Linguistic Landscapes as a Tool in the Foreign Language Classroom

Diane Richardson
Department of German Studies
University of Arizona
June 6-7, 2016

CERCLL 2016 Summer Professional Development Workshop Series
Texts Across Contexts: Teaching Foreign Languages and Cultures

Please write down 1-2 sentences about the picture I handed you – whatever you feel inclined to write about!

Introductions

1. Name
2. Teaching context & language
3. Expectations & goals for workshop
4. Please share the 1-2 sentences about your picture

Workshop Description

*"This workshop will provide **language instructors of all levels with concrete ideas** for assisting their students in navigating the linguistic landscapes of various communities and spaces."*

Linguistic Landscapes as Springboard for (Spoken, Written, Reflective) Communication

Themes that emerged from participant discussion of Linguistic Landscape pictures during introductions

- <u>Concrete descriptions</u>: "This is a picture of…"

- <u>Giving opinions</u>: "I (don't) like this picture, because…"

- <u>Associative responses</u>: "This picture reminds me of…"

- <u>Affective responses</u>: "This picture makes me feel…"

- <u>Speculative/Interpretive responses</u>: "I wonder who did this, who took this picture, where, when, why…"; "I think this might be/ mean / symbolize…"

Overview of Workshop

Day 1

- Linguistic Landscape Studies (LLS): Key Concepts
- Educational Perspectives on Linguistic Landscapes (LL): Key Concepts
- Designing LL Activities for Language Teaching: Key Concept and Examples

Day 2

- Investigating the LL of campus
- Developing LL Activities and Assessments: Workshop
- Wrap-Up: LL-inspired Activities, Resources, Projects

Linguistic Landscapes as "Texts across Contexts"
CERCLL 2016 Summer PD Workshop Series

- Workshop 1: Text-Based Assessment Practices (Allen & Paesani)
  – Multiliteracies pedagogy
  – Interpersonal, presentational, interpretive communication

- Workshop 2: Teaching Texts as Genres (Maxim)
  – Selecting, sequencing, teaching, producing, assessing texts
  – Communicative, schematic, linguistic features

polleverywhere.com

- How familiar are you with the idea or field of Linguistic Landscapes?
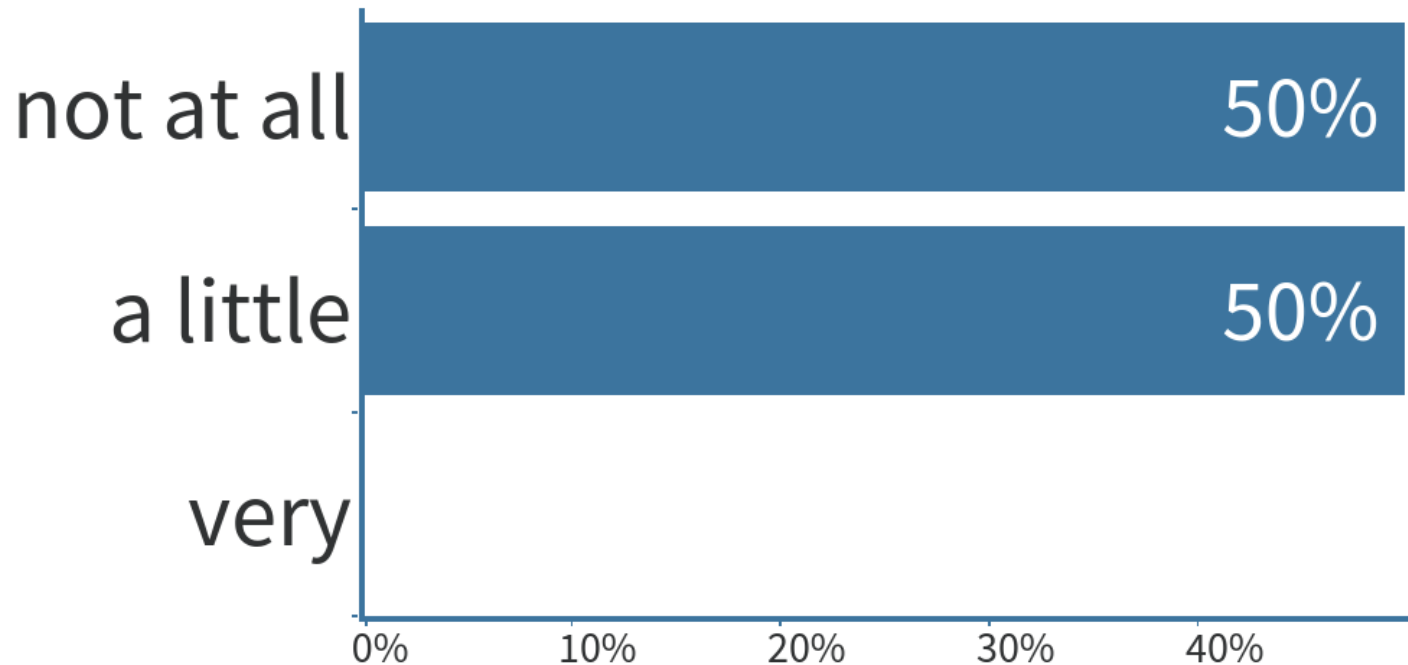
- How would you define Linguistic Landscapes?

CERCLL PD Participant Responses, June 6, 2016

How would you define Linguistic Landscapes?

Respond at **PollEv.com/dianerichard072** 📱 Text **DIANERICHARD072** to **+1 (747) 444-3548** once to join, then text your message

"The literacy that exists in the world around us on buildings, architectural constructions, clothing, etc."
about 9 hours ago

"Interpreting "language" from one's own environment to their culture and other cultures"
about 9 hours ago

"Language and illustrations go hand on hand to help us learn different languages"
about 9 hours ago

":D"
about 9 hours ago

"how texts interact with physical spaces and create dynamic meaning"
about 9 hours ago

"Things that are in the environment that are used to spark language learning."
about 9 hours ago

"It is the linguistic ecology that stands out visually in the way of a network for cultural, commercial, social, political or educational purposes."
about 9 hours ago

"Any object, text that is part of our surroundings"
about 9 hours ago

"how language (different modes) works within the landscape of the language and its culture(s)??????"
about 9 hours ago

CERCLL PD Participant Responses, June 6, 2016 (Word Cloud of Keywords From Full Responses)

Linguistic Landscape and Ethnolinguistic Vitality:
An Empirical Study

- "the **visibility and salience of languages** on **public and commercial signs** in a given territory or region" (Landry & Bourhis, 1997, p. 23)

- "road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings" (Landry & Bourhis, 1997, p. 25).

Background and Impetus: Why do Linguistic Landscapes matter?

Just as geographic landscapes influence the various lifestyle choices we make, our feelings, moods, experiences, *etc.* so too can the linguistic landscapes influence those and other aspects of life.
Music from Glenn Weyant (The Sonorous Desert City Project & Mauerkrankheit)
http://www.sonicanta.com/

Taken June 5, 2016 on University Blvd., Tucson, Arizona outside of Gentle Ben's

Background and Impetus: Why do Linguistic Landscapes matter?

- Where do you think this picture was taken and why? What clues are there?
- What other information about the establishment where this was taken might be gleaned from the text & images in the picture?
- What about this may have been for a German instructor particularly interesting?

taken in the restroom at Bentley's House of Coffee and Tea

Observe	- What do you notice first? - Describe what you see – what shapes, colors, words? - What about size and placement of words, objects, symbols etc.? - What other details do you see? - What is the atmosphere? How is that created?
Speculate	- What could the elements from the concrete description symbolize or mean? - What do you think was the intent of the text/image? Why?
Reflect / Evaluate	- What personal associations do you have with the image? - What emotions does it evoke? Why?
Question	- What do you still wonder about the image….who, what, when, where, why, how, etc.?

Adapted from Teacher's Guide for Analyzing Photographs and Prints provided by Library of Congress at http://www.loc.gov/teachers/usingprimarysources/guides.html

Background and Impetus for Teaching Linguistic Landscapes in the FL Classroom

Terrill, 2015, http://lauraterrill.wikispaces.com/Presentations

ACTFL National Standards for Foreign Language Education

- 5 Cs
- 3 Ps of Culture: Products, Practices, Perspectives
- 3 Modes of Communication: Interpretive, Interpersonal, Presentational

Background and Impetus for Teaching Linguistic Landscapes in the FL Classroom

MLA and Transcultural Competence
"…the ability to **comprehend and analyze** the **cultural narratives** that appear in **every kind of expressive**…"

"…learn to comprehend speakers of the target language as members of foreign societies and to grasp themselves […], as **members of a society that is foreign to others**" (MLA, 2007, p. 4)
http://www.mla.org/flreport

PAUSE – BREAK
Let's meet back in 15 minutes!

Picture taken at Berlin Technikmuseum, Summer 2015

a. b. STOP c. Einbahnstraße

d. e. f. P

g. h.

i. j.

Kontakte, 2017, Chapter 7, "On the go", p. 251

"Floating" Traffic Signs

Do you know these traffic signs? What do they mean?
1. This traffic sign means "stop".
2. One is not allowed to stop here.
3. Whoever comes from the right, has the right of way.
4. One is only allowed to drive in one direction here.
5. One is only allowed to bike here.
6. One is allowed to park on the sidewalk here.
7. No cars are allowed to drive here.
8. Caution bike riders!
9. This path is only for pedestrians.
10. No motorcycles are allowed to drive here.

My translations

1) **Try this task yourself and**
2) **With a partner consider the consider**
   - what the objectives of this task appear to be;
   - what difficulties language learners may have;
   - how this speaks to the MLA report / ACTFL standards.

- How is this traffic sign different? How does (or doesn't) it speak to the MLA report / ACTFL standards?
- What topics may emerge from discussion and analysis of this image?
- What difficulties may language learners have (or you in incorporating something like this)?

Picture taken by summer study abroad student in Leipzig (Germany), 2014

Official vs. unofficial use of language in public spaces is a question of

LANGUAGE POLICY

Other language policy issues in the US (Ruiz, 1994):

- literacy;
- education of language minority and deaf populations;
- official English/English-only movements;
- gender neutrality;
- endangered American Indian languages;
- FL education.

English-only signage in streetcar in Tucson, AZ June 2016

English and (*online translator service translated?*) Spanish signage in streetcar in Tucson, AZ, June 2016

**English and (*online translator service translated?*)
Spanish signage in streetcar in Tucson, AZ, June 2016**

(Semi-)Publicly visible signage in Berlin, Summer 2015
in restroom at the Office of the Chancellor
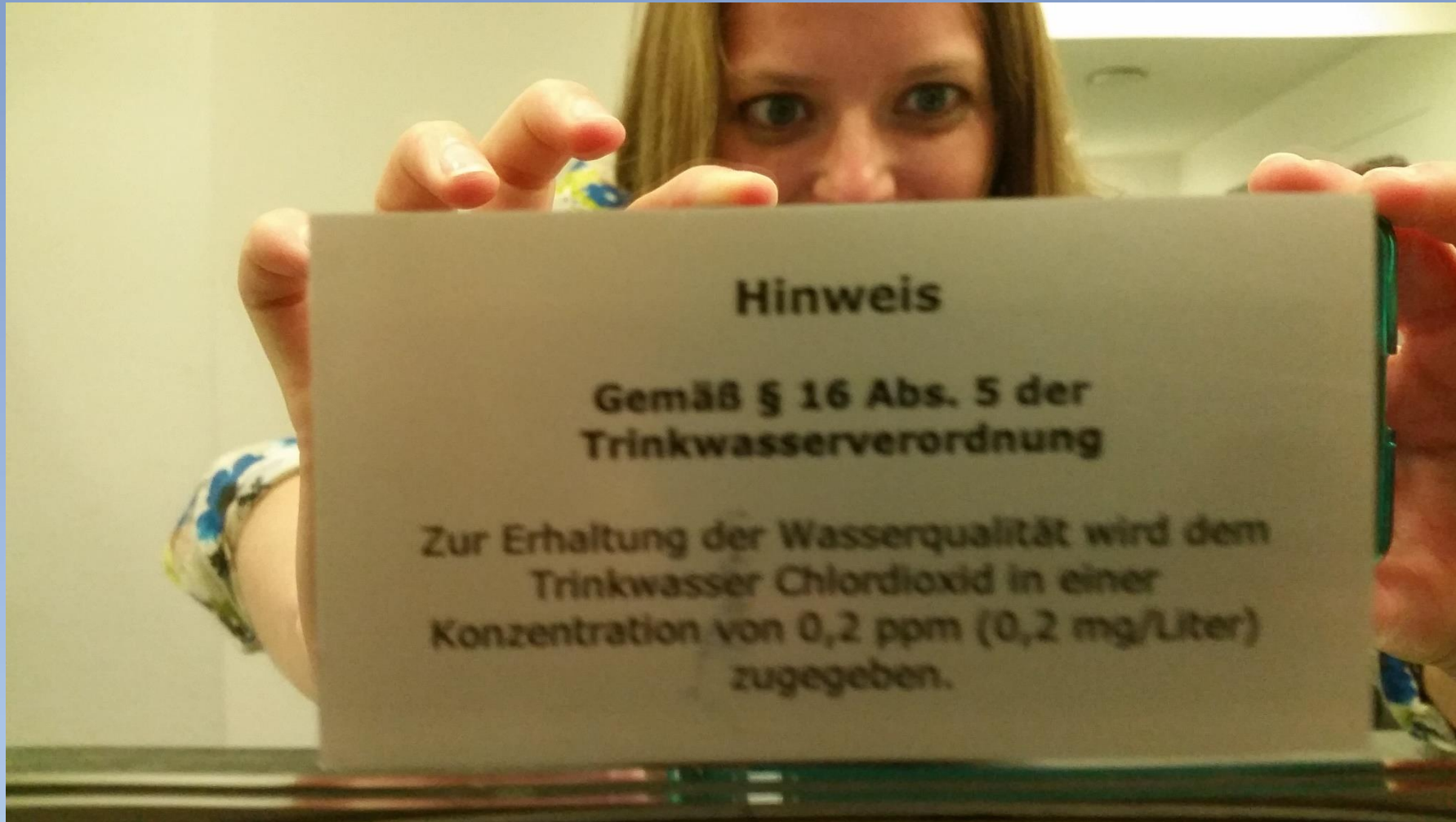
Publicly visible signage in Berlin, Summer 2015

Taken at Bayerischer Platz, looking for signs of the "Places of Remembering Memorial" that Eliezer Ben-Rafael presented on at LL7 workshop, May 2015

Publicly visible signage in Berlin, Summer 2015

Publicly visible signage in Berlin, Summer 2015

LUNCHTIME

Let's meet back in one hour!

Picture taken at Berlin Technikmuseum, Summer 2015

Expanding Studies of Linguistic Landscapes
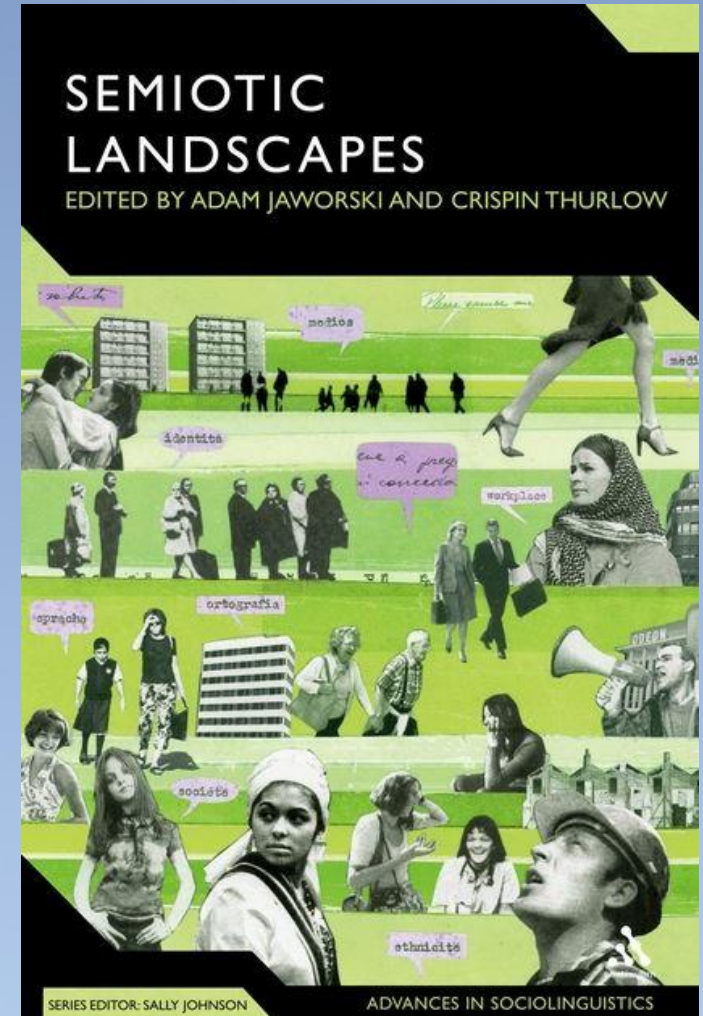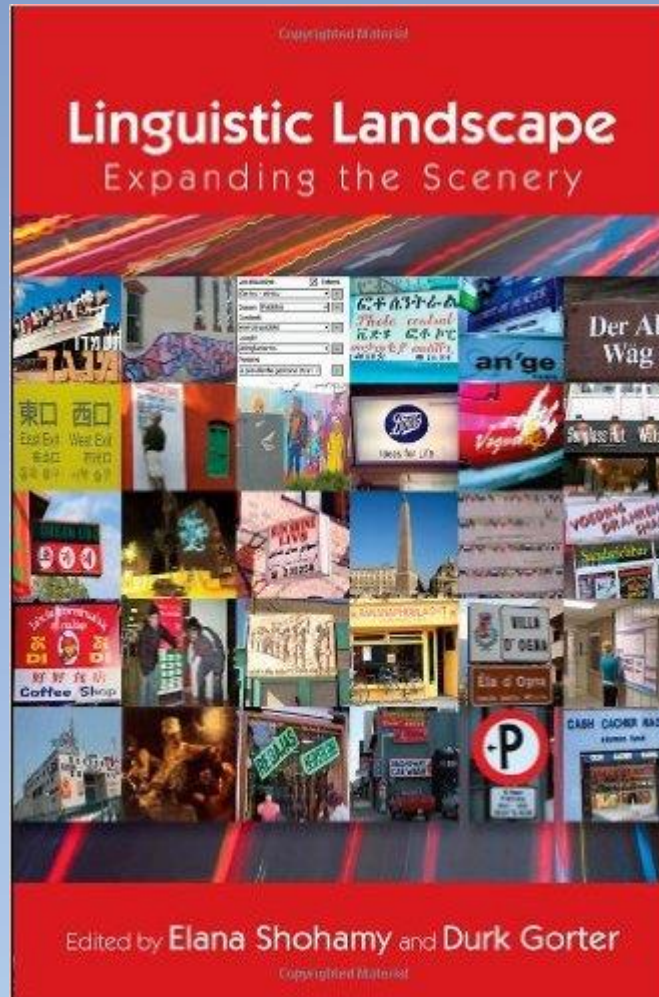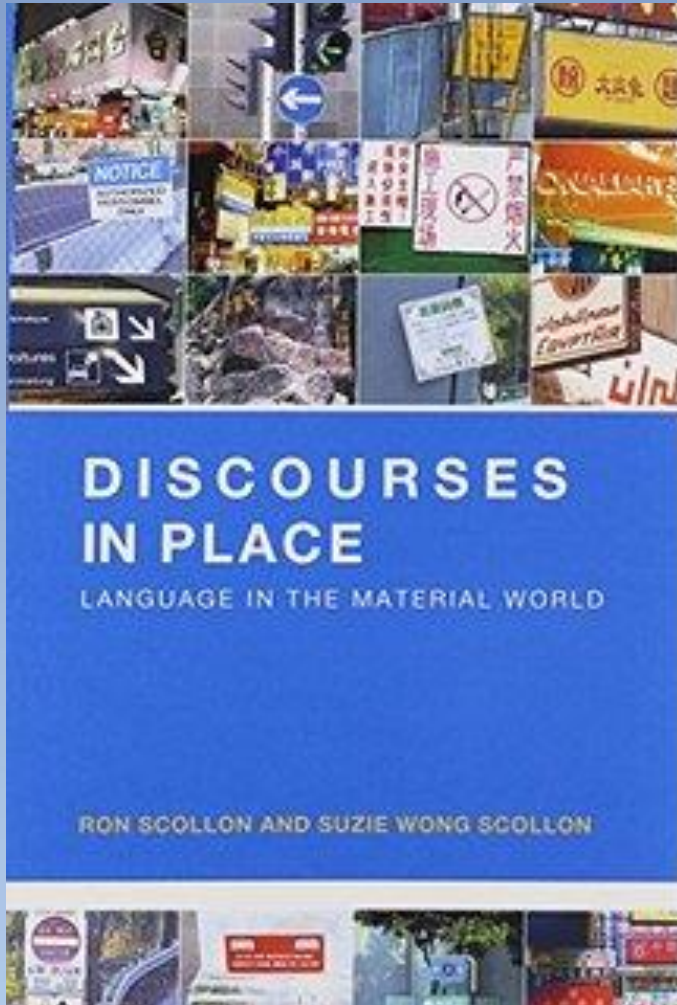
Linguistic Landscape: Expanding the Scenery

"beyond displayed 'written' texts of signs in multilingual versions and include verbal texts, images, objections, **placement in time and space** as well as **human beings**" (Shohamy & Waksman, 2009, p. 314 in Shohamy & Gorter)

- **Love sculptures** (Jaworski, 2015)
- **Soundscapes** (Backhaus, 2015)
- **Scentscapes** (Pennycook & Otsuji, 2015)
- **Skinscapes** (Peck & Stroud, 2015)

Semiotic Landscapes

"...all landscape is **semiotic**, i.e. its meaning is always construed in the act of **socio-cultural interpretation**..."

"...any (public) space with visible inscription made through **deliberate human intervention** and meaning making..."

"...the way **written discourse** interacts with **other discursive modalities**: visual images, nonverbal communication, architecture and the built environment" (Jaworski & Thurlow, 2011, p. 2)

Educational Perspectives on Linguistic Landscapes

Confronting children with "layered readings" of texts at the earliest stages of instruction, *i.e.* **Dagenais *et al*., 2009**

- Longitudinal Study (2005-2008):
  - Document elementary school students' contacts with a variety of languages in their communities
  - Describe how they co-construct representations of languages, language speakers and language learning in LA activities
  - Investigate how aspects of the LL serve as research and pedagogical tool

Step 1: Documenting the LL (Dagenais et al., 2009)

Vancouver	Montreal
- 132 signs totals: no monolingual English signs	- 221 total
- 34 unilingual (17 French, 17 other), 89 bilingual (40 F/E, 49 E/O), 9 multilingual	- 139 unilingual (108 F, 27 E, 4 O), 66 bilingual (51F&E, 11 F&O, 4 E&O), 16 multilingual
- 1 electoral/political sign, 7 personal/home-made signs, 105 commercial signs, 13 official signs, 6 community/religious signs	

Step 2: Student Activities & Research Methods (Dagenais *et al.*, 2009)

- Students observe and gather data on the LL and examine these (in comparison to or supplemented by the photos from researchers)

- Focal group (12 per class):
  - Observed/videotaped as they engaged in activities over a period of 4 months during grade 5 & 6
  - Interviewed in focus groups before and after implementation each year

- Interviews with teachers and parents on student responses and institutional structures

Language Awareness Activities (Dagenais *et al.*, 2009)

- **<u>Pen-Pal Activities:</u>** students exchanged information including letters, posters, photographs and video on their neighborhoods

- **<u>Categorization Activities</u>**: grouped photographs of their LL in categories

  – Aimed at shifting their attention from the

    - **horizontal axis** of LL (material aspects of signage/language) to

    - **vertical axis** (symbolic meanings contained in the signs)

Using the linguistic landscape as a pedagogical resource (Sayer, 2009)

Small-Scale Research Project

- EFL community in Mexico where public signs are used to analyze the social meanings of English

- Qualitative content analysis was used to categorize 250 pictures of signs in Oaxaca, developing a framework for future analysis and activities in the classroom

Themes/Social Meanings (Sayer, 2009)

1. English is advanced and sophisticated
2. English is fashionable
3. English is "being cool"
4. English is sex(y)
5. English for expressions of love
6. English for expressing subversive identities

Pedagogical Suggestions (Sayer, 2009)

- Students should model the study, acting themselves as researchers
- Students could examine other LLs to look at various aspects of the language, such as
  - **Vocabulary**: *i.e.* household inventory of all appliances and electronics with English words or discussion of English loan words in Spanish
  - **Idiomatic expressions**: *i.e.* English phrases found on clothing and backpacks (critical analysis of issues like gender/social status)
  - **Grammatical features**: discussion of non-standard forms of English used in public spaces)

Opening spaces of learning in the linguistic landscape (Malinowski, 2015)

- Postmodern approach to LLs
- Henri Lefebvre's *The production of space* (1991)
- Conceived, perceived, and lived spaces
- Document for language learning ideas, resources, and projects in the LL: http://bit.ly/1wQu7Lj

Recent AAAL Presentations on Linguistic Landscapes in Study Abroad Contexts

- Dubreil: French

- Lee & Choi: Korean

- Maxim: German

Questions that arise for (non-E)FL settings

- Are such activities relevant for language learners in more homogenous linguist neighborhoods / rural areas or in a setting in which the language being learned is otherwise not spoken nor highly visible in the LL?
  - **Incorporating LLs in such a setting (Bever & Richardson, 2015)**
    - to learn about, and raise awareness of multimodal, multilingual and multicultural world;
    - for integrating informal learning environments with formal schooling;
    - for exploring, negotiating, addressing and learning **through** and **about** languages, cultures, social practices, values and discourses
    - "**student as a researcher and LLs as a resource**"

The Study: Participants and LL Data Sources (Richardson, 2016)

10 Study Abroad participants, Summer 2014, Leipzig, Germany; 58 pictures

"Those who know nothing of foreign languages know nothing of their own." AGAINST CUTS. Student Council German Studies, Classics & Romance Studies @ Humanities Center of the University of Leipzig, Summer 2014
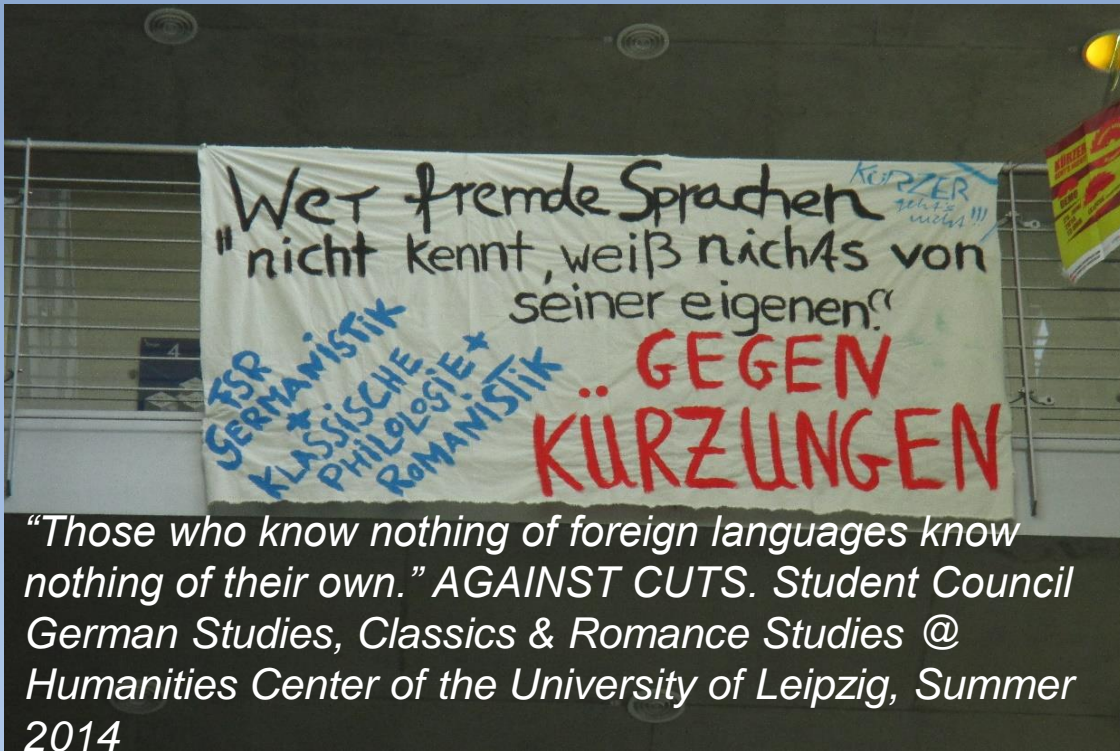
43 students from 3 sections of 4ᵗʰ semester German, Spring and Fall 2015; 79 pictures

Posted by participant, Spring 2015 http://germanfoodstation.com/

Course Tasks Related to LL Data (Richardson, 2016)

1) Pre-unit written reflection (Week 12)

2) Online posting of collected LL data (Week 12-14)

3) In-class activity with LL data from hometown (Week 15, Day 1)

4) In-class activities with LL data from abroad (Week 15, Day 2-3), including discussion with two of the study abroad participants

5) At-home written reflection (Week 15)

6) Final unit reflection (Week 16)

Expanding the Study – Spring 2016 (Richardson, Heiss, Marnell)

- Upper-level German conversation course at university:
  - *created map with pictures and written descriptions, submitted audio recording, planned campus tour for visiting high school students*
- High school students also came into 4th semester course at the university

  - *Completed LL activities in Oro Valley, AZ*
- In Fall 2016, college students to continue the project at local elementary school with a German program
- More to be presented at ACTFL 2016

PAUSE – BREAK

Let's meet back in 15 minutes!

Picture taken at Berlin Technikmuseum, Summer 2015

Questions still remain for many language instructors

- How can such activities/concepts be incorporated in a setting in which the language being learned is not spoken nor otherwise highly visible in the LL?

  - Translate the City: A Pedagogical Intervention into the Representational Logic of the Linguistic Landscape Image **(Malinowski, 2016, presentation at AAAL conference)**

    - @translateNHV on Twitter: https://twitter.com/translateNHV

    - 311-service allowing everyday folks to report "Translation Requests" to the city of New Haven: https://test.seeclickfix.com/new-haven

Virtual Linguistic Landscapes

Language use in publicly accessible virtual/digital spaces on the Internet

- Multilingualism in cyberspace: conceptualising the virtual linguistic landscape **(Ivkovic, D. & Lotherington, H., 2009)**

Multimodal Website Analysis (Global Power of English; Language Awareness)

Extension: Web Quest / Word Search (Raising Language Awareness)

Loan Words

– Sauerkraut

– Hefeweizen

– Bratwurst

– Liverwurst

– Wiener Schnitzel

– Oscar Mayer Wieners

– Hamburgers

Questions still remain for many language instructors…

- How can such activities/concepts be incorporated in a setting in which the language being learned is not spoken nor otherwise highly visible in the LL and where no computer lab and/or Internet access is available?
  - Linguistic and Semiotic Landscapes of Music Videos, Films, Postcards/Environmental Print (Richardson, 2016)

Music Video for song „Public Transportation"

by DOTA - Dota Kehr, *Die Kleingeldprinzessin & Die Stadtpiraten* (The Change Princess & The City Pirates)

"Utopia" – an entire song about the quote in this graffiti, which is shown in the "Public Transportation" music video (and reads WE DON'T WANT A PIECE OF THE CAKE WE WANT THE ENTIRE BAKERY, followed by the anarchist circle-A)

http://www.allmystery.de/i/t995da0_3357641.4f0a2bb5.560.jpg

Linguistic / Semiotic Landscapes of the Soccer Stadium (as depicted in films)

2006 Men's World Cup
Poland – Germany Game
Signal Iduna Park, Dortmund
Germany. A Summer's Tale (Wortmann, 2006)

1954 Final Game of Men's World Cup
(Hungary – Germany)
Wankdorf Stadium, Bern
Miracle of Bern (Wortmann, 2003)

Das machen wir heute.

"Silences" in the Linguistic / Semiotic Landscapes (*i.e.* that which was **not** depicted in Wortmann's documentary film from 2006**)**

Hooligans. A Different Summer's Tale (n-tv, 2006)

8 free postcards collected in Leipzig Summer 2014, summer of Germany's national men's soccer team world cup win

Campaign sponsored by a German automobile manufacturer

Advertisement for a mobile phone service company

NOTHING BUT SOCCER ON YOUR MIND?
Student Response: It plays with the truth, that everyone in Germany loves soccer (Blake, Fall 2015)

WHOEVER IS GAY, CAN'T PLAY SOCCER. THAT IS UNLESS HE WAS GERMAN CHAMPION. #REPARK YOUR MIND
Student Response: It is literary because it breaks down stereotypes and judgments. The postcard does it so simply and effectively (Bobbie, Fall 2015)

61

In activities related to these linguistic/semiotic landscapes, students displayed a sense of

- **connection to the language in use**

- **critical awareness of how linguistic / semiotic landscapes** can be used in the **establishment or the subversion of power** and

- **"literary thinking"** in the sense of looking twice, digging deeper, making connections between the literary, creativity, symbolic power of language, and the everyday

    (Richardson, 2016)

- For tomorrow bring textbook or materials that you already work with or start thinking about what other resources you could find to incorporate (whether websites, music videos, films, other realia)
- Be on the lookout for something relevant to your context in the LL and bring a picture of it with / post it to the GoogleDrive