Dr Edina Krompák (Institute of Language Learning and Teaching and Educational Linguistics, University of Teacher Education Lucerne, Switzerland):

Linguistic landscape and language learning

Linguistic landscape (LL) investigates semiotic signs in public spaces and raises questions about language use, language policy as well as the users of the space (Blommaert, 2013). Linguistic landscape has been explored relative early by the researchers as a meaningful resource for language learning (Cenoz & Gorter, 2008). While these early studies focused on the potential of the linguistic landscape in promoting language awareness (Dagenais et al. 2009; Sayer, 2010), and English competences (Chern & Dooley, 2014; Chesnut & Schulte, 2013), later studies have expanded to transform learning spaces for critical social awareness, and language students as researchers (Malinowski et al. 2020). The lecture introduces the major trends in this emerging field, along the multilingual, spatial (Malinowski et al. 2020) and educational turn (Krompák et al. 2022), and focuses on the project "Multilingual Educational Spaces" (www.swiss-scape.ch). The project aims, on the one hand, to promote the individual multilingualism of the students, and on the other hand, to enable cooperation among the multi-professional team. In addition, the project seeks to exploit the potential of linguistic landscape in the classroom and in heritage language classes. The investigation is led by the following research questions: How is linguistic identity represented in the linguistic homescape of Portuguese speaking students? How do multilingual students experience their linguistic home environment? Multilingual students were included in the research through the use of participatory photography, whereby the participants make photos of their linguistic environment at home. The visual data are analysed based on photo-elicitation interviews. The results showed that the participants made their choices of linguistic homescape based on their biographical experiences. Moreover, the analysis of linguistic landscape in the family environment provides deep insights into linguistic identity and family language policy and practices. In line with this, the lecture formulates future directions of language learning and teaching through linguistic landscape.

References

Blommaert, J. (2013). *Ethnography, Superdiversity and Linguistic Landscapes: Chronicles of Complexity.* Bristol: Multilingual Matters.

Cenoz, J., & Gorter, D. (2008). The linguistic landscape as an additional source of input in second language acquisition. *IRAL-International Review of Applied Linguistics in Language Teaching, 46*(3), 267–287.

Chesnut, M., Lee, V. & Schulte, J. (2013). The language lessons around us: Undergraduate English pedagogy and linguistic landscape research. *English Teaching: Practice and Critique, 12*(2), 102–120.

Chern, C. L., & Dooley, K. (2014). Learning English by walking down the street. *ELT Journal, 68*(2), 113–123.

Dagenais, D., Moore, D., Sabatier, C. , Lamarre, P. & Armand, F. (2009). Linguistic landscape and language awareness. In E. Shohamy & D. Gorter (eds.), *Linguistic Landscape: Expanding the Scenery* (pp. 253–269). Routledge.

Gorter, D. (2018) Linguistic landscape and trends in the study of schoolscapes. *Linguistics and Education 44*, 80–85. See https://doi.org/10.1016/j.linged.2017.10.001.

Krompák, E., Fernández-Mallat, V., & Meyer, S. (eds.) (2022). *Linguistic Landscapes and Educational Spaces.* Multilingual Matters.

Malinowski, D., Maxim, H.H. and Dubreil, S. (eds.). (2020). *Language teaching in the linguistic landscape: Mobilizing pedagogy in public space.* Springer.

Rowland, L. (2013). The pedagogical benefits of a linguistic landscape project in Japan. *International Journal of Bilingual Education and Bilingualism, 16*(4), 494–505.

Sayer, P. (2010). Using the linguistic landscape as a pedagogical resource. *ELT journal, 64*(2), 143–154.