

## University of Groningen

### Guidelines for introducing linguistic landscapes in (foreign) language learning and teacher education

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# Guidelines for introducing linguistic landscapes in (foreign) language learning and teacher education



**LOCAL LINGUISTIC LANDSCAPES**  
FOR GLOBAL LANGUAGE EDUCATION  
IN THE SCHOOL CONTEXT

Project ID | **2019-1-DE03-KA201-060024**

## **Editorial**

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**INTRODUCTION**

**Linguistic landscapes are the ensemble of linguistic, semiotic and sensorial cues in public and private spaces. The linguistic landscape can inform us, for example, about the linguistic composition of a given society or space, the power dynamics and hierarchies between languages and modes and about who produces and consumes those ensembles.**

Linguistic landscapes are explained  
in more detail in section 2.

# 1. Introduction



**IMAGE 1 & IMAGE 2.**

Tsunami information and traffic signs in Japan  
(from our [LoCALL blog](#), by M. Oyama)

In this document, we introduce you to the potential and practicalities of using linguistic landscapes (LLs) in education and provide suggestions for integrating LLs in educational settings and in teacher education programmes.

Although LLs have been studied for some time now – from *inter alia* linguistic and political perspectives – classroom studies have been relatively scarce. Knowing that LLs can enhance learning and reflection, we wondered why little pedagogical and didactic attention had been paid to them. Identifying this gap, as well as the desire to address it, was the starting point of the LoCALL project.

LoCALL, which stands for *Local Linguistic Landscapes for Global Education in the School Context*, was an Erasmus+ project that ran from 01.09.2019 to 31.08.2022. The aim of the project was to acknowledge the value of contemporary diversity in language education by mapping local LLs and discussing them collaboratively and comparatively at an international level. A further aim was to tackle the formative needs of teachers to deal with (linguistic) diversity in language education. The approach taken by LoCALL was to propose the LL as an authentic and multilingual resource in overcoming those needs.

The LoCALL team comprised researchers and teachers in the cities of Aveiro, Barcelona, Groningen, Hamburg and Strasbourg.

**The specific goals of the team were:**

- to develop pedagogical materials that foster the integration of LLs in different settings, from primary to higher education, as well as in pre- and in-service teacher training;
- to analyse the implementation of those materials, considering the pedagogical potential of LLs to bring about plurilingual approaches at school, in language classrooms and beyond;
- to develop a set of suggestions, based on the previous two goals, on the use of LLs as pedagogical tools and teacher education materials. If implemented, these suggestions should foster both students' and teachers' knowledge and reflection on individual plurilingualism and societal multilingualism.

You can find a thorough description of the **LoCALL project at: <https://localproject.eu/>.**

## Multilingualism or plurilingualism?

In this document, we often refer to ‘plurilingualism’. How is that different from multilingualism? Multilingualism refers to societal multilingualism: the coexistence of many languages, for example, within a country, a community or a classroom. Plurilingualism refers to an individual’s repertoire of languages, or “the capacity of individuals to use more than one language in social communication whatever their command of those languages”

*(Beacco, 2005, p. 19).*

In the next section, we discuss the concept of linguistic landscapes and how they have been studied. This body of research shows how LLs can be viewed in different ways, as well as their significance for different multilingual settings and societies. It is upon this body of research that the LoCALL project was based. In Section 3, we then document the ways in which LLs may be implemented in education by drawing on the findings of the LoCALL project itself.

Section 4 deals concretely with the projects’ outcomes in terms of teacher knowledge and professional development. Our findings and interpretations are conveyed with the help of the resources listed on the project website, as well as the publications that

emerged from project collaboration (mainly published in Melo-Pfeifer, forthcoming). Because LoCALL continuously acknowledges the valuable work done by researchers in other contexts, Section 5 is devoted to dialogues with projects developed in Poland and Austria.

The results reported here serve as the basis for the suggestions outlined in Section 6. We emphasise that these are merely suggestions, to be used as inspiration rather than as a complete or exhaustive list of options. Each teacher and teacher educator will find their own way of working with LLs, depending on their own contexts. After all, as stated in the name of our project, it is the local that can be used for global education.



**IMAGE 3 & IMAGE 4.**

Official bilingualism in Dublin’s LL  
(from our [LoCALL Blog](#), by S. McMonagle)



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## 2. What exactly are linguistic landscapes?

**Put simply, they refer to the visibility of languages all around us – in our neighbourhoods, town and city centres, schools and public spaces, as well as in our homes.**

Within these spaces, LLs refer to languages on billboards and advertising, road and street signage, posters and flyers, information displayed on noticeboards, protest placards, graffiti, detritus, personal and everyday artefacts. Signs are not just composed of languages, but of other modalities, such as symbols, images and sounds. The LL is therefore both multilingual and multimodal.

**So, is it really that simple?**  
Well, yes and *no*.

Because the LL is all around us, it is immediately accessible and perceptible. No special means or lens are required to observe the languages displayed in our vicinity. However, developing a critical lens allows us to observe these displays in a deeper and more reflective

way. And critical observations are important as the LL not only tells us which languages are visible in a given space, but signifies the status of those languages, what they represent, who they are intended to address and why. Critical observations thus allow us to learn about society through linguistic facts (Ben-Rafael & Ben-Rafael 2019, ix).

**This awareness can in turn help to establish equitable, reflective and plurilingual approaches to language and global citizenship education.**

LLs have been typically documented by researchers in officially bi- and multilingual societies. For example, Cenoz and Gorter (2006) have compared linguistic landscapes in Friesland (where Frisian and Dutch are co-official) and the Basque Country (where Basque and

Spanish are co-official). Such studies reveal the extent to which official language policy is reflected (or not) in public and commercial signs.

This particular study by Cenoz and Gorter revealed the dominance of Dutch and Spanish in the respective cases. Moreover, the authors point out that the salience of Frisian or Basque in the analysed signs does not always correlate with actual oral communication in the respective languages.

When the LL is contextualised in its social, political and linguistic environment, we see both functional and symbolic roles for languages, as some signs are created to convey information while others aim to express a sense of identity.



**IMAGE 5.**  
Trilingual street painting in Ljouwert/Leeuwarden  
(from our [LoCALL Blog](#), by, S. Veenstra)

Linguistic landscaping techniques have been especially applied in cities. As cities are attractive to migrants, they are the culmination points of linguistic diversity.

On top of and owing to their (linguistically) diverse populations, cities are sites of significant social interaction, cultural and economic activities. Entire volumes of studies have thus been dedicated to LLS in multilingual cities (e.g. Shohamy et al., 2010; Ben-Rafael & Ben-Rafael, 2019), examining 'top-down' and 'bottom-up' signage. Some studies quantify (count) the languages visible in selected areas – for example, in the metropolises of Addis Ababa, Berlin, Brussels, London, New Delhi, Paris, Tel Aviv and Tokyo, Ben-Rafael and Ben-Rafael (2019) tallied the names of businesses in order to determine the use of national, migrant or global languages in signs.

Other studies attempt to qualify or characterise language configurations on signs by interpreting their arrangements and objectives. For instance, commercial signage in the city landscape can be especially multilingual, indicating both the functional and symbolic roles of language. In the city of Dublin, McMonagle (2017) analysed signage on food stores, restaurants and services in an area where many (recent) migrants had settled.

On the one hand, signs displayed in Polish and other eastern European languages were clearly aimed at speakers of those languages (and can therefore be said to be functional). On the other hand, signs bearing certain languages and scripts, in particular Asian scripts, were aimed at a broader population that does not need to be able to understand such languages to know that Asian-style restaurants are

open for business; such signage can therefore be said to be both functional and symbolic. The LL can not only be perceived through official signage – look at some of the mundane objects in your surroundings (for example graffiti or garbage in the streets) to see what languages and scripts they bear. This tells us something about human activity.



**IMAGE 6.** Multilingual signage at international arrivals, Soekarno-Hatta airport, Indonesia (from our [LoCALL Blog](#), by U. Djonda)

Any LL can be viewed according to all the languages displayed within it or via selected languages, depending on what we want to find out. Languages of interest may relate to language policy (such as the cases of Basque and Frisian above) or to settlement patterns (as in the case of historical or contemporary migrations). A single language that has received attention across a range of studies is English. Indeed, we can assume that LLs across the world will have this language in common. English-language signage is a recurring theme in studies from non-Anglophone areas, particularly as English increasingly functions as a lingua franca for international tourists and as

symbolic branding in commercial activities to appear cosmopolitan (Gorter & Cenoz 2017). Institutions are also characterised by their LLs. In some spaces, multilingual signage is produced to be clearly understood by those who may need it, for example in hospitals. Elsewhere, warning signs may be issued in some languages but not in others. And in some institutions, for example libraries, signs in different languages may suggest a welcoming and inclusive space.

Much depends on the sign makers (top-down official as well as bottom-up grassroots), the language

(education) policies and ideologies, and what they wish to communicate to intended audiences. A more individualised tone, although still in a public space, can be found in informal signage such as graffiti, posters and announcements created by individuals.

Language use and vitality can also be observed in private spaces, such as in family homes where a heritage language is spoken. In such spaces, different languages combine with material objects – e.g. cookbooks, story books, prayer books – that are attached to cultural diversity.



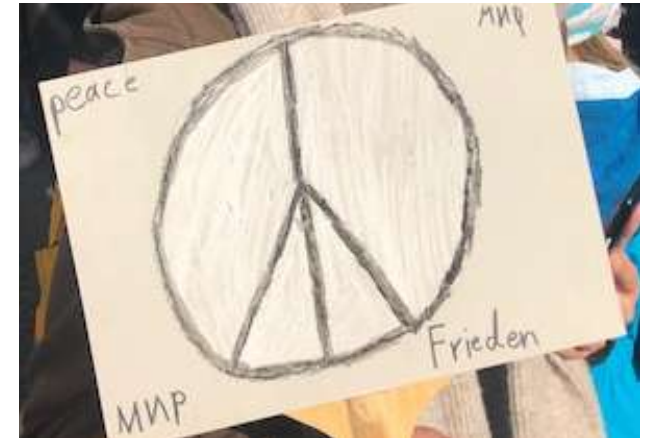
**IMAGE7, IMAGE 8 & IMAGE 9.**

Multilingual and multimodal shop signage in Punjab  
(from our [LoCALL Blog](#), by F. Amna)

The LL is thus not only characterised by displayed languages and modalities, but is multisemiotic and multifaceted as it contains information that is functional and symbolic, general and individualised.

Signs are produced by actors with different agendas and motivations – to inform, instruct, attract, etc. – and are perceived by readers who may feel a sense of inclusion or exclusion, depending on the make-up of the LL in their surroundings. As we reflect on the different purposes of signs in different languages, it becomes clear that the LL tells us something about the symbolic construction of our society – about ethnolinguistic vitality, social relations, identities, who is being addressed (or not) and for what purpose. LLs comprise real-world linguistic expressions and manifestations of multilingualism (or lack thereof).

By perceiving them, we can raise language awareness, which is a relevant feature and goal of language learning in Europe. By raising knowledge of the forms and functions of language, key skills for language acquisition, social communication and intercultural competence can be attained. Moreover, the linguistic landscape is a free, immediate and dynamic educational resource that is part of the lives of individuals, both at a private and public level.



**IMAGE 10, IMAGE 11, IMAGE 12 & IMAGE 13.**

Multisemiotic signs for peace  
(from our [LoCALL Blog](#), by S. Melo-Pfeifer)

# Do you want to view different linguistic landscapes?

LinguaSnapp  
Hamburg



[LINGUASNAPP HAMBURG LINK](#)

LoCALL Blog  
"Linguistic Landscapes  
around the world"



[LOCALL BLOG LINK](#)

Museu da  
Língua Portuguesa



[MUSEU DA LÍNGUA PORTUGUESA LINK](#)

Swiss-Scape



[SWISS-SCAPE LINK](#)

Scan the QR Code or follow the link below each one of the blogs.

# 03

## 03 INTEGRATING LINGUISTIC LANDSCAPES IN THE CLASSROOM

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What is language awareness?

**It is the “explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use”**

Association for Language Awareness

<https://www.languageawareness.org/>

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### 3.1 The pedagogical and curricular benefits

Plurilingual pedagogies and the desire to use authentic language materials are key to integrating LLs into foreign language teaching at all levels of education and learning. The purpose of this section is to provide an overview of resources produced within the scope of LoCALL that can be used in primary and secondary education. Across all sectors, it is recognised that:

**1) outdoor environments are linguistic and semiotic environments and thus potential educational sites (Clemente, 2020)**

**2) plurilingual work with LLs is particularly suitable for promoting language awareness (Dagenais et al., 2009).**

**But the potential of using LLs does not end there!**



Research has shown that the pedagogical exploration of LLs can not only develop the language awareness of students, student teachers and teachers alike, but may also foster multimodal learning experiences and promote intercultural education.

Such skills and experiences lend themselves to different school subjects and life domains. Cross-curricular links can be established via the LL and contribute to education for sustainable development and global citizenship.

In terms of language learning more specifically, studies have shown the advantages of using the LL for inter alia vocabulary acquisition and understanding pragmatic aspects of the target language.

**When introducing the LL in specific subjects or across the curriculum, the following should be kept in mind:**

— Interaction between school, community and other external spaces (physical and virtual) must be valued in order to 1) promote social and ecological learning that is oriented to the characteristics of a given context and 2) recognise the variety/validity of different forms of knowledge and access to knowledge;

— Linguistic and cultural diversity are not just constitutive of each learning context, but are transversal goals of a type of learning that aims to build an ethical, critical and engaged language education at school;

— Subject-specific content can be articulated in interdisciplinary ways develop to develop cross-cutting skills (e.g. intercultural competence and multiliteracies), positive attitudes to societal multilingualism and individual plurilingualism (of students and teachers). Interdisciplinary possibilities can be reached through the adoption of pluralistic pedagogies (Lourenço & Melo-Pfeifer, forthcoming).

**IMAGE 14**

Montagem de fotos de Maputo exibida na Exposição “Português de Moçambique no Caleidoscópio” (2019-2020). (from our [LoCALL Blog](#), by Perpétua Gonçalves)

## 3.2 Primary education (6- to 10-year-old pupils)

In primary education, tasks through which pupils become aware of the quantity and diversity of languages are crucial. These tasks can be enriched by activities linking to subjects such as geography, history, maths or art. The artistic dimension can be used, for example, together with linguistic biographies, in which the pupils depict the languages in their lives, thereby constructing their own personal LL: “Linguistic biographies are narrative accounts of (planned or unplanned) trajectories of language learning, and reflections upon and evaluations of language learning progress” (Melo-Pfeifer & Chik, 2020). They can compare their depictions with those of their classmates according to the motto *Mi PL = Tu PL?* (*‘My LL = your LL?’*; [see podcast episode 9](#)).

The linguistic biography is a good starting point for lessons combining orientation and artistic tasks. Such combined tasks can consist of students searching for displayed languages in a given space, for example at home (*‘homescape’*) or at school (*‘schoolscape’*). At home, they can examine the *‘foodscape’* in their kitchen and draw conclusions about the diversity of languages encountered there.

In groups, they can consider how this linguistic diversity may be represented in the public space

by designing the desired LL of an imaginary city (see module in [German](#) and [Portuguese](#)).

Design activities can also be adopted for the school. Students can ask their families, class or parallel classes how diverse the school is. They can then be encouraged to help shape the schoolscape by making it more inclusive using the languages they find (see module in [English](#) and [Portuguese](#)). They can also reflect on the foreign languages they learn in school by creating a *‘Lennon wall’* of individual perspectives on, for instance, why English is learned in school (see module in [English](#) and [Spanish](#)). Pupils can make discoveries by exploring the LL of their environment, for example together with their family or/and peers, and become “linguistic detectives” (see module in [Spanish](#); [podcast episode 1](#)).

They can also discover the LL at home and create a plurilingual collage of linguistic highlights (see module in [Spanish](#)) or a word cloud of terms that most intrigued them (see module in [Spanish](#)). The outcomes can be used for further activities, such as creating individual signs that pick up on the languages found or designing the LL of an imagined shop, street or entire city (see module in [English](#), [French](#) and [Portuguese](#); [podcast episode 4](#)).



**IMAGE 15**

Kid's activities.  
(by Fátima Silva)

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Cities other than one's own can also be included in LL work to raise awareness of language diversity around the world, for example by working with Chloe Perarnau's book *The Walkabout Orchestra* (ISBN: 978-1786030795) in which postcards of different places in the world are displayed. Students can get to know LLs through pictures and postcards from different cities and even write a postcard from a city themselves (see module in [English](#) and [Portuguese; podcast episode 4](#)).

The teacher who developed the activity and taught the session to primary school children reflects as follows:

Teacher:

**“At the end of the project we designed the city of Aveiro and added some elements to make the LL more complete and inclusive. Why is this important?”**

The pupils thus collaboratively construct a more inclusive world (at least in their imaginations) as the following quotes show:

STUDENT 1

**“To welcome people from all over the world.”**



STUDENT 2

**“For the residents to feel integrated.”**



STUDENT 3

**“It's important because now we can show others what the city could be like.”**



Feedback from pupils  
Module "[What would you change in your city](#)"

**IMAGE 16**  
from [Unsplash](#), by Magnet.me



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**“Throughout this session, I was very enthusiastic and I tried to guide the class according to the pupils’ reactions and comments, so that the learning process was meaningful for them. I was very happy with all the comments, discoveries and works produced, taking advantage of all this to give more dynamism to the class and relate different contents.”**

**Teacher's Feedback**

Module “[What would you change in your city](#)”

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### 3.3 Secondary education

In foreign language teaching, not only can language awareness be promoted through critical reflection but can be also combined with global citizenship education. At secondary level, cross-curricular skills can be developed in different subjects or through subject combinations. For example, digital literacy can be promoted alongside language awareness. The activities described here can be used in both lower and upper secondary levels. Tasks should be adapted according to the language level or the necessary reflection skills.

On a theoretical level, the concept of the LL can be explored with the help of a plurilingual example before the students look for similar examples in their immediate environment (see module in [German](#)). Another way of encouraging the theoretical understanding of the LL and its implications for society can be to examine the LL in selected photos that require critical thinking, for example about the social backgrounds associated with languages that are present in the LL (see module in [English](#) and [German](#)). LL exploration should be supplemented with further tasks in secondary education. Students can explore their familial linguistic biographies (possibly in cooperation with the history teacher and/or by involving family members) and then put them together in a collage (see module in [French](#) and

[Portuguese](#); [tutorial 7](#)). They can also explore the homescape together with the family and then the wider neighbourhood. It is important that the students reflect on why some languages can be found and others not. Collages can also be made and shared in class (see [podcast episodes 2](#) and [3](#); [tutorial 2](#)). Here, neither the promotion of digital literacy nor the promotion of artistic skills should be forgotten.

Going a step further, students can act as language detectives by taking photos of their neighbourhood LL, or of the neighbourhood of their school, and then formulating questions about the languages seen in the photos (all the while practicing their digital skills). They can then incorporate these photos and questions into the LoCALL App (see section 3.5) and create games (see module in [Portuguese](#) and [Spanish](#)). This can also be applied to the schoolscape and may include interviews with students, teachers, staff or parents. The languages detected in the school can then find their way into a game in the app (see module in [English](#) and [French](#)).

It is also possible to use the LL in class without sending learners outside by allowing them to explore LLs anywhere in the world via Google Street View™. To practice language awareness and foreign language learning, they can freely choose a language they

already know or are learning (either in or out of school, for example on Duolingo). They thereby also train their digital and (virtual) geographical skills (see module in [Dutch](#), [English](#), [French](#), and [Frisian](#); [podcast episode 12](#)). The teacher can also use digital media by showing a presentation of the LL of a city (for example in PowerPoint or Prezi) with selected photos and a narrative (see module in [Dutch](#), [English](#), [French](#), [Frisian](#), and [German](#); [podcast episodes 5](#) and [6](#)).

When implemented as part of the LoCALL project, the activity “[Street view your language](#)” enhanced the students' curiosity for other languages and places: “I had never heard of linguistic landscapes. But I found it very nice to see what languages are used outside” (Student feedback on “[Street view your language](#)”).

#### IMAGE 16

Plurilingual Statue in São Paulo, Brazil  
(from our [LoCALL Blog](#), by Maria Célia Lima-Hernandes)



**“What a great activity, I would have never come up with this myself. It was a nice addition to the learning of a language and to make this more tangible. This way students see that their learned language is visible a lot in the public space in the countries where the language is spoken.”**

**Teacher's Feedback**

Module "[Street View your Language](#)"

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Plurilingual students can express themselves through memes (see module in [Dutch](#), [English](#) and [Frisian](#)) and poems (see module in [Dutch](#), [English](#), [French](#), and [Frisian](#)) or design a graffiti wall and reflect on their language choices (see module in [German](#)).

The LL, whether photographed by students' themselves or provided by the teacher, can also be used for the creative task of making a pop-up card (see module in [French](#)). Even physical education can play a part in developing the LL of the school by using the students' languages in multilingual signs for exercises (see [podcast episode 13](#) and [tutorial 9](#)).

Essentially, the tasks designed for upper secondary school aim at promoting critical language awareness through an understanding of the theoretical concept of the LL and by asking for justifications for the presence of some languages but not others. The 'language detectives' module is most appropriate here (in [Dutch](#), [English](#), [French](#), [Frisian](#), [German](#), and [Portuguese](#)).

Students are tasked with taking pictures of the languages of a street or a neighborhood and then to evaluate their discoveries. Having tallied the languages found, they should then be able to argue for the increased visibility of certain languages (see also

[tutorial 6](#)). Speakers of (regional) minority languages in particular can benefit from engaging with the LL and becoming aware of the importance and value that the minority language has for them. This exercise can be empowering for minority students.

The students can also explore specific forms in the LL of their environment, e.g. stickers (see module in [German](#) and [Portuguese](#)) or multimodal elements of the LL (see module in [German](#) and [Portuguese](#); [podcast episode 8](#); [tutorial 3](#)) and create such elements themselves alongside which they should explain their creative process and justify the decisions made.

To work on artistic skills, students can analyse photos of stores and then design a store themselves including, again, a justification for their language choices (see module in [Portuguese](#) and [Spanish](#)).

This exercise can be empowering for minority students.

#### IMAGE 17, IMAGE 18 & IMAGE 19

Project Sichtberens at the Zaailand square in Leeuwarden & Entrance of a parking garage displaying a Frisian song. (from our [LoCALL Blog](#), by S. Veenstra)



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**“Overall, we feel that Frisian should be used more in the city because Ljouwer is, in the end, the capital city of Fryslân and welcomes a lot of tourists because of that. Therefore it is importante to show that we are proud of our language and want it to survive.”**

**Student's Feedback**

Module "[Language detectives](#)"

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### 3.4 Curricular requirements and cross-cutting activities

LLs can (and should) be creatively linked to the requirements of the curriculum. This may necessitate extra preparation, which teachers are all too familiar with, but it will bring learners closer to plurilingualism as they work with interdisciplinary approaches. At the same time, the teacher appreciates that all learners bring their individual plurilingualism to the classroom and the students appreciate the activity because, “By learning about other languages we learned about other cultures and countries, which we really enjoyed” (see [tutorial 1](#)).

Crucial to the integration of LLs into foreign language teaching is the extant curriculum which can be extended via LL activities (see [tutorial 8](#)). It is also important to collaborate with other teachers (both language teachers and other subject teachers) and to bring families on board who present and share their languages and embody multilingualism in society (see [tutorial 5](#)). Explorations of the LL in learners’ environments can in principle occur at all stages of learning. It is necessary to decide on a tour of interesting places beforehand and, if necessary, to draw up a plan to guide the learners. The environment is explored together with the learners, however the teacher should not prescribe any 'answers' (see [tutorial 4](#)). For example, the module 'sensory maps' can be

used, in which soundscapes are recorded together with the visual LL in order to create a multimodal map. This tour is expected to be conducted with families (see module in [German](#), [Portuguese](#), and [Spanish](#)). Another tool for promoting language awareness, digital competences, world knowledge, organisational and orientation skills is the LoCALL App (download it from the [App Store](#)<sup>TM</sup> or [Google Play](#)<sup>TM</sup>).

**App Store**



**Google Play**



The App contains games that address different age groups and school levels. There are games that focus

on a single target language (e.g. Spanish in "Vamos a aprender el español"), on multilingualism (e.g. "Caribbean Adventure"), or on a specific form of the LL (e.g. schoolsapes in "Welcome to Molsheim").

Since games can be created by the students and teachers themselves, there is an endless number of possibilities to use the app for foreign language teaching, for promoting knowledge of other school subjects (history, geography, maths, physics), as well as world knowledge. Only multiple-choice questions apply and feedback on these questions helps learners in their language acquisition process and in developing language awareness. Most of the games are designed to be used 'in the field', i.e. learners go from point of interest to point of interest with the app and answer the questions accordingly (exceptions to this are the games created during the Training Weeks in 2021 and 2022).

It remains to be said that there are possibilities beyond the suggestions made here, but these suggestions should at least serve as an inspiration for bringing LLs into the classroom. The approaches outlined here offer room for creativity when integrating outdoor activities, multilingual pedagogies and authentic language materials into classroom learning in a variety of ways.

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# 04

## 04 LINGUISTIC LANDSCAPES AND TEACHERS' PROFESSIONAL COMPETENCE: A FOCUS ON LANGUAGE TEACHERS

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## 4. Linguistic landscapes and teachers' professional competence: a focus on language teachers

Quality teachers develop attitudes and possess knowledge and skills that allow them to act, react, reflect and negotiate in dynamic and unpredictable education contexts and learning scenarios, which are characterised inter alia by their linguistic and cultural diversity. LLs can be a tool to develop teachers' knowledge and skills in dealing with such contexts. In this section, we report on how LLs can be used to foster language teachers' professional development, by drawing on the resources created in the realm of the LoCALL project.

### 4.1 Linguistic Landscapes in (foreign language) teacher education

In higher education, when working with students and pre-service teachers of foreign languages, two areas can be targeted when viewing the LL: 1) critical language awareness; 2) the transformation of the LL into pedagogical materials with specific purposes. Student teachers are first given theoretical input on the concept of the LL, grounded in several different orientations, e.g. the variety of forms of LLs (semiotic landscape, Jaworski & Thurlow, 2010; 'sensescapes', Prada, 2021; soundscapes and multimodal LL, Malinowski, 2009), or by focussing on target language vs. multilingualism, or the locations of LLs (homescapes, schoolsapes, cityscapes, foodscapes).

#### IMAGE 20

from [Pexels](#), by Karolina Grabowska



The concept of the LL should encourage student/teacher discussions, that should include **these possible points of discussion**.

— The concept of the LL and/or concrete examples of the LL. Leading questions might include:

**What do you understand by LLs? How would you relate this idea to foreign language teaching?**

**What is your view of pedagogical and didactic potential of LLs? Do you think this approach could be useful in foreign language teaching? Why?**

**Please upload/show photos of multilingual signs, landscapes, neighbourhoods, etc. How would you use these photos as a resource for the foreign language classroom?**

— The benefits and challenges of the LL for foreign language teaching. The instructor must be aware that there may be resistance from students to the inclusion of such materials, to outdoor learning or plurilingual pedagogies. Equally, however, these very points are often highlighted by students as possessing great potential;

— Ideas for didactisation: Exchange between teachers/students may generate a pool of ideas for didactisation. In diverse groups, exchange can lead to the deconstruction of colonial or excluding practices via consideration of indigenous, minority and multimodal languages. The evaluation of a workshop on how to integrate the LL in the foreign language classroom has shown that students become aware of the social and power issues linked to LL: “Linguistic landscapes are often associated with stereotypes” (Student evaluation of a workshop on LL, Jena, Germany).

These discussions can take place in online fora, as a podcast episode (using the prompt “The best about LL is that...”; see [podcast episode 11](#)) or as a discussion in seminars (using methods like fishbowl-discussion or think-pair-share).

They have the potential to naturally become plurilingual, for instance, when students or teachers use examples or refer to the target language. We can observe these plurilingual strategies in online discussions and in podcasts (see [podcast episode 10](#)).

Ideas for didactisation can be enriched with the help of targeted tasks by using the LoCALL App platform. Learners can pick out specific photos of the LL (taken from a previous ethnographic walk in the LL (Pink, 2009), Google Street View™, or selected photos by the instructor), think of questions and potential feedback to them, and then add them to the platform.

In the end, they create a game that can be used by others (see [instructions of accessing and registering](#) and of [creating a game](#)).

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## 4.2 Gains in teachers' professional development

Three knowledge domains are commonly recognised as being part of teachers' professional competences (Baumert & Kunter, 2013): subject-specific knowledge, subject-specific didactic knowledge and general pedagogical-psychological knowledge. The first concerns the mastery of subject content (such as foreign languages or mathematics); the second relates to the methodologies of and knowledge about teaching and learning processes with regard to specific subjects (e.g. pluralistic approaches to languages and cultures); and the third relates to knowledge about learning motivations, evaluation processes or to how to manage classroom activities.

All these dimensions of professional knowledge are combined with values and beliefs, motivation regulation and self-regulation (Baumert & Kunter, 2013), as well as knowledge of the micro, meso and macro contexts (i.e. the classroom, the school, the education system). We focus our findings in this section on knowledge development only, as knowledge, either declarative or procedural, is considered "a key component of teachers' professional competence" (Baumert & Kunter, 2013, p. 28).



**IMAGE 21**

Implementation of LL in the Netherlands.  
(from our [LoCALL Blog](#), by Joana Duarte)

## 4.2.1 Subject-specific knowledge

Pre- and in-service language teachers who participated in LoCALL activities have acquired knowledge not only in the target languages they (will) teach, but also regarding the relationships those languages have to other languages, the contexts in which they are used and the individuals who use them. This means that, alongside linguistic knowledge attached to specific languages, teachers also develop awareness of sociolinguistic and political issues attached to social multilingualism (see [podcast 4](#)).

Such knowledge allows teachers to act with awareness as micro-policy actors in the classroom. An assessment of LLs and the use of LoCALL materials in particular were shown to enhance teachers' reflection on the functioning of several languages, in turn promoting their declarative knowledge about languages and their ability to analyse them. Participants in LoCALL activities also reflected on the notions of language and inclusion through language, acknowledging the need to support languages that are less present in the curriculum and less present in studies on LLs (such as Braille and Sign Languages) (see [tutorial 10](#)).

## 4.2.2 Subject-specific didactic knowledge

By using the LL in class or observing the LoCALL materials, some participants were encouraged to reconsider their teaching methods and classroom practices, thereby challenging the monolingual mindset in language education, i.e., the tendency to see the educational context and the classroom as fundamentally monolingual. Pre- and in-service language teachers declared that the LL can foster the introduction of pluralistic approaches in the language classroom (Candelier et al., 2012), focusing mainly on intercomprehension across languages of the same family and on integrative didactics as a way to promote transversalities in the language curriculum.

Participants revealed interest in using LLs to motivate their students to learn target languages and about languages in general, leading them to support LLs as a tool to introduce foreign languages in the classroom in a more authentic way. Following from here, they reflected on how to choose which aspects of the LL to bring to their practices. They found ways to transform these authentic materials into pedagogical resources and explained how to involve students in these two processes.

Teachers thereby reflected on how formal and informal language learning situations can combine to promote more holistic teaching and learning situations (see [tutorial 11](#)). They also acknowledged that by deciphering meanings in the LL with other social actors, they became aware of the multiple lenses through which the world may be read (Clemente, Andrade, & Martins, 2012), far beyond the language classroom microcosm.

Participants also claimed to have developed their own language awareness during the implementation of LL activities and in collaboration with students. They revealed an understanding of the need and the value of explicitly taking note of the languages around them in order to increase their language teaching abilities.



**Teachers declared that the LL can foster the introduction of pluralistic approaches**



**Participants also claimed to have developed their own language awareness**

### 4.2.3 General pedagogical-psychological knowledge



Pre- and in-service language teachers revealed that working with LLs made them think about the heterogeneity of the student body as they connected the observed social multilingualism with students' plurilingual repertoires. Such insights are important to implement pedagogies that are responsive to students' milieus and extant (linguistic) knowledge, creating learning opportunities that acknowledge multilingual lives and plurilingual repertoires, rather than assume the same modes of being for all (see [podcast 5](#)).

We can thus conclude that the use of LLs made teachers aware of the need to implement differentiated pedagogies in the classroom and to integrate students' repertoires in a way that does not out them as different from their peers, but rather as individuals that match the sociolinguistic structure of the societies in which they live. From this perspective, using LLs allows teachers to move “from acknowledging to capitalising multilingualism” (Kirsch & Duarte, 2020).

In so doing, the LoCALL participants acknowledged students' repertoires not only as ways to foster motivation and positive feelings of being recognised as plurilingual, but as resources that can be actively used to enhance language (and content) learning for all, far beyond recognising linguistic repertoires as “remediation tools” to ease the learning of a curricular target language by minority students. Participants showed an increased willingness to engage with multilingual pedagogies in the classroom and to adopt teaching methodologies that acknowledge and activate students' linguistic repertoires.

Additionally, pre- and in-service language teachers reflected on the content, theories, methods of teaching and learning strategies and curricular development. Importantly, they referred to collaboration between language teachers and teachers of other subjects as ways of promoting curricular and school development (see [tutorial 5](#)).

**IMAGE 22**  
from the page [Parents Guide](#), by Unknown

# 05

## 05 DIALOGUE WITH OTHER LL PROJECTS

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## 5.1 Camilla Badstübner-Kizik explains how she integrates linguistic landscapes in teacher education

My research and teaching activities concerning the didactic potential of the linguistic landscape relate to tertiary education. The majority of my students in Poland, Germany and beyond are enrolled in BA and MA courses that prepare them to become language teachers (of German and/or English as a foreign or second language) or translators or interpreters. I can thus presuppose a certain amount of linguistic and didactic tools being at their disposal, including sociolinguistic basics as well as an idea of extracurricular places of learning, including the public space.

However, many of these students lack a general awareness of the enormous didactic potential of the linguistic and/or semiotic landscape for language- and culture-related learning processes. They are often not able to classify the signs they encounter in public space according to certain criteria or to interpret the variety of different languages, forms and functions displayed, let alone to imagine the creative and motivating ways in which they could make use of them for their own benefit as well as that of their prospective learners, beyond the boundaries of separated academic or school subjects. This may include a certain hesitancy in fully embracing the relations between the foreign language(s) they study and are supposed to work with

in future and their native language, as well as to the general functions and rules that characterise the use of language in public space. Furthermore, this lack of awareness is reinforced by a curriculum that focuses on standard written and spoken word.

My main objective is therefore to discuss the means and tools through which the linguistic landscape can be discovered as a place where motivating and sustainable lifelong learning processes concerning issues of language, culture, society, history and economy can be initiated and conducted with success. Students are addressed here in their dual role as learners and prospective teachers.

These pre-service teachers are encouraged to discover the linguistic landscape for their own learning benefits and to valorise their experience as a basis for future professional activities. To achieve this, I mostly follow a three-step scenario which has proven itself fit over the usual one-term courses:

— As a crucial first step I consider the preparation and active support of students' personal experience with 'landscaping' in their environments. As the most promising method, I draw on the 'scanning' of certain segments of the public space (e.g. the marketplace, a

bus stop) and a variety of 'spotting' activities (e.g. spot language diversity, spot forms of commemoration), with a special focus on comparisons (e.g. restaurant signs in the city center vs. in a suburban area). The students take photographs, discuss them in small groups and make choices justified by their own criteria. The introduction of platforms like [LINGSCAPE](#), [LINGUASNAPP MANCHESTER](#) or its Hamburg version [LINGUASNAPP HAMBURG](#) is always an option, although more for the purposes of illustration, since we are concerned with asking what we can do with our findings (rather than merely asking what we can find in the linguistic landscape).

— We then discuss the selected findings in detail in class. It is my task to make sure that different types of signs, design elements, functions, target groups and, of course, languages or language combinations are present. The selection could range from typical 'top-down' signs (e.g. street and institutional signs) to temporary (e.g. protest posters) to 'transgressional' signs (e.g. stickers, graffiti). Such discussions should be underpinned by selected passages from relevant literature. Academic texts introduce students to relevant linguistic approaches and provide them with the necessary terminology. However, the close reading of even short academic texts, and their application to

other contexts, can be challenging for students (even when in their first language(s)). So I often find it necessary to adjust my course scheduling, often by simplifying, reducing and planning discussions on a smaller scale.

— Against this background, students then work in small groups on didactic scenarios for different target groups, ranging from children to adults, from beginners to intermediate or advanced language learners, based on the findings discussed. Students tend to plan activities that focus on language learning (e.g. vocabulary, grammar rules), so their attention may need to be drawn to cultural learning in its broadest sense (for instance to topics of migration, advertising, climate change, political debates).

Additionally, issues of glocalisation, translanguaging or metrolingualism can be highlighted. It can be quite a challenge to argue convincingly that language and culture-related learning processes are closely intertwined. Some of the scenarios are then introduced in real teaching situations, although in-training students rarely have the opportunity to do this.

## To sum up, with around ten years' experience in this field, I consider the following aspects to be significant and therefore worth further reflecting upon:

at school or studied at university gain a certain authenticity due to their presence in the linguistic landscape. Learners can verify and enlarge the often purified linguistic 'reality' presented to them formally. By leaving textbook and seminar room behind, these learners can discover their subject on their own doorstep and learn to make use of it. This allows them to take charge of their own learning processes and take a step in the direction of learner autonomy.

— The relation between the place of learning and the target language must be taken into consideration. The greater the learners' (physical and emotional) distance to the area where the target language(s) is/are typically present in public space, and the scarcer the findings of a given language in the learners' immediate surroundings, the greater the necessity of introducing it into the classroom by virtual or analogue means, for instance by means of photographs taken in countries of the target language, original leaflets, posters or city postcards. This also means that second language learning environments (e.g. learning German in a German-speaking area) provide especially rich and enhancing opportunities for linguistic stimuli and learning activities.

— Nevertheless, students need support in

understanding that all languages displayed in public space, be they foreign, second or native language(s), and including language varieties, should be considered as means of conducting social discourse(s). Issues such as linguistic empowerment are crucial to fundamental sociolinguistic insight that seems to be indispensable for prospective language teachers, translators and interpreters alike.

— A wide range of topics relating to the economy, environment and climate (change), social policy, politics and history are dominant in every linguistic landscape. It is precisely such topics that lend themselves particularly well to culture-related learning processes. This opens up many options for interdisciplinary work, especially in the school context.

I consider my findings a work in progress and endeavour to continually adapt to the evolving linguistic landscape, my students' changing interests and needs and the fast-developing research in this field. An overview of an experience similar to my own and a good illustration of my approach to the didactic potential of the linguistic landscape can be found in Badstübner-Kizik and Janíková (2019).

## 5.2 Nadja Kerschhofer-Puhalo proposes a model for working with meanings of signs in the linguistic landscape

Although everyday texts in public spaces, such as inscriptions, advertising posters, logos or company signs, offer endless possibilities for promoting language skills, as well for a critical examination of language in society, they are far too rarely used in the classroom as opportunities for communication and learning resources. Here we show the potential of the linguistic landscape with the example of a project conducted with primary school children.

The diversity of texts in the linguistic landscape was the focus of My Literacies, a research project lasting several years in which primary school children examined written texts in their everyday lives. Those texts comprised writing in the public space (cityscape), in class/school (schoolscape) or at home (homescape). Signs in different languages were photographed by the children with digital cameras. Discussions with the pupils about their photos revealed how they see and understand (or sometimes only partially understand) these signs. From the joint work, we also developed many ideas for the classroom.

To work with signs as learning materials in the linguistic landscape, we developed the MODIPLAC model (Figure 6).

The model describes four dimensions of meaning in texts: **modes** (semiotic resources such as writing, image, colour, layout), **discourses** (discourses, topics, opinions), **place** (placement in physical and social space), **actors** (actors, authors, designers, clients as well as addressees or readers).

<b>MO</b>	<b>MODES</b>	semiotic resources such as writing, image, colour, layout
<b>DI</b>	<b>DISCOURSES</b>	discourses, topics, opinions
<b>PL</b>	<b>PLACES</b>	placement in physical and social space
<b>AC</b>	<b>ACTORS</b>	actors, authors, designers, clients as well as addressees or readers

**TABLE 1**  
Model MODIPLAC.

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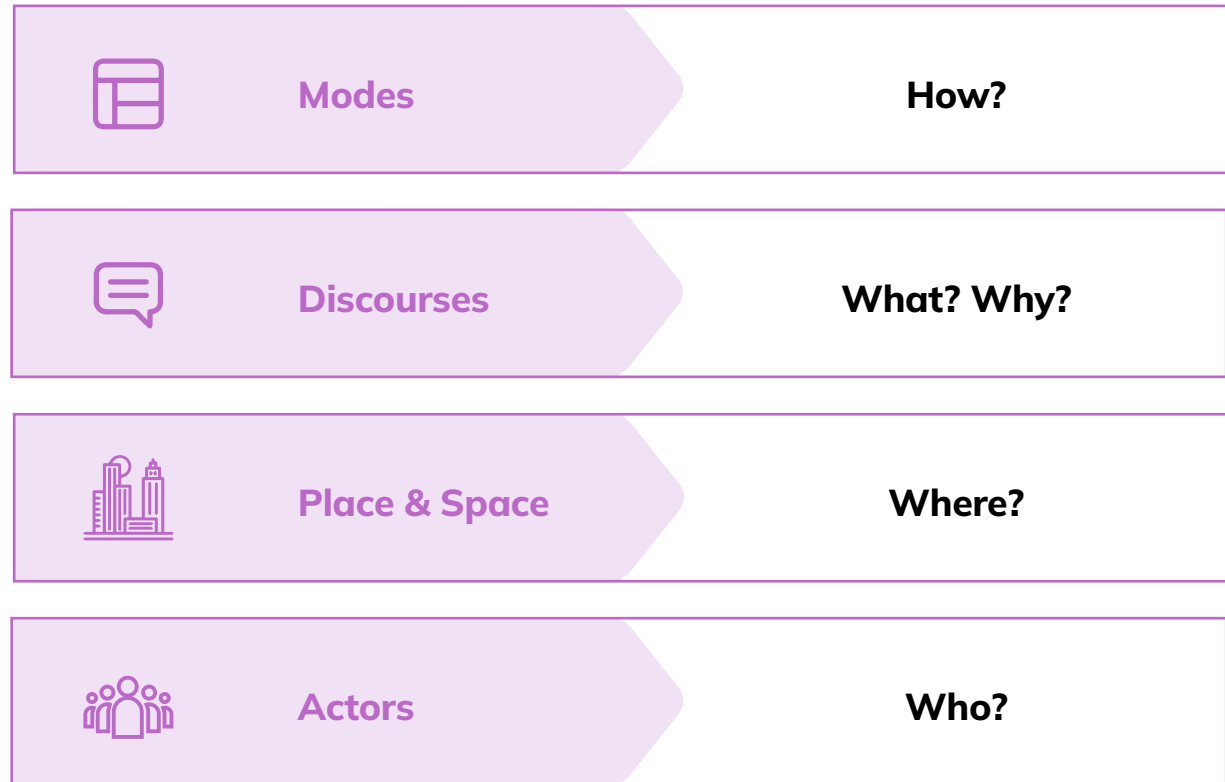
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For didactic purposes, we developed a simplified version with simple questions about the text or sign (Table 1). Guiding questions - led by how, what, why, who and where - support the search for complex meanings in signs.

### Dimensions of meaning in a sign or text



**Guiding questions to support the search for complex meanings in signs.**

#### IMAGE 23

The MODIPLAC analysis scheme:  
On the top: Dimensions of meaning in a sign or text.  
On the bottom: MODIPLAC for teaching critical literacy

The model is suitable for many different types of text (e.g. newspaper articles, literary texts, The model is suitable for many different types of text (e.g. newspaper articles, literary texts, book covers, advertising posters, warning signs, protest signs). It is also suitable for texts that are written in a language that one may not understand, but whose meaning can perhaps be partially understood through other elements (e.g. images, symbols, logos) (Kerschhofer-Puhala, 2021, p. 288). The model is deliberately very clear and straightforward so that it may stimulate the children to raise questions and express their own reflections and interpretations in response to simple question words. This work can thus be designed very openly and adapted to the age of the children.

Guiding Questions	Examples	Dimensions of Meaning
How?	Which elements contribute to the meaning of the sign?	Modes & codes
	What language(s), dialects, styles, fonts, typefaces etc. are used?	
	How are linguistic and non-linguistic means (e.g. images, colours, etc.) combined?	
What? Why?	What is being written or talked about?	Discourses
	What topics, opinions, perspectives, world views etc. Do the authors or readers have?	
Where?	Where can the sign be found?	Place & space
	Does this place give the sign a specific meaning that would not make sense in another place?	
Who? What for?	Who wrote/designed/hung/commissioned the sign? Who is behind the sign? In whose name is it being displayed?	Actors, actions, intentions
	What is the text intended to achieve? What should the readers do/believe/think?	

**TABLE 2**  
Questions about dimensions of meaning of a text or sign.

For didactic purposes, we developed a simplified version with simple questions about the text or sign (Table 1). Guiding questions - led by how, what, why, who and where - support the search for complex meanings in signs.

In one teaching project, we tested the model with primary school children between the ages of 7 and 11 who took photos of advertising in the linguistic landscape. The first learning task emerged from the following assignment: "Take photos of different forms of advertising!" A discussion quickly ensued in the class about what advertising actually is (or is not) and how and by what means one can recognise advertising. From the point of view of the teachers, this in itself was a significant learning effect of the project.

The children quickly became aware through the project work that advertising is everywhere and that the boundaries between advertising and information are fluid. Class discussions as well as the project photographs raised questions such as, Is a company sign advertising? Is the trademark on an electrical appliance or the logo of a sports brand on a jacket advertising? Statements like "When I see that [logo on the jacket], I want to wear/buy it" show that children became aware of the persuasive character of logos and brand names while working on this project.

The omnipresence of English was also an important topic. However, advertising often cannot be understood through language alone.

Our conversations with the children showed that they actually read advertising multimodally and used images, symbols, colours but also places and spaces for interpretation. Even if they did not understand the linguistic material, they could understand the meaning of the advertising sign because they used other sign modalities such as pictures, logos, colour design etc. as semiotic resources to identify the content of the message and the goals of the relevant actors.

All in all, our project on advertising in the linguistic landscape aroused the students' interest on several levels. In particular, the opportunity to independently search for as many different examples of advertising from their everyday lives with the help of digital cameras was very motivating. From our reflection on the project and discussions with the participating teachers, we draw two important conclusions:

- The question of the boundaries between advertising and information should be addressed in class, especially with younger children who are the (undisclosed) target group for many products.
- Examinations of advertising also promote critical literacy: With the guiding questions of the MODIPLAC model, advertising (for instance, political advertising) can be analysed in more detail. Possible questions are:

Whose interests/opinions/voices are behind this poster, this text, this sign? What are the readers supposed to think or believe or do in reaction to the sign? What means (images, slogans, logos) are used to create this effect?

Such and similar questions are also suitable for critical literacy and language learning with regard to other current topics such as sustainability and climate justice or the examination of fake news and conspiracy theories (see project CoMMITTEd: Covid, Migrants and Minorities in Teacher Education: A Fake News Observatory to Promote Critical Thinking and Digital Literacy in Times of Crisis).

Another important note on the use of the MODIPLAC model: Work in class should not follow traditional patterns of the teacher knowing best and students having to provide the 'right' answers to the teachers' questions. Working with material from the linguistic landscape allows for many different perspectives and interpretations so that no single, 'right' answer is possible. The perspective of children is often different to that of adults. And so, together with the children, we looked for different meanings and interpretations of signs in the linguistic landscape, which included not only an examination of the languages encountered, but also of images, places, spaces and other elements.

**In conclusion, engaging with linguistic landscape texts holds enormous potential for actively engaging with the lifeworld of children and young people. This work is particularly motivating when pupils can collect their own teaching materials and choose their own examples for discussion and interpretation.**

Nadja Kerschhofer-Puhalo

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## 6. Suggestions

Based on what we know about LLs, the development and implementation of relevant approaches and materials in the LoCALL project, as well as teacher experiences of and reflections on these, we have devised a set of suggestions on the integration of LLs in (foreign) language and teacher education. We reiterate, once again, that these guidelines should be read as suggestions that can be continually expanded and adapted to new and changing contexts.



### Policymakers

Sub-Chapter 6.1



### Teacher Educators

Sub-Chapter 6.2



### Teachers

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## 6.1 For policymakers

- Allow and encourage interdisciplinary approaches to language learning and the development of language awareness in the curriculum by integrating e.g. historical, geographical, mathematical or political topics and issues;
- Integrate spatial dimensions of language learning into the curriculum through the exploration of LL in the environment;
- Integrate issues relating to sustainable development, global citizenship and critical literacy skills into the curriculum, to pave the way to the integration of LLs as resources in language and teacher education programmes;
- Adapt a social-agency approach to the foreign language classroom by encouraging critical language awareness as a tool in bringing about social justice.



**IMAGE 23**  
from [Pexels](#), by Mikhail Nilov

## 6.2 For teacher educators

— Promote positive attitudes among student teachers towards multilingual pedagogies and assist in developing their willingness to engage with them at an empirical level; this can be achieved by making them aware of the opportunities for teaching, the benefits for learning, but also of the difficulties that may be encountered in their implementation;

— Promote an all-inclusive perspective of language learning and teaching in teacher education programmes, leading student teachers to reflect on the ethical and political dimensions of their practices;

— Promote an ecological view of languages that connects multilingualism in society to plurilingual individuals/learners;

— Enhance student teachers' reflection on the use and (mis)representation of languages in public and curricular spaces; the invisibility of certain languages is as critical to reflect upon as visibility;

— Foster willingness to collaborate at school, not just with teachers of the same or (linguistic) subject, but with teachers of other school subjects, as well as with students, their families and communities at large;

— Support teachers in transforming authentic multilingual resources available in 'the real world' into pedagogical resources that are meaningful to students, their families and communities, that are respectful of their life conditions and settings, and that help them to develop critical literacy skills (to read the world and not just words);

— Discuss the concept of the LL with teachers and promote its interdisciplinary potential;

— Support student teachers experimenting with LLs in real educational contexts, for example in action-research activities and pedagogical projects involving pupils, teachers, families and communities.



**IMAGE 24**  
from [Pexels](#), by Fauxels

## 6.3 For teachers

- Engage in multilingual pedagogies that don't just have students with a migrant background in mind, but as a way of promoting the plurilingualism and (critical) language awareness of all students, as all benefit from increased reflection about languages, societal multilingualism, individual plurilingualism and multilingual approaches to language learning;
- Discuss the concepts of language and the LL with your students, including languages that might be less visible, such as minority and multimodal languages (e.g. Braille and Sign Languages);
- Discuss the combination of languages with other semiotic resources (symbols, pictograms, images, colours, etc) with your students, and reflect upon the added layers of meanings of each modality in the LL;
- Make students aware of the visibility and invisibility of some languages in the public space, promoting awareness of how languages in public spaces mirror language attitudes and hierarchies in a given society; such reflection leads to enhanced understanding of often complex and sometimes conflictual sociolinguistic issues;
- Engage in interdisciplinary dialogue with students about the historical and political developments and reasons that explain the production and reproduction of linguistic hierarchies and rivalries, as well as language contact situations and (socio)linguistic change;

- Promote students' abilities to establish connections across languages and across school subjects to enhance their learning repertoires and promote success and motivation in language learning at school and beyond;
- Explain to students that languages in the LL are not always easy to identify and count, as they might intermingle and connect to each other in creative and unpredictable ways; since languages are not bound to countries and their borders, it might be difficult to refer to them in terms of 'named languages';
- Foster students' ability to connect indoor with outdoor language learning spaces (and vice versa), making them aware of the possibilities of the spaces they inhabit to learn languages, interact with languages and learn about languages;
- Instruct students to notice relevant and salient aspects of their LL and to consider the potentials of such observation for sociolinguistic reflection and language learning;
- Engage students and their families in acknowledging their funds of linguistic knowledge, promoting linguistic well-being and the positive acknowledgement of diversity at school and beyond;
- Engage students and their families in discovery and decentering activities based on LLs, promoting empathy towards linguistic injustices and activism to enhance linguistic minorities' rights;

- Promote students' participation in (re)constructing and acting on their LL in order to make their communities more inclusive spaces;
- Engage colleagues from different subjects at your school, using interdisciplinary approaches to show them the potential of the LL as an educational and pedagogical resource;
- Promote a culture of collaboration in your school, working with your teacher peers in the conceptualisation, implementation and evaluation of projects related to LLs.



**IMAGE 25**  
from our [Pexels](#), by mentatdgt



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**CONCLUSIONS**

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## 7. Conclusion

This document traces the development of the pedagogical and didactic research within the LoCALL project and documents its achievements and outcomes. The presentation of the project results serves as a basis for the suggestions on implementing LLs in language and teacher education. This is by no means the only way to work with LLs and we have no intention of limiting the research field or what can be done in different school contexts.

The complexity of school cultures, the diversity of teacher education programmes and the heterogeneity of teacher profiles restricts any broad claims that we might be tempted to make. We are also acutely aware that LoCALL was developed in western European contexts, having established few dialogues with the Global South (except during the training events) and with different cultures of teaching, learning and educating.

Equally, the introduction of LLs in the teaching of foreign languages in different European countries left

us little room to investigate the integration of LLs in minority language contexts, such as heritage language classrooms. Even where such languages are covered by LoCALL, more research can always be done to promote a more integrative perspective of languages inside and outside school.

The exploration of LLs should not be restricted solely to the (foreign) language classroom. LLs can serve as a starting point in many subject areas:

- To explore geographical issues, for instance by interpreting geographic coordinates or tracing the migration routes;
- To bring to life historical persons and events that often lie hidden in street names; to practice mathematics, as students count languages and calculate percentages and distances between points of interest;
- To analyse expressions of urban art or to play scenes from the past; in the science classroom, by taking students to the park or zoo, they can compare the name tags of plants and animals in different languages (including Latin), thereby linking linguistic diversity to biodiversity; and even in sports (see Tutorial 9).

**The possibilities are endless and so are the pedagogical benefits. As we have seen in the projects developed by the LoCALL teachers, interdisciplinary work that allows teacher collaboration in conducting a LL project for the same class has a positive effect on students' learning, helping them to establish links between curricular content in school as well as between school and their everyday lives. For teachers, interdisciplinary projects foster not only their ability to work together but also to understand each other, to discover connections between the subjects they teach and to overcome parochial understandings of their own disciplines.**

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## Guidelines for introducing linguistic landscapes in (foreign) language learning and teacher education



**LOCAL LINGUISTIC LANDSCAPES**  
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