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
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
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.

<table>
<thead>
<tr>
<th><strong>Key Term</strong></th>
<th><strong>Definition</strong></th>
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<tbody>
<tr>
<td>axis of meaning – horizontal</td>
<td>material aspects of signage / language</td>
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<tr>
<td>axis of meaning – vertical</td>
<td>(potential) symbolic meanings contained in the signage</td>
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<td>language policy</td>
<td>official decisions, regulations, laws made by governments pertaining to language</td>
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<td>linguistic landscapes (narrow)</td>
<td>“the visibility and salience of languages on public and commercial signs in a given territory or region” (Landry &amp; Bourhis, 1997, p. 23)</td>
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<td>linguistic landscapes (expanded)</td>
<td>“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 &amp; Waksman, 2009,</td>
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<td>literacy</td>
<td>dynamic, socioculturally determined practices of creating and interpreting texts of various genres to communicate across contexts</td>
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<td>modalities of discourse</td>
<td>written as well as “visual images, nonverbal communication, architecture and the built environment…” (Jaworski &amp; Thurlow, 2011, p. 2)</td>
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<td>multimodality</td>
<td>full range of communication forms, from language to gesture, posture, voice, movement, gaze, space, placement, color, etc.</td>
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<td>semiotics</td>
<td>the study of signs and symbols and how they are used, and how meaning is made through them</td>
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<td>semiotic landscapes</td>
<td>“…any (public) space with visible inscription made through deliberate human intervention and meaning making…” (Jaworski &amp; Thurlow, 2011, p. 2)</td>
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<tr>
<td>spaces, conceived</td>
<td>top-down representations in (semi-)public spaces, related to language policies</td>
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<td>spaces, perceived</td>
<td>what people can see and document in (semi-)public spaces</td>
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<tr>
<td>spaces, lived</td>
<td>what people actually experience in (semi-)public spaces</td>
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<tr>
<td>virtual linguistic landscapes</td>
<td>Language use in publicly accessibly virtual/digital spaces on the Internet</td>
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<tr>
<td>visual literacy</td>
<td>ability to understand and interpret visual &quot;texts&quot;, broadly defined as any print visual item, including artwork, picture books, advertising, web sites, etc.</td>
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Resources


- 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!)

Works Cited


Sayer, P. (2010). Using the linguistic landscape as a pedagogical resource. ELT Journal 64(2), 143-54.

