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The Signboard as Classroom: Japanese Restaurant Toponyms as Authentic Materials for Context-Based Japanese Language Learning in Bali

Kanah[1], Harisal[2*], Wahyuning Dyah[3], M. Wahyuddin Masdin[4]
Department of Tourism, Politeknik Negeri Bali[1234]), Bali, Indonesia

harisal@pnb.ac.id*

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Abstract

This study explores the pedagogical implications of Japanese restaurant toponyms in Bali as authentic materials for context-based Japanese language learning. Building on prior findings that classified 95 restaurant names into five typologies and identified their gastropological representation, the study treats the culinary linguistic landscape as a pedagogical resource. It employs a descriptive-qualitative method with a qualitative content analysis design; the corpus of 95 names, collected through field observation, signage documentation, and digital tracing across Denpasar, Kuta, Sanur, and Jimbaran, was analyzed for its pedagogical affordances by mapping linguistic and cultural features to learning objectives relevant to Japanese for tourism and hospitality. The findings identify four pedagogical affordances: authentic vocabulary learning through the culinary lexicon; cultural understanding through the semantic analysis of philosophical-symbolic names; morphological and orthographic awareness through hybrid and anthroponymic names; and environment-based authentic learning that positions Bali's tourist areas as a living language laboratory. These affordances are consistent with the view that the linguistic landscape provides authentic input for second language acquisition. The study proposes a context-based learning model in which restaurant toponyms function as needs-based authentic materials for students in tourism and hospitality programs, bridging classroom instruction and real-world language use. It concludes that culinary toponymy constitutes a sustainable, locally available, and motivating resource for Japanese language education grounded in the tourism context.

Keywords: authentic materials; japanese language learning; linguistic landscape; restaurant toponyms; tourism

Introduction

As an international tourism destination, Bali hosts a rapidly growing number of Japanese restaurants whose signage fills the public space with Japanese vocabulary, paralleling the broader expansion and local adaptation of Japanese cuisine in Indonesia (Fatimah, R., & Panjaitan, 2025). These signs form part of the linguistic landscape (LL), the public space in which written language represents identity and constructs cultural images (Begum & Sinha, 2021; Gorter & Cenoz, 2023; Hatoss, 2023). For learners of Japanese, especially those in tourism and hospitality programs, this landscape is more than a backdrop: it is a reservoir of authentic, contextually situated language input.

Empirical studies of the linguistic landscape in Bali and in tourist towns have shown that signage functions as a representation of cultural identity and market orientation rather than as mere commercial labeling (Khazanah & Kusumaningputri, 2021; Mulyawan, Paramarta & Suparwa, 2022; Rastitiati & Suprastayasa, 2022; Wulansari, 2020). At the same time, the

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internationalization of Bali's tourism industry has increased the demand for Japanese-language competence among hospitality workers, making Japanese for tourism and hospitality an area in which authentic, locally grounded materials are especially valuable. The signage that learners pass every day thus represents an underused but readily available teaching resource.

Prior research on this corpus classified 95 Japanese restaurant names in Bali into five typologies, such as culinary-descriptive, philosophical-symbolic, anthroponymic, hybrid-global, and referential-geographic on the basis of toponymy and semiotic theory (Blair & Tent, 2021; Harun, Bakry, Rahman, Amos & Johari, 2023), and identified the gastropological values they represent (Fernandes, Costa & Cerveira, 2024). Those findings establish that restaurant names are linguistically and culturally rich artifacts. What remains underexplored is how such culinary toponymy can be mobilized pedagogically. This article therefore shifts the focus from describing the landscape to using it, asking how the typological and gastropological findings can inform context-based Japanese language learning.

This shift is consistent with earlier work on the linguistic landscape that treats public signage not merely as a descriptive object but as a site where language ideology, market forces, and civic identity intersect. Siziba & Maseko (2024), studying bottom-up shop signage in Bulawayo, showed that commercially motivated language choices reproduce broader hierarchies of linguistic legitimacy even without top-down regulation. Atta (2021) similarly demonstrated, in urban Pakistan, that the scripts displayed on shopfronts index hybrid identities that official signage alone does not capture; and Gorter & Cenoz (2023) panorama of the field notes that the pedagogical uses of the landscape remain comparatively underexplored relative to its descriptive uses. Read alongside these studies, the present corpus of Japanese restaurant names in Bali offers a case in which bottom-up commercial signage, rather than official or regulatory signage, becomes the primary site of language contact—precisely the kind of naturally occurring, learner-accessible text that these frameworks identify as pedagogically promising but rarely operationalized into concrete classroom practice.

The pedagogical potential of the LL is well established in applied linguistics. (Gorter, Cenoz & van der Worp (2021) argue that the linguistic landscape, with its symbolic and informative functions and its multimodal, multilingual character, provides an additional source of input for second language acquisition, including the development of pragmatic and incidental vocabulary competence. Gorter (2018) extends this to the schoolscape and the broader use of public-space language in education. These perspectives resonate with the long-standing argument that authentic materials, such as texts produced for real communicative purposes rather than for teaching, enhance motivation and expose learners to language as it is actually used (Akbari & Razavi, 2016). In the Japanese-language context,

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media-based and innovative approaches have likewise been shown to strengthen learners' acquisition of vocabulary and orthography (Alifiarti, 2023).

Three strands of theory anchor the present study. The primary lens is the linguistic landscape as a source of input: following Landry, R., & Bourhis (1997), public signage has both an informational and a symbolic function, and Gorter, Ceno & van der Worp (2021) extend this to language learning by arguing that such signs offer multimodal input that learners can notice and analyze. This is consistent with Krashen's (1982) input hypothesis, in which acquisition depends on meaningful, comprehensible input, and signage supplies that input in situated and repeatedly encountered form. The second strand is the principle of authentic materials (Akbari, F., & Razavi, 2016), which holds that texts produced for real communicative purposes raise motivation and prepare learners for real language use. The third is context-based learning, which holds that learners grasp meaning more readily when content is connected to the setting in which it will be used (Johnson, 2002), combined with needs analysis in language for specific purposes (Hutchinson, T., & Waters, 1987), which justifies selecting content from the tourism workplace. In this study the three strands operate together: the linguistic landscape supplies the input, authenticity qualifies its quality, and context-based, needs-driven design determines how it is used in class. The typological and gastropological findings of the earlier study (Blair & Tent, 2021; Fernandes, Costa & Cerveira, 2024) serve as the analytical lens through which this input is sorted into pedagogical categories.

A recurring concern in foreign-language pedagogy is the gap between the language presented in textbooks and the language learners actually encounter in use. Textbook dialogues are often idealized and stripped of the variation, abbreviation, and creative spelling found in real signage. Restaurant toponyms, by contrast, present language in its naturally occurring form, complete with the orthographic mixing and lexical borrowing characteristic of public space. Exposing learners to this variation, with appropriate guidance, helps them bridge the gap between controlled classroom input and the unpredictable language of authentic service encounters.

The urgency of this inquiry lies in the mismatch between the abundance of Japanese-language input in Bali’s public space and the limited extent to which that input is used in Japanese instruction. Japanese programs in tourism and hospitality are expected to prepare graduates for service encounters with Japanese-speaking guests, yet teaching often relies on textbook content that, as studies of foreign-language textbooks show, departs from language as it is actually used (Gilmore, 2007) and is only loosely connected to the vocabulary, scripts, and cultural references learners will meet in their future workplaces. Without a systematic way of turning the surrounding linguistic landscape into teaching material, a locally available and continually renewed resource remains unused, and instructional content risks drifting away from learners’ actual communicative needs.

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Despite this, there is little research that connects culinary toponymy in a tourist destination to the design of authentic, needs-based materials for Japanese language learning. Therefore, this study intends to analyze the pedagogical implications of the typology and gastropological representation of Japanese restaurant toponyms in Bali and to propose a context-based learning model. Accordingly, the research question is: how do the typology and gastropological representation of Japanese restaurant toponyms in Bali inform context-based Japanese language learning?

The novelty of this study lies in three contributions. First, whereas linguistic landscape research in Bali and other tourist destinations has largely been descriptive, documenting language choice, multilingualism, and identity, this study moves from describing the landscape to using it for teaching, and does so for Japanese restaurant toponyms, which, to our knowledge, have not previously been examined as teaching material. Second, it links a toponymic typology and a gastropological reading, two lenses usually applied for description, directly to learning objectives and classroom activities, so that each name type is matched to a distinct pedagogical affordance. Third, it proposes a context-based learning model for Japanese for tourism and hospitality that is derived from locally observed data rather than from imported or purely textbook content.

Method

This study employs a descriptive-qualitative method with a qualitative content analysis design (Moleong, 2016). It draws on a corpus of 95 Japanese restaurant names collected through purposive sampling from the Kuta, Denpasar, Sanur, and Jimbaran areas between April and June 2026 via non-participant field observation, photographic documentation of signage, and tracing of digital platforms. The same corpus that was previously classified into five typologies and analyzed gastropologically serves here as the object of pedagogical analysis.

Data collection combined non-participant observation and documentation with brief, unstructured interviews with restaurant owners, managers, or staff who could clarify the intended meaning behind a name; this step was particularly important for interpreting the semantic and connotative layers of philosophical-symbolic and anthroponymic names, which are not always recoverable from the signage alone. To support the validity of these interpretations, the study applied source triangulation, such as cross-checking observational, documentary, and interview data, together with the member checking reported below. In addition, the frequency of each typology within the 95-name corpus was categorized using a four-level scale (dominant, high, moderate, and low) adapted from conventions for describing nominal distributions and descriptive percentages (Arikunto, 2016) which allows the corpus profile summarized in section 3.1 to be described in both quantitative and interpretive terms.

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The analysis proceeded by mapping the linguistic and cultural features of each typology onto learning objectives relevant to Japanese for tourism and hospitality, following the principle that the linguistic landscape can function as authentic input for language acquisition (Akbari & Razavi, 2016; Gorter, Cenoz & van der Worp, 2021). For each typology, the lexical, morphological, orthographic, and cultural-semantic features were identified, and corresponding learning objectives and illustrative classroom activities were derived. The pedagogical interpretations were refined through member checking with Japanese-language instructors experienced in tourism-oriented programs.

Finding

1. The corpus as authentic input

The 95 restaurant names constitute a compact but rich body of authentic input. Orthographically, the signage combines romanized Japanese with hiragana (ひらがな), katakana (カタカナ), and kanji (漢字), often alongside English and Indonesian. Lexically, the corpus is dominated by culinary terms and culturally loaded words. This combination makes the corpus suitable for a range of learning objectives, from basic vocabulary recognition to intercultural interpretation. Read against the five typologies, the corpus yields five pedagogical affordances, summarized in Table 2.

The orthographic profile of the corpus is itself pedagogically valuable. Many signs present the same name in more than one script or language Romanized Japanese alongside kanji (漢字), or katakana (カタカナ) rendering of foreign elements offering ready-made contrastive examples for teaching the writing system. The distribution of the names across Kuta, Denpasar, Sanur, and Jimbaran also allow learners to compare how naming strategies vary with market segment, connecting language form to social context. In this sense the corpus supports not only the learning of individual items but also an awareness of language variation across space.

Quantitatively, the corpus is not evenly distributed across either typology or location, and this distribution itself carries pedagogical significance. By area, Kuta accounts for the largest share of the sample (46 names, 48.5%), followed by Denpasar (25 names, 26.3%), Sanur (12 names, 12.6%), and Jimbaran (12 names, 12.6%), broadly reflecting differences in tourist density and market segment across the four areas. By typology, the culinary-descriptive category is dominant (40 names, 42.1%), followed by the philosophical-symbolic (21 names, 22.1%) and anthroponymic (17 names, 17.9%) categories at a high-to-moderate frequency, while the hybrid-global (10 names, 10.5%) and referential-geographic (7 names, 7.4%) categories occur at a moderate-to-low frequency, as summarized in Table 1. For pedagogical sequencing, this distribution suggests a natural progression from the most frequent and lexically transparent typology—an efficient entry point for lower-proficiency

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learners—toward the least frequent but most culturally demanding typologies, which are better suited to learners who already have some communicative competence.

Table 1. Frequency distribution of restaurant name typologies (n = 95)

Typology	Frequency	Percentage	Category
Culinary-descriptive	40	42.1%	Dominant
Philosophical-symbolic	21	22.1%	High
Anthroponymic	17	17.9%	Moderate
Hybrid-global	10	10.5%	Moderate
Referential-geographic	7	7.4%	Low

Source: field observation and documentation (2026)

Table 2. Pedagogical affordances of Japanese restaurant toponyms in Bali

Typology	Linguistic / Cultural Feature	Learning Objective	Illustrative Activity
Culinary-descriptive	Culinary lexicon (sushi 寿司, ramen ラーメン, udon うどん)	Authentic, needs-based vocabulary	Vocabulary mapping from signage photographs
Philosophical-symbolic	Cultural concepts (omotenashi おもてなし, ichigo ichie 一期一会)	Intercultural competence	Semantic discussion of name meanings
Anthroponymic	Personal and family name structure	Onomastic and sociocultural awareness	Analyzing the composition of names
Hybrid-global	Word formation and script mixing	Morphological and multilingual awareness	Contrastive analysis of hybrid names
Referential-geographic	Place names and regional cuisine	Geographic-cultural literacy	Mapping cities to culinary specialties

Source: field observation and documentation (2026)

2. Pedagogical affordances

2.1. Authentic vocabulary learning

Names in the culinary-descriptive typology contain Japanese culinary vocabulary with high frequency in the tourism industry. Terms such as sushi (寿司), ramen (ラーメン), udon (うどん), oden (おでん), and izakaya (居酒屋) are immediately usable and contextually relevant, supporting needs-based learning in which content is selected according to learners' real communicative requirements. Because the words are encountered on actual signage rather than in decontextualized lists, they exemplify the authentic input that strengthens motivation and retention (Akbari & Razavi, 2016; Gorter, Cenoz & van der Worp, 2021). For tourism and hospitality students, this vocabulary is directly transferable to workplace

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interactions with Japanese-speaking guests, and media-supported reinforcement can further consolidate the acquisition of such lexis and its orthography (Alifiarti, 2023).

Beyond individual lexical items, this typology also carries a layer of cultural meaning that can be unpacked in class: dishes such as sushi, ramen, and udon function as culinary icons, condensed symbols that stand in for an entire national cuisine (Fernandes, Costa & Cerveira, 2024). Consider oden (おでん), a winter stew associated in Japan with seasonal comfort and family gathering; a name such as *Oden ya* transplants that association into a tropical tourist setting, so that teaching the word also invites a short discussion of the seasonal and social connotations the dish carries in its country of origin. Framing vocabulary items in this way turns a simple naming exercise into an opportunity for learners to notice that culinary words are rarely semantically neutral.

2.2. Cultural understanding through language

The philosophical-symbolic typology offers authentic data for discussing Japanese cultural values in the language classroom. Analyzing the semantics of names such as *Okaeri* (おかえり, 'welcome home') and *Yorimichi* (寄り道, 'a stop along the way') opens a path to concepts such as omotenashi (おもてなし, hospitality) and ichigo ichie (一期一会, the uniqueness of each encounter), while reflection on aesthetic concepts such as wabi-sabi (侘び寂び) and zen (禅) deepens learners' intercultural understanding. Rather than presenting culture as separate from language, this approach treats the restaurant name as a point of entry into the cultural meanings encoded in Japanese, fostering the intercultural competence increasingly emphasized in foreign-language education.

A concrete classroom sequence might begin with learners photographing such names, proceed to a guided discussion of their literal and connotative meanings, and culminate in a short presentation in which learners explain the cultural value a name evokes. This moves cultural learning from passive exposure to active interpretation and production, anchoring abstract concepts in tangible, locally observed examples.

Other names in this typology extend the same principle to different symbolic domains. *Hinotori* (火の鳥), invoking the phoenix of Japanese folklore, frames the dining experience as one of transformation and renewal, while *Gyutama* (牛玉, literally 'beef ball') foregrounds a discourse of craftsmanship and product quality rather than mere naming. Read through (Harun, Bakry, Rahman, Amos & Johari (2023) semiotic account of connotative brand meaning, such names operate on a connotative level: they do not only label a restaurant but construct a small narrative about what Japanese dining is supposed to feel like. Asking learners to compare the literal (denotative) and connotative readings of a single name is therefore a compact but effective way of introducing semiotic analysis alongside vocabulary learning.

2.3. Morphological and orthographic awareness

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The hybrid-global and anthroponymic typologies provide rich material for analyzing the structure of the Japanese language. Hybrid names such as *Yakiniku Gila* and *Mr. Takoyaki* invite contrastive analysis of word formation and the mixing of scripts and languages, illustrating how Japanese morphemes combine with English and Indonesian elements—a phenomenon explained through glocalization (Kimambo, 2025). Anthroponymic names support discussion of the composition of Japanese personal and family names, while the signage itself, which juxtaposes hiragana (ひらがな), katakana (カタカナ), and kanji (漢字), provides authentic examples for teaching the Japanese writing system and the functional division among its scripts. Such activities cultivate the morphological and orthographic awareness essential to applied Japanese linguistics.

Further examples sharpen this analysis. *Rumah Sushi Bali* combines the Indonesian noun *rumah* ('house') with the Japanese loanword *sushi* and the place name *Bali*, producing a three-language compound that models, in miniature, the layering process typical of glocalized branding (Kimambo, 2025). Anthroponymic names similarly reward morphological attention: Japanese family names are themselves compact texts, often combining a kanji for a natural feature (mountain, field, forest) with one denoting a settlement or structure, so that decomposing such a name becomes a short lesson in kanji semantics as well as in naming conventions. These activities give learners practice in segmenting and interpreting compound forms, a skill directly transferable to reading unfamiliar signage encountered outside the classroom.

2.4. Environment-based authentic learning

Finally, the corpus demonstrates that Bali's tourist areas can serve as a living language laboratory. Through environment-based learning, students can observe, document, and analyze the use of Japanese in real public space, collecting their own signage data and interpreting it in class. This positions learners as active investigators of the linguistic landscape, in line with the argument that the LL is an additional and authentic source of input for second language acquisition (Gorter, Ceno & van der Worp, 2021). Because the resource is freely available, locally embedded, and continually renewed as new restaurants open, it constitutes a sustainable pedagogical asset that links classroom instruction to the authentic language use of the surrounding tourism environment.

This affordance can be operationalized using the same data-collection logic applied in this study: students conduct brief, low-stakes interviews with restaurant staff to verify the meaning behind a name, then cross-check that account against the visual and textual evidence on the signage itself. Rehearsing this small-scale triangulation gives learners not only linguistic practice but also a realistic model of how meaning in the linguistic landscape is negotiated and confirmed in actual service encounters, rather than assumed from the written form alone.

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2.5. Geographic-cultural literacy

A fifth affordance, anchored in the referential-geographic typology, addresses geographic-cultural literacy: the ability to associate a Japanese place name with the culinary tradition it is known for. *Maizuru Sushi*, for instance, references Maizuru, a port city in Kyoto Prefecture recognized for high-quality seafood, so that the name implicitly promises freshness and maritime provenance before a menu is even opened. *Kyoto Country Club* draws on a different register of the same mechanism, trading on Kyoto's reputation for refined, ceremonial cuisine, kaiseki's multi-course presentation and the understated elegance of yudofu to signal an elevated dining register. In gastropological terms, both names function as a form of gastro-geographic signaling, in which a place name stands in for an implied set of quality and tradition claims (Fernandes, Costa & Cerveira, 2024).

For classroom purposes, this typology supports a mapping activity in which learners plot the Japanese place names encountered in Bali's restaurant signage onto a map of Japan and research the culinary specialty each location is known for. Because this typology is the least frequent in the corpus (see Table 1), it is best introduced once learners already command the basic culinary vocabulary from the culinary-descriptive typology, positioning it as an enrichment activity for more advanced or curious learners rather than a starting point.

3. Toward a context-based learning model

Taken together, the five affordances suggest a context-based learning model in which Japanese restaurant toponyms function as needs-based authentic materials for tourism and hospitality students. In this model, the five typologies act as an organizing framework: the culinary-descriptive typology anchors vocabulary objectives; the philosophical-symbolic typology anchors intercultural objectives; the hybrid-global and anthroponymic typologies anchor structural and orthographic objectives; and the referential-geographic typology anchors geographic-cultural literacy. Field documentation of signage links these objectives to direct observation, while classroom analysis connects them to systematic linguistic and cultural reflection. The model thus bridges formal instruction and real-world language use, addressing the specific needs of learners who will use Japanese in the tourism industry and transforming the culinary linguistic landscape of Bali into a coherent, motivating, and sustainable curriculum resource.

Embedded in a tourism and hospitality curriculum, this model also supports broader graduate competencies. Documenting and analyzing signage develops observation, classification, and presentation skills alongside language proficiency, while the focus on cross-cultural meaning cultivates the intercultural sensitivity expected of hospitality professionals. The model therefore contributes not only to language objectives but also to the wider professional formation of students who will mediate between Japanese-speaking guests and the local tourism industry.

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This distribution also intersects with a broader debate about cultural sustainability in tourism. The dominance of the culinary-descriptive and hybrid-global typologies suggests that many naming choices prioritize immediate market legibility over deeper cultural signaling, a pattern that can be read as a form of cultural commodification (Bai & Weng, 2023). The philosophical-symbolic and referential-geographic typologies, though less frequent, carry the greater potential to deepen tourists' and students' cultural literacy precisely because they demand more interpretive effort. A context-based curriculum that foregrounds these less-frequent typologies alongside the more common ones therefore does more than teach vocabulary: it also models a more culturally sustainable way of engaging with the linguistic landscape, in which language learning and the preservation of cultural depth reinforce rather than compete with each other.

4. Practical considerations for implementation

Before turning to implementation, it is important to show how the findings above follow from the study's theoretical and methodological framework. Methodologically, each affordance is the product of the mapping procedure described in the Method section: the lexical, morphological, orthographic, and cultural-semantic features of every typology were identified through qualitative content analysis, matched to learning objectives and classroom activities, and verified through source triangulation and member checking with experienced instructors. Theoretically, the affordances correspond to the strands outlined in the Introduction. Authentic vocabulary learning (2.1) and orthographic awareness (2.3) illustrate the input function of the linguistic landscape (Gorter, Cenoz & van der Worp, 2021; Landry, & Bourhis, 1997): learners meet lexis and scripts as they appear in public space, which is the kind of meaningful input that Krashen (1982) considers necessary for acquisition. Cultural understanding (2.2) and geographic-cultural literacy (2.5) draw on the symbolic function of signage and on the semiotic reading of connotative meaning (Harun, Bakry, Amos & Johari, 2023), together with gastro-geographic signaling (Fernandes, Costa & Cerveira, 2024). Environment-based learning (2.4) is the most direct expression of context-based learning (Johnson, 2002) because students collect and interpret data in the setting where they will later work.

The same alignment explains why the frequency profile in Table 1 matters for sequencing. Because needs analysis (Hutchinson & Waters, 1987) favors content of the greatest relevance and frequency, the dominant culinary-descriptive typology is introduced first, while the less frequent typologies, which demand more interpretive effort, are positioned later as learners' competence grows. The learning model in section 3 is therefore not an arbitrary list of activities but the pedagogical consequence of combining the typological findings with the theoretical principles above.

Implementing this model in tourism and hospitality programs calls for a project-based design in which signage documentation becomes a recurring field task feeding into classroom

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analysis. A typical cycle would move from collecting photographs of restaurant names, to classifying them by typology, to extracting target vocabulary and cultural concepts, and finally to role-play or service-encounter simulations that reuse the items in context. Such a cycle operationalizes needs analysis by deriving content from the very environment in which learners will work, and it integrates language skills around an authentic, visually salient stimulus that learners can revisit outside the classroom.

Several considerations temper this potential. The romanization on signage is inconsistent and does not always follow Hepburn conventions, so teacher mediation is required to relate the written form to standard pronunciation and orthography. The cultural concepts encoded in philosophical-symbolic names may exceed beginners' proficiency and therefore need scaffolding and graded interpretation. Moreover, the corpus is weighted toward food-related lexis, so it complements rather than replaces a structured syllabus. With appropriate sequencing and teacher guidance, however, these limitations are manageable, and the resource retains its principal advantages of authenticity, local availability, and motivational salience.

Conclusion

The typology and gastropological representation of Japanese restaurant toponyms in Bali carry significant pedagogical implications for context-based Japanese language learning. The corpus affords authentic vocabulary learning through the culinary lexicon, cultural understanding through the semantic analysis of philosophical-symbolic names, morphological and orthographic awareness through hybrid and anthroponymic names, and environment-based authentic learning that positions Bali's tourist areas as a living language laboratory. On the basis of these affordances, the study proposes a context-based learning model in which restaurant toponyms serve as needs-based authentic materials for tourism and hospitality students, bridging classroom instruction and real-world use. Culinary toponymy thus constitutes a locally available, motivating, and sustainable resource for Japanese language education grounded in the tourism context.

The novelty of this study lies in shifting linguistic landscape research on restaurant signage from description to pedagogy: it is among the first to treat Japanese restaurant toponyms in a tourist destination as authentic teaching material, to link a toponymic typology and gastropological reading explicitly to learning objectives and classroom activities, and to propose a context-based model for Japanese for tourism and hospitality that is derived from locally observed data.

This study is conceptual and corpus-based; further research is recommended to develop and empirically test concrete teaching modules and to measure their effect on learners' vocabulary acquisition, intercultural competence, and motivation.

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