Carnegie Mellon University

Exploring Multimodal Literacies through the Linguistic Landscape in the L2 Classroom

De-familiarize the familiar

CERCLL Webinar 3/2/2021

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Carnegie Mellon University

CERCLL

“catalyzing the development of anticipatory dispositions that enable complex, nuanced, recipient-aware, nimble and improvisational communicative capacities”

(Thorne, 2011)

Why multimodal literacies?

What is multimodality?

Why do we need multimodal literacies?

> Multimodality describes approaches that understand communication and representation to be more than about language, and which attend to the full range of communicational forms people use — image, gesture, gaze, posture, and so on — and the relationships between them.
>
> Jewitt, 2009, p. 14

Modes and Modalities

5+ Modes

- Textual
- Visual
- Audio
- Spatial
- Gestural

(3D, Oral/Aural, etc.)

> "Mode is a socially shaped and culturally given semiotic resource for making meaning. Image, writing, layout, music, gesture, speech, moving image, soundtrack, 3D objects are examples of modes used in representation and communication."
>
> (Kress, 2010, p. 79)

Three functions (Halliday)

- interpersonal → speaks to an audience
- ideational → expresses ideas, values, beliefs, emotions, etc.
- textual → materiality of the text open for interpretation and meaning making

MULTImodality

We cannot pretend that people communicate today the same way as they did 10, 15, 20 years ago

> "The world of communication has changed and is changing still; and the reasons for that lies in a vast web of intertwined social, economic, cultural and technological changes."
>
> (Kress, 2010, p. 5)

Modes are interconnected and work together interactively → move to the notion of semiotic resources

Assemblage

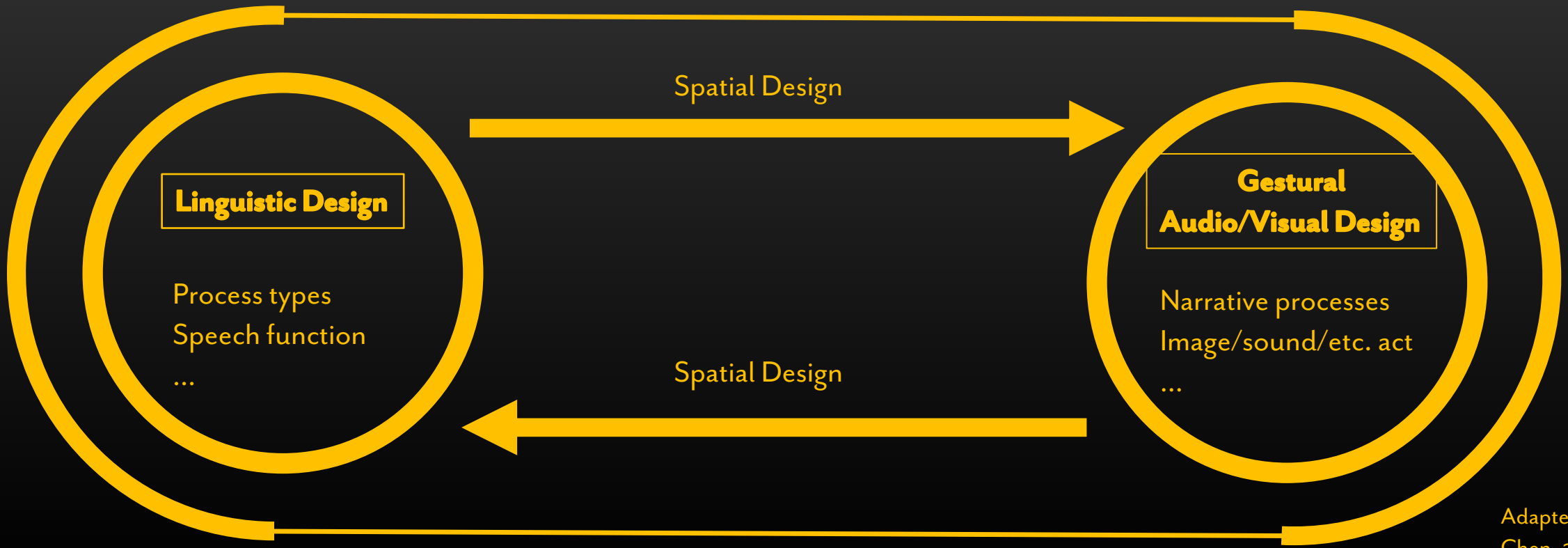
Semiotic bricolage

Meaning design (vs. competence)

Implications

Non-linear reading path

Attention needed to all modalities present in a sign



Adapted from
Chen, 2016

Multimodality can be efficient

But not always enough... the case of Richard Ankrom

INTERSTA

101
NORTH
Holl wood
5

NORTH
5
110
Pasadena
NO TRUCKS
NO TRUCKS

NORTH
5
110
Pasadena
101
NORTH
Hollywood
5
SOUTH
10
EAST

Angers Pianist

Angers Pianist

Let’s talk about the Linguistic Landscape

Toward a definition?

Linguistic landscape is…

Linguistic Landscapes definitions

“The language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government building combines to form the linguistic landscape of a given territory, region or urban agglomeration”

Landry & Bourhis (1997)

Linguistic Landscapes definitions

“The field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of ‘languages’ as they are displayed in public spaces.”

Aims and Scopes of the Linguistic Landscape Journal

cited in Gorter (2018)

Examples of LL features

From Ben-Rafael, Shohamy, & Trumper-Hecht (2006)

Category	*Type of item*
Top-down	1. Public institutions: religious, governmental, municipal – cultural and educational, medical
	2. Public signs of general interest
	3. Public announcements
	4. Signs of street names
Bottom-up	1. Shop signs: e.g. clothing, food, jewellery
	2. Private business signs: offices, factories, agencies
	3. Private announcements: 'wanted' ads, sale or rentals of flats or cars

ON TRAVAILLE POUR
VOTRE QUALITÉ DE VIE
Aménagement du cimetière
Municipalité de Péribonka
Affaires municipales,
Sport et Loisir
Québec

Overview

We are talking about the visibility of language

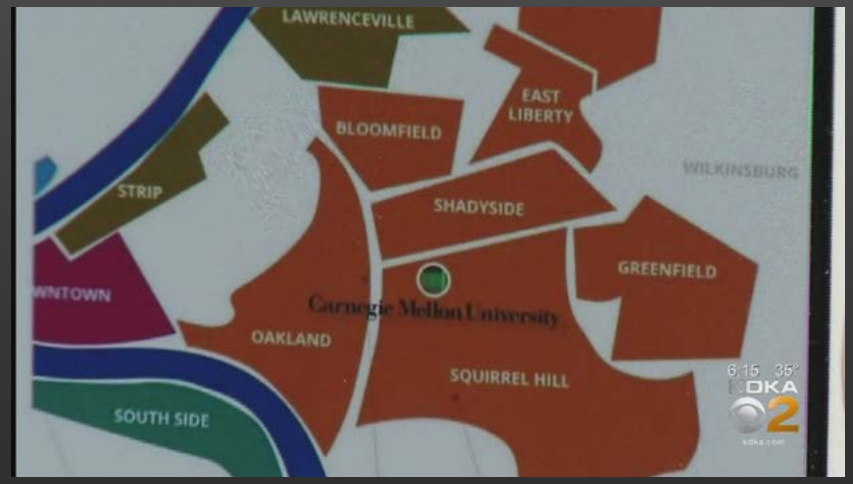
Early interest in multilingualism (in urban spaces/settings)

Shift from distribution of signs (e.g., mapping) → quantitative to a more qualitative approach (geo-semiotics = “signs in place” = aggregates of discourse – Scollon & Scollon, 2003)

- Authorship
- Readership
- Function
- Materiality
- Emplacement

Extension of modalities (soundscapes, schoolscapes, smellscapes, etc.)

Nexus analysis (Geo-semiotics)



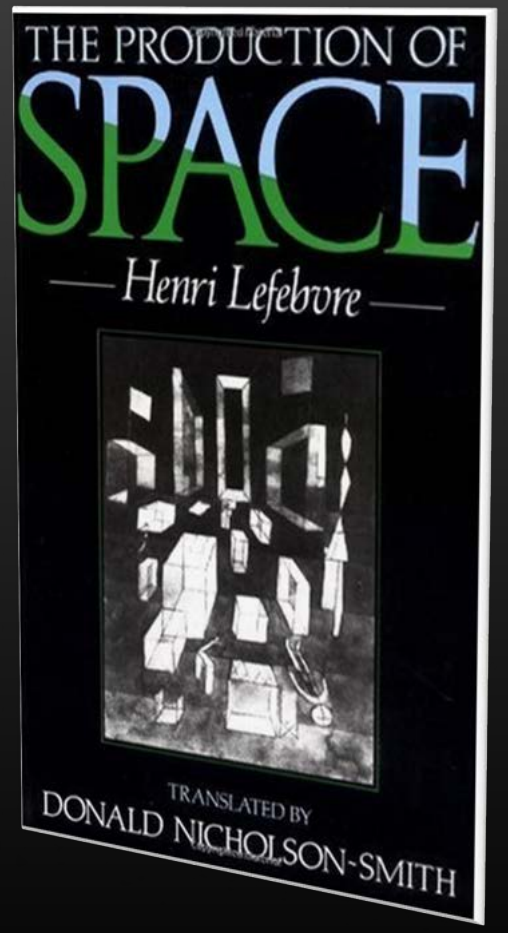
- Based on the work of Scollon & Scollon (2005)
- Complex relations between discourse and action
- Inspired by Bourdieu → issues of power, ideology, history, and practice
- Inspired by Goffman
- Action is mediated by mediational means, i.e., cultural or semiotic tools ranging from language to material objects used by social actors.
- Even small action can be nested in larger social discourse

  → geo-semiotics: examine where signs are placed, by whom, to do what, and examine how these signs mean (i.e., how to they signify in the space they are)

Nexus analysis (Geo-semiotics)

- The starting point of a Nexus analysis is to identify a crucial social action, and then to map the cycles of the people, places, discourses, objects, and concepts which circulate through the moment when the social action takes place (Scollon & Scollon, 2004, p. 159).
- a main concern of nexus analysis is to address issues such as how social realities are constituted across time and spaces
- In other words, social action exists at the confluence of three key factors: the historical body of the protagonists (memories, experiences), the interaction order (pragmatics), and discourse in place.

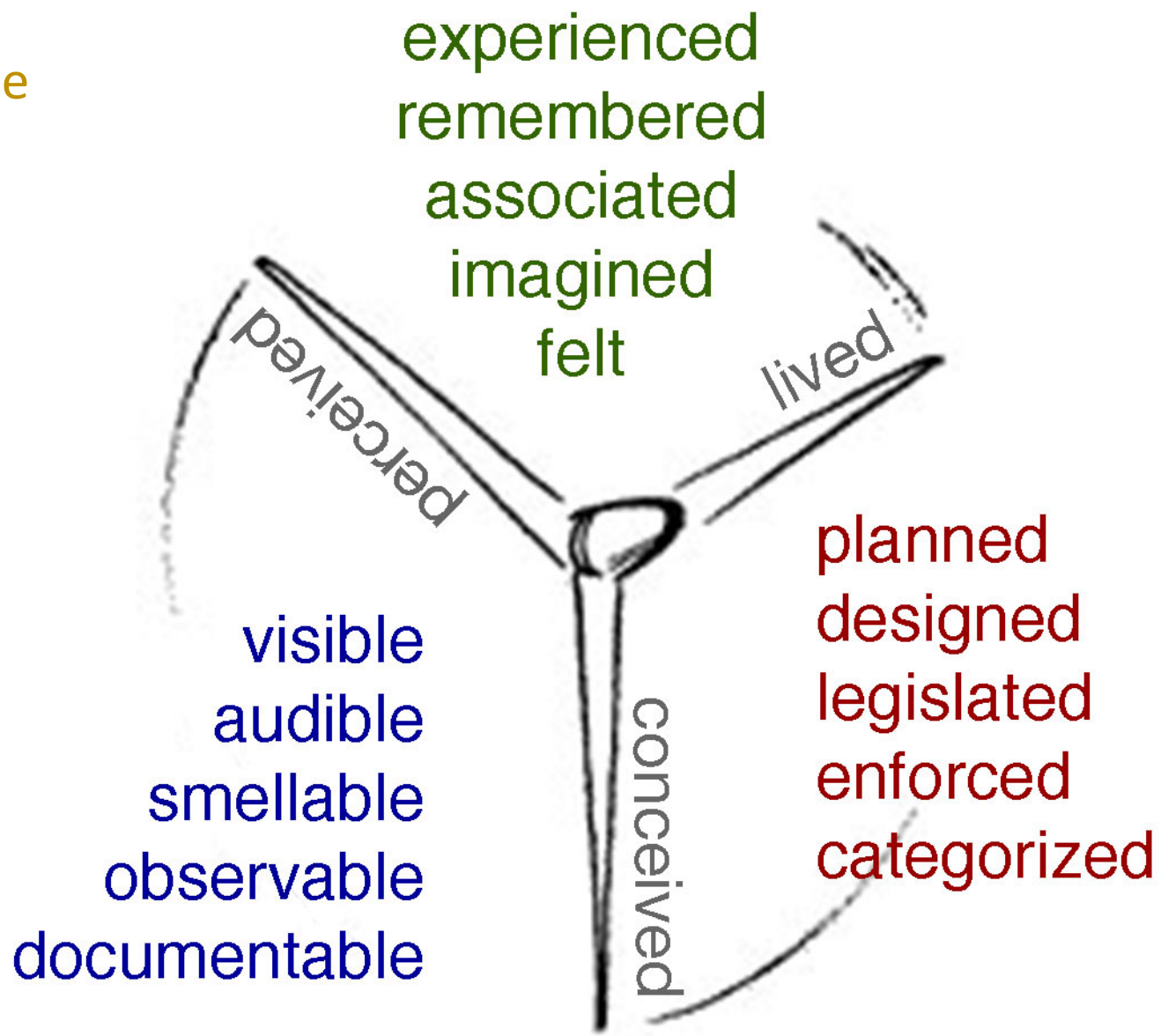
Henri Lefebvre's *The production of space* (1991)



Space is something that is...

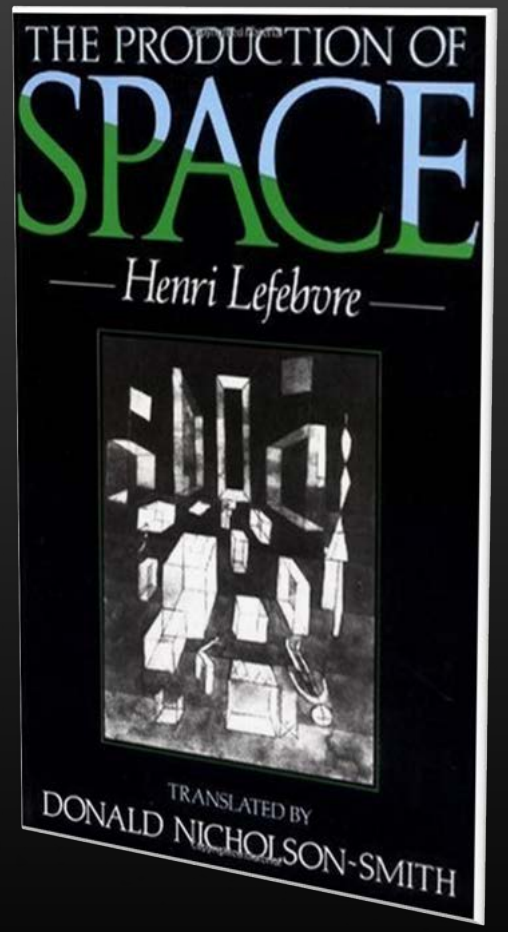
- conceived
- perceived
- lived

we know
and produce
spaces
that are…



Adapted from Dr. David Malinowski

Henri Lefebvre's *The production of space* (1991)

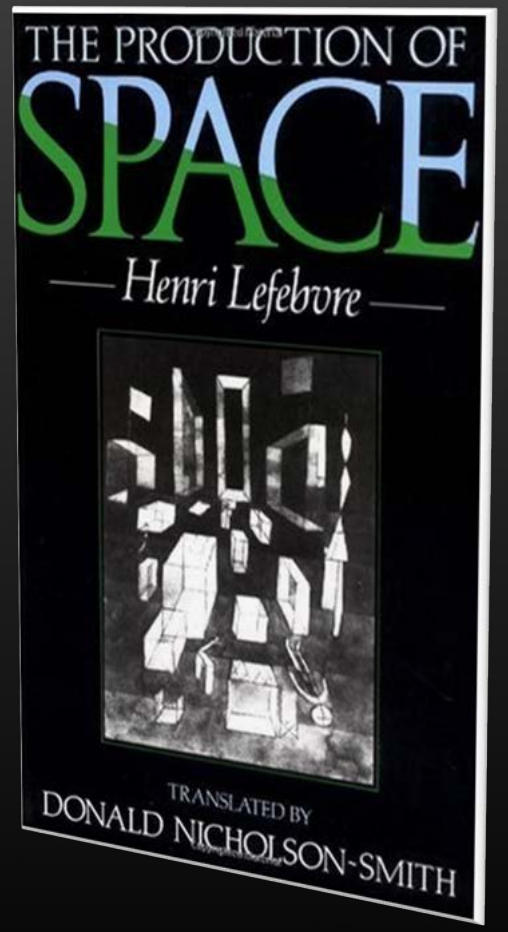


Trumper-Hecht (2010) analysis of Arab and Jewish walkers' perceptions of Arabic & Hebrew in Upper Nazareth

1) Investigation of official policy
2) Documentation of LL as visible to the researcher, and reading 1) in light of 2)
3) Surveys and interviews with everyday residents, reading 1) and 2) in light of 3)

Adapted from Dr. David Malinowski

Henri Lefebvre's *The production of space* (1991)



Through juxtaposition of *conceived, perceived,* and *lived spaces*, "[add] a third dimension to linguistic landscape studies" (Trumper-Hecht, 2010, p. 236).

Adapted from Dr. David Malinowski

Example: Chinatown in DC (Leeman & Modan, 2009)

Examine the 'commercial nature of the public sphere'

"LL should be understood in terms of the symbolic functions of language that allow people to use language to index identity and present a certain image of self, that support actors' rational self-interests in attracting clients, and that are borne out of power relations among different groups" (p. 336)

Two waves

Relationship between language, commodification, and identity?

Conclusion: "the use of Chinese in the current landscape promotes an exotified landscape that appeals to an outsider's perspective" (p. 358)?

Summary

Interpretation of signs as grounded in and shaped by local contexts

Synchronic vs. diachronic approach to LL

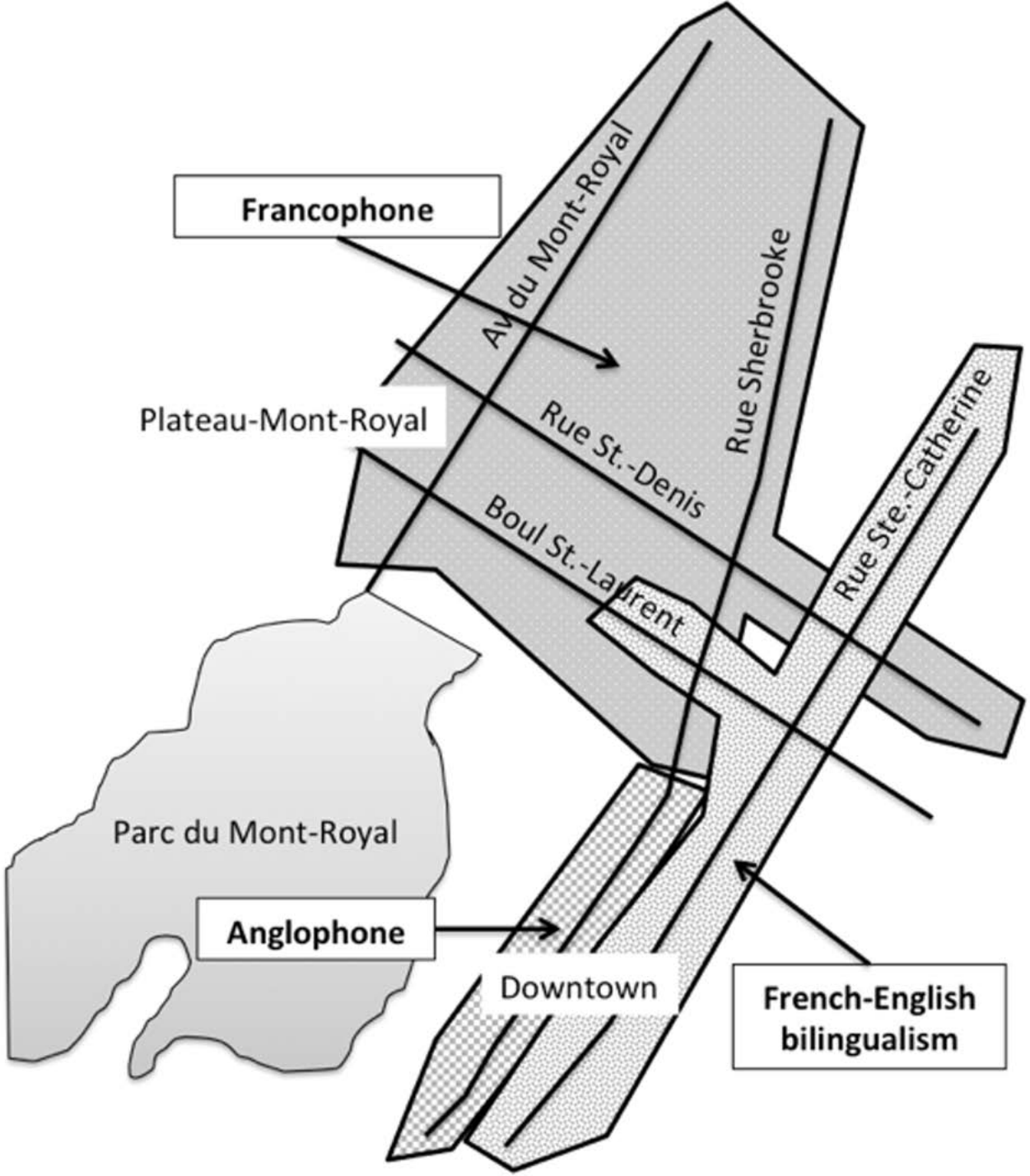
LL as descriptive vs. analytical tool

- "a diagnostic of social, cultural and political *structures* inscribed in the linguistic landscape" (Blommaert, 2013, p. 3))
- "signs in place" become embedded, historicized artifacts at the crossroads of materiality and action = "aggregates of discourse" (Scollon & Scollon, 2003)
- signs become almost by definition rich and dense research material that we can explore to capture the interplay between linguistic and societal processes.

Let’s unpack some examples

Mapping the LL

Dr. Adam van Compernolle
Montréal project site:
https://sites.google.com/site/linguisticlandscapeofmontreal/

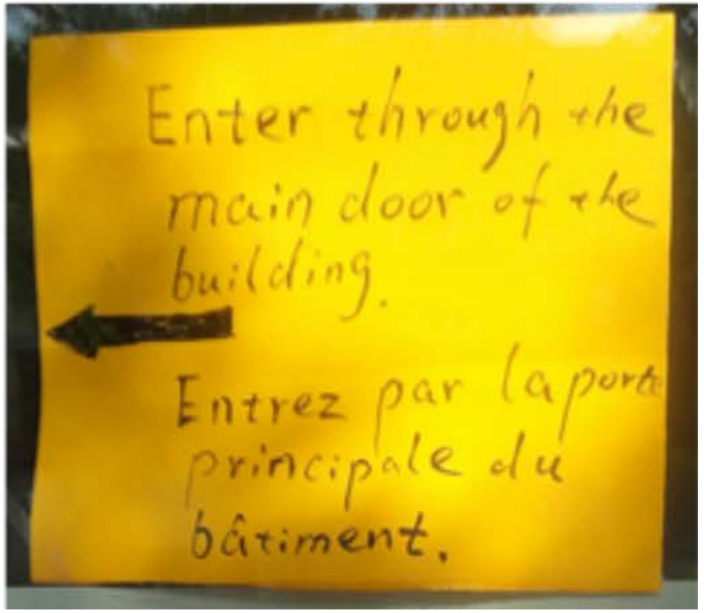


LL of Montreal, QC

Rue	Français seulement	Anglais seulement	Français et anglais	Autre
Av du Mont-Royal	77 (74,0%)	6 (5,8%)	19 (18,3%)	2 (1,9%)
Boul St.-Laurent	22 (40,0%)	8 (14,6%)	16 (29,1%)	9 (16,3%)
Rue St.-Denis	24 (82,8%)	2 (6,9%)	3 (10,3%)	--
Rue Sherbrooke	9 (47,4%)	8 (42,1%)	2 (10,5%)	--
Rue Ste.-Catherine	3 (27,3%)	--	8 (72,7%)	--
Total	135 (62,0%)	24 (11,0%)	48 (22,0%)	11 (5,0%)

LL of Montreal, QC

Focus on bottom up LL, specifically temporary or impromptu private business and personal signs



Multilingual signs – the case of Brittany

D465
LARMOR-PLAGE
AN ARVOR
ÎLE DE GROIX
ENEZ GROE
LES PORTS - AR PORZHOÙ
LORIENT-CENTRE
AN ORIANT-KREIZ
GARE - GAR
Z.A. LORIENT-NORD
T.L. AN ORIAN-NORD
50

MORLAIX
MONTROULEZ
ROSCOFF
ROSKO
LANDIVISIAU
LANDIVIZIO
SIZUN

STATIONNEMENT
UNILATÉRAL
PERMANENT
SUR 190 MÈTRES
PARKAÑ
UNTU
DALC´HMAT
WAR-HED 190 METR
RUE
HOLLO
STRAED
ar C'HOLO

RUE
du CHÂTEAU
STRAED
ar C'HASTELL

The LL as a site of contestation

The LL as a site of multiple identities

The LL as contested space

Photo by

Rick Kern

(UC Berkeley)

Efficient Passenger Project

Orienting MTA passengers in NYC with additional signs

“I myself think the signs are a dumb idea. Regular commuters should be smart enough to figure this stuff out for themselves, and as for the tourists riding the subway for the first time, are they really in a rush? They're not, judging by the way they slowly traipse down sidewalks and platforms four abreast, blocking the passage of people who actually have some place to go.” (~Ryan Noe, 2014)

Digital graffiti gallery (diachronic LL)

from Julie Sykes at CASLS

In Albuquerque, NM

ARIS game

Digital graffiti gallery

from Julie Sykes at CASLS

Digital graffiti gallery

from Julie Sykes at CASLS

BLACK LIVES MATTER

ALL
BLACK
LIVES
MATTER

BLACK VOTES MATTER
BLACK VOTES MATTER

Going strong!

Boucherie halal
Alimentation générale
Produits orientaux exotiques
MARRAKECH BOUCHERIE HALLAL
مجزرة حلال سوق مراكش

Certifié
100% Halal
COUSCOUS
TAJINE
A emporter
BOUCHERIE
Qualité / Prix
- Livraison à domicile
4 Poulets
3 Kg Blanquette de dinde
5 Kg Ailes de poulets
5 Kg Cuisses de poulets
3 Kg Viande hachée
3 Kg Collier de Boeuf
3 Kg Epaule de Boeuf
2 Kg Beefsteak
Kg arret de Boeuf
2 Kg Boeuf Bourguignon
2 Kg Entrecôte de Boeuf
2 Kg Filet de Boeuf
2 Kg Côtes d'agneau
2 Kg Gigot d'agneau
2 Kg Epaule collier d'agneau
3 Kg Veau

Cedars
Pastry
7204
عصير
بوظة عربية
Arabic Sweets & pastry-Ice Cream-Ju
Arabic Ice Cream

Vocabulary

BZH = Breizh

Breizh = Brittany (in Breton)

Ravitaillement = (re)-supplying

Phare Ouest = Far West

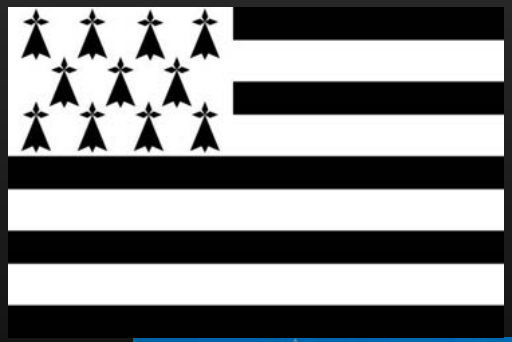
(→ Le Phare = the Lighthouse)

Débarquer = to land (i.e., le débarquement de Normandie – Normandy landing = D-Day)

BREIZH COLA
DÉBARQUE À PARIS
LE GRAND RAVITAILLEMENT
BZH 13
Breizh Cola
Breizh Cola

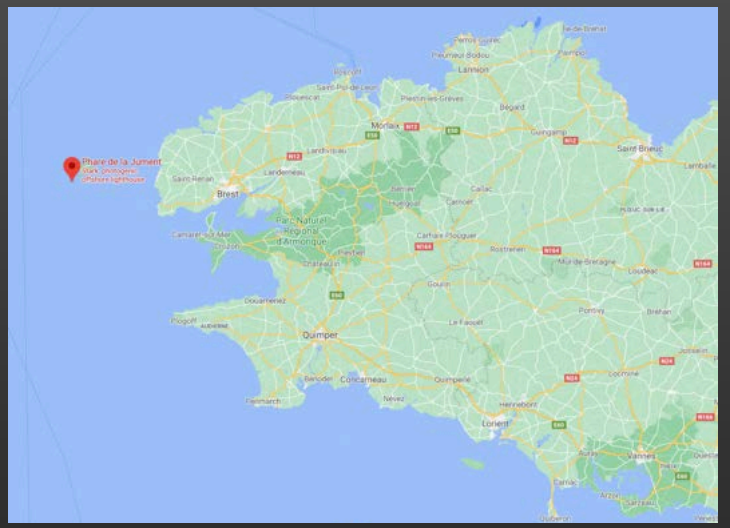
D DAY STENCIL
6 JUNE 1944
GALDINO OTTEN

CLASSIC
Coca-Cola



ABCDEFGHIJKLM
NOPQRSTUVWXYZ

© Sportsphoto Ltd./Allstar


Phare de la Jument
Brest
Quimper
Lorient

Breizh Cola
Le Cola du Phare Ouest
Breizh Cola

Breizh Cola
Le Cola du Phare Ouest
Breizh Agrumes
Breizh Cola
Breizh Cola ZERO
Breizh Thé
MADE IN BREIZH
DEVENEZ FAN DE BREIZH COLA
FACEBOOK.COM/BREIZHCOLAOFFICIEL
TWITTER.COM/BREIZHCOLA
POUR VOTRE SANTÉ, ÉVITEZ DE GRIGNOTER ENTRE LES REPAS

Le Cola du Phare Ouest
Breizh Cola
Le Cola de Bretagne
Société PHARE OUEST - BP 7 - 56460 Le Roc Saint-André - Tél : 02 97 74 74 74

LIBERTÉ ÉGALITÉ

The LL of hyperlocalized political signage in the 2020 presidential election cycle

LL & spatial context: Parkour or the city as palimpsest

David Belle – Cyrille Raffaelli // Innsbruck

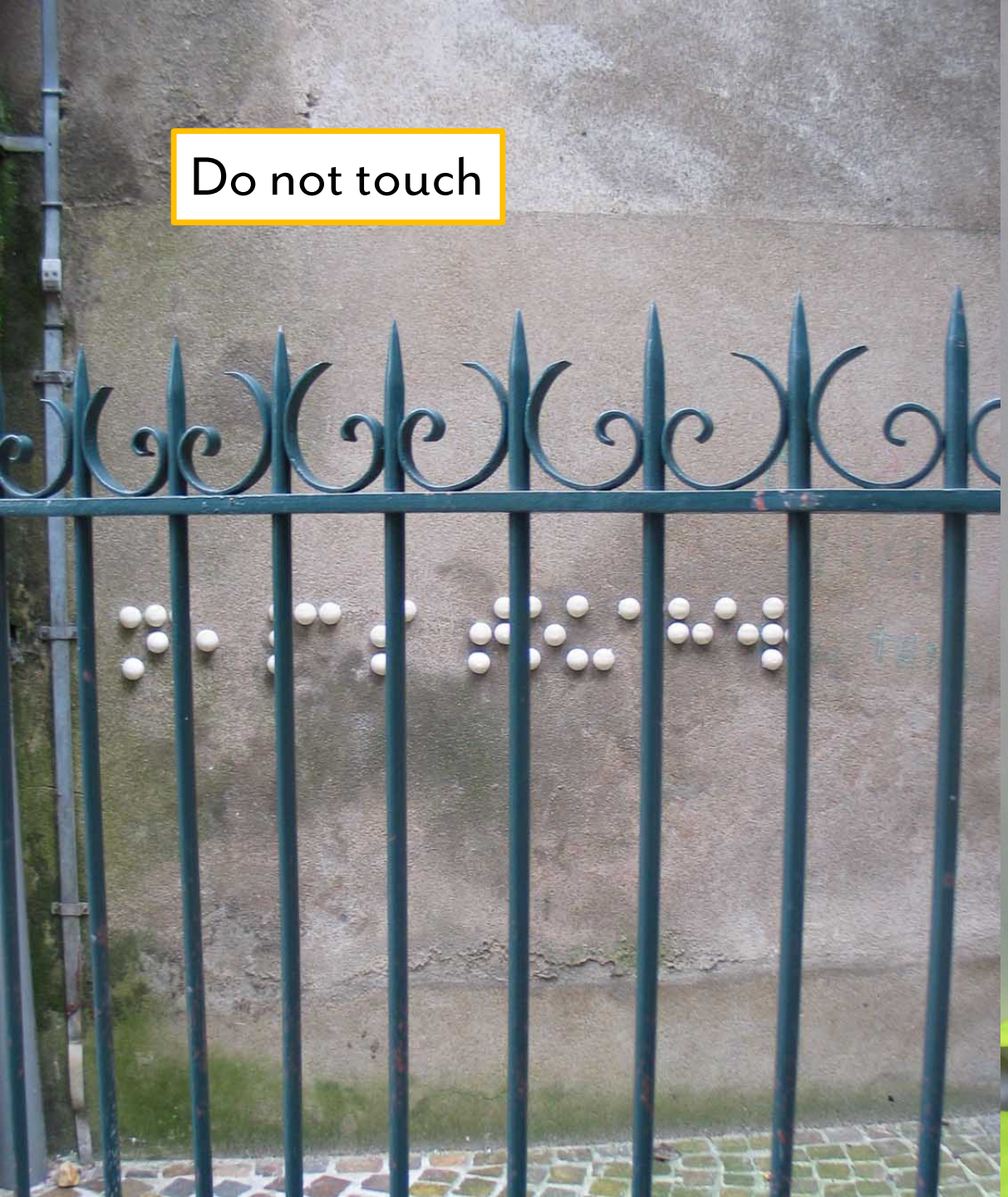
Multimodal LL and accessibility: The Blind

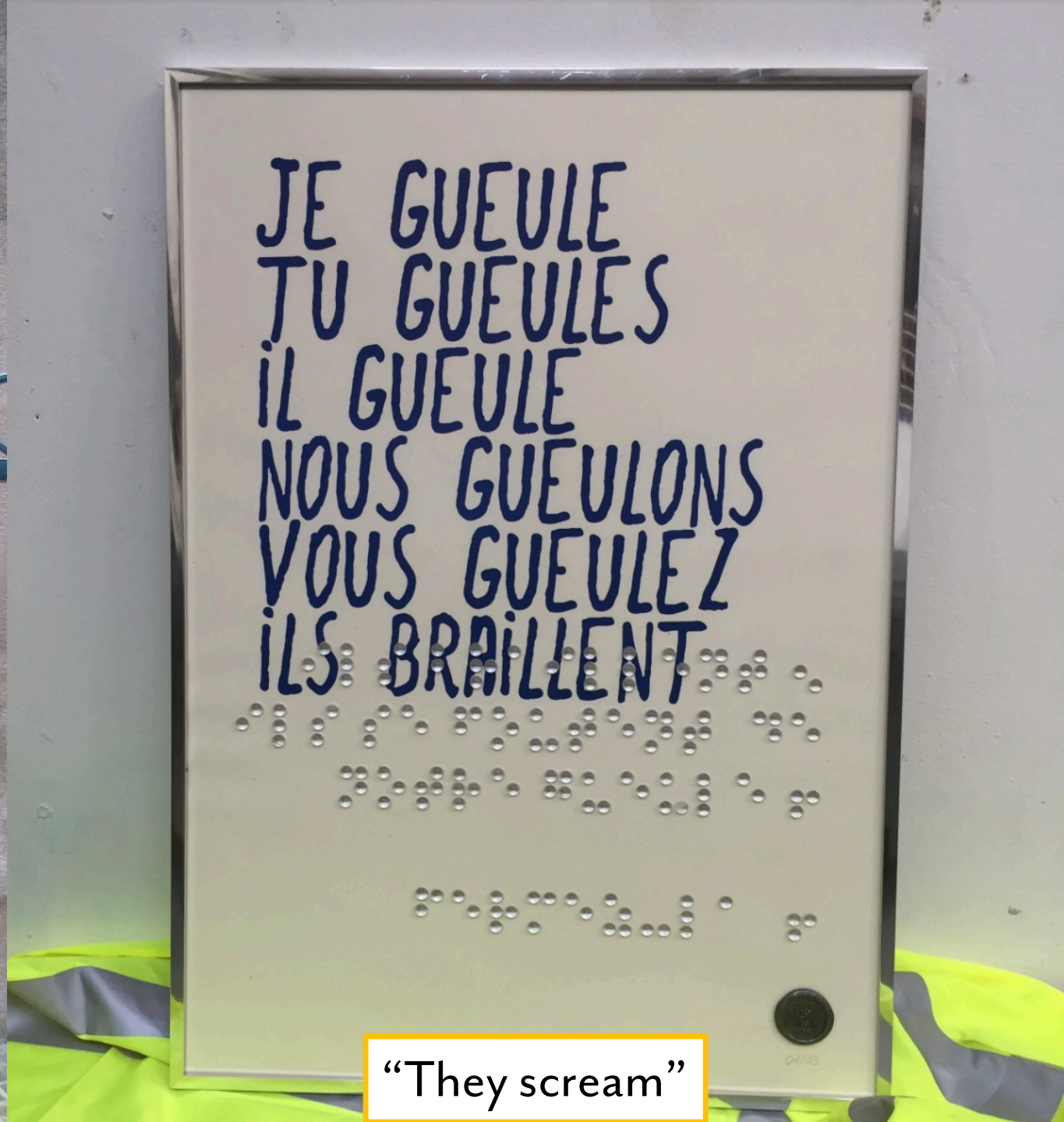
Graffiti art for blind and seeing impaired people

”I impose accessibility the way billboards impose advertisements”

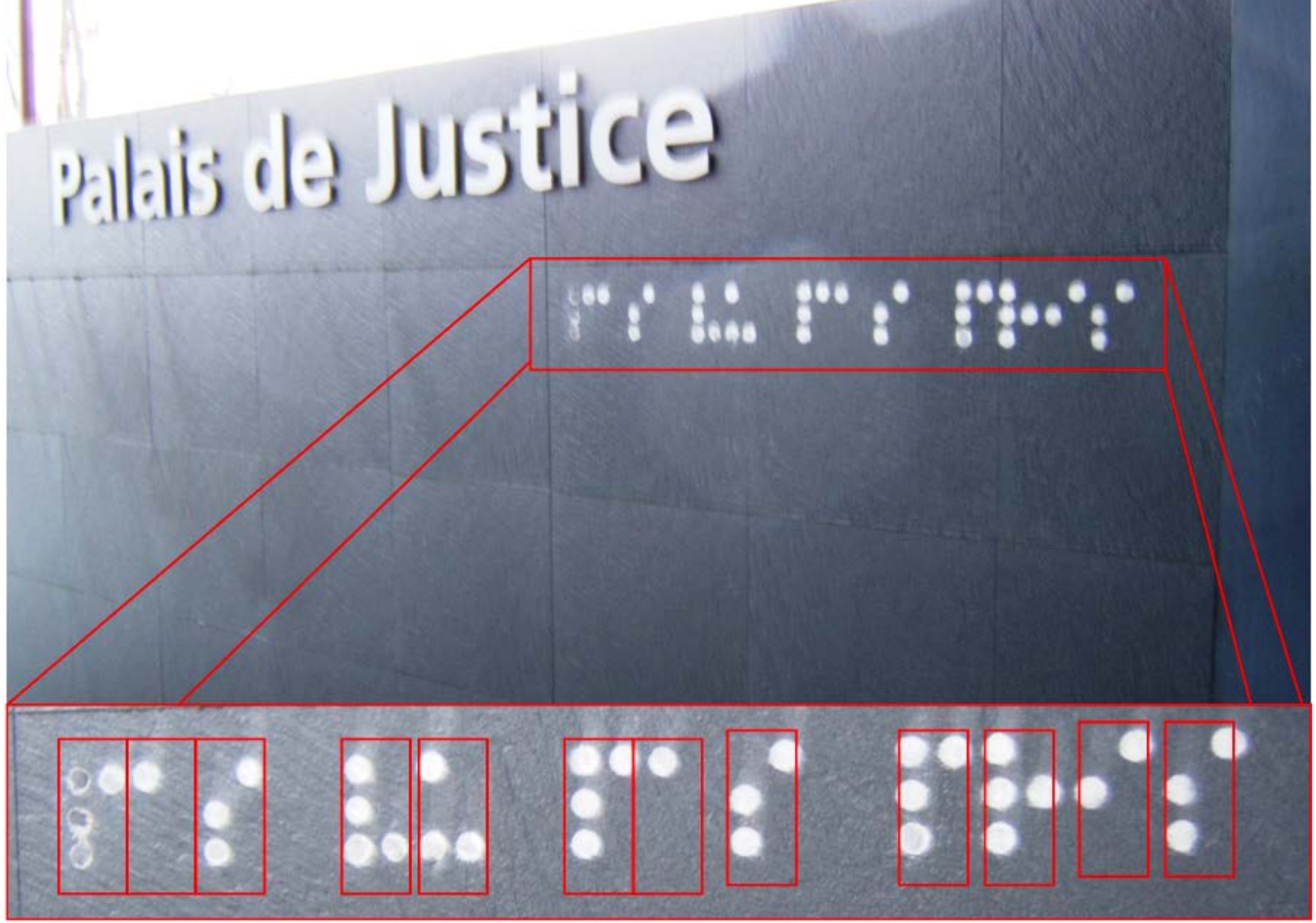
Necessary collaboration

Working on multisensorial serigraphy with Guillaume Batista-Pina


Do not touch

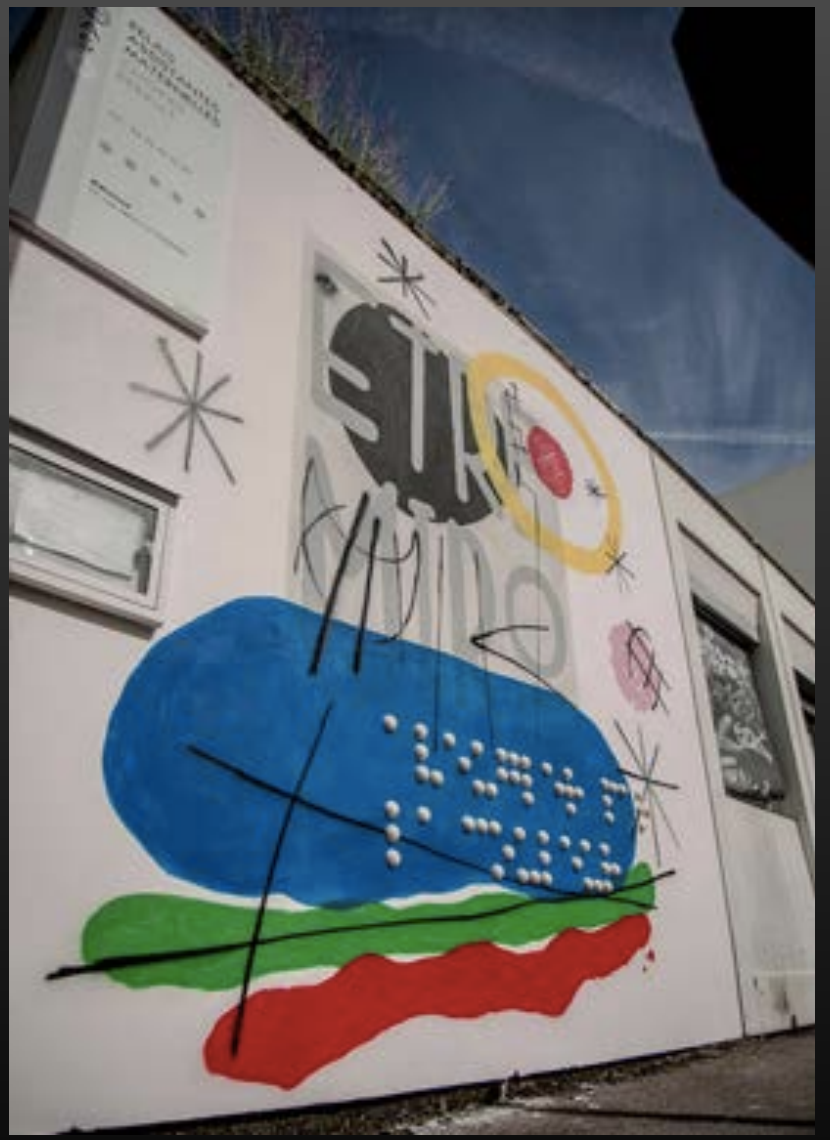

JE GUEULE
TU GUEULES
IL GUEULE
NOUS GUEULONS
VOUS GUEULEZ
ILS BRAILLENT
"They scream"

Palais de Justice



PAS VU PAS PRIS

Être Miró // Être miraud



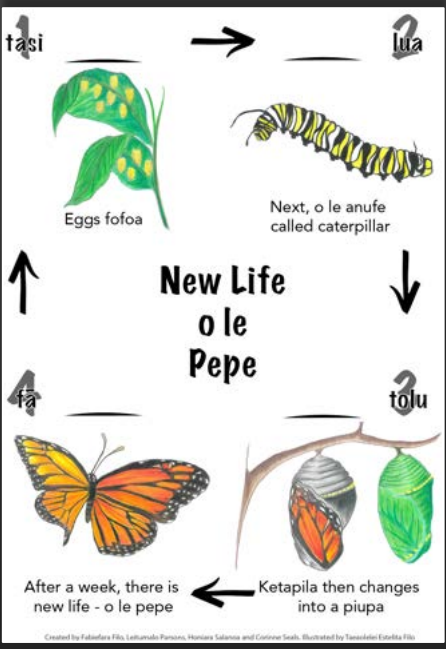
OUI
aux caméras
de bienveillance
OUI
aux caméras
de bienveillance
HE'S
WATCHING
YOU
NI D'YEUX
NI MAITRE
NI D'YEUX
NI MAITRE
NI D'YEUX
NI MAITRE
REGARDEZ AUTOUR
DE VOUS REGARDEZ
AUTOUR DE VOUS

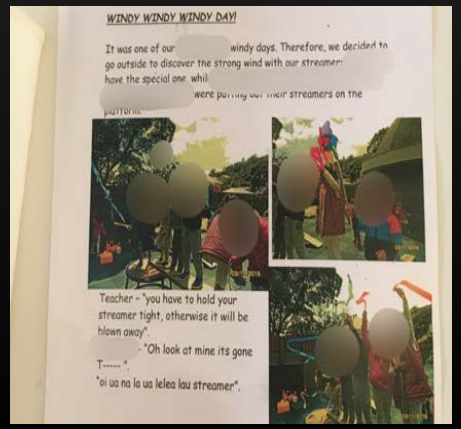
What does it mean for L2 learning?

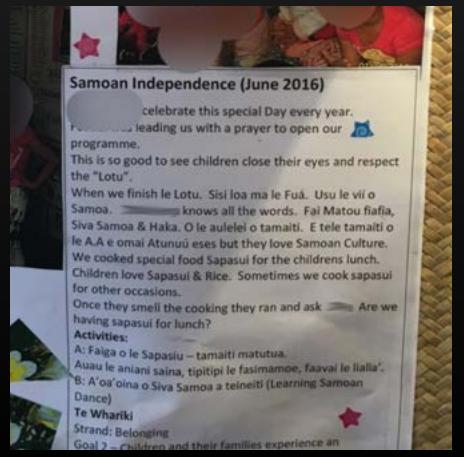
Defamiliarizing the familiar

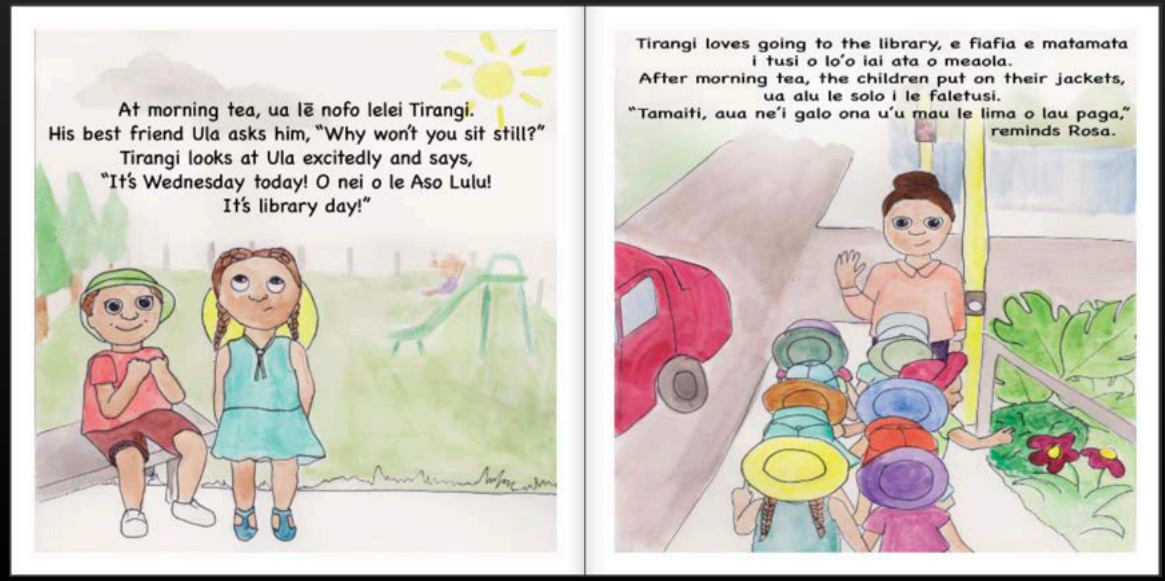
Schoolscapes – the case of an A'oga Amata

Project by Dr. Corinne Seals

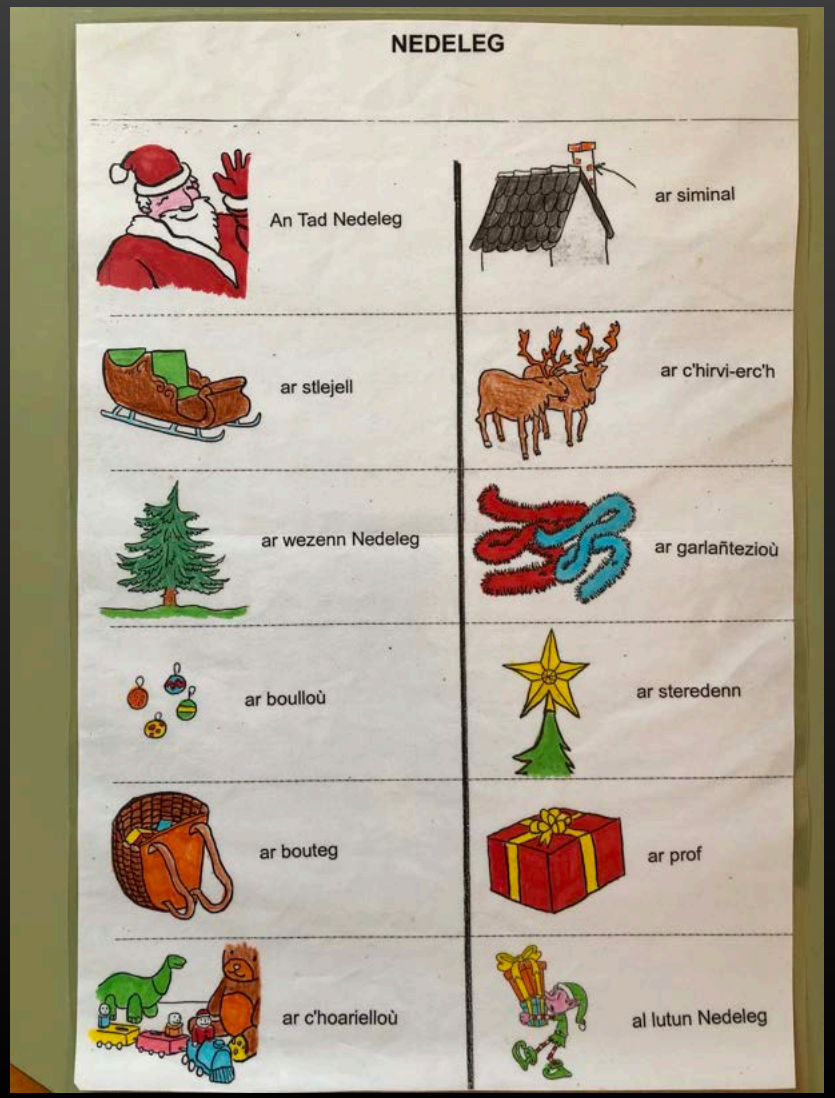




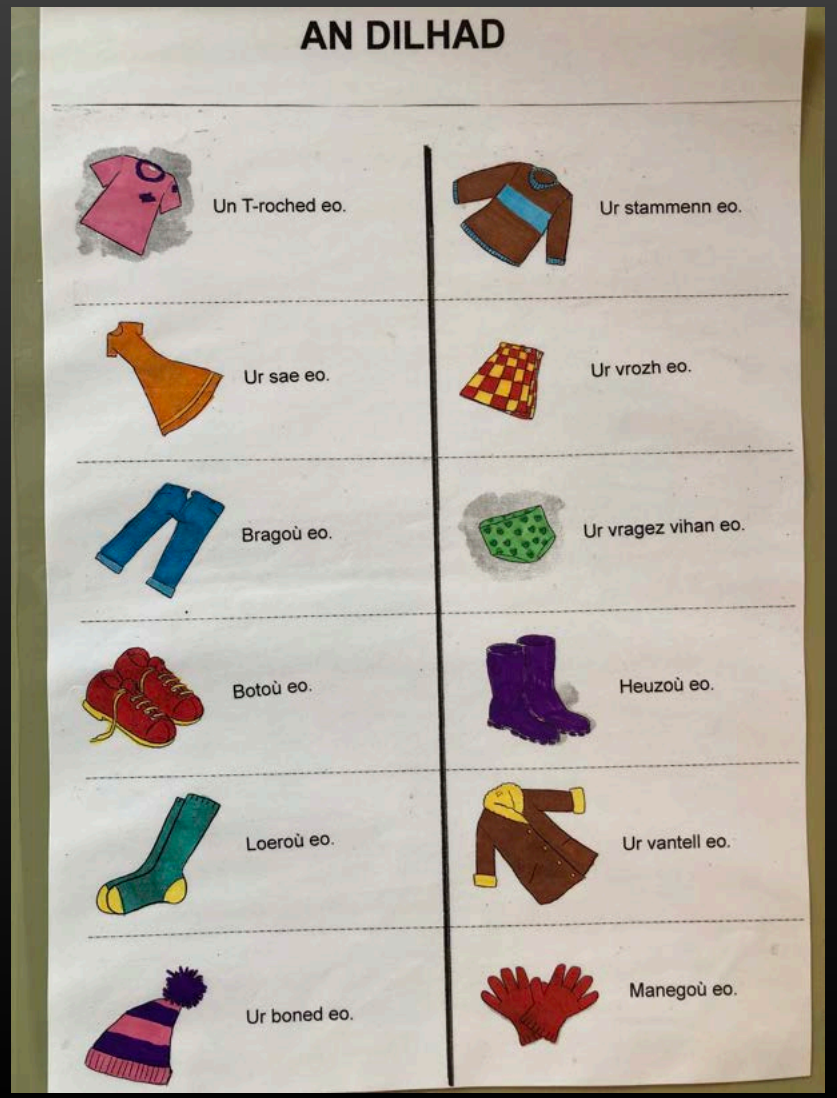




Which is different from this schoolscape



Taken at the
Diwan School
Nantes, France



Virtual schoolscapes

Internationalization and Interdisciplinary Collaboration on Campus

Dr. Gillian Lord, University of Florida

The problem

Information provided on campus and during campus tours is not *equally accessible* to all visitors, students, faculty and staff.

⇢ Speakers of other languages

⇢ Those with language processing impairments

The solution

- Work with various campus partners to develop a smartphone app that:

  works with beacon location technology

  to

  provide information in multiple languages and modalities

What are beacons?

- Small devices that transmit data via Bluetooth Low Energy (BLE) to a corresponding smartphone app
- Bluetooth enabled devices with the appropriate app receive the beacon signal when it gets in range
- App then displays the information corresponding to that beacon location

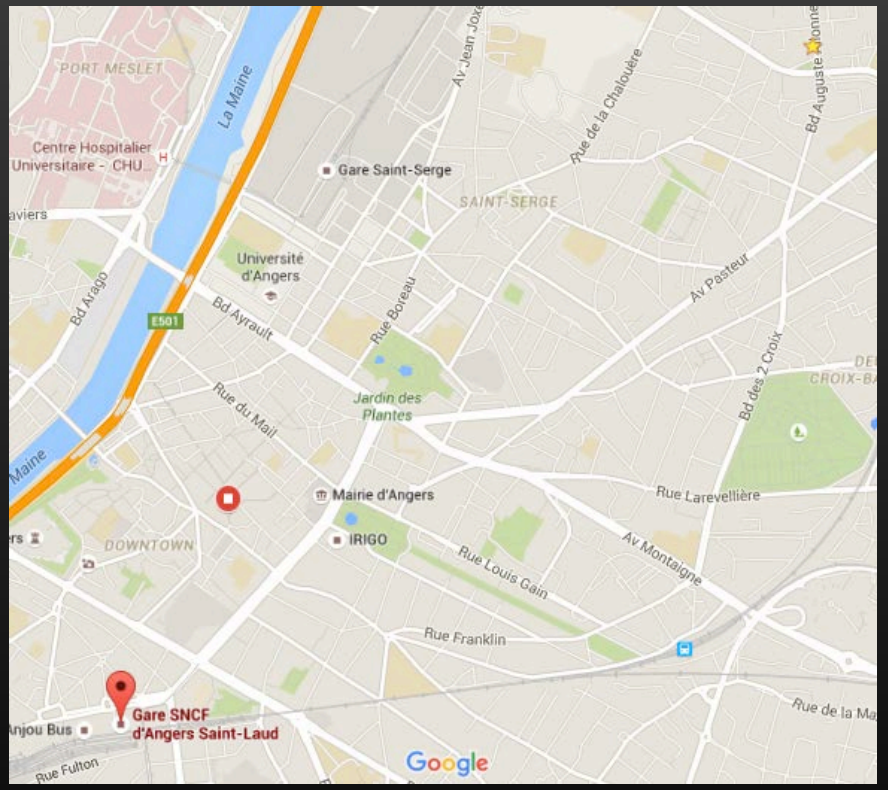
Collaboration

- Project leads
  - Representatives from languages and libraries
- Campus information
  - Student tour group (Cicerones)
- Translators
  - Language students and faculty
- Proof of concept prototype
  - Computer Science and Engineering students
- Campus support
  - President's and Provost's offices
  - Facility Services
  - Instructional Technology

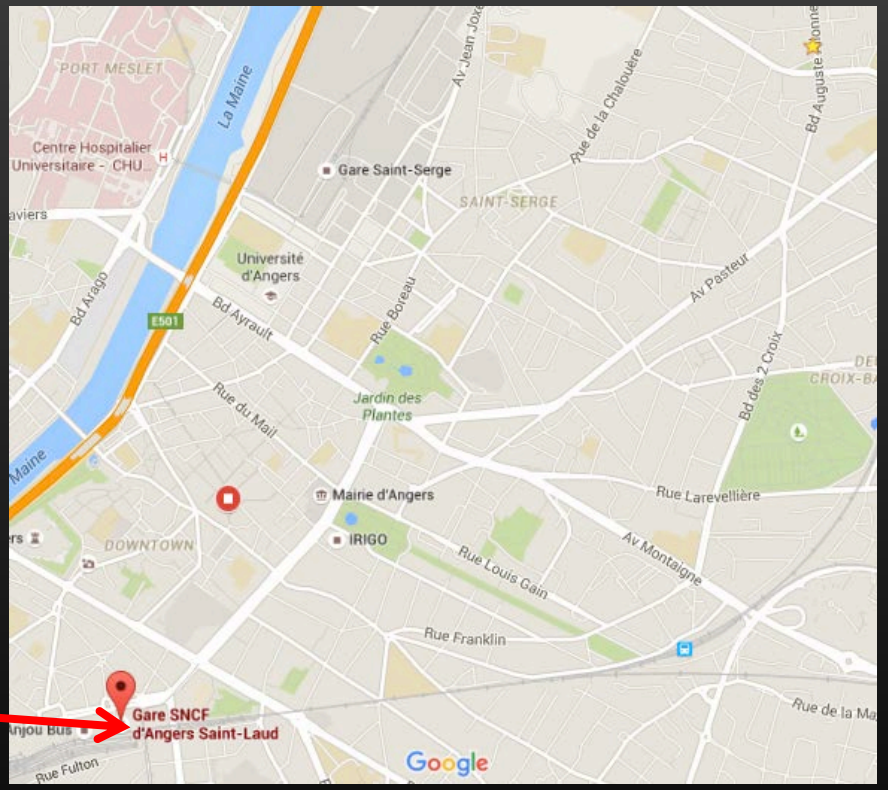
Languages → Adverbs

Learn to pay attention

(Re-)building the city (Angers)



(Re-)building the city (Angers)

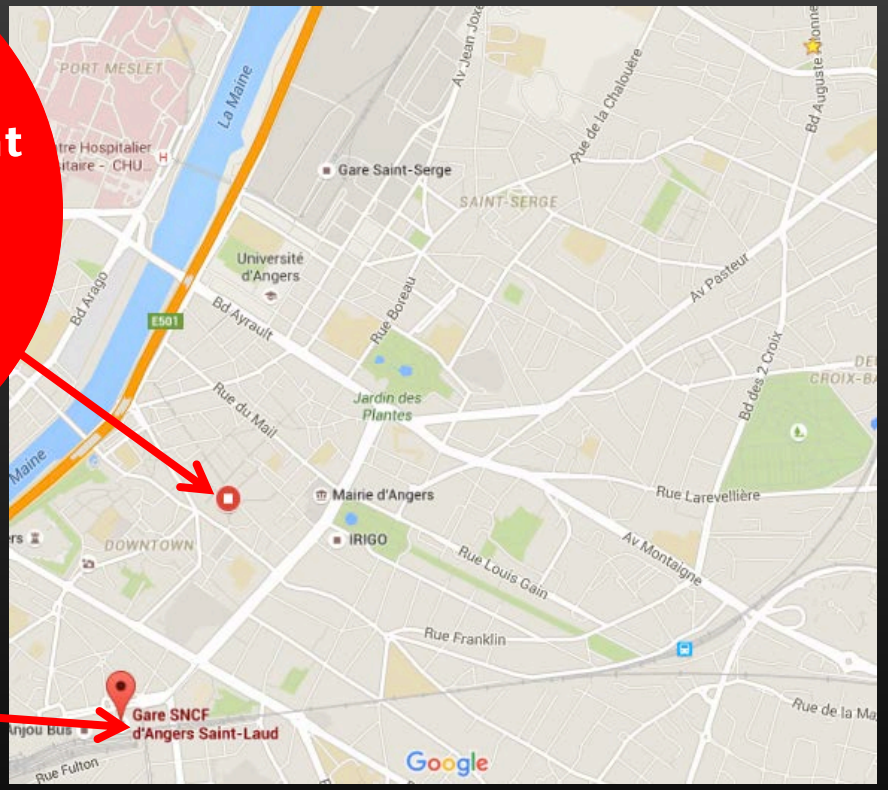


Gare SNCF (train station)

(Re-)building the city (Angers)

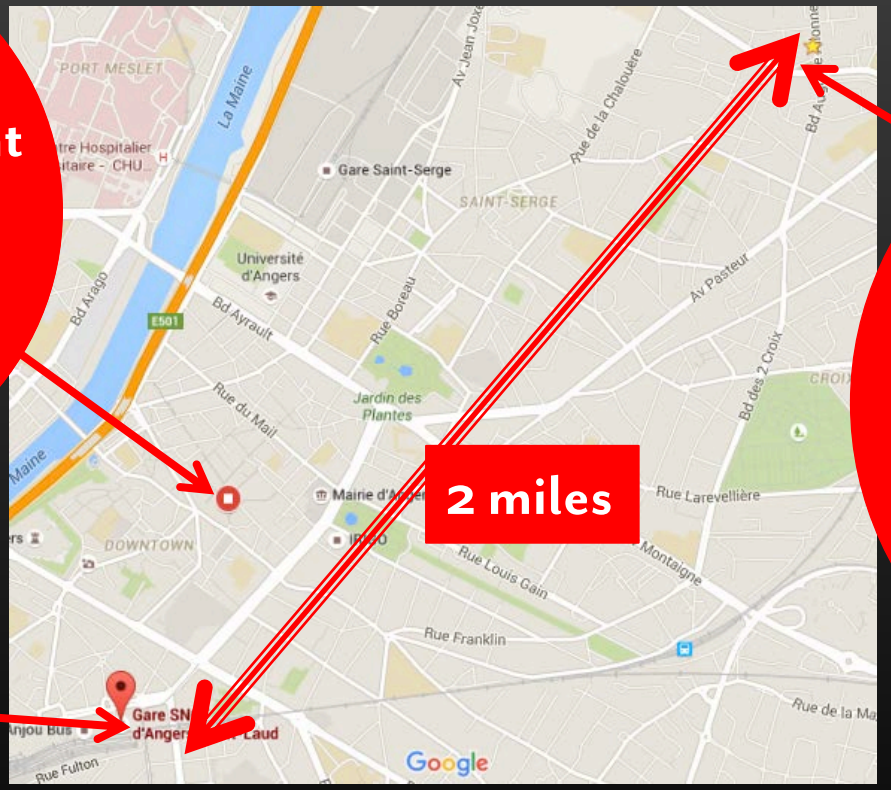
Place du Ralliement (main city center shopping hub)

Gare SNCF (train station)



(Re-)building the city (Angers)

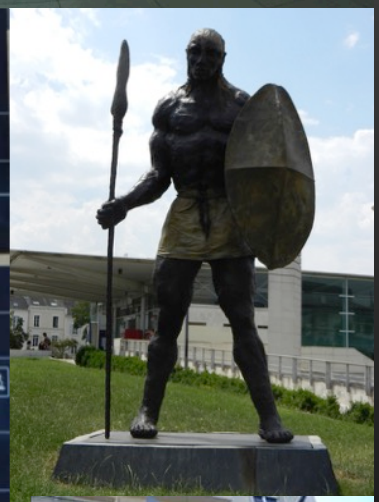
Place du Ralliement (main city center shopping hub)



Gare SNCF (train station)

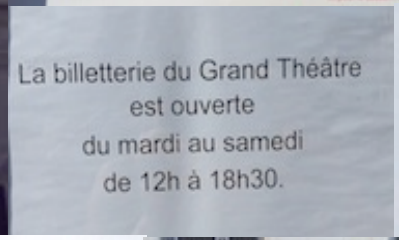
Marché Monplaisir (located in the eponymous multicultural, working-class neighborhood)

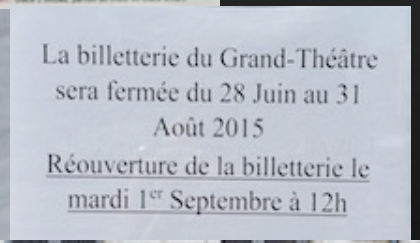
La Gare



La Gare

La Place Du Ralliement





Marché Monplaisir

Google Earth VR

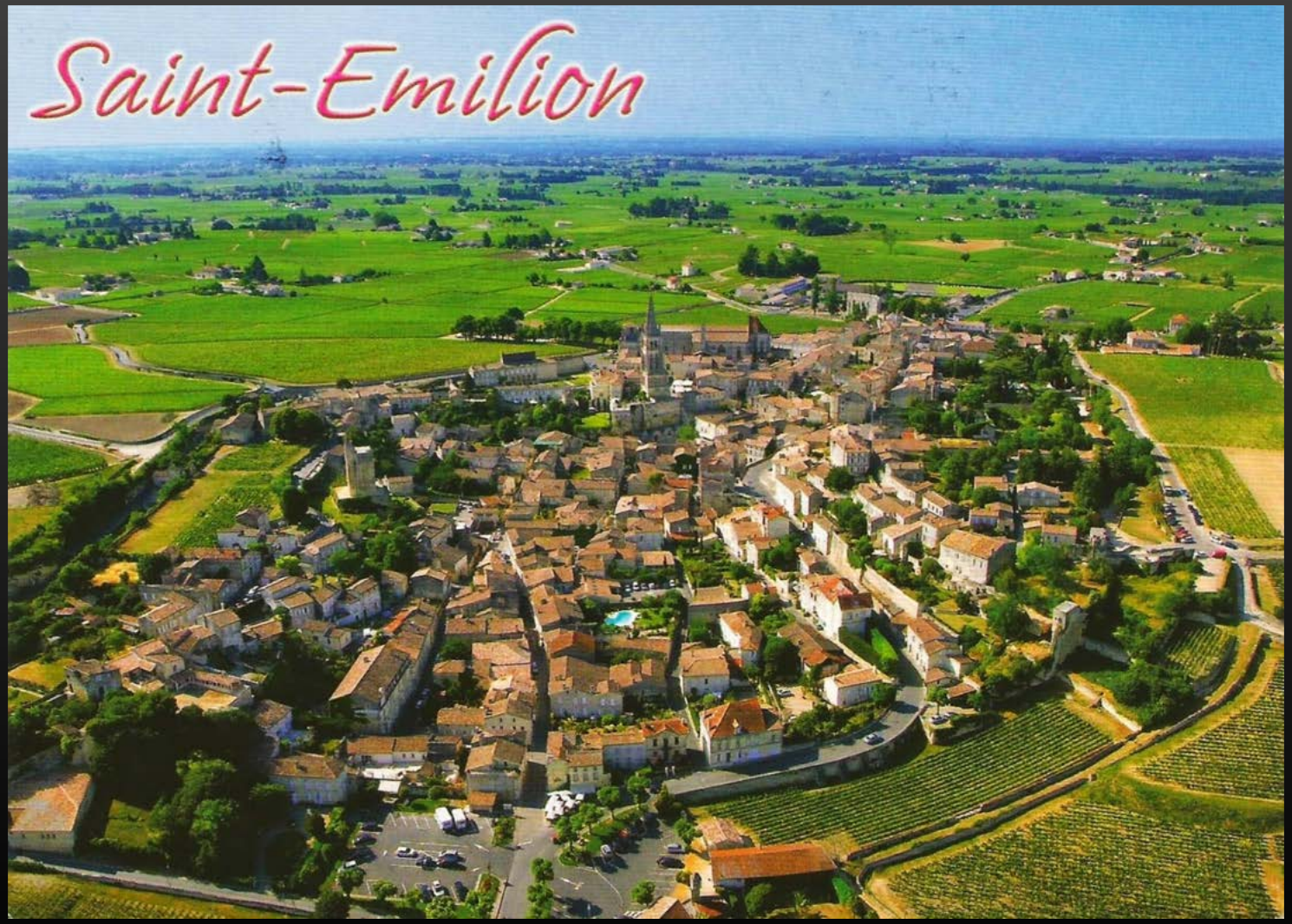
Students in pairs

One traveler, one note taker/ guardian

Saint-Émilion, France

Good Student

La Culture du Vin



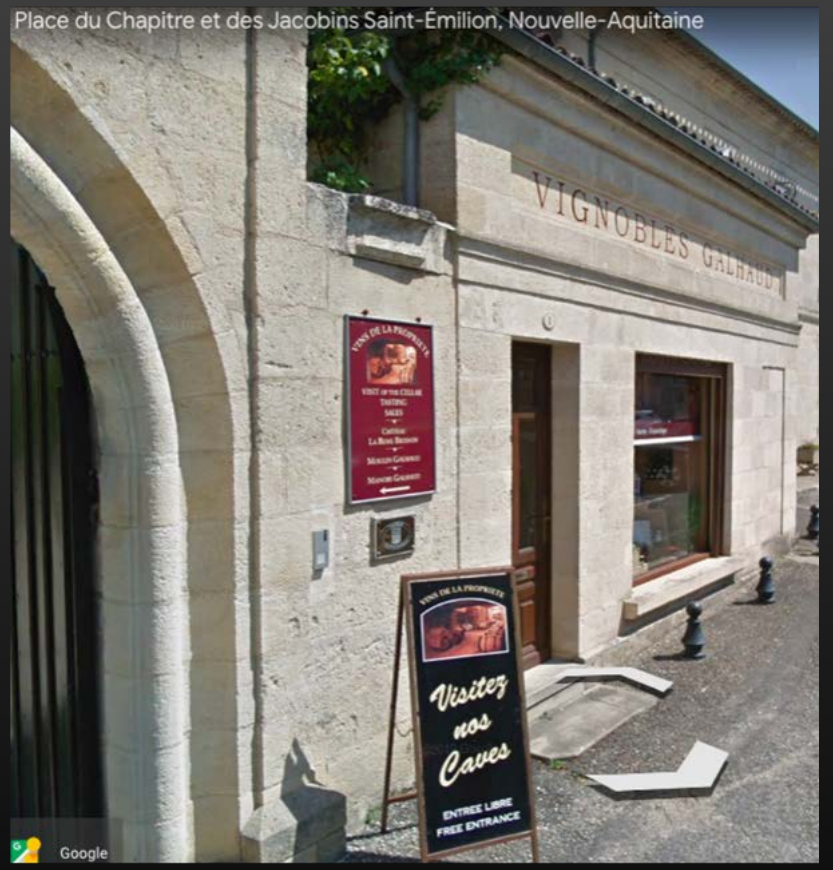
Rue Gaudet

Le Clos du Roy

une marque de cuisine et finesse dans la ville

Circles des Oenophiles

un magasin pour le vin



Vinobles Galhaud

les caves, dégustations, et visites

Le Paysage Linguistique de Saint Émilion

Les citoyens de Saint Émilion expriment leur valeurs en maintenant leur langage à travers la ville

Les Valeurs:

- Le vin
- L'authenticité
- L'exclusivité
- Les traditions

Comment-ils les protègent:

- Choix des noms
- Choix de la langue
- Les prix des vins et de la cuisine

La Théorie de L’Espace

Conçu

- “Roy”
- “Manoir”
- “Circle”
- “Oenophiles”
- “Clos”

La Théorie de l’Espace
Perçu

- Les espaces fermés/privés
- l’Arche
- Tous les signes sont en français
  - en public

La Théorie de l’Espace
Vécu

- Les caves
- Les vignobles
- Les prix

MENU EXPERIENCE 85 €

1 Entrée - 2 Plats - 1 Fromage - 1 Dessert Selon la confiance du chef, ce menu est proposé uniquement pour l'ensemble de la table

EN SAVOIR PLUS

Lessons learned

Get organized

Train yourself and your students

Establish clear goals and how to reach them

Manage expectations

Take your time

Concluding remarks

Anchored in current communication practices and multimodal realities

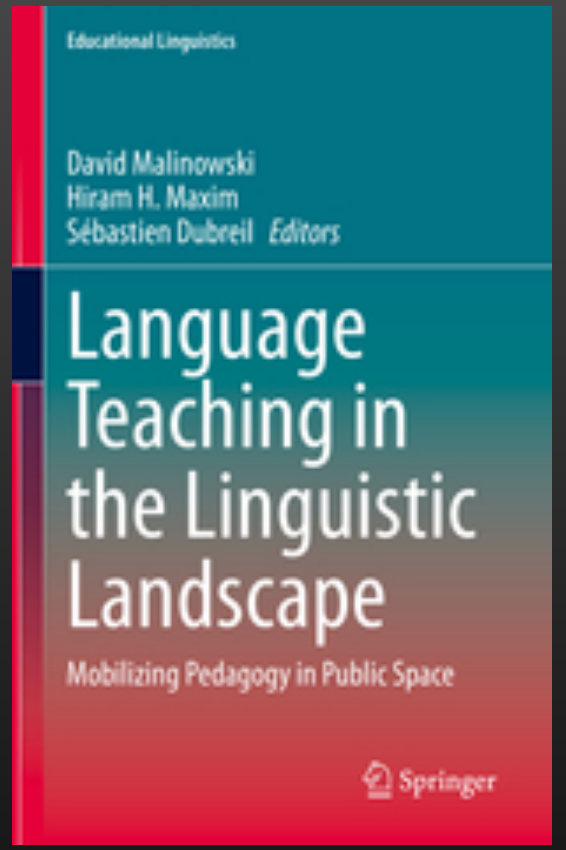
Defamiliarize the familiar

Awareness of the public space (even in the school) as a product of histories, cultures, ideologies, and power differentials.

Turned toward action

Merci

Questions



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