LINGUISTIC LANDSCAPES AS A PEDAGOGICAL RESOURCE IN ENGLISH LANGUAGE CLASSROOMS

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OUTLINE OF THE PRESENTATION

⇒ Introduction to the concept of «Linguistic Landscapes» (LLs)

⇒ Examples of LLs in the everyday

⇒ LLs as Pedagogical Materials: Why?

⇒ LLinL2TL: A Pedagogical Framework for LL in the Classroom

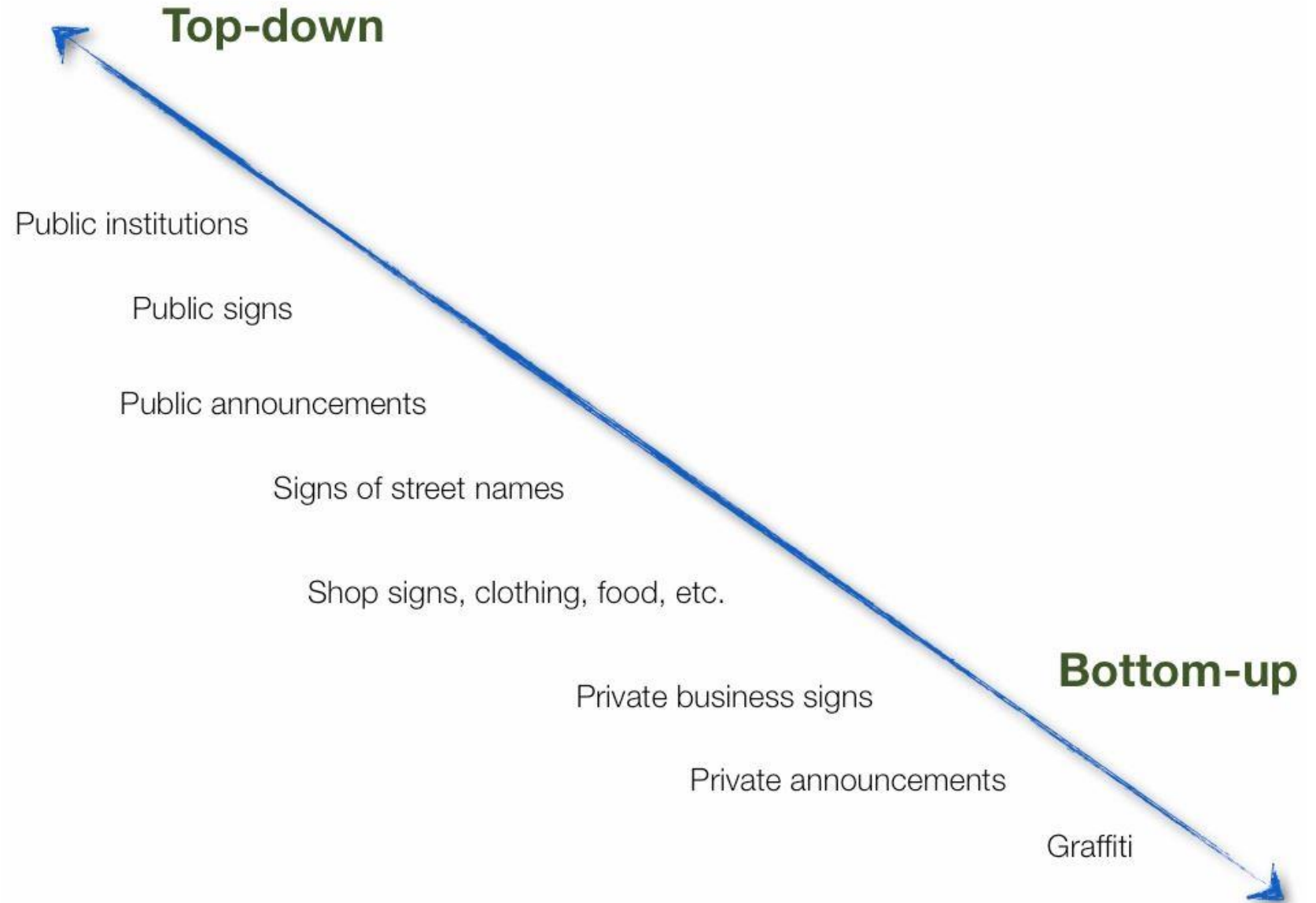⇒ Sample LLinL2TL Activities and Resources
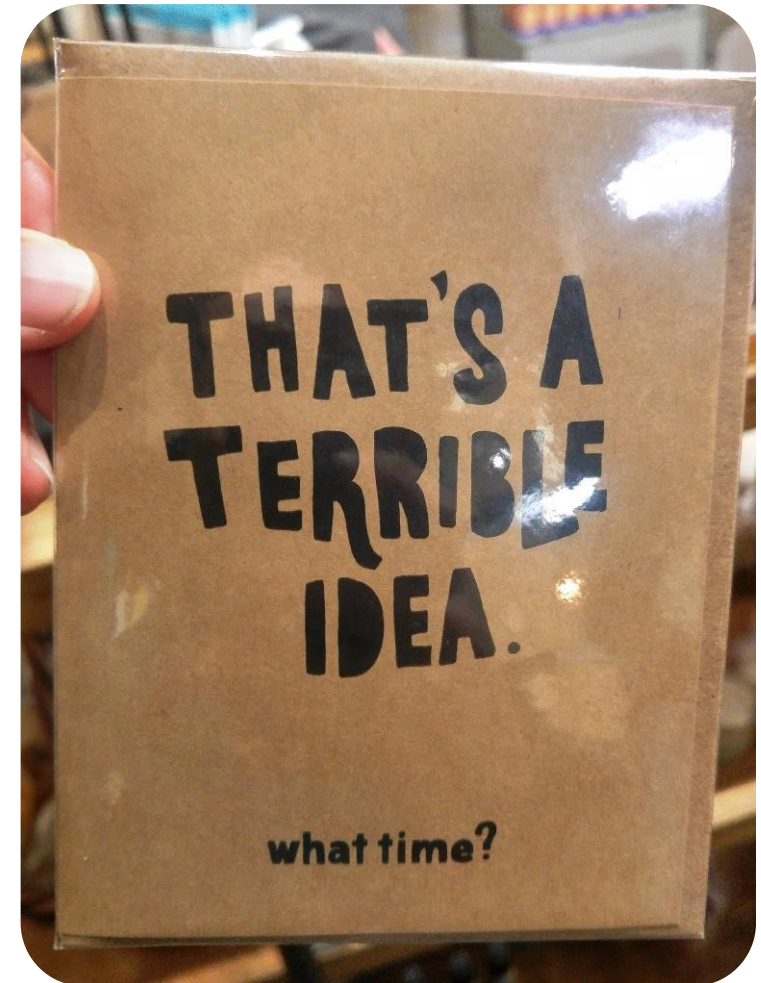
WHAT IS LINGUISTIC LANDSCAPES?

The term *Linguistic Landscapes* roughly signifies the language surrounding us in forms of words, images, murals, or graffities in public and/or private spaces.

THE NATURE OF LINGUISTIC LANDSCAPES

Top-down

Public institutions

Public signs

Public announcements

Signs of street names

Shop signs, clothing, food, etc.

Bottom-up

Private business signs

Private announcements

Graffiti

Williams (2015)

WHAT ARE SOME EXAMPLES OF LINGUISTIC LANDSCAPES AROUND YOU?

NO PEE ZONE

THAT'S A TERRIBLE IDEA.

what time?

LINGUISTIC LANDSCAPES: WHY SHOULD WE INTEGRATE THEM INTO LANGUAGE CLASSROOMS?

LINGUISTIC LANDSCAPES FOR PEDAGOGICAL PURPOSES: THE «WHY?»*

Access to <u>free</u> and <u>authentic</u> resources
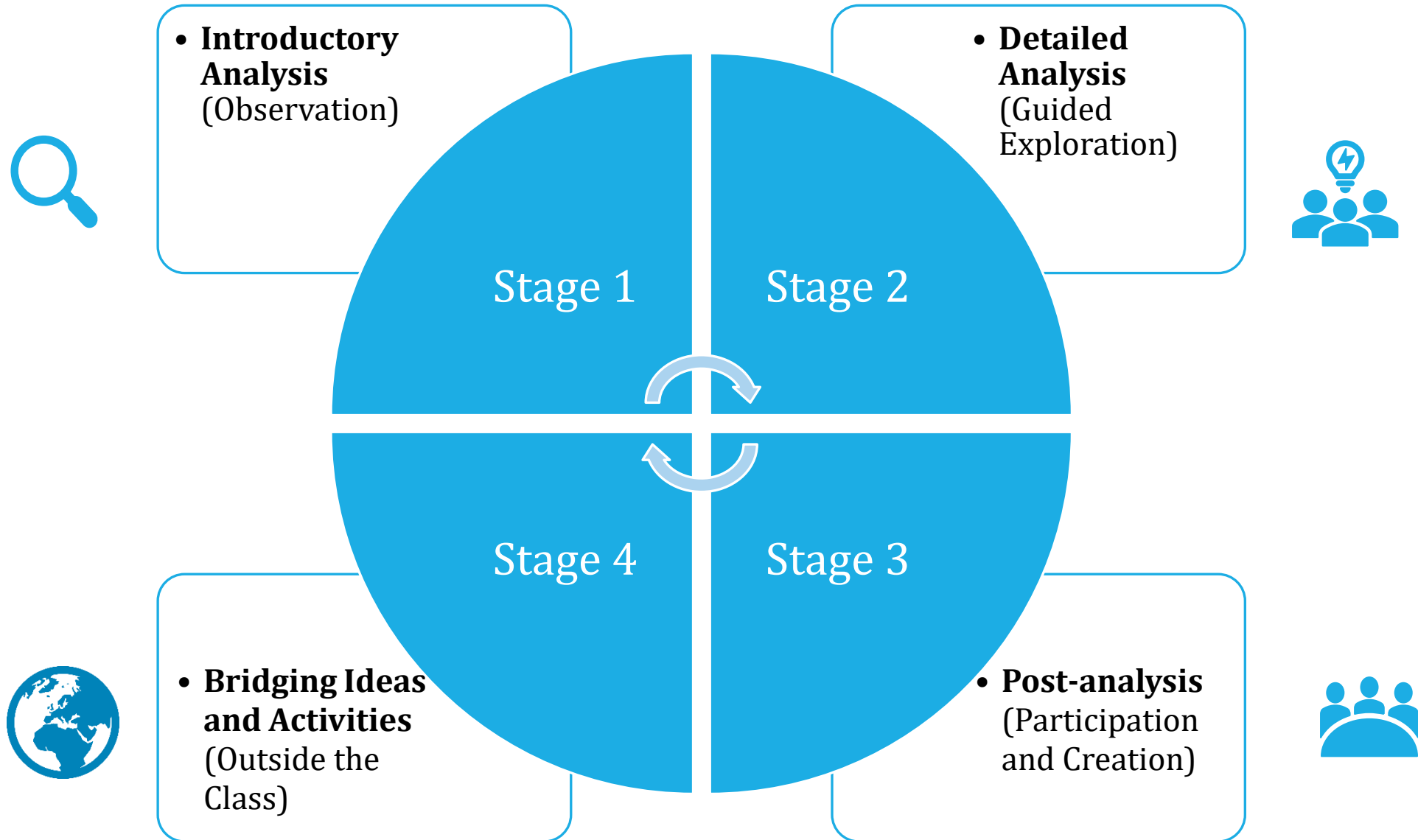
The possibility of incidental learning

Contributing to learners' symbolic and pragmatic competence, critical multimodal literacies

Students becoming <u>language researchers</u> rather than being limited to the role of language learners.

Learners <u>making connections</u> between classroom and the world beyond the classroom walls.

Opportunities for <u>creative & analytical thinking</u> of how language is used in society and becoming aware of one's own <u>sociolinguistic context.</u>

A PEDAGOGICAL FRAMEWORK: LINGUISTIC LANDSCAPES IN SECOND LANGUAGE TEACHING AND LEARNING

- **Introductory Analysis** (Observation)

- **Detailed Analysis** (Guided Exploration)

Stage 1

Stage 2

Stage 4

Stage 3

- **Bridging Ideas and Activities** (Outside the Class)

- **Post-analysis** (Participation and Creation)

STAGE 1: INTRODUCTORY IMAGE ANALYSIS
(observation through lead-in)

What do you notice first?

Describe what you see – what shapes, what colors, what words?

What other details do you see?

What type of a sign is it? (e.g., *advertisement, government sign, store name*)

Where do you think the picture is taken?

STAGE 2: DETAILED IMAGE/TEXT ANALYSIS
(guided exploration)

Further questions for analysis

What do you think is the intent of the text/image? How?

Can you see a sign like this in your country? Why or why not?

What kinds of cultural differences or similarities are displayed through both images?

Draw a character which would replace one of the drawings in the picture.

Replace the *«Just wash your hands»* in the image and write an alternative.

STAGE 4: BRIDGING ACTIVITIES *(outside the class)*

What kinds of image/topic-related activities can you ask your students to do outside the class?

1

Take/draw pictures of restroom signs in different places you visit throughout the week and bring them into the class.

2

Make a Google search of restroom signs and bring some examples.

3

Try to find sample structures/sentences including «Just» in it. (For example, Just in case). You can use Google images or dictionaries.

4

Design a new restroom sign for your favorite place/home in groups of 3 to 4 students. Make sure your sign is relevant to the type of place you choose.

USE THE WEB TO ENRICH YOUR CLASS
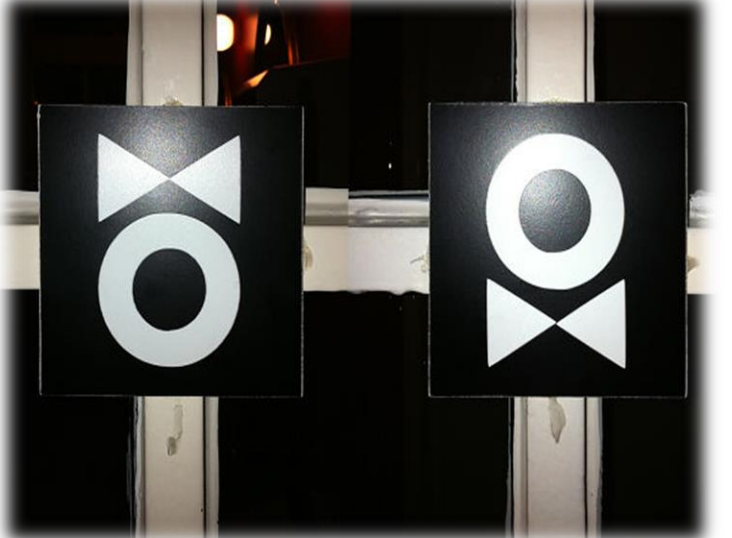
STAGE 1: INTRODUCTORY IMAGE ANALYSIS
(observation through lead-in)

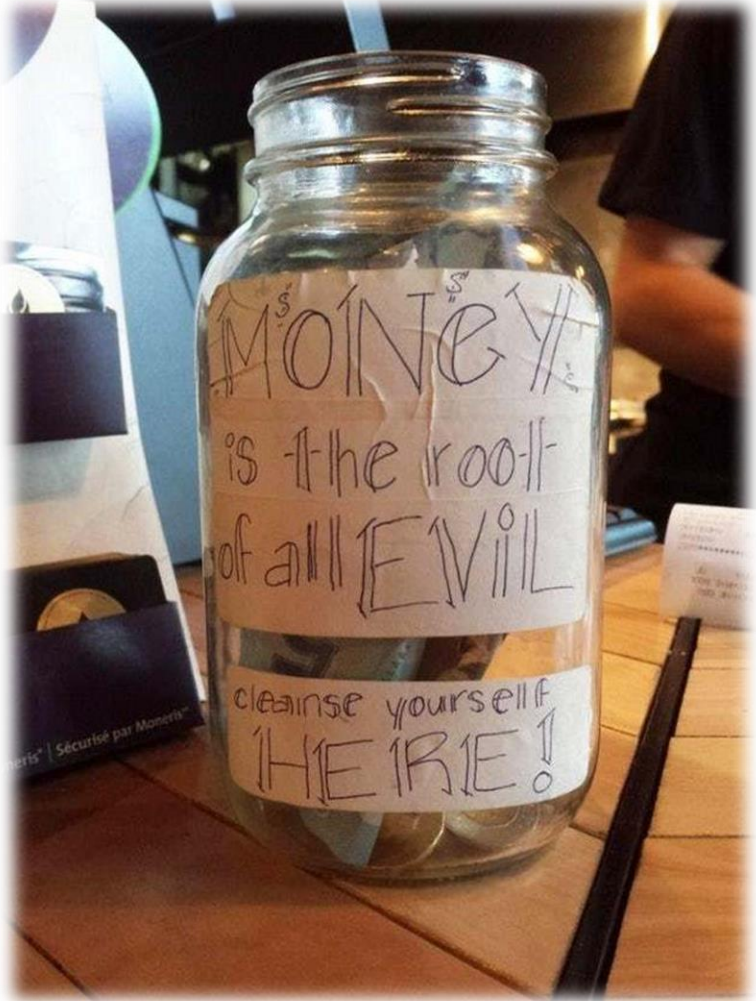What is this and for what purposes is it used?

What do you see in terms of texts and signs/symbols?

Where do you think this picture is taken?

At what time do you think the picture is taken?
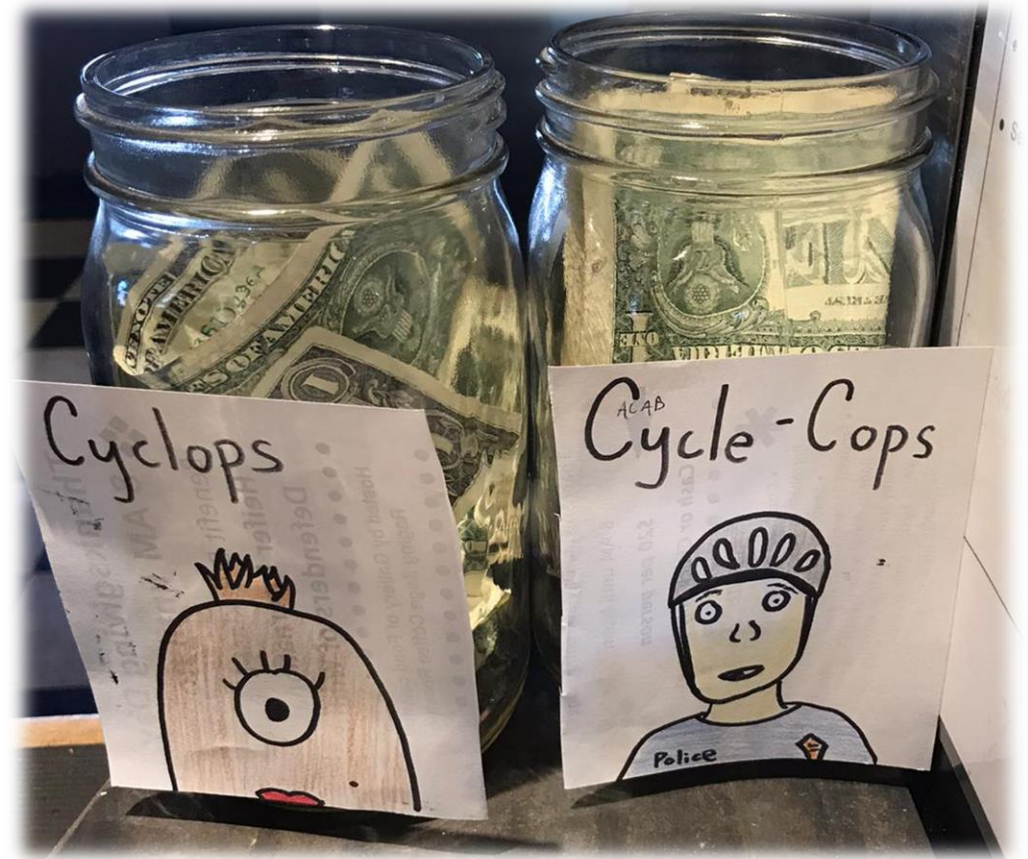
How much money do you think is in there? ☺

STAGE 3: POST-ANALYSIS *(participation & creation)*

Draw a tip jar/box and design it with a text to attract more money.

Draw two images for people to compare, which will force them to tip.

STAGE 4: BRIDGING ACTIVITIES *(outside the class)*

What kinds of image/topic-related activities can you ask your students to do outside the class?

1 Create your own tip box at home and write a persuasive text on it.

2 Tip Jar Contest at School (Ask students design and bring their tip boxes in groups, give every student $1 fake money, and ask them to tip in their favorite boxes, the highest tipped box wins)

3 Learn more about tipping culture in the USA/UK and compare it with your own country.

4 Visit a restaurant /coffee shop and learn about customers' tip-leaving habits. Bring your findings to share in class.

STAGE 1: INTRODUCTORY IMAGE ANALYSIS
(observation through lead-in)
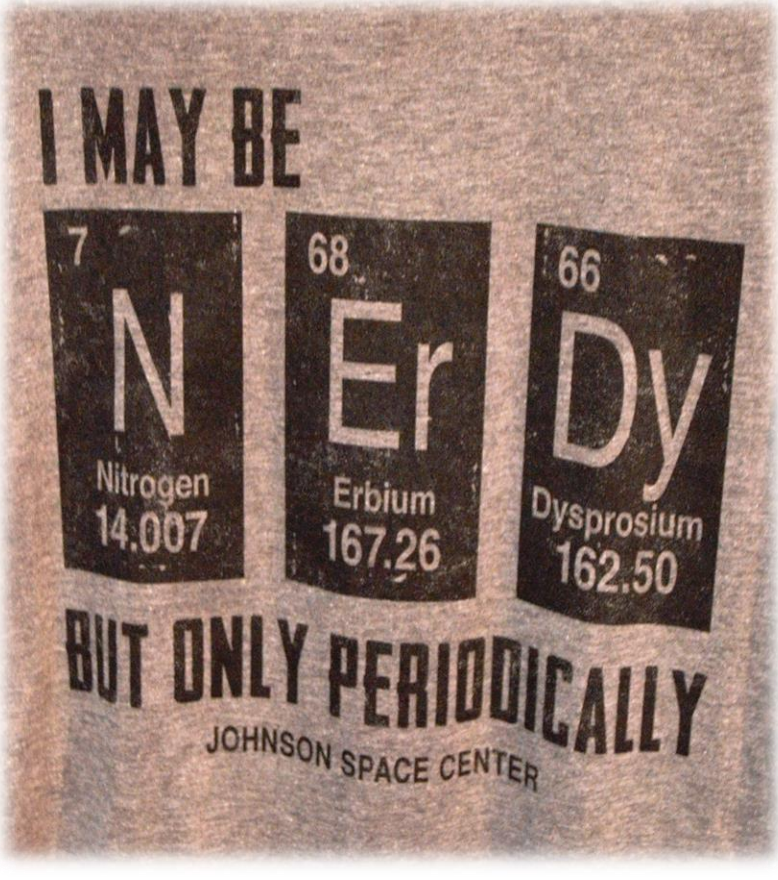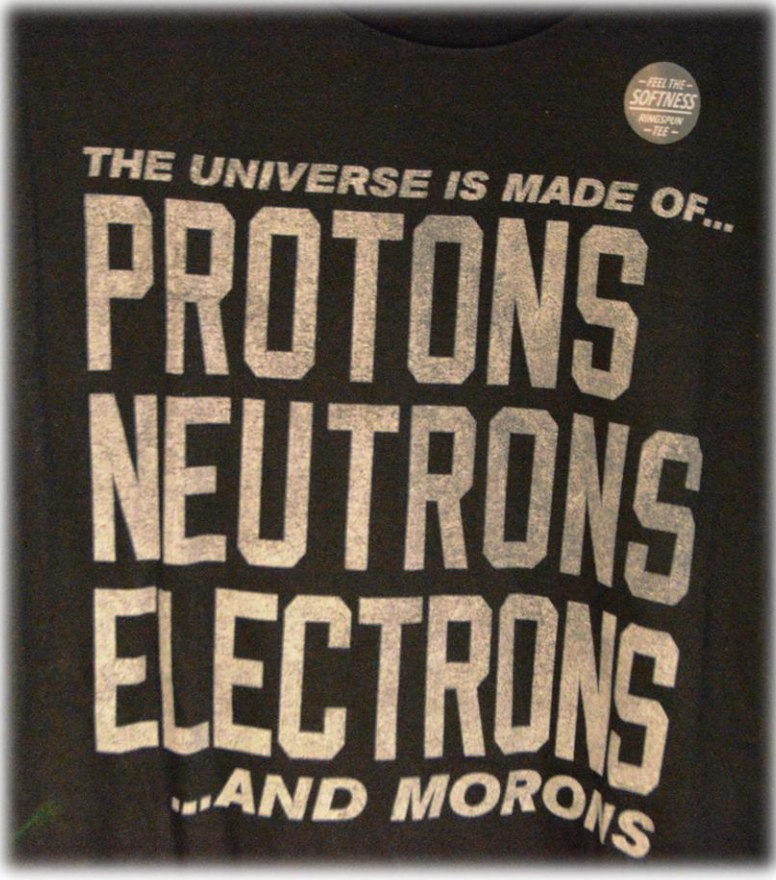

What is NASA? Where is it?

Do you see any idiom in the image? What is the meaning of it?

Where do you think this picture is taken?

What other details you see about the image?

What type of a text/image is it? (e.g., *advertisement, government sign, store name*)

STAGE 3: POST-ANALYSIS *(participation & creation)*

Design a text for your next t-shirt and let the text do the talking. Pay attention to style, fonts, bold/italic etc. We will choose a winner!

STAGE 4: BRIDGING ACTIVITIES *(outside the class)*

What kinds of image/topic-related activities can you ask your students to do outside the class?

1

Visit a clothing store and take pictures of English texts on the clothes you see or write down the types of words/sentences you see.

2

Find a friend, family member, or a relative who wears something with English on it and interview them about the text. (Are they aware of the English text? Do they know the meaning? Did the text affect their choice of buying?

3

Check your wardrobe at home and see if you have anything with English text on them. Analyze one of the texts in your clothes.

STAGE 1: INTRODUCTORY IMAGE ANALYSIS
(observation through lead-in)

Do you know the guy in the photo? Have you ever seen him before?

Where do you think this picture is taken?

Examine the image behind the guy *(FRIENDS)*.

What do you think the sign says? Do you think it has anything to do with the image behind him?
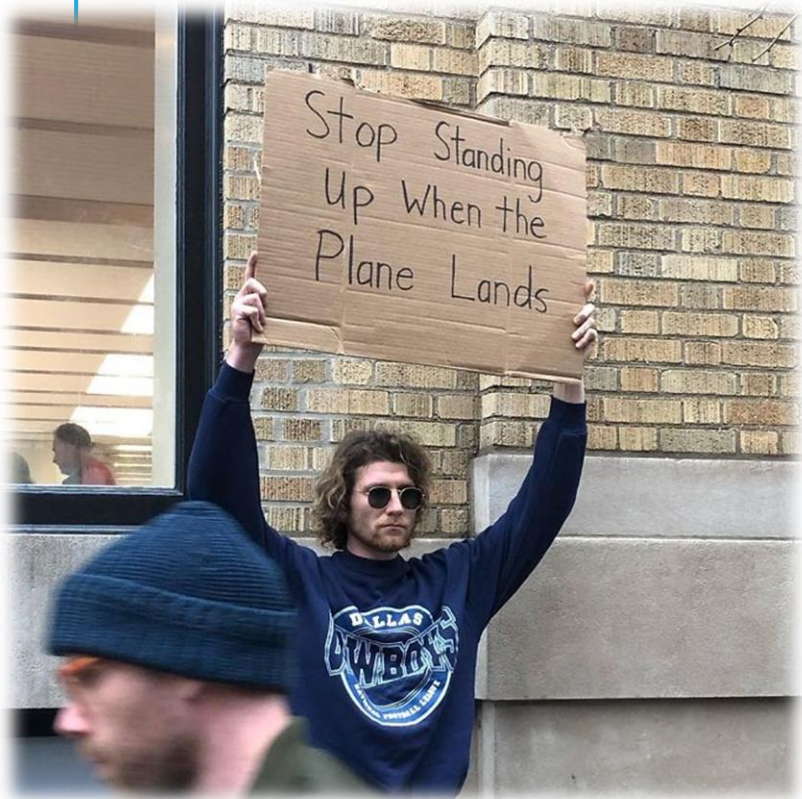
Seinfeld IS WAY BETTER Than FRIENDS
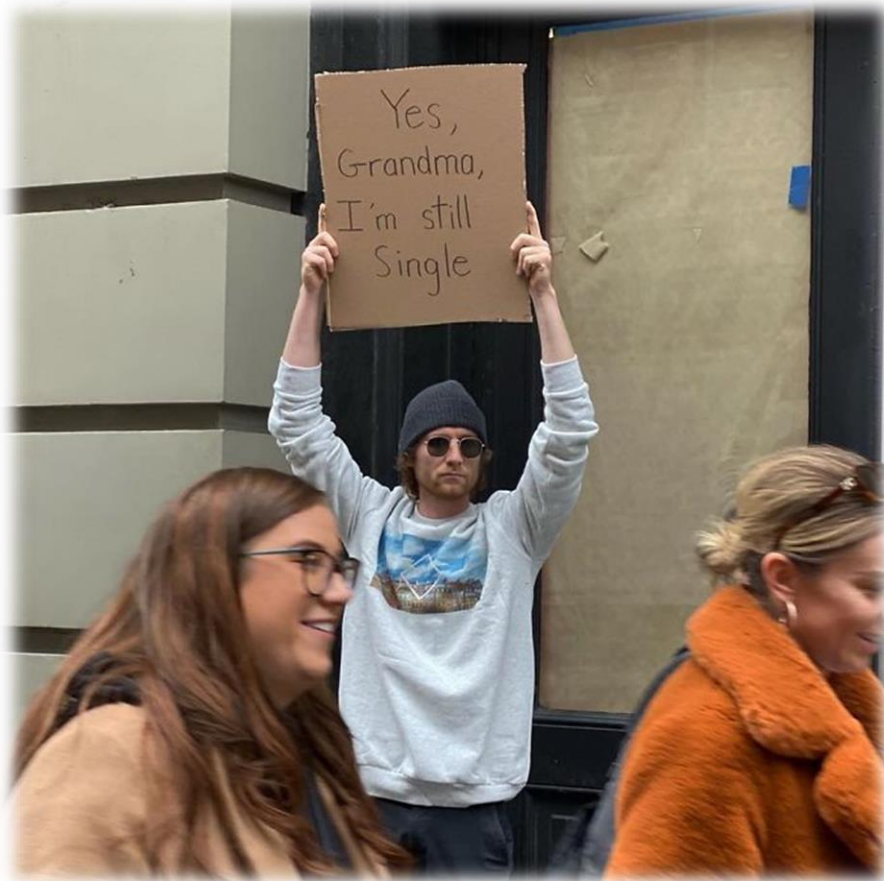
Do you agree?

STAGE 2: DETAILED IMAGE/TEXT ANALYSIS *(guided exploration)*

STAGE 3: POST-ANALYSIS *(participation & creation)*

Create a sign featuring a talk to one of your family members.

Create a sign featuring a critique of social media posts/behaviors.

STAGE 4: BRIDGING ACTIVITIES *(outside the class)*

What kinds of image/topic-related activities can you ask your students to do outside the class?

1

Make a Google search of «Dude with sign» and try to gather information about the guy with sign.

2

Visit **@dudewithsign** Instagram account and see what kinds of other signs are shared. Choose one of the images and bring to share with the class.

3

Design and create a sign to create awareness on a social issue such as violence, animal cruelty, equal rights etc and bring it to the class to talk about your message.

WE CAN HELP STUDENTS WITH PRE-SET QUESTIONS

- What type of sign is it *(e.g. advertisement, road sign, map, menu, etc.)?*

- Where is the sign located *(e.g. residential area, near a train station, etc.)*?

- Who made the sign *(e.g. a shop, a restaurant, the police, a private citizen, etc.)*?

- Who is the intended audience of the sign?

- Why do you think English is used on the sign?

- Why do you think *X Language* is not used in place of English on the sign? *(adapted from Rowland, 2013)*

WHY DO PEOPLE USE ENGLISH ON SIGNS IN OUR COMMUNITY?

- Students can take the role of «language detectives» and collect similar images/texts.

- *«They become the researchers who collect the data by taking photographs and analyze it by organizing the photos into categories».*

- They can focus on social functions of English signs or language forms (vocabulary, idiomatic expressions, grammatical features)

FURTHER IDEAS FOR LL-BASED PROJECTS IN ENGLISH CLASSROOMS

Household Inventory: Students find all the examples of English on appliances and electronics in their house.

Students use *Google Maps (Street view)* to travel to an English-speaking country and immerse themselves in the experience. They can collect LL images through screenshots and analyze with their peers.

Teacher shows students photos of different examples of graffiti in the local area, students discuss which they like/don't like and why.

FOR FURTHER INSPIRATION…

➢ Visit www.LLinELTproject.com to access many resources developed for EFL contexts.

➢ Download our pedagogical guidebook for free!

➢ Watch and be inspired by tried & tested LL-centered classroom activities by EFL teachers at different levels.
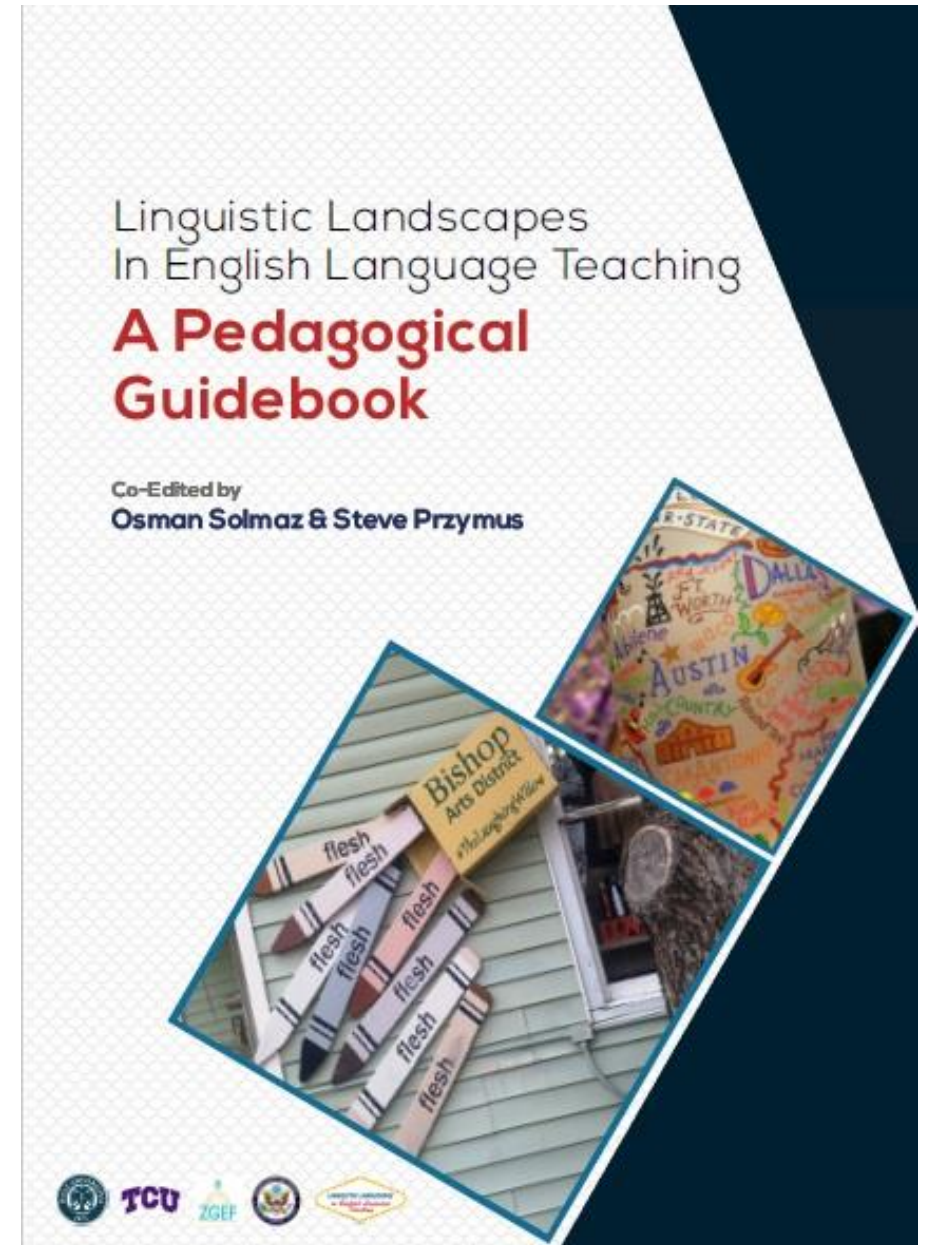
Linguistic Landscapes In English Language Teaching
A Pedagogical Guidebook

Co-Edited by
Osman Solmaz & Steve Przymus

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Thank you!