemination, cultural inheritance, international communication and cooperation. The more concentrated distribution of linguistic landscape makes it competitively easier for researchers to collect language material. From November to December in 2020, we went to the six universities mentioned above and conducted field trip and corpus collection accompanied by 10 English major students from the university in which we are working. During this period of time, we chose teaching buildings, libraries, students’ canteens, dorms, stadiums, student centers, offices of international student affairs and other places where there are frequent student activities to conduct our sampling. A total of 508 pictures were taken with high-definition digital

cameras, among which 465 were considered to be useful after eliminating the useless ones with repeated information and unclear images. According to Backhaus (2006), each linguistic landscape, regardless of its size, should be considered as a sign, i.e. an independent unit or sample for analysis. Furthermore, I have transcribed these pictures into text-type files, and then created a corpus (including 465 analysis units/samples) for facilitating studies in the later period.

3. Findings

Viewing the informational (explicit) and symbolic (implicit) functions of linguistic landscape as the theoretical framework, we made interpretations of and reflections on the construction status of linguistic landscape in the field of education from a multidimensional perspective, adopting the aforesaid functions as lenses of analysis.

3.1 Informational level

3.1.1 Selection of language

Public signs can be “unilingual, bilingual, or multilingual, thus reflecting the diversity of the language groups present in the given territory” (Landry & Bourhis 1997: 26). The percentages of the aforesaid three types are shown in Table 1 as follows. As far as language diversity is concerned, the text on the public signs is mainly presented in five languages: Chinese (in Chinese characters and pinyin), English, German, Korean and Japanese. The frequency of occurrence of each language is shown in Table 2.

Table 1: Distribution of unilingual, bilingual and multilingual signs in the surveyed area

Type	Number	Percentage (%)
Unilingual sign	48	10.32
Bilingual sign	402	86.45
Multilingual sign	15	3.23
Total	465	100

Table 2: Frequency of occurrence of different languages in the linguistic landscape

Language	Frequency of occurrence	Percentage (%)
Chinese (in characters)	452	97.20
English	398	85.59
German	26	5.59
Korean	11	2.37
Japanese	10	2.15
Chinese (in pinyin)	8	1.72

As Table 1 has clearly shown, bilingual signs come out first among all with a percentage of 86.45%. Unilingual signs rank second, accounting for 10.32% while multilingual signs are rarely seen in the surveyed area, only covering 3.23%. Through in-depth investigation, it is found that all the unilingual signs are presented in Chinese. Further, compared with other languages, Chinese and English are predominant on bilingual signs, which suggests the higher visibility of the two languages in bilingual settings. From the data shown in Table 2, one can easily find that Chinese (in characters) and English appear most frequently on the signs collected, followed successively by German, Korean, Japanese and Chinese (in pinyin). As a matter of fact, non-mainstream or minority languages may be present on signs, but their visibility or salience is much lower than that of English, which indicates its global presence and predominance as a lingua franca.

Judging from the data in the aforesaid tables, we can summarize four typical features concerning the status of linguistic landscape in the six universities mentioned above: i) The severe shortage in multilingual landscape cannot satisfy the increasing demand for multiple language service under the background of globalized higher education, which hinders the formation of a friendly environment where “different languages co-exist and diversified cultures co-prosper”. ii) The bilingual landscape is mainly presented in Chinese and English, while other languages are rarely involved. In this light, English, compared with non-mainstream languages in the world, occupies an obviously dominant

position and enjoys a more competitive status due to its world-wide presence. iii) The linguistic landscape written in Chinese pinyin is still rare, lowering the chance of turning it into an effective source of language learning and teaching material. iv) The presenting modes and combinational elements of the linguistic landscape are relatively monotonous. There are more texts than pictures or other symbols, together with unvarying color and font. The presentation of the linguistic landscape tends to be flat and static, lacking some kind of dynamic or graphic elements, which is not conducive for researchers to exploring its meaning from multimodal perspectives (Shang Guowen 2017: 15).

3.1.2 Type of Public Sign

As mentioned above, we collected a total of 465 signs through field investigation. According to the functions realized by the signs, we can basically classify them as follows: office doorplate, political sign, culture sign, building name, institution name, direction board, etc. The distribution of different types of signs is presented in Table 3 below.

Table 3: Distribution of different types of signs in the surveyed area

Type	Number	Percentage (%)
Office doorplate	108	23.23
Political sign	72	15.48
Culture sign	60	12.90
Building name	51	10.97
Institution name	49	10.54
Direction board	45	9.67
Tip	28	6.02
Announcement	17	3.66
Security identifier	14	3.01
Washroom sign	8	1.72
Environmental protection notice	8	1.72
Administrative regulation	3	0.65
Welcome sign	2	0.43
Total	465	100

The figures in Table 3 show that among the 465 signs, 108 of them are office doorplates with the largest percentage of 23.23%. Political and culture signs account for 15.48% and 12.90% respectively, ranking second and third. The next rankings are building name, institution name and direction board, the numbers of which are similar, with the percentages ranging from 9.67% to 10.97%. The rest are tip, announcement, security identifier, etc. From the categories of schoolscape shown in Table 3, it can be inferred that most of the public signs in the educational field perform the function of directing, prompting or notifying that is, providing different kinds of information for the sign readers. As for the symbolic significance hidden behind those schoolscape, there will be more discussions in the later section (See 3.2).

3.1.3 Translation of Signage

With the deepening of cooperation and exchanges among people from different countries, the use of English in public service areas and the translation of signage have aroused widespread concern in the field of linguistics. As for the translation of public signs, the optimum effect is to achieve both linguistic and pragmatic equivalence during the process of interlingual and intercultural communication, maximizing the communicative value in bilingual or multilingual context (Zhou Xiaochun et al. 2018: 485). However, in most cases, the quality of signage translation or the situation of foreign language use in public space is far from satisfactory in China. Thus, based on the texts collected from field investigation, we will try to make an analysis of the current status of signage translation in the six universities mentioned above, supported by statistical outcome to show the commonly seen mistakes. Since the signs collected are mainly presented in Chinese and English, this part will focus on analyzing the mistakes of translation from Chinese into English. The statistical result is given in Figure 1 below.

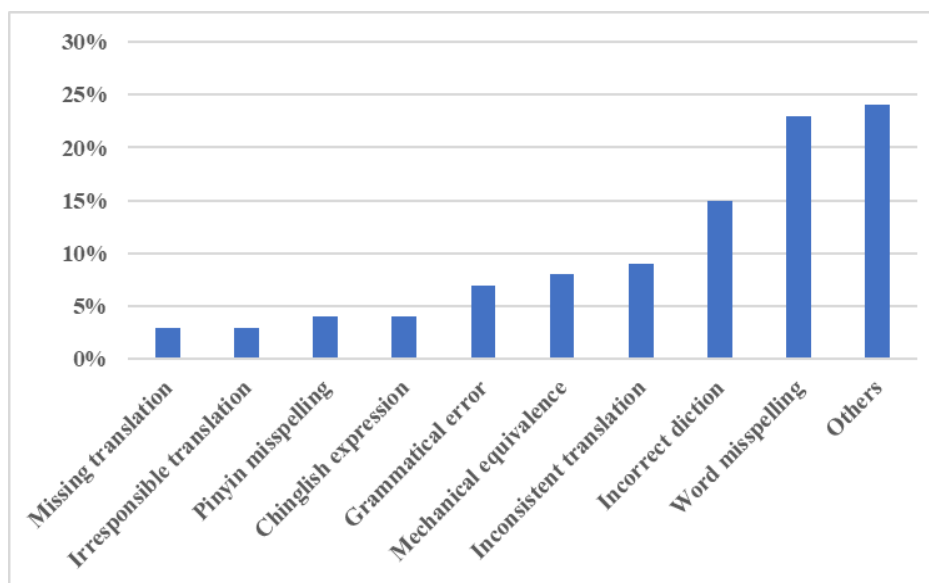


Figure 1: Distribution of signage translation mistakes in the surveyed area

It can be observed from the figure that the current situation of signage translation in the surveyed area is not entirely satisfactory. Lots of mistakes appear in the use of English, some of which are avoidable, such as misspelling, grammatical error, incorrect diction, inconsistent translation, Chinglish expression, mechanical equivalence, missing translation, etc. There are also other mistakes including mixed cases of initials, non-standard punctuation, incorrect use of singular and plural forms, missing spaces between words, etc.

Some examples of obvious mistakes in translation are given below:

Example 1:

Original: Jichu wuli shiyan jiaoxue zhongxin

Translation: Laboratory and Teaching Center for Basic Physics

Example 2:

Original: Xuesheng dangyuan gongzuozhan

Translation: The student party members the work station

Example 3:

Original: Anhui daxue shuxue boshihou liudongzhan

Translation: Postdoctoral Center

Example 4:

Original: Yongxingdong zuowei qingchundehaojiao, xiangmengxiangqianjin!

Translation: With the practical action as youth's horn. Towards the dreams.

Example 5:

Original: Jinzhi duifang duse

Translation: DO NOT LOCK

Such mistakes are so frequently seen on the university campus that they may exert a negative influence on the building of an international language environment in colleges and universities. In Example 1, the misspellings "Teaching" and "Basics" should be corrected as "Teaching" and "Basic". The translation "The student party members the work station" in Example 2 is in fact a mechanical pile of words, completely equivalent to the original text in form. It does not conform to the idiomaticity of the target language. Next, two important pieces of information in the source text, the discipline (mathematics) and name of university (Anhui University) are missing from the translation in Example 3. Translation in Example 4 has obvious grammatical errors where two prepositional phrases are used

as independent yet grammatically erroneous sentences, which even gives it a slight tint of Chinglish. Finally, in Example 5, incorrect diction happens in its translation. The Chinese word “duse” should be translated into “block” rather than “lock”. Overall, it seems that the educational field has clearly become the public space where the use of English is non-standard due to lack of supervisory responsibility from relevant departments. This is definitely to the disadvantage of building an international image for universities during the process of foreign exchanges and cooperation.

3.2 Symbolic Level

3.2.1 Cultivation of Mainstream Ideology

As is shown in Table 3, among all the linguistic landscape collected from the above-mentioned universities, there are 72 signs on which political slogans are written, such as The Thought on Socialism with Chinese Characteristics for a New Era, The 24-words Socialist Core Values, Interpretation of the Spirit of the Nineteenth National Congress of the Party, Building a Community with a Shared Future for Mankind, The Socialist Concept of Honor and Disgrace (Eight Honors and Eight Disgraces for short), Promotional Slogan of “Learning from our Comrade Lei Feng”, etc. Through field investigation, we noticed that the aforesaid political slogans are generally found in places such as libraries, teaching buildings, stadiums, students’ canteens and dormitories where there are large numbers of students or frequent student activities. The selective presentation of political slogans on university campus has reflected the importance and necessity of ideological and political work in the field of China’s higher education.

At the National Conference on Ideological and Political Work in Chinese Universities held on December 7, 2016, President Xi Jinping pointed out that the development of higher education in China should be closely linked with China’s reality and growing trend. It should serve the reform and opening-up policy as well as the socialist modernization strategy, assisting the people and the Communist Party of China in governing the country. Also, it should be helpful to the consolidation and development of the socialist system with Chinese characteristics. In addition, President Xi Jinping, in his speech, put forward high standards and requirements for ideological and political work in Chinese universities, that is, educators must persist in taking moral cultivation as the central work and putting ideological and political work throughout the entire process of teaching and learning. It can be seen that the current educational principles and policies in China, functioning as “an invisible hand”, have inevitably exerted a profound impact on the creation of linguistic landscape in the field of education. In the long run, the public sign creators should take the initiative to establish a harmonious atmosphere of ideological cultivation, and the construction of linguistic landscape should respond positively to the call of the government’s policy in higher education.

3.2.2 Influence of Western Culture

As can be seen from the data in Table 3, there are 60 linguistic signs pertinent to culture theme, including motivational motto, famous quotation, cultural knowledge introduction, etc., which are frequently seen in such areas as teaching buildings and libraries. The culture signs mainly show the inputs of Western cultural ideologies represented by the UK and the US. As is known to all, the increasing demand for globalized education is accelerating the contact and communication between different languages and cultures. The field of education should be a place of knowledge dissemination where various languages co-exist harmoniously and diversified cultures thrive collectively. However, in the face of the global presence of English as a lingua franca, the vitality of other languages or language communities is weakening. What is more, the dissemination and communication of other cultures are also restricted because of the ubiquitous input and widespread influence of Western culture.

In view of this situation, the balance of language status and cultural power should be redressed as a matter of urgency. It is of great significance to initiate such activity in the field of education since people working in this field undertake the important missions of imparting knowledge, building personality, cultivating ideology and disseminating culture. This work can be done from the following two aspects. For one thing, language planners should attempt to break the shackles of language hierarchy and the cage of cultural power, reshaping the harmonious and inclusive environment where different languages co-exist and diversified cultures co-prosper. For another, language users should unremittingly defend the position and enhance the vitality of their own language as well as preserve the inheritance of their own culture. In a word, enhancing language communication, establishing cultural confidence and advocating diversity and inclusion are important ways to promote the harmonious co-existence of different languages and cultures.

4. Discussion

4.1 Linguistic Landscape and Language Service

Language service is a developing concept (Huang Xiaoli 2018: 61). The construction of an inclusive linguistic environment where different languages co-exist and diversified cultures co-prosper provides an effective solution, both for promoting the management of a global intelligent campus, and for realizing the sustainable supply of language service in the educational field. In other words, the construction of an international campus needs high-quality linguistic landscape to provide long-run language service. In fact, the current construction status of schoolscape can, to a certain extent, reflect the reality of language use in the educational field. Besides, it is also a true portrayal of the overall level of language service.

Under the background of educational globalization, communication and cooperation in the field of education are becoming increasingly frequent between countries. Many important political, diplomatic, cultural and academic exchange activities have been taking place in colleges and universities. Outstanding research outcomes based on international cooperation have been produced here. Therefore, the construction level and service quality of linguistic landscape in the educational field are worth in-depth investigation and research. In the long run, the following points should be taken into consideration regarding the construction of linguistic landscape in the educational field: i) The languages on the sign boards should not be limited to Chinese and English. The number of multilingual landscape should be appropriately increased to satisfy the information needs of audiences from different countries. How to plan the use of language in the field of education is an issue which should be put on the agenda. ii) The problems of language use such as the translation errors in the linguistic landscape should be solved. The education bureau and the language management authority are strongly suggested to supervise the use of language in the real world for the purpose of providing a better language environment with better informational service in the educational field. iii) As for the aspect of writing form, the proportion and frequency of Chinese pinyin in the linguistic landscape should be increased properly. This is to provide more opportunities for Chinese language learners to get more exposed to the real language. iv) As for the multimode of language, the presenting ways of linguistic landscape can be more varied and diversified to enhance the multimodal skills of language learners. Additionally, all sorts of linguistic landscape-static and dynamic, single and multimodal, visible and audible, in real world and in virtual community, should all be included in the list of hot topics for further research.

4.2 Linguistic Landscape and Language Acquisition

As an important part of the real language environment, linguistic landscape provides a convenient way for language learners to get access to the real situation of language use. Shang Guowen (2017: 11) held the opinion that linguistic landscape is often regarded as an importance source of language input in the process of language teaching and learning. Foreign language learners have very limited access to language communication in the real context, yet linguistic landscape can function as effective resources for the development of learners' pragmatic competence (Aladjem & Jou 2016: 67). As is known to all, the rate of exposure to the target language is the key factor that affects the effectiveness of language learning. Abundant input of authentic language is also an important way to improve the ability of language learning. Therefore, the richness of linguistic landscape, the selection of language varieties, the setting of landscape content, the quality of translation, and the mode of presentation all have different impacts on language learning and acquisition.

In view of this, to give full play to the instrumental role of linguistic landscape as a kind of language learning resource, the construction of linguistic landscape in the educational field needs to take into account the following three dimensions: i) teaching tools. During the process of language teaching, linguistic landscape that exists in public space can be integrated into language-learning activities to realize its functional transformation from language resources to teaching tools. In a word, language teaching and learning assisted by linguistic landscape will be a very useful attempt (Shang Guowen 2017: 18). ii) Multilingual awareness. The multilingual signs in public space provide the possibility for language learners to cultivate their multilingual awareness. If they become a universal language phenomenon, language learners will have more opportunities to get touch with different languages in the real communicative context, then their awareness of multilingual and cross-cultural communication may get enhanced to some extent. iii) Meaning construction. By surveying the actual situation of language use in public areas, language learners and researchers can develop a preliminary

understanding of the subtle interaction between language and society. To be more specific, the outcomes of field survey can provide strong arguments for further exploring the symbolic meaning invisible behind language contact, such as language vitality, language policy and planning, identity construction, language ideology, etc.

4.3 Strategies for Improving the Status of Linguistic Landscape

4.3.1 Making or revising Language Planning and Policies

As far as political level is concerned, the formulation of scientific and rational language planning, together with the implementation of feasible measures of language management, are one of the most important strategies for the creation and improvement of linguistic landscape in public areas. Based on the medium and long-term language planning, we should specify the norms of language use in public space, formulate language policies in line with social and economic development, and make amendments to the current rules and regulations regarding language management. Local governments should actively advocate the creation of bilingual and multilingual environment in public places, especially those where intercultural communication takes place frequently. Meanwhile, specific measures at political level should be finalized for the balanced and harmonious development of different languages under the context of bilingualism and multilingualism.

4.3.2 Developing Standards for the Use of English in the Field of Education

As the process of educational globalization continues to proceed, contacts between different languages are becoming ever more frequent and communication between different cultures are unprecedentedly active. Since 2006, some provinces, cities and autonomous regions in China (such as Beijing, Shanghai, Jiangsu, Zhejiang, Guangdong, Guangxi, Shaanxi, etc.), taking the opportunities of hosting great international events, have formulated plans and implemented local standards for the use of English (Wang Yinquan & Zhang Ripei 2016: 64), with a view to improving the quality of language services in the public field. In view of this, it is imperative to fully mobilize the academic resources of universities and institutes, and to develop norms and standards for the use of English in Anhui Province by referring to the aforementioned national framework-Guidelines for the Use of English in Public Service Areas, thus we can provide a better communicative context for participants from diverse backgrounds to exchange effectively in the field of education.

4.3.3 Establishing an academic Research Community

Under the leadership of the local educational authorities, we should establish an academic community of linguistic landscape research guided by experts and scholars in the circle, and supported by institutes, colleges and universities in providing academic resources. Furthermore, a construction team responsible for improving the status of language use in the real environment should be built in accordance with the guidelines of the academic community. Together with the efforts made by the community and the team, we will gradually establish and perfect the mechanism for rectifying linguistic landscape in the long term. Overall, the academic community will provide theoretical guidance and professional consultation for linguistic landscape research. The construction team will provide linguistic landscape research with organizational guarantee and technical support for its planning and construction. And the rectification mechanism will give institutional guarantee and long-term supervision to the remodeling of linguistic landscape. In a word, the dynamic combination of the three elements above will be bound to effectively change the overall construction status of linguistic landscape at present.

4.3.4 Providing Technological Support for the Creation of Public Sign Corpus

With the advance of computer software development technology, creating a bilingual or multilingual corpus of public sign can be one of the important ways to minimize the translation errors of signage as well as rectify the incorrect use of language in public space. In effect, such a strategy is technologically feasible, functionally necessary and theoretically foresighted through the collaboration between academic researchers and technology developers. Once the idea of creating such a corpus becomes reality, its potential application value is immeasurable. It will not only be able to meet the increasing demand for better language service in public areas, providing a technical solution for improving the situation of language use in the real world, but also provide high-quality corpus resources for language researchers to carry out relevant empirical studies.

5. Conclusion

Taking the informational and symbolic function of linguistic landscape as the theoretical framework, this paper investigated the overall situation of schoolscape in the educational field from the following five dimensions: selection of language, type of public sign, translation of signage, cultivation of ideology and power of Western culture. Also, in this paper, the writer tried to explore the interaction between language and ideology, as well as the relationship between language and society. In addition, through the statistical and descriptive analysis done on the corpus collected, this paper put forward the fundamental strategies of linguistic landscape construction from political, institutional, academic and technological levels.

Guided by the goal of educational globalization, it is of great significance to shape a language environment where multiple languages co-exist in a harmonious way, and it is also of great importance to construct a cultural context where diverse cultures co-prosper in a friendly way. In the long run, the creation of linguistic landscape in the educational field should accordingly explore its way towards this direction. It should not only consider the communicative function of linguistic landscape, i.e. carrying information and serving audiences, but also attach importance to the research value of linguistic landscape during the process of language teaching and learning. Further, the in-depth interaction between linguistic landscape and real society is worth more exploration.

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