

CERCLL 2016 Summer Professional Development Workshop Series

Texts Across Contexts: Teaching Foreign Languages and Cultures

June 6-7, 2016

Linguistic Landscapes as a Tool in the Foreign Language Classroom

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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.

Objectives: Upon completion of this workshop, participants will be able to...

- discuss key concepts and ideas related to the expanding field of Linguistic Landscape Studies (LLS)
- analyze examples of various linguistic landscapes
- evaluate and reframe existing materials that already incorporate various linguistic landscapes
- act as researcher in order to find examples from various linguistic landscapes to bring into the classroom
- apply these concepts and ideas to their own language teaching context
- design lessons, assessments, units and/or courses based on linguistic landscapes, according to their context.

Outline:

Day 1 Linguistic Landscape Studies (LLS): Key Concepts and Examples

Educational Perspectives on Linguistic Landscapes (LL): Key Concepts and Examples

Designing LL Activities for Language Teaching: Key Concepts and Examples

Day 2 Re-Cap Day 1 and More Examples

Investigating the (virtual) LL of the University of Arizona

Developing LL Activities and Assessments: Workshop

Wrap-Up: LL-inspired Activities, Resources, Projects

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Detailed Schedule:

Day 1: Monday, June 6th

- 9:00-9:30 Introductions
- 9:30-9:45 Overview of workshop
- 9:45-10:00 Poll: Our knowledge of Linguistic Landscapes
- 10:00-10:15 Background and impetus: Why Linguistic Landscapes matter + example
- 10:15-10:30 Background and impetus: Teaching linguistic landscapes in the FL classroom
- 10:15-10:30 Activity 1
- 10:30-10:45 Break
- 10:45-11:00 Discussion of Activity 1
- 11:00-11:15 Activity 2
- 11:15-11:30 Discussion of Activity 2
- 11:30-12:00 Key concepts of language policy & linguistic landscape studies
- 12:00-1:00 LUNCH
- 1:00-1:45 Educational perspectives on linguistic landscapes
- 1:45-2:15 Categorizing and analyzing sample texts
- 2:15-2:30 Discussion
- 2:30-2:45 Break
- 2:45-3:30 Issues in "text selection" (aka finding authentic examples of linguistic landscapes)
- 3:30-3:45 Discussion
- 3:45-4:00 Wrap-up and Preview of Day 2

Day 2: Tuesday, June 7th

- 9:00-9:30 Re-cap Day 1
- 9:30-10:00 Sample lesson plans / units / courses
- 10:30-10:45 Discussion
- 10:45-11:00 Break
- 11:00-11:45 Finding and analyzing (virtual) linguistic landscapes
- 11:45-12:00 Presenting ideas for incorporation in your context
- 12:00-2:00 LUNCH / Exploring the linguistic landscapes of campus
- 2:00-2:15 Discussion of experience
- 2:15-3:00 Work with campus or other examples
- 3:00-3:45 Presentation of ideas for incorporation in your context
- 3:45-4:00 Wrap-up

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Key Terms: The pedagogical framework that many of the ideas presented in this workshop draw from are largely influenced by the concepts and ideas presented in the first two workshops of this series, *i.e.* **multiliteracies and genre-based approaches** to all aspects of language instruction including materials selection, task and assessment development, evaluation and grading. A few terms related to those approaches are included in the table below, as well as key terms that are more specifically related to Linguistic Landscape Studies.

Key Term	Definition
axis of meaning – horizontal	material aspects of signage / language
axis of meaning – vertical	(potential) symbolic meanings contained in the signage
language policy	official decisions, regulations, laws made by governments pertaining to language
linguistic landscapes (narrow)	“the visibility and salience of languages on public and commercial signs in a given territory or region” (Landry & Bourhis, 1997, p. 23)
linguistic landscapes (expanded)	“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,
literacy	dynamic, socioculturally determined practices of creating and interpreting texts of various genres to communicate across contexts
modalities of discourse	written as well as “visual images, nonverbal communication, architecture and the built environment...” (Jaworski & Thurlow, 2011, p. 2)
multimodality	full range of communication forms, from language to gesture, posture, voice, movement, gaze, space, placement, color, etc.
semiotics	the study of signs and symbols and how they are used, and how meaning is made through them
semiotic landscapes	“...any (public) space with visible inscription made through deliberate human intervention and meaning making...” (Jaworski & Thurlow, 2011, p. 2)
spaces, conceived	top-down representations in (semi-)public spaces, related to language policies
spaces, perceived	what people can see and document in (semi-)public spaces
spaces, lived	what people actually experience in (semi-)public spaces
virtual linguistic landscapes	Language use in publicly accessibly virtual/digital spaces on the Internet
visual literacy	ability to understand and interpret visual "texts", broadly defined as any print visual item, including artwork, picture books, advertising, web sites, etc.

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Resources

<http://bit.ly/1wQu7Lj> - **Opening Spaces of Learning in the Linguistic Landscapes: A Resource Document for Language Learning ideas, Resources, and Projects in the LL**

- Maintained as a companion resource for the article “Opening spaces of learning in the linguistic landscape” by David Malinowski in the inaugural volume of [Linguistic Landscape: An International Journal](#) (2015)
- List of online resources and sites of inspiration for teaching and learning in the LL

<http://pzartfulthinking.org/> - teaching with art

<http://www.loc.gov/teachers/usingprimarysources/guides.html> - teaching with primary sources

<http://lauraterrill.wikispaces.com/Presentations> - teaching visual literacy (and everything else!)

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