



LOCAL

Shifting Linguistic Landscapes
University of Calgary
April 26th 2021

LOCAL LINGUISTIC LANDSCAPES
FOR GLOBAL LANGUAGE EDUCATION
IN THE SCHOOL CONTEXT

Linguistic landscapes in the foreign language classroom:

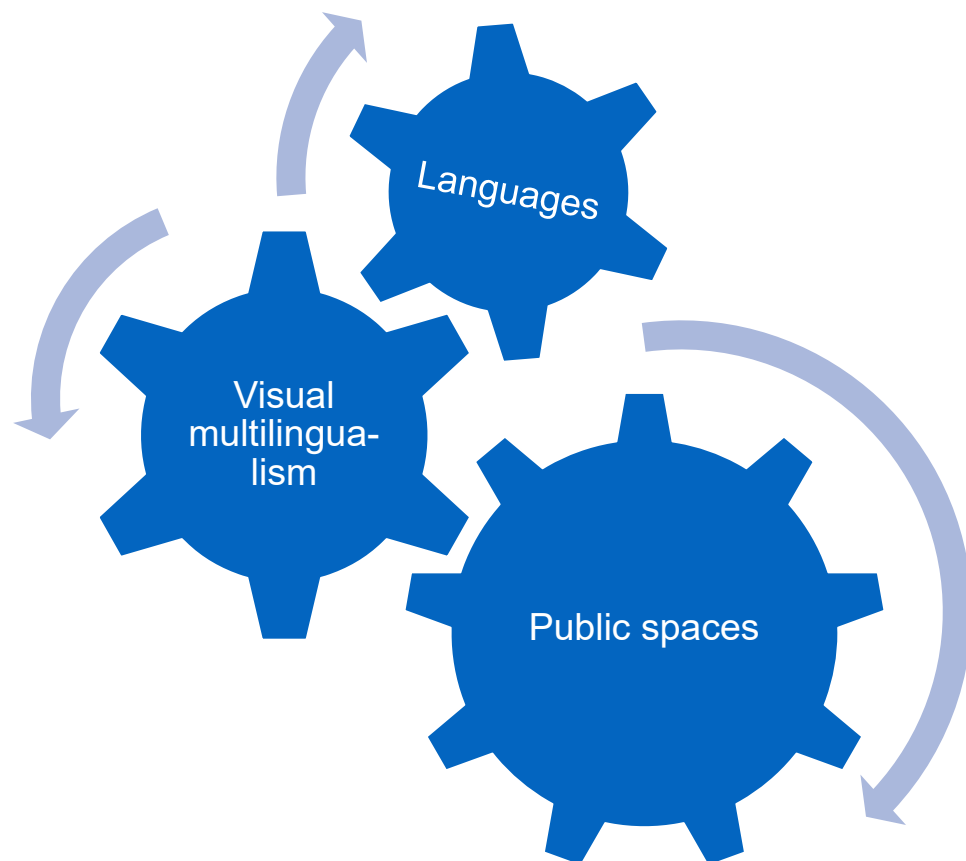
A pathway to multilingual pedagogies and
teacher professional development

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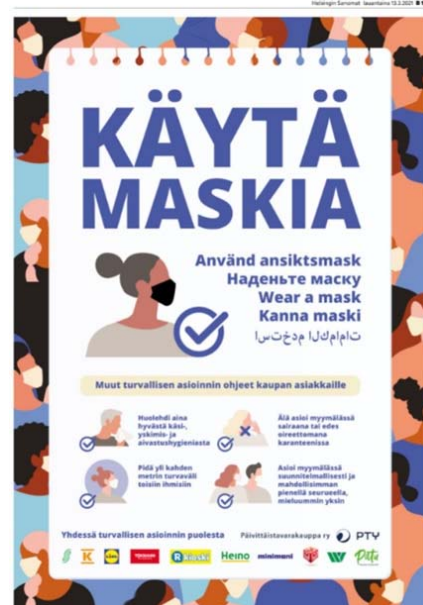
Aims of the talk

- Present and discuss Linguistic Landscapes as:
 - a multilingual resource for the language classroom and for language learning across the curriculum, inspiring and supporting multilingual pedagogies;
 - a resource bridging the gap between school and out-of-school language learning contexts;
 - an instrument to foster teacher's reflexivity and enhance teacher professional development towards more inclusive practices.



What are linguistic landscapes?

- “The language of public road signs, advertising billboards, street names, place-names, commercial shop signs, and public signs on government buildings combines to form the LL of a given territory, region, or urban agglomeration” (Landry & Bourhis, 1997: 25).
- “The presence, representation, meanings and interpretation of languages displayed in public places” (Shohamy & Ben Rafael, 2015: 1).



| Year of publication | Book title | Authors / Editors |
|---------------------|--|---|
| 2006 | Linguistic Landscape: A new approach to multilingualism. | D. Gorter (ed.) |
| 2007 | Linguistic Landscapes: Comparative Study of Urban Multilingualism in Tokyo. | P. Backhaus |
| 2009 | Linguistic Landscape: Expanding the scenery. | E. Shohamy & D. Gorter (ed.) |
| 2010 | Linguistic Landscape in the City. | E. Shohamy, E. Ben-Rafael, M. Barni (ed.) |
| 2010 | Semiotic Landscapes. Language, Image, Space. | A. Jaworski, C. & Thurlow (ed.) |
| 2012 | Linguistic Landscapes, Multilingualism and Social change. | Ch. Hélot, M. Barni, R. Janssens & C. Bagna (ed.) |
| 2012 | Minority Languages in the Linguistic Landscapes. | D. Gorter, H. Marten & L. Van Mensel (ed.) |
| 2013 | Ethnography, superdiversity and linguistic landscapes. Chronicles of complexity. | J. Blommaert |
| 2016 | Negotiating and Contesting Identities in Linguistic Landscape. | R. Blackwood, E. Lanza, & H. Woldemariam (ed.) |
| 2019 | Expanding the linguistic landscape. Linguistic diversity, multimodality and the use of space as a semiotic resource. | M. Pütz & N. Mundt (ed.) |
| 2020 | Linguistic Landscapes. Beyond the Language Classroom. | C. A. Seals & G. Niedt (ed.) |
| 2020 | Language Teaching in the Linguistic Landscape. Mobilizing Pedagogy in Public Space. | D. Malinowsky, H. Maxim & S. Dubreil (eds.) |

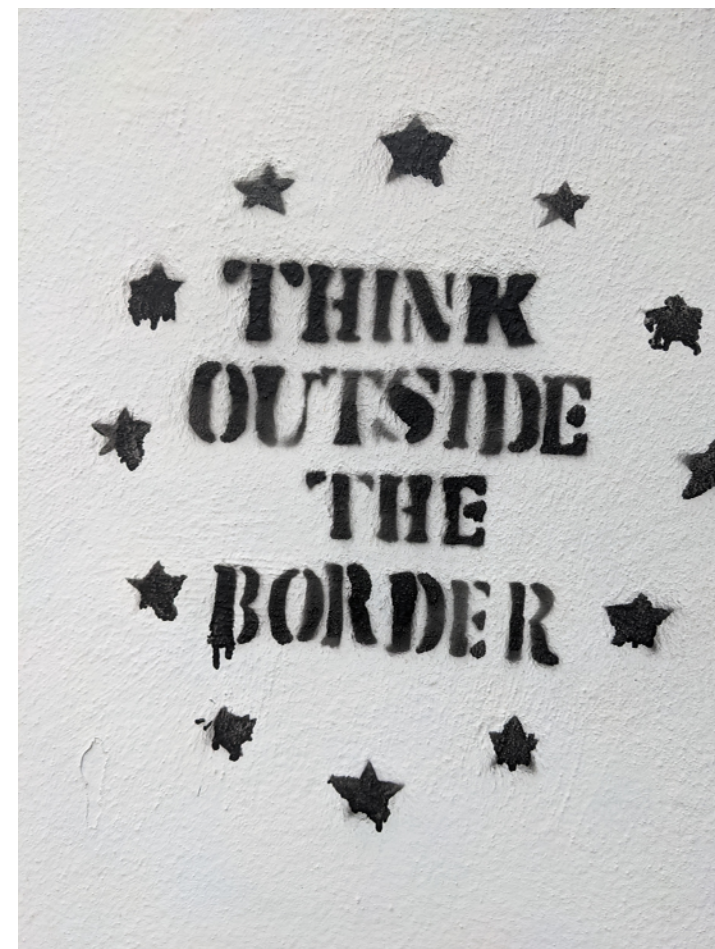
These publications “illustrate not only the originality of research in this new field but also its relevance to our understanding of language in our contemporary globalised world” (Hélot, Jannseens, Barni & Bagna, 2012:17).

Were LL even being considered as resource for the language classroom?

- **Are landscapes just linguistic?**

- Multimodal landscapes;
- Semiotic landscapes;
- Skinscapes (Roux, Peck & Banda, 2019) or “inked identities”;
- Sensescapes (Pennycook & Otsuji, 2015; Prada, 2021);

LL are not just linguistic: LL are “semiotic assemblages” (Pennycook, 2019) and its study should move beyond a logocentric and static perspective.





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How can we learn from LL?

- **Learning *in* the LL** (Malinowski, Maxim & Dubreil, 2020):
 - Bringing the language classroom to the street with an ethnographic focus, observing, documenting and analyzing the “secret life of languages around us”;
 - Incidental learning (Cenoz & Gorter, 2008) vs. noticing (through raising LA in the wild or through focusing in “bits of languages”);
- **Learning *through* the LL** (LoCALL Project):
 - Bringing the street to the language classroom through multimodal transposition;
 - Creating pedagogical materials based on the documentation of LL, with pedagogical and linguistic aims (noticing, raising, focusing in “bits of languages”);

• Do we need to chose?

- It depends on the environment: not all students live in urban spaces and not all spaces offer the same multilingual affordances;
- Linguistic Landscapes can be integrated in mainstream language education, thus enhancing contact with societal multilingualism for all;
- Ethnographic research with children around Linguistic Landscapes can be done in specific contexts (ex. Schoolscapes, Foodscapes, Homescapes, ...).



Kitchen



(Examples from first LoCALL training week)



What can we learn from LL?

- Depending on the focus (Melo-Pfeifer & Silva, 2021):
 - **Multilingual focus:** language/multilingual awareness, intercultural competence;
 - **Monolingual focus:** learning *about* and *a* particular target language, stereotypes attached to that language;
 - **Mixed-focus:** the particular ecology of a given language in the multiingual landscape.

• An example

- Where was this picture taken?
- Which languages are visible in the banner?
- How can you explain the choice of these languages?
- Compare the languages chosen for the banner and the presence of migrant populations. Which discrepancies do you notice?
- Find the equivalent translation of “noche” in all languages.



Residents by Citizenship (31.12.2019)^[21]

| Country | Population |
|----------------------------|------------|
| Total registered residents | 3,769,495 |
| Germany | 2,992,150 |
| Turkey | 98,940 |
| Poland | 56,573 |
| Syria | 39,813 |
| Italy | 31,573 |
| Bulgaria | 30,824 |
| Russia | 26,640 |
| Romania | 24,264 |
| United States | 22,694 |
| Serbia | 20,109 |
| France | 20,023 |
| Vietnam | 19,072 |
| United Kingdom | 16,251 |
| Spain | 15,045 |
| Greece | 14,625 |
| Croatia | 13,930 |
| Ukraine | 13,410 |
| Afghanistan | 13,301 |
| China | 13,293 |
| Bosnia & Herzegovina | 12,291 |
| Austria | 11,886 |
| Other Middle East and Asia | 88,241 |
| Other Europe | 80,807 |
| Africa | 36,414 |
| Other Americas | 27,491 |
| Oceania and Antarctica | 5,651 |
| Stateless or Unclear | 24,184 |



The LoCALL project

- A collaborative European project (with France, Germany, the Netherlands, Portugal, and Spain);
- Aims: develop multilingual pedagogies for the school context, based on students' and teachers' lived experiences with multilingualism outside the school:
 - to create a bridge between pupils' plurilingual experiences and their multilingual learning pathways at school.
 - to connect *indoor* and *outdoor* multilingualism.
- Duration: from 1.7.2019 to 31.8.2022

Outputs of the project

- Multimodal modules for teaching and learning through Linguistic Landscapes (coord. Joana Duarte);
- A series of Tutorials (based on “how to” pedagogical and methodological questions) and Podcasts (sharing teachers’ and students’ experiences with linguistic landscapes) (coord. Melinda Dooly);
- A App for mobile learning (with games co-created with kids) (coord. Mónica Lourenço);
- Guidelines for (language) teachers and curriculum developers (coord. Sílvia Melo-Pfeifer).





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Research questions for today

- How does collaborative and multilingual discussion around Linguistic Landscapes allow the participants – teachers and teacher trainers from around the world – to go beyond a mainstream visual and static understanding of linguistic landscapes?
- How do teachers collaboratively envision multilingual and multimodal pedagogies adapted for their contexts, based on their discussions about Linguistic Landscapes?



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Context of data collection

- 1st training week of the LoCALL project
- When? 8th and 12th June 2020
- Organisers: The Netherlands (coordination: Joana Duarte)
- Number of participants: 63 teachers, teacher trainers, post-graduate students, and researchers
- Where were they coming from? North and South America, Asia, and Europe
- Tasks: webinar with guest speakers (D. Moore, L. Aronin & A. Chik), “Coronascares”, asynchronous discussions in forums, creation of on-line games for the other participants, ...



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Data analysed for this talk

- Written / multimodal & multilingual discussion on:
 - the concept of “Linguistic Landscape”;
 - its potential pedagogical use.
- A total of 55 messages, in 5 discussion forums (details on Brinkmann & Melo-Pfeifer, forthcoming)



Data analysis

- Content analysis of multilingual written interaction in the discussion forum:
 - Categories presented in the literature (for example: the focus presented in studies on LL);
 - The collaborative envisioning of new multilingual practices and renewed pedagogies.

• Looking beyond written/visual Linguistic Landscapes

- LL not confined to languages but encompassing multimodality (multimodal translanguageing);
- LL opening up to multisensorial translanguageing (Prada & Melo-Pfeifer, forthcoming);
- LL opening space for a more inclusive understanding of linguistic diversity;
- LL as (also) private, ephemeral and in movement : “the elements of LL [...] are “ephemeral” and constantly changing”.

Collaborative on-line work
allowing to challenge
common conceptions about
LL: a space where new ideas
on the pedagogical object
and mediational tool emerge
(grassroots of new
practices?)

| Focus on written signs | Focus on multimodality | Focus on multisensoriality | Focus on spaciality and dynamics |
|---|---|---|--|
| “linguistic landscape is all the languages I can see in different signs in a public space. Languages that I know and languages that I don’t know. | “[m]as acredito que as imagens, a oralidade, a língua de sinais, as cores, o formato das letras e até os movimentos façam parte da paisagem linguística...” | “utilizaria todos os sentidos para descrever/sentir a LL, poderíamos explorar o ouvir, o sentir os sabores, as espessuras, a maciez, a rigidez, os cheiros, os movimentos... tudo o que fosse possível sentir...!!” | “all the language that surrounds us in a specific public, semi-public (or non-public/private) setting and includes written language (on traffic signs, pavements, posters, advertising columns Lietfassäulen etc.) as well as images, sounds, buildings, clothes, bags.” |



• Collaboratively envisioning situated multilingual pedagogies

- Discussing different professional paths and work contexts makes new ideas emerge;
- Discussing the characteristics of context and professional action (re)frames the “pedagogy of the possible” (Hélot & Ó Laoire, 2011);
- Sharing real practices engage the authors in the acknowledgement of potentialities, challenges and inconsistencies in the work *with* and *about* multilingualism;
- Envisioning practices that enhance students’ creativity, criticality and plurilingualism: stretching the “pedagogy of the possible”?

| A Brazilian teacher of Braille... | Situating practices in learners’ paths | Reflecting on the incongruences | Developing new ideas |
|--|---|--|---|
| “sinto falta das línguas indígenas e principalmente do que vocês denominam “línguas invisíveis”, pois eu imagino que no trabalho com o plurilinguismo ainda não há um espaço específico para as “línguas sensoriais”” | “Should it [= LL] be included in the school program? What can we do if students were taught the past years in a “classic” way and do not see any sense in plurilingual activities?” | “[W]hile we talk a lot about our diversity, our diversity’s languages are not visibly and visually represented within our walls” | “Students could even design a fictional linguistic landscape of their own, using the linguistic resources they have and thus promoting their own plurilingualism”. |

• Synthesis

- Research so far tends to approach language education and multilingualism mainly through methods that are anchored in discourse and discursive practices (interviews, questionnaires, written narratives, to name a few), **rarely taking embodiment and multimodality in consideration**.
- Linguistic Landscapes as resources for a visual (Kalaja & Pitkänen-Huhta, 2018; Kalaja & Melo-Pfeifer, 2019), a multilingual (May, 2014), and a spacial (Lozano, Jiménez-Caicedo & Abraham, 2020) turn in language education;
- Potential professional development through reflection about specific examples, comparison of multilingual contexts, comparison of professional realities:
 - co-construction of a more complex, dynamic, and inclusive understanding of LL;
 - challenging of common attributes related to LL: merely linguistic, merely verbal languages, static in space, durable, public...

Linguistic Landscapes allow teachers to rethink multilingualism, making it (even) more inclusive!



(Photo by the team of Barcelona @LoCALL)



(Photo by the team of Aveiro @LoCALL)

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- **Do you want to take part on the 3rd on-line training week?**
 - 31st May to the 4th June 2021
- **Do you want to present your LL and contribute to the LoCALL website?**
 - silvia.melo-pfeifer@uni-hamburg.de
- **Follow us:**
 - <https://locallproject.eu/>
 - YouTube Chanel (locall linguistic landscapes)
 - ResearchGate (just search for the name of the project)



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