

#LL13



THE 13TH LINGUISTIC LANDSCAPE WORKSHOP

7-9 September 2022 | Universität Hamburg

The 13th Linguistic Landscape Workshop

semiotic landscapes in educational spaces

PROGRAMME & ABSTRACTS

Contents

Welcome2

Practical information: Venue3

Practical Information: Catering.....5

Programme at a glance..... 6

Keynotes (Anna-Siemsen-Hörsaal)7

Thematic Panels (Room 212)..... 14

Individual Papers 31

 Wednesday, 7 September 31

 Thursday, 8 September 64

 Friday, 9 September 87

LL13 Committees 97

Linguistic Landscape Workshops, 2009–2022.....99

The abstracts of the four thematic panels are listed by panel and then by order of presentation.

The abstracts for individual papers are listed by day, then by room, and then by 90-minute session in order of presentation. For example, the abstract listings for Wednesday, 7 September begin with all sessions in Room 8 from 11:30-13:00 through to 16:00-17:30, followed by all sessions in Room 20, and so on.



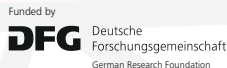
KEYNOTES

David Malinowski (San Jose State University)

Elana Shohamy (Tel Aviv University)

Tamás Péter Szabó (University of Jyväskylä)

Evelyn Ziegler (Universität Duisburg-Essen)





Welcome

... to the 13th Linguistic Landscape Workshop!

It's a great honor and pleasure to host this year's Linguistic Landscape Workshop at Universität Hamburg, and this for several reasons. LL13 is the first event in this series that focuses on the relationship between linguistic landscape, educational spaces, and language learning and teaching. Research in this area has gained international momentum in the last few years, as evidenced by several recent publications and numerous exciting papers held at LL13. By showcasing "Semiotic landscapes in educational spaces", we draw attention to the complexities of language, space and identity at schools and universities; to spatial dimensions of language learning and teaching; to the importance of linguistic landscape for language socialization; not least, to the contribution of Linguistic Landscape studies to institutional practices and policies in education. We are delighted to bring the Linguistic Landscape Workshop to a German-speaking country (the first after LL9 in Luxembourg), and to the beautiful and cosmopolitan city of Hamburg. Linguistic Landscape research at Universität Hamburg goes back to the early 2010s and currently includes linguistic and educational approaches. In linguistics we develop a crowdsourced database of Hamburg's linguistic landscape, and are currently starting research on schools and social inequality in Hamburg's schools. In education, linguistic landscape is examined as a resource for second and foreign language pedagogy in a comparative European perspective. Hosting LL13 feeds into our on-going, cross-faculty collaborations and offers inspiration for future synergies. Finally, we really cherish this opportunity to do an on-site conference, and are especially grateful to more than 100 delegates who are coming to Hamburg from Europe, Africa, Asia and America to present their research and interact in person after a pandemic break of almost three years.

Enjoy LL13!

Jannis Androutsopoulos, chair of LL13 Local Organisation Team



Practical information: Venue



The workshop venue is the building of University of Hamburg's Faculty of Education, known locally as VMP8 (Von-Melle Park 8), and located centrally on the Von-Melle-Park campus.

- PDF: Venue in the [University's Campus Navigator](#) | on [Google Maps](#).
- PDF: Venue on our customized [LL13 Google Map](#)

Rooms on Ground Floor:

- **Anna-Siemsen-Hörsaal:** Keynotes and other plenary sessions
- **Room 05:** Catering Station Ground Floor
- **Room 06:** Conference Office
- **Room 08:** Parallel Sessions
- **Room 20:** Parallel Sessions

Rooms on Second Floor:

- **Room 206:** Catering Station 2nd Floor
- **Room 211:** Parallel Sessions
- **Room 212:** Parallel Sessions

Catering: Coffee breaks and Friday lunch are served in the venue: Room 05 (Ground Floor) and Room 206 (2nd Floor). For Wednesday and Thursday lunch, you'll receive upon registration two vouchers worth €9 each. See page 5 on where to spend your lunch vouchers.

Barrier-free access to all rooms is available.

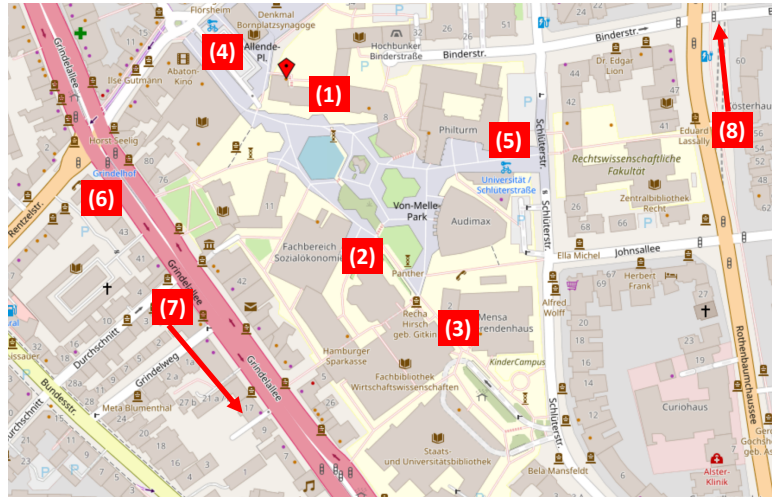
Eduroam is available in the venue. We also offer Guest WiFi vouchers.

Presenters: Please consult our **technical instructions** on the workshop website!



Practical information: Venue

PDF: [Customized LL13 Google Map](#)



Source: openmaps

- (1) Venue, Faculty of Education building, Von-Melle-Park 8 (VMP8)
“Café Campus Blick”, in VMP8
- (2) “Blattwerk” Canteen
- (3) “Schlüters Pizza & More” Canteen
“Foodtruck” Canteen
- (4) StadtRAD bike-sharing station
- (5) StadtRAD bike-sharing station
- (6) Bus stop Grindelhof: Bus lines M4, M5 from/to Dammtor Station
- (7) 900 m from venue to Dammtor Station (S/U-Bahn and long-distance trains)
- (8) 600 m to Hallerstraße station (U1 blue line)



Practical Information: Catering

PDF: [See canteen locations on our customized LL13 Google Map](#)

Your Wednesday and Thursday lunch vouchers (worth €9 each) are accepted in the following campus canteens and cafés, located either in the venue building (VMP8) or just a couple of minutes away.

Please note these vouchers run on **guest price** (“Gast/Gäste”), not student price. If your order exceeds the voucher value, you will be asked to pay the remaining amount. Cash and cards are accepted.

Café CampusBlick (in VMP8) €

- Sandwiches, pastry, fresh juices.
- Your voucher will buy you a sandwich, a beverage and a pastry/dessert.



Blattwerk: Vegetarische Mensa €€

- Vegetarian/vegan hot dishes, pasta, salad bar, desserts, beverages.
- Your voucher will buy you a hot meal and a beverage or dessert. Alternatively, a bowl from the salad bar plus dessert and perhaps beverage, depending on your choices.



Schlüters – Pizza & More €€

- Freshly prepared pizza, salads and desserts.
- Your voucher will buy you a pizza and beverage or a salad and dessert/beverage.



Foodtruck (in front of Schlüters) €

- Street food, esp. various types of Bratwurst with fries.
- Your voucher will buy you some Bratwurst with fries and a beverage.





Programme at a glance

Wednesday, 7 September

08:30–09:30	Registration
09:30–10:00	Opening Session
10:00–11:00	Keynote Elana Shohamy
11:00–11:30	Break
11:30–13:00	Parallel Sessions 1
13:00–14:00	Lunch (Campus Canteens)
14:00–15:30	Parallel Sessions 2
15:30–16:00	Break
16:00–17:30	Parallel Sessions 3
18:00–20:00	Informal Reception

Thursday, 8 September

08:30	Coffee
09:00–10:00	Keynote David Malinowski
10:00–10:30	Break
10:30–12:00	Parallel Sessions 4
12:00–13:00	Lunch (Campus Canteens)
13:15–14:15	Open Business Meeting
14:15–15:45	Parallel Sessions 5
15:45–16:15	Break
16:15–17:15	Parallel Sessions 6
17:15–17:30	Break
17:30–18:30	Keynote Evelyn Ziegler

Friday, 9 September

08:30	Coffee
09:00–10:30	Parallel Sessions 7
10:30–11:00	Break
11:00–12:00	Keynote Tamás Péter Szabó
12:00–13:00	Lunch (in Venue)
12:00–13:00	Linguistic Landscape Editorial Board Meeting
13:00	Closing Session



Keynotes (Anna-Siemsen-Hörsaal)

Wednesday, 7 September, 10:00

Linguistic landscape in education: a process for effective critical awareness, activism, and change for societal justice and equity

Elana Shohamy

Tel Aviv University

Linguistic Landscape (LL) is a ‘person for all seasons’; its research touches a variety of fields such as policy, economics, societies, geography, and more. Language and semiotics are all around us, ready to be studied and interpreted. Its findings point to biases and discrimination in public space, as manipulated by powerful organizations that use and abuse public space to promote their biased agendas. For many years the public space had been overlooked and ignored by educational systems, which frame schools as safe spaces, whereas textbooks tend to present public space as a dangerous place. Yet, it is claimed here that cities and other types of ecologies need to be learned, taught, and protested against. There is an urgent need to bring the public space to schools, and for students and teachers to learn how to read and interpret society through the lense of public space. This keynote will offer an overview of a decade of intensive research aiming to promote students’ understanding and critique of the diverse messages which are delivered in the public space. By documenting, experiencing and analyzing LL in diverse neighborhoods, students reassess their feelings of belonging to a city that does not include their languages. Using methods such as photo-voices, they produce emotional narratives about these messages (Hayik 1997). Using metaphors, they gain deep understanding of manipulative advertisements and commercials. I also report on a novel method where students observe the public space and select LL items – linguistic and semiotic – which they perceive as unjust and discriminatory. They then virtually modify the signs so they become inclusive, just and fair, and accompany this with a written explanation for these



changes. The results of this study show how different groups interpret the LL according to their specific backgrounds and identities. Altogether, LL in its broader sense – including words and images, movements and sounds – provide thorough lenses for gaining understanding of the public space, but also become critical leading actions for constructive changes, and thus contribute to social justice.

Elana Shohamy is a Professor of Multilingual Education at Tel Aviv University, where she teaches and researches multiple issues in sociolinguistics with a focus on social justice, equality and inclusion in education and society, as these are manifested in the domains of Linguistic Landscape (LL), Language Policy and Language Testing. Elana, with N. Trumper Hecht and S. Waksman, organized the first linguistic landscape conference in Tel Aviv, in 2008. Elana wrote numerous articles and two edited books on Linguistic Landscape: LL in the city (with E. Ben Rafael and M. Barni, 2010) and Linguistic Landscape: Expanding the scenery (with D. Gorter, 2009). Elana is the current editor with Robert Blackledge) of the journal Linguistic Landscape (Benjamins).

Thursday, 8 September, 09:00

Resurfacing the public: An inquiry into the civic power of schools and learning in Linguistic Landscape Studies

David Malinowski

San Jose State University

The last decade of linguistic landscape research has shown great advances toward realizing Shohamy and Waksman’s vision that “LL can serve as a powerful tool for education, meaningful language learning, towards linguistic activism” (2009, p. 326). From studies of initiatives to develop students’ and new teachers’ critical awareness of—and activist interventions within—the diverse languages, cultures, and power relations in their neighborhoods (e.g., Burwell & Lenters, 2015; Gorter, Cenoz, & van der Worp, 2021; Niedt & Seals, 2020), to research on the formative, controlled, and ideologically-loaded learning environments



that are schoolsapes (Brown, 2012; Krompák, Fernández & Meyer, 2021; Laihonon & Szabó, 2018), to reflective analyses of pedagogical design in LL-based language teaching and learning projects (Malinowski, Maxim, & Dubreil, 2020; Solmaz & Przymus, 2021), researchers have demonstrated that approaching LL as an educational arena opens up unique possibilities for interpreting, analyzing, transforming, and teaching discourses in place.

To this survey of teachers’ and learners’ growing contributions to the field, this keynote adds an empirical survey of its own, in an effort to demonstrate that studying semiotic landscapes in educational spaces offers a particular opportunity to interrogate a definitional aspect of LL as a field of research. To wit, who or what constitutes the public of public signs (if “Linguistic Landscape” is, as Spolsky 2020 glosses it, “the semiotics of public signage”), and what possibilities does the LL hold to cultivate new forms of civic awareness in an ideologically divided, post-pandemic world?

I report on an ongoing study that combines multimodal discourse analysis with field observation, interviews, and spatial narrative (cf. Bodenhamer, Corrigan & Harris, 2015), focused around the signage of approximately 40 public elementary, middle, and high schools in the Santa Clara Valley of California. The signs under analysis are large, changeable displays that greet people entering or passing by the school grounds with messages about school schedules, events, student and teacher accomplishments, and—particularly visible during the pandemic—health-related information, slogans, and appeals for perseverance through months of school closure. In particular, the paper’s analysis accounts for the affective stances and regimes of the signs (cf. Wee, 2016) as indicators of collective authorship and plural audiences of students, parents, and the broader community. Situated on or near the boundary between schools and their surrounding neighborhoods, school welcome signs are evocative evidence of the heteroglossic assemblages from which individual utterances emerge, and the momentary publics



that the linguistic landscape call into being—convergences of people, places, and events that an educational stance helps to reveal.

David Malinowski is Assistant Professor in Applied Linguistics and TESOL at San José State University. With a Ph.D. in Education from the University of California at Berkeley, he teaches and conducts research on teacher development, place-based language teaching, and technology-enhanced language learning. Recent publications include the edited volumes *Language Teaching in the Linguistic Landscape: Mobilizing Pedagogy in Public Space* (Springer, 2020; with Hiram Maxim and Sébastien Dubreil) and *Reterritorializing Linguistic Landscapes: Questioning Boundaries and Opening Spaces* (Bloomsbury, 2020; with Stefania Tufi). He currently serves as Associate Editor for the journal *Linguistic Landscape* (Bloomsbury, 2020; with Stefania Tufi).

Thursday, 8 September, 17:30

Political Graffiti: Types and Forms of Stancetaking

Evelyn Ziegler

University of Duisburg-Essen

Political graffiti and graffiti in general have long been overlooked in linguistic landscape research, and detailed sociolinguistic analyses in particular are still rare. This presentation will try to fill this gap by asking the question of whether and to which extent graffiti writings articulate political comments and social criticism. Starting from the assumption that political graffiti is a form of “micro-level political discourse [...] expressing positions that interact and counter other messages in the public realm” (Hanauer 2011: 301-302), I will adopt a stance-oriented approach (cf. Du Bois 2007, Couper-Kuhlen/Selting 2018, Imo/Ziegler 2022) towards political graffiti. The stance heuristic provides an analytical tool for describing the dialogic character of political graffiti in more detail and for investigating the different ways in which political messages are encoded as epistemic, affective, deontic and/or style stances



towards writers with different political views or towards opposing political opinions of the general public.

Data stems from (i) a large-scale investigation of the Ruhr Metropolis in Germany where 25,000 photos have been taken to document the linguistic landscape of selected neighborhoods in four cities (Ziegler et al. 2018), and (ii) from a smaller corpus of signs (N=271) collected during the first year of the Covid-19 pandemic in the city of Essen (Ruhr Metropolis).

As graffiti is predominantly a youth culture related practice, it is well suited for being addressed in educational contexts. Thus, in line with the general theme of the conference, I will round off my presentation with an outlook on how political graffiti can be treated as a cross-curricular topic, or be integrated in different subjects, such as (i) languages, (ii) arts and (iii) social studies.

Evelyn Ziegler is Professor of German Linguistics at the University of Duisburg-Essen/Germany. She received her PhD at the University of Heidelberg, and she has held further positions at the University of Freiburg and the University of Marburg (Research Center Deutscher Sprachatlas). Her research focus is on linguistic landscapes, language variation, multilingualism, computermediated communication, and attitude studies. Currently, she is particularly interested in the relation between language use and language attitude expressions from an interactional perspective (Ziegler et al. 2019, 2020; Ziegler to appear). Main publications include: *Metropolenzeichen: Atlas zur visuellen Mehrsprachigkeit der Metropole Ruhr* (Ziegler et al. 2018; 2022 published open access) and the co-edited books *Language and Identity in Migration Contexts* (Ronan/Ziegler 2022), *Linguistic Landscapes im deutschsprachigen Kontext. Forschungsperspektiven, Methoden und Anwendungsmöglichkeiten* (Ziegler/Marten 2021) and *Language Planning and Micro-linguistics: From policy to interaction and vice versa* (Davies/Ziegler 2015).



Friday, 9 September, 11:00

Studying schoolsapes as part of international teacher education programmes

Tamás Péter Szabó

University of Jyväskylä

An ever-growing collection of studies (e.g., papers in Laihonen and Szabó 2018; Krompák et al. 2022; and Malinowski et al. 2022) has explored the linguistic landscape of education in diverse societal, cultural, interactional, technological, and pedagogical contexts. This field of linguistic landscape inquiry is often labelled with the term schoolscape that emerged from Brown's (2005) seminal study. Translating research evidence into pedagogical applications, recent publications (e.g., Solmaz and Przymus 2021) support educators in implementing educational activities that are tightly linked to the critical interpretation and innovative design of schoolsapes.

As a follow-up of an earlier account (Szabó 2020), this presentation discusses a novel course, "Multilingual learning environments", which will be offered by FORTHEM, a European Universities Alliance of nine universities. Situated in the intersection of several study programs of education, this course was developed for bachelor's and master's level students of nine European universities as an output of FORTHEM Alliance's Multilingualism in School and Higher Education Lab, a transnational multi-stakeholder expert network dedicated to societal challenges of multilingual education. Members of a team of 21 people, academics and students of the Lab, have worked in tight collaboration when developing and reviewing the course materials.

This course aims at making the systematic reflection on and research-based design of schoolsapes an integral part of pedagogical practices, and thus at developing university students' analytical skills and theoretical knowledge on multilingual learning environments as well as raising their awareness to the importance of schoolsapes. The mission of the course is to help future educators in co-creating safe and



inclusive environments for learning in diverse societal and disciplinary contexts. That is, the course goes beyond the discussion of using schoolsapes in language education and targets the development of multilingual pedagogies, independently from the subject content.

The course is organized in four modules that cover theoretical and methodological issues of schoolscape studies through research examples. While learning independently and in teams, students investigate environments that are custom-designed for learning (e.g. schools, libraries, museums, playgrounds, etc.) as well as those that are not designed primarily for educational purposes but offer affordances for learning (e.g. streets, shops, apartments, restaurants, etc.).

Besides presenting the structure and content of the course, this presentation discusses insights gained from a survey among course-developing team members. The survey results show how students and academics shared their diverse expertise and experience and how they conceptualized and exemplified schoolscape-related issues through the novel collaborative course design process in the FORTHEM Lab environment.

Tamás Péter Szabó serves as Senior Lecturer of Multilingualism and the Internationalization of Teacher Education in the Department of Teacher Education at the University of Jyväskylä, and Adjunct Professor of Linguistic Landscape Studies in the Centre for Applied Language Studies at the same university. He has led several research and educational development projects and published extensively on schoolsapes, multilingual and language aware education, educational language policies and creativity in teachers' professional learning. He has co-led FORTHEM Multilingualism in School and Higher Education Lab, a transnational multidisciplinary multi-stakeholder expert network that facilitates co-creation among academics, university students and university-external stakeholders.



Thematic Panels (Room 212)

Wednesday, 7 September, 11:30-15:30

Thematic Panel 1:

Sociolinguistic variation in urban linguistic landscapes: case studies, methodological development and didactic implications

Conveners:

Carla Bagna (University for Foreigners of Siena), Martina Bellinzona (University for Foreigners of Siena), Sofie Henricson (University of Helsinki), Väinö Syrjälä (Södertörn University)

This panel is placed in the multidisciplinary research field of linguistic landscape (e.g. Barni & Bagna 2015; Pütz & Mundt 2018; Gorter & Cenoz 2020) and explores sociolinguistic variation in different urban landscapes, in order to provide a contribution to the sector from a methodological and educational point of view.

In this panel we'll discuss the unofficial layers of the linguistic landscapes and how they differ between urban areas with diverse profiles as regards e.g., linguistic and socioeconomic demographics, gentrification, and the impact the visibility (or invisibility) of languages can have on education (Malinowski, Maxim & Dubreil 2020; Krompák, Fernández-Mallat & Meyer 2021). In contrast to official signs authored by national or local authorities, linguistic landscapes created by the citizens themselves are usually not bound by legislation or other regulations, nor do they necessarily adhere to linguistic policies or politically correct discourses.

The contributions are combined by a mutual interest in sociolinguistic variation in the linguistic landscapes of urban spaces, addressing questions such as: do the linguistic landscapes reflect the linguistic and socioeconomic profiles of different urban districts? Which languages and societal discourses are visible in the urban linguistic landscapes? What is the impact that sociolinguistically focused linguistic landscape research can have in the educational field?



All the contributions of the panel, which apply different theoretical and methodological approaches, consist of unpublished research, with data collected in different European contexts in 2021. This constitutes an added value to the entire project as, in addition to purely linguistic reflections, the discourse(s) on Covid-19 emerges strongly, highlighting the different communication strategies and the different consequences that the pandemic has had in the various linguistic landscapes.

The panel has 6 slots, including an introductory presentation and 5 research papers offering new insights in the linguistic landscapes of the cities in focus, as well as a concluding session for comparative reflections that the papers open up on urban linguistic landscapes in the north Europe countries and in Italy. The combined picture increases our understanding of the challenges and possibilities included in the study of sociolinguistic variation in urban linguistic landscapes and hence for the methodological development of the field.

- Barni, M. & C. Bagna 2015. The critical turn in LL. New methodologies and new items in LL. *Linguistic Landscape*, 1(1/2), 6-18.
- Gorter, D. & J. Cenoz 2020. Theoretical development of linguistic landscape studies. *Linguistic landscape*, 6(1), 16-22.
- Krompák, E., Fernández-Mallat, V., & Meyer, S. (Eds.) (2021). *Linguistic landscapes and educational spaces*. Bristol: Multilingual Matters.
- Malinowski, D., Maxim, H. H., & Dubreil, S. (Eds.) (2020). *Language teaching in the linguistic landscape: Mobilizing pedagogy in public space*. Cham: Springer.
- Pütz, M. & N. Mundt (eds.) 2018. *Expanding the linguistic landscape: Multilingualism, language policy and the use of space as a semiotic resource*. Bristol: Multilingual Matters.

Rules and recommendations on unofficial signs – the Covid-19 signsapes of Helsinki and Stockholm

Lieselott Nordman & Väinö Syrjälä

University of Helsinki, Finland; Södertörn University, Sweden

The research data consists of signs created by others than official authorities (i.e. unofficial signs) visible in the urban LL of Helsinki and Stockholm, allowing for comparisons between practises in the two countries. An illustrative sample of signs photographed at public spaces



in both cities are selected for a qualitative analysis. The data represents the signscape during two periods of the pandemic: both at the outburst of the pandemic (spring 2020), and in later phases (winter 2020/2021). The aim of the study is to describe how official guidelines given by the government and health authorities have been translated to signs created by commercial and private actors. We not only ask which languages are used and by whom, but also *how* information of a juridical character is formulated and converted into signs, how the recommendations are *legitimized* and by what means the message is made understandable and accessible to the reader.

The linguistic landscape of Västerås – in tunnel vision

Marie Nelson

Stockholm University, Sweden

Västerås is one of the oldest cities in Sweden. It is known as a retailing, logistics and, not least, industrial city. Västerås is well known for its extensive cycle path network. To avoid street-crossings, the municipality has built hundreds of bridges and tunnels for pedestrians and cyclists. This study explores the linguistic landscape of Västerås, with focus on tunnels for pedestrians and cyclists. Tunnels are often used for unauthorized, *transgressive signs*. The study aims at describing the language(s) used in messages posted in tunnels in different socioeconomic areas in the city, to reflect sociolinguistic and societal dynamics within a medium-sized, industrial, Swedish municipality. The study furthermore sheds light on the complexity of distinguishing languages from each other in unauthorized signs.

Hybrid language use in urban landscapes of Northern Sweden

Lena Granstedt, Coppélie Cocq, Eva Lindgren & Urban Lindgren

Umeå University, Sweden



This study is part of a research project aiming to understand how urban and rural places are constructed by the use of majority, indigenous and minority languages. Through a mixed-methods approach, we describe and analyse which languages are visible and which are not, and relate these findings to demographic, socio-economic, educational and linguistic characteristics of different spaces. The places of interest in the study are situated in a traditionally linguistic rich area of Sweden, Norrland.

We explore the hybrid linguistic landscape of Norrland as part of a process of globalization, in order to provide important insights about social, economic and cultural factors behind the politics of multilingualism. More specifically, this paper takes a closer look at some of the challenges we met when coding the languages, i.e. what named languages are displayed on a sign, as our data contain many examples of creative use of languages and hybridization.

Responsibility and identity in the pandemic: new attitudes in the Linguistic Landscape of Milan

Maria Vittoria Calvi & Marcella Uberti-Bona

University of Milan, Italy

Focusing mainly on Latin Americans, the paper aims at understand how the pandemic has changed the communicative strategies and linguistic choices of migrant shopkeepers, with respect to three main issues: 1) the intentionality and motivation of their choices; 2) their ability to respond to the changing context; 3) the reorientation of identity triggered by the tension between their solidarity with the immigrant community and their countries of origin, and their identification with the host country, in which and “with” which they have experienced the pandemic.

The researchers used the tools of sociolinguistics and semiotics to test the adequacy of LL as a real-time indicator of social changes and trends



at the micro/local level and as an interface between the social and individual spheres. Ethnographic-anthropological interviews were used to investigate the intentionality and motivations of the participants, combining data collected from the "material" LL and the "virtual" LL in social networks.

Linguistic landscape between concrete signs and citizens perceptions. Exploring sociolinguistic and semiotic differences of Florence districts

Carla Bagna, Martina Bellinzona & Viola Monaci

University for Foreigners of Siena, Italy

The purpose of this research is to explore the LL of the districts of the city of Florence, to investigate how they vary from a sociolinguistic and semiotic perspective, in the light of the transformations to which they were (and are) subject. At the same time, we want to investigate citizens' perceptions, their degree of awareness of the differences between areas, from a functional point of view and with a particular focus on the visibility of languages (pre- and post-Covid period). In addition to LL data, we used exploratory questionnaires and focus groups, with data analysed through qualitative content analysis with NVivo 12 pro. The results show how the strong citizens' sensibleness of the functional distinction of neighbourhoods corresponds a total lack of awareness of the linguistic differences displayed in the linguistic landscape and also in their educational impact.



Thursday, 8 September, 10:30-12:00

Thematic Panel 2:

LL in Early Childhood Education and Care: Representations of multilingualism and linguistic diversity

Conveners:

Judith Purkarthofer (University of Duisburg-Essen), Anja Pesch (Inland University Norway)

Facilities of Early Childhood Education and Care (ECEC) are often colorful places, decorated according to the seasons and aiming to establish a welcoming atmosphere for children and parents. At the same time, signage to advise parents and children about regulations and rules is important: for example where and how to dress, which food to bring or which symptoms of illness to watch out for. Little has so far been written about the linguistic and semiotic landscapes in ECEC, in particular in comparison to the existing research on schools, and this panel aims to discuss the specific contexts of pre- and very early literacy practices.

Research on language attitudes among ECEC educators and parents suggests that multilingualism is often evaluated on a continuum from a tiring social problem to an important advantage and wonderful treasure. Both claims are often unsupported, but contribute to the representation of multilingualism in the linguistic landscape of ECEC institutions. The few existing studies on semiotic landscapes in ECEC point to varying discourses on inclusion and othering, the question of how semiotic landscapes may contribute to the support or decline of children's minority languages and to the importance of including teachers' emic perspectives. Festive decorations, often linking language and cultural practices, are present in some places, aiming to facilitate links between home languages and practices at the child care institutions. Other spaces focus on the semiotic landscape as a tool for literacy with a strong prioritization of the majority language. In each case, decisions



have to be taken to establish what becomes that landscape that children and parents get to know.

In this panel, we address two questions:

- How are multilingualism, linguistic diversity and language practices understood in light of inclusive or exclusionary policies and practices?
- And which specific methodologies might be particularly suitable for LL-research in ECEC and ECTE?

Three contributions cover various methods and methodologies and include both etic researchers' perspectives and emic teachers' perspectives that help to understand the motivations of the educators and how these translate into material landscapes, consisting of images, words and other signs to construct a mono- or multilingual space. The first contribution discusses the presence of the national minority language Meänkieli and constructions of multilingualism in Swedish ECEC, combining a semiotic landscape analysis with interviews of educators. The second contribution explores open-ended materials as approach to exploratory language and multimodal communication between ECEC teachers and newly arrived children with migrant background. The third contribution explores the semiotic landscape of an institution for teacher education with regard to both historical and transnational minorities. In this contribution, the focus is on the semiotic landscape that surrounds students of Early Childhood Teacher Education – as well as other Teacher Education programs – which again prepare students for work with diversity in ECE.

Various aspects of linguistic diversity are highlighted, as historical minorities, indigenous people and transnational migrants might experience becoming and staying multilingual very differently. Still, often these different groups are part of the same institution. In a dialogue between the participating scholars, we aim to establish specific research paths in ECEC and collect and compare experiences from diverse research sites and parts of ECEC, starting out from Northern Europe but extending the discussion to other places of the world.



Exploring Meänkieli at the intersection between language revitalisation and the promotion of multilingualism in early childhood education and care

Constanze Ackermann-Boström & Mervi Erkheikki
Umeå University, Sweden

The recognition of Meänkieli as a national minority language in 2000 marks an important shift in Swedish minority politics as the language is now considered to be part of the Swedish cultural heritage and therefore must be protected and promoted. Consequently, this new legal framework also opened additional arenas for minority language use and minority language learning. Educational spaces that have played an active role in the linguistic oppression of Meänkieli earlier are now reimagined as an important site for creating new speakers of the language (cf. Hinton 2011). In this paper, we explore a kindergarten in Northern Sweden as an ideological and implementational space (Hornberger 2005) for language revitalisation and Meänkieli language learning. By combining a study of the semiotic landscape (Jaworski & Thurlow 2010) and interviews with kindergarten teachers, we discuss the presence of Meänkieli as well as how linguistic diversity and multilingualism is constructed in the lived practices of the kindergarten.

Uncertainty and exploratory language

Johanne Ilje-Lien
Oslo Metropolitan University, Norway

In my presentation, based on an action-research study, I will talk about how the researcher's staging of the semiotic landscape may challenge the monocultural balance of power due to content and organization, as well as preferred play themes in the kindergartens they study. In the research on which this paper is based upon aesthetic explorations with tangible materials were both method and research arena, in pursue of opening for multimodal negotiations of meaning in three kindergarten



teachers communication with newcomers to the majority language. The play materials were carefully selected and consisted of materials without a clear reference to use, so-called open-ended materials (Fredriksen, 2012; Odegard, 2012). In the presentation, I will refer to examples from my research that show how experimenting with open-ended materials generated a more exploratory language in the teachers communication, which did not disadvantage the newcomers' cultural references and ways of expression (Ilje-Lien, 2020).

The semiotic landscape of a ECEC teacher education - links to past and present diversity?

Hilde Sollid & Florian Hiss

The Arctic University of Norway, Norway

How does the semiotic landscape of a 21st century building deal with the institution's historical responsibility and contemporary diversity? Our study scrutinizes the semiotic landscape of the Department of Education at UiT The Arctic University of Norway in Tromsø. Seeing semiotic landscapes as nexuses of social practices, circulating discourses may connect the present space with the past and future. For example, working with linguistically and culturally diverse children is part-and-parcel of ECEC teacher education at UiT, highlighting the historical diversity of Northern Norway (the indigenous Sámi and the Kven minority). But the department also carries a historical responsibility for implementing assimilation policies against Sámi and Kven children. In 2020 the department moved into a new building. We analyze the semiotic landscapes of the old and the new buildings. Our data combine different subjective views: photographs from our walks through the buildings, fieldnotes, students' observations and artistic and media texts.



Thursday, 8 September, 14:15-17:15

Thematic Panel 3: Linguistic Landscape and Teachers' Professional Development

Convener:

Edina Krompák (University of Teacher Education Lucerne)

Recently, a discussion on the importance of linguistic landscape (LL) in educational contexts as schoolscape (Androutsopoulos & Kuhlee, 2021; Brown, 2005), or as a pedagogical resource for language learning, has emerged (Malinowski et al., 2020). Furthermore, the investigation of LL has become relevant not only inside, around and beyond the classroom (Niedt & Seals, 2020), but also in broader learning contexts. Applying LL in teacher and further education as academic knowledge or pedagogical resource is virtually unexplored (Krompák et al. 2020; Xie & Buckingham, 2021) and deserves more detailed attention.

In our panel we aim to present empirical research on the investigation of LL in teacher education and to discuss teachers' professional development when applying LL in pedagogical practice. Our panel focuses on four LL projects carried out in three different countries (Malta, France and Switzerland). The first project explores how LL can be a useful tool to foster autonomous learning by student teachers, who develop materials based on the LL in order to be implemented by them at secondary school level when teaching the Maltese language. In the second action research project, student teachers in France are engaged in translingual and multimodal storytelling performances as transemiotic landscaping processes, in order to foster creative language and literacy acquisition by bilingual children. The third project investigates student teachers' experience in the third space by developing and conducting collaborative LL school projects in Swiss primary schools. Similarly, the fourth action research project is based on a collaboration between various stakeholders in France and aims at promoting teachers' lifelong learning on linguistic diversity.

Although the projects differ in terms of their theoretical and methodo-



logical backgrounds, they all focus on teachers' professional development, not only in multilingual-oriented education but also in critical thinking by reflecting the inequality of languages in public spaces (Gorter & Cenoz, 2021). The participating teachers and student teachers are active co-researchers and co-teachers by crossing the boundaries between campus- and field-based teacher education (Zeichner, 2010).

The Linguistic Landscape as a Resource for Autonomous Learning in Teacher Education

Antoinette Camilleri Grima

University of Malta, Malta

This presentation will answer the question: "How can the LL serve as a platform for autonomous learning in teacher education?". Following Camilleri Grima (2020), the LL (house names, shop names, street names, road signage) is currently providing master's level student teachers with a platform for autonomous learning. Fourteen students are working in four groups, discussing creative ways of implementing aspects of the LL at the secondary school level (age 11–16) during the teaching of Maltese and of Maltese as a foreign language. The work is being carried out in workshops, and written reflections are being kept about the necessary steps in autonomous learning such as formulating aims, taking decisions, selecting resources and evaluating the process and the product (consisting of creative teaching material based on the LL). This is a two-pronged exercise whereby the student teachers experience a degree of autonomy so that they can eventually feel more confident to implement autonomous learning in schools.

Language - Space - Creativity: Linguistic and Semiotic Landscaping in Translingual and Multimodal Storytelling Performances with Bilingual Student Teachers

Esa Christine Hartmann

Université de Strasbourg, France



This paper presents the first step in the action research project, "Language – Space – Creativity" (2021), carried out at the Faculty of Education of the University of Strasbourg. This was conducted with 29 bilingual student teachers, who created and accessed the semiotic landscapes of five translingual and multimodal storytelling performances (storytelling carpet, kamishibai theatre, theatrical reading, musical, digital transmedia creation) that were attended by bilingual pre-school and primary school classes. Based on Tomi Ungerer's picturebooks (Daly 2019), the semiotic landscapes of the storytelling settings can be considered an empirical domain in which emergent bilingual learners and bilingual student teachers co-construct an intersemiotic and translingual space (Gorter, 2017), giving life to the narrative interaction of text, pictures, speech, mime, gesture, music, dance, stage design and material accessories. The research data consist of the qualitative analysis of the bilingual student teachers' discourses. These discourses evaluate the different intersemiotic constellations of the storytelling performances in terms of a semiotic landscape that can foster creative language and literacy acquisition in bilingual education, as well as reflect linguistic and cultural diversity within a multilingual educational environment.

Creating a Third Space in Teacher Education through Linguistic Landscape School Projects

Edina Krompák

University of Teacher Education Lucerne, Switzerland

This presentation draws on the theory of the third space of Zeichner (2010) and the educational turn in linguistic landscape research (Krompák et al., 2021). Zeichner (2010) applies the concept of third spaces for teacher education by highlighting the cooperation of practitioner and academic staff to enhance the learning of student teachers. The project aims, on the one hand, to promote the home languages and individual multilingualism of the students, and on the other hand, to



enable cooperation among the multi-professional team, consisting of teachers of heritage languages, class teachers, university lecturers and university students. In addition, the project seeks to exploit the potential of LL as an educational tool and to introduce possibilities for its use in the classroom. Our investigation is led by the following research question: How do student teachers experience the third space by developing and conducting an LL school project? Focus group interviews with 12 student teachers were applied to address these research questions. In addition, a qualitative analysis of the teaching materials and essays developed by student teachers provided deep insight into their acquired competences.



Friday, 9 September, 09:00-10:30

**Thematic Panel 4:
Cultural learning with Linguistic Landscapes in Germany, Poland, the Netherlands and the United Kingdom**

Conveners:

Camilla Badstübner-Kizik (Adam Mickiewicz University Poznan),
Simone Schiedermaier (Ludwig-Maximilians-Universität München),
Sina Kristin Menrad (University of Oxford / FSU Jena)

This panel focuses on aspects from recent discussions about the linguistic landscape research conducted within the academic context of German as a Foreign or Second Language. Central aspects are: cultural learning, research related learning, project-based learning and the use of extracurricular analogue, digital and virtual spaces of learning. All these from divergent perspectives and geographical settings, which are overcome in the different academic settings via a common target language.

The main focus will be cultural learning, as well as the question of how linguistic landscapes can initiate cultural learning processes within the academic context of German as a Foreign or Second Language. We are looking for impulses provided by linguistic landscapes to facilitate a differentiated and reflected debate based on social realities beyond generalisation and homogenization. We also strive to stimulate the autonomous and individual thought processes of learners in relation to social truths, from within Germany as well as from without. Empirical academic learning in the international context of German Studies opens up a perspective on linguistic landscapes at individual places of learning, but also in their relation to the german-speaking areas. These will include language learning processes for all students involved, be they speakers of German as a Native, a Second or a Foreign language.

All three of these future seminars, presented and reflected inside and outside of German speaking countries and take place in analogue or digital formats at the Universities of Munich (DE), Oxford (UK) and



Poznan (PL). This facilitates the comparison of individual approaches depending on the different teaching settings and the emphasis of the individual student perspectives. Because of the different profiles of the learner groups and the different elements (in various languages) of linguistic landscapes at their individual learning places (Munich, Oxford, Poznan, Marburg, Nijmegen) very different aspects of the interplay of languages and societies can be highlighted.

All three panel participants will give insights into their conceptual access to linguistic landscapes as discussed with their respective students. Each paper shows how students transfer theoretical knowledge into practice and enable their own empirical research projects. Common learning goals and processes are:

- Sensitisation to written language in public spaces as a resource for cultural learning processes
- Promotion of discourse capacity in German as a Foreign or Second language
- Project based methods to explore linguistic landscapes
- The use of analogue, digital and virtual spaces of learning
- The use of German as the working language
- Individual choice of thematic contents based on the given elements in each linguistic landscape and learner interests

We plan to collate and combine the data collected by all three learner groups in a database for future use. Central themes to be highlighted and discussed with the audience are: the chances and challenges of research related academic learning with linguistic landscapes, the transfer from theory to practice, and the predominance of English as the academic language in the context of Linguistic Landscape studies.

Initiating culture-related language learning through Semiotic Landscapes - the example of “remembering in public space”

Camilla Badstübner-Kizik

Adam Mickiewicz University Poznan, Poland



The paper reflects on a digitally conducted seminar for students of Applied Linguistics and German as a Foreign or Second Language from Poznan (PL), Marburg (DE) and Nijmegen (NL). The participants will explore selected areas of the Linguistic Landscape at their respective places of learning from the angle of "remembering in public space". The results are discussed comparatively in order to determine if and to what extent they are suitable for culture-sensitising and culture-related learning in the context of German as a Foreign / Second Language. The different geographical distance to the German-speaking area, different concepts of remembering as well as the participants' different relation to the German language itself are considered key points in this discussion. The paper is part of a panel on empirically based project-oriented learning in the Linguistic Landscape in academic contexts and aims to contribute to the differentiation of the concept of culture-related language learning with the use of semiotic resources such as monuments, memorial plaques or 'stumbling blocks' available in public space.

Teacher training with Linguistic Landscapes as a tool for cultural learning

Simone Schiedermaier

Ludwig-Maximilians-Universität München, Germany

The paper outlines procedures and results from a research-oriented course on Linguistic Landscapes, which will be offered in the summer semester of 2022 in the Master's program German as a Foreign Language at Ludwig-Maximilians-Universität Munich. The aim is to first sensitise students to written language found in public spaces. On the basis of relevant research literature, they are then asked to collect their own data on Linguistic Landscapes at selected locations in Munich and to systematise them according to various categories: medium, function, status, topic. The aspect of multilingualism will also be taken into account. In a further step, it should be analysed to what extent this material can offer impulses for cultural teaching-learning processes. On this



basis, didactic and methodological suggestions for teaching contexts should be worked out in a further step, which are aimed at opening up access to current discourses in the target language German for learners.

VR-Glasses and Linguistic Landscapes: Investigating Virtual Reality as a space for accessing the target language reality

Sina Menrad

University of Oxford, United Kingdom / FSU Jena, Germany

Travelling to a target language country is very important for learners of a foreign language – but in the pandemic years this has become more complicated than it used to be. Equipped with VR-Glasses students of German as a foreign language from Oxford University undertook a virtual trip to the German speaking countries. After finding linguistic landscapes in their hometown, they went virtual to try to compare societal similarities and differences based on what they found. Although this is not to substitute real travelling and discovering the target language in a multisensorial way, it's a small possibility for students to use linguistic landscapes as a way to experience first-hand language contact with the target language. I will present this project work and its results, based on photos, notes and comments from the students, giving ideas and guidelines to other language teachers trying to encourage this new possibility.



Individual Papers

Wednesday, 7 September

Room 08, 11:30-13:00

Semiotic landscape and students' perspectives/1

Pedagogical possibilities of linguistic landscape projects: experiences from the Basque Country

Durk Gorter

University of the Basque Country, Spain

Research about linguistic landscapes and education contexts has proven to be a productive domain. Many interesting questions have been examined, in particular when more than one language is used. Studies investigate both signs on display in educational institutions ('schoolscape') and the way signage is used as a pedagogical tool in a variety of learning projects. Various recent publications contain interesting proposals about a pedagogical application of linguistic landscapes (Malinowski et al., 2020). Studies of the signage of educational institutions can lead to a better understanding of language learning processes and of what goes on inside schools (Krompák et al., 2022).

In this paper a case study is presented of a linguistic landscape assignment for master students at the University of the Basque Country. The aim of the study is to analyze linguistic landscapes as a powerful pedagogical tool, also under challenging circumstances. The study combines qualitative and quantitative data. Variations of the assignment were carried out before and during the Covid-19 pandemic. Three years are compared and the consequences and impact of the pandemic are discussed. The results confirm that linguistic landscape is a relevant way to connect the theory to the content of the signs. Moreover, the video-reports and the written reflections of the students demonstrate that doing the assignment had a positive learning effect on the knowledge of language diversity, critical consciousness and language learning.



The linguistic landscape can link public spaces and education spaces and the study shows that learning about languages can happen in almost any public space.

- Krompak, E., Fernandez, V. and Meyer, S. (Eds) (2022). Linguistic Landscape 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.

From the classroom to the strip mall: Student multiliteracies development in the linguistic landscape

Hiram Maxim

Emory University, United States of America

Drawing on recent scholarship on the linguistic landscape as a resource for language and literacy education (e.g., Krompák, et al., 2021; Malinowski, et al., 2020; Niedt & Seals, 2020), this presentation reports on a semester-long project that implemented a multiliteracies pedagogical framework to engage American undergraduates with the local linguistic landscape. Structured around the four multiliteracies pedagogical principles of Experiencing, Conceptualizing, Analyzing, Applying (Cope & Kalantzis, 2015), the project began with an introduction into general principles of linguistic landscape research followed by initial exercises at exploring familiar places either on campus or in their hometown. Integral to this introductory phase of the project were “linguascaping walk protocols” (Ivković, et al., 2019) in which students shared their respective experiences in a predefined area in order to highlight their own subjective meaning making in the public sphere. Building on the fledgling methodologies practiced and experienced in these familiar settings, students then ventured further afield into unfamiliar multilingual domains off-campus, consisting largely of shopping plazas and strip malls, where they focused on examining critically the social practices involving the linguistic, visual, and spatial design of textual meanings. Central to this phase of the project was gaining a deeper understanding of the histories and participants of each place.



The project culminated in a student-designed website that featured the outcomes of their respective small-scale research studies and that will serve as a site for presenting future linguistic landscape-based projects in subsequent semesters. In addition to providing an overview of the course and its iterative approach to multiliteracies development, this presentation will focus on students’ own weekly journal reflections regarding their process and experience of engaging with the metropolitan area where they are pursuing their degree but where they have admittedly done very little exploration. Implications for conducting student-based linguistic landscape research will conclude the presentation.

The semiotic landscape of an international preparatory class of newly-arrived students: where ideologies of monolingualism and multilingualism meet

Elisabeth Barakos, Simone Plöger

University of Hamburg, Germany

Legitimised by a missing knowledge of German, newly-arrived students in Germany are usually separated into preparatory classes in order to prepare them linguistically for the transition into the regular school system. The multilingual repertoire of these students place new demands on educational practices against the background of German schools which still orient to persistent monolingual norms. In an ongoing three-year research project, we accompany and document this challenging transition moment through an ethnographic study in three secondary schools in Hamburg. In this paper, we analyse and discuss the linguistically diverse semiotic landscape of the preparatory class as a space where contrasting ideologies of monolingualism and multilingualism meet and interplay.

Inspired by Institutional Ethnography and Reflexive Grounded Theory, we track the discourses, ideologies and practices surrounding the semiotic landscape of the preparatory class, including its social actors, by drawing on linguistic landscape data, interview extracts with teachers



and administrators, ethnographic protocols of lesson observations and other school-related documents. Such an approach, we argue, allows us to treat the preparatory class as a multimodal, socio-politically and historically configured communicative space full of tensions over monolingual and multilingual ideologies of language (learning).

To conclude, we discuss the embeddedness of our findings in wider social processes of migration-related multilingualism and demonstrate the implications of using a reflexive institutional-ethnographic approach for critically engaging with the semiotics of educational research sites.

Room 08, 14:00-15:30

Semiotic landscape and students' perspectives/2

Students as ethnographers of their neighborhoods' linguistic landscapes

Klaudia Anna Kruszynska

Autonomous University of Barcelona, Spain

It's been twenty-five years since the concept of Linguistic Landscapes (LL) was introduced into academia by Landry and Bourhis. Although research shows that LL can promote language reflection (Dagenais et al., 2009), few have seized upon the advantages of combining LL learning with standard foreign language education in relatively linguistically homogeneous classrooms.

LL can give teachers a powerful tool to bring the 'outside' world into the classroom (Kruszynska & Dooly, 2022). This presentation will outline a collaborative case study carried out in a private secondary school in Barcelona. A group of twenty students, aged between fourteen and fifteen, who shared the same linguistic and cultural background became ethnographers researching their neighbourhoods' LL. They then used critical thinking skills: analysing and applying prior knowledge to prepare news reports in which they exposed their reflections about their



neighbourhoods' linguistic diversity. Through these activities students were empowered as they became co-creators of knowledge not mere observers.

This project allowed both students and teacher to reflect on what LL was present in students' surroundings, helping them appreciate the diversity of their neighbourhoods that may not necessarily be reflected in their classrooms. Furthermore, it also gave space to ask questions about students' choices: what they decided to document and what they omitted in their news reports.

This case study offered an opportunity to learn about students' perspectives related to the LL and their language awareness. The data also showed that LL was a powerful tool to promote students' language awareness even in a classroom where students did not have a diverse linguistic background.

It is acknowledged that the results of the study refer to a small sample of students and are constrained to the context of one specific school, and therefore should not be generalised and applied indiscriminately to other settings.

The Semiotic Landscape as a rhizomatic history-book: a sociolinguistics approach to history education through walking tours in Athens refugee neighbourhoods

Stella Bratimou, Roula Kitsiou

University of Thessaly, Greece

This paper explores the mobilization of Semiotic Landscape (SL) as a resource for teaching history experientially, thus enabling students to actively co-construct historic knowledge and to critically problematize the school textbook. More specifically, it presents the implementation of walking tours that investigated the SL of two neighbourhoods in Athens in the context of Senior High School History lesson, inspired by a transdisciplinary approach integrating history pedagogies and a sociolinguistics perspective. The walking tours were realized in



neighbourhoods that were founded as refugee settlements, after the Asia Minor disaster and the consequent compulsory (Greek-Turkish) population exchange (1923), and where nowadays concentrates a vibrant Pakistani community. Drawing on Systemic Functional Grammar, the SL and school textbook are analyzed in order to identify narrative con-/divergences.

The students investigated toponyms, street names and official memorials and detected the linguistic materialization of state ideologies regarding the past. Accordingly, through local stores' onomastics, grassroots memorials and graffiti they explored the SL as a manifestation of alternative historic narratives and identity building. Material remnants were also examined as an element of the SL indexing the poor infrastructure of refugee settlements and the neighbourhoods' former industrial growth due to the affluence of cheap refugee labor. Additionally, by recording the vast presence of Urdu on the SL the students traced how SL diachronicity reflects historic dis-/continuities and the transformation of a former refugee settlement to a current hub of a migrant community. Finally, revising the schoolbook, they pinpointed content and lexicogrammatical choices reflecting dominant ideologies about the past, thus debunking the textbook authority and problematizing the ideological construction of history narratives. Altogether, the SL as "a nexus of social, cultural, and political phenomena" (Malinowski, Maxim & Dubreil, 2020) emerges as a valuable resource for critical history pedagogy that encourages students' social positionality as active subjects "making" and "writing" history.

From LL to pedagogy and back

Melina Delmas¹, Jessica Birnie-Smith², Louisa Willoughby², Jo Angouri¹
¹University of Warwick, United Kingdom; ²Monash University, Australia

This paper discusses Linguistic Landscape (LL) as a framework and pedagogical tool for the study of the complex relationship between language and society. We pay special attention to student agency and the



role of LL as a mechanism for students to engage with real-world problems. We draw on a summer intensive module on Multilingualism and Diversity (MultiDiv), supported by the University of Warwick (UK) and Monash University (Australia), during which small groups of students design and carry out small research projects on Linguistic Landscapes. The pedagogical benefits of LL have been studied before, however most studies focus on the role of English, or involve students enrolled in particular programs delivered by a single institution (Starks et al., 2020). With MultiDiv however, students benefit from having both an emic and etic perspective, through transnational and transdisciplinary collaboration, making them simultaneously researchers of home and host communities through the experience of their peers. The MultiDiv curriculum includes innovative, hands-on multiliteracies pedagogy, as the core activities correspond to the four knowledge processes (conceptualising; experiencing; analysing; applying) of the Learning by Design framework developed by Mary Kalantzis, Bill Cope, and the Learning by Design project group (2010; 2015). By experiencing the different knowledge processes, students also develop multiple identities (researcher, user, teacher, blogger, etc.), thus broadening their identity repertoire. The agency given to students enables them to learn about the symbolic and social meanings of languages, hone their research skills, and become global citizens. Accordingly, in this paper we reflect on LL in relation to challenge-based, active learning and draw on data from one run of our summer programme to illustrate our arguments. Finally, students' feedback on the value of transnational, transdisciplinary and collaborative learning shows that students perceive the benefits of challenging discipline boundaries and peer-assisted learning.

Room 08, 16:00-17:30

Semiotic landscape and students' perspectives/3

**Children’s views on literacy artefacts and pedagogical practices:
A comparative analysis of two classroom settings****Nadja Kerschhofer-Puhalo***University of Vienna, Austria*

Schools and classrooms are not only places to learn, but also discourse domains where ideologies about the relative status of languages and literacies and about ways of learning and teaching co-occur and compete. From discourse studies we know that power relations are present in educational settings. As a result, some forms of language and literacy practices have a higher value than others. Asymmetric power relations also refer to the “voice” of different actors in the research field. In this study, we give voice to those who use schools and classrooms on a daily basis, but are not sufficiently included in research: to children. Their viewpoints have so far not received sufficient attention in LL research.

This presentation is based on data from a larger research program about children’s everyday literacy experiences in school and out-of-school contexts. It provides an analysis of two primary school classrooms and describes the interaction of written artefacts, spatial arrangements and social practices from the child’s view. Schools are defined here in a broader sense as referring to signage and written artefacts, but also to physical spaces, furniture, and spatial arrangements together with social practices connected with them.

Methodologically, the study relies on a combined approach using visual and conversational data. Children were involved as co-researchers in two activities: (1) drawing their classroom and (2) making photos about written artefacts in their classroom. A combined analysis of 41 drawings, 274 photos and 109 video-recorded conversations with children shows how LL research, so far mainly focusing on aspects of multilingualism, can contribute to other highly relevant pedagogical issues: Children give us valuable insights into (1) the learning affordances of literacy artefacts, (2) dominant discourses about literacy and learning, and (3)



how written artefacts and the spatial organization do (or do not) support the intended learning design.

Multilingual information for migrant and refugee students in Greek schools: issues of linguistic ‘schoolscape’ and educational policy.**George Androulakis¹, Lida Stergiou², Sofia Tsioli¹***¹University of Thessaly, Greece; ²University of Ioannina, Greece*

In an officially monolingual country such as Greece, schools that host students from various migrant and refugee communities face the challenge of adequate, multilingual signage (Brown, 2012; Gorter & Cenoz, 2015), as well as information available to the students’ families (cf. Szabó, 2015, Bellinzona, 2018). Multilingual information is not a part of official texts for educational policy, but isolated, situated initiatives have transformed some schoolyards and buildings to multilingual landscapes. Reactions to these initiatives are far from unanimously positive, and this remark concerns both teachers and the public opinion.

In this paper, we will present the results of ethnographic research (observation, interviews and focus groups) undertaken in 2019 and 2020 (that is, before but also during the COVID-19 pandemic) in and around eight primary and lower secondary schools in Greece, where initiatives of multilingual signage and multilingual information destined to the students’ families had taken place.

The main research questions were the following:

- what are the margins left by officially proclaimed educational policy to local initiatives aiming at displaying multilingual information?
- if and to what extent multilingual information facilitates the inclusion of migrant and refugee to these schools?
- how the cases of these schools are perceived by several stakeholders inside and outside the school community?

Tentative results show that multilingual signage has a striking influence to the attitudes and beliefs of students, teachers and inhabitants



of the schools’ cities, whereas multilingual leaflets or projects are a more covert factor of change. Multilingual information is considered as being placed “just outside the limits of illegality”, but educational authorities show tolerance and do not intend to oppress them, “unless multilingualism upsets the local communities”...

Negotiating the schoolscape: Syrian refugee children in Turkish schools

Gulsah Turk-Yigitalp
Universitat Autònoma de Barcelona, Spain

Following the 2016 EU-Turkey Statement, which curtailed Syrian refugees’ further mobility from Turkey towards Europe, the official policy in the country shifted towards enrolling school-aged refugee children into Turkish public schools. This shift was accompanied by the EU-funded project PIKTES (Promoting the Integration of Syrian Kids into Turkish Education System), which mainly focuses on Turkish-teaching; however, acknowledges Arabic as a major family language as well. While refugee students normally follow mainstream education, those deemed to have a lower level of Turkish are enrolled in separate, intense language teaching classes for a year as part of this project. These classes also aim to socialize these students into the Turkish education system as the name of the project suggests. Therefore, the analysis of the semiotic space of the classrooms and how they fit in the larger schoolscape can offer an understanding of how the refugee kids are represented, what role various languages are deemed to play for their educational trajectories, and what it means to socialize them into a Turkish public space. This paper reports from a critical sociolinguistic ethnography conducted in a Turkish public school implementing the PIKTES project and approaches the schoolscape as a power-laden space as it both hierarchizes and labels while is, at the same time, contested by various actors including policy makers, principals, teachers, students, and parents. Through an analysis of various semiotic resources such as signs, posters,



notices, student work, and the spatial organization of school spaces as well as interviews with the school population, I will illustrate (a) how various languages including the official language, family languages, and any other global language are positioned, valued/devalued; (b) what the role of the schoolscape is in refugee kids’ socialization; (c) and to what extent various actors shape, intervene in and/or contest the schoolscape.

Room 20, 11:30-13:00
Schoolscapes and language policies/1

Language Policy in Practice within the Community Literacy Landscape

Jill Hallett
University of Illinois Chicago, United States of America

Educational spaces such as schools and libraries enact localized language policies through publicly visible displays that alternately privilege and silence various types of community literacy practices. As Cushing (2020:432) writes, “Language plays a critical role in reproducing imbalances in power and dominance, especially when powerful policy arbiters have the ability to regulate and control the language of others.”

This research focuses on how the literacy landscape reflects the home languages of students and families in one linguistically-diverse community in Chicago. Specifically, it uncovers how schools (Brown, 2012; Jakonen, 2018; Savela, 2018) compare among schools of different types in the same community, examining how linguistic identity is indexed through the literacy landscape and what language practices are present, privileged, and erased.

This study begins with a comparative analysis of the home languages of one community and three primary schools that serve students within it: one neighborhood school, one selective enrollment school, and one private religious school. The community’s reported language practices



are subsequently compared with the schools and the local public library in terms of a 'literacy landscape' of visible literacy materials for students, patrons, and families. This inquiry involves digital ethnography (Maly & Blommaert, 2019) of the school websites and analysis of publicly-accessible visual literacy landscapes such as the library space and resources therein. Additionally, ethnographic interviews with institutional stakeholders such as librarians and parents reveal their impressions of the landscapes of the schools and library and the extent to which community literacy needs are met.

Results indicate that each institution within this literacy landscape employs different strategies that effectively promote certain types of community literacy practices while concomitantly silencing others. Asset-based recommendations are made for the institutions to improve their literacy landscapes such that stakeholders they purport to serve may more fully engage with the community.

The (in)visibility of African languages in the semiotic landscape of two ex-Model C high schools' post-apartheid

Amy Hiss

University of the Western Cape, South Africa

South Africa is well-known for its history of racial oppression known as apartheid, which was a time of racial hierarchization placing Whites at the top followed by Indians, Coloureds, and Blacks occupying the lowest position. This was evident in every domain of social life, with the domain of education clearly affected. With the introduction of democracy in 1994, the new South African government sought to implement a more equitable and just praxis to engage and retribute historically disadvantaged people. One of the main strategies for social transformation was the attempted rehabilitation of African languages in developing new multilingual sensibilities.

One of the spaces where transformation occurred was in former white's only schools, also identified as ex-Model C schools, that offers rich



learning environments and 'open' to learners of colour. In recent times there has been an increasing demand for the use of African languages in the teaching practices of ex- Model C schools as more black learners enter these spaces. Apart from pedagogical practices, decentralising institutional spaces has been equally highlighted as a significant purveyor for developing new multilingual sensibilities.

Semiotic landscapes according to Bock and Stroud (2018:15) are how "perceptions of place are not just filtered through ocular engagement with landscapes but constructed through the embodied (multisensorial) interaction of place and its semiotics." As part of a six-month study, the paper investigates the (in)visibility of African languages in the academic space of the schools in creating new multilingual sensibilities post-apartheid. The paper makes use of images to contrast how African languages have come to effect transformation in the schools and whether this has influenced new multilingual sensibilities.

Ideological Representations and Language Choice in Catalan School Graffiti

Marguerite Judith Morlan¹, Steven Byrne²

¹University of California, Berkeley, United States of America; ²University of Limerick

Building on Moran's (2015) call to frame graffiti as a product of economic, social, and ideological factors, the present research investigates how language choice reinforces the ideological values of eight school communities in Catalonia. Research on language ideologies in Catalonia subsequent to linguistic normalization in the 1980s points to a continued breakdown of ideological ties between native Catalan ethnicity and Catalan usage (Woolard, 2009), positive perceptions of Catalan-Spanish bilingualism (Davidson, 2019; Newman & Trenchs-Parera, 2015), and an express desire to depoliticize the Catalan language (Pujolet i Cos et al., 2010). Despite this, fallout from the failed 2017 independence referendum and the recent mandate requiring Catalan schools to



offer 25% of instruction in Spanish have fueled sociopolitical tensions surrounding language use, particularly in educational spaces (Oller et al., 2021).

An analysis of 114 written artefacts from public-facing walls of eight Catalan primary and secondary schools reveals notable linguistic differentiation depending on the values espoused by the messages and whether the graffiti was commissioned by the school or performed transgressively (Blackwood & Tufi, 2015). Messages relating to community pride and feminism were unique to Catalan. English overlapped with Catalan in themes such as diversity, which was entirely absent in Spanish artefacts that tended to be more sentimental and abstract. Most school-approved messages were in Catalan, with some in English and only one unambiguously in Spanish. In line with Bruyèl-Olmedo & Juan-Garau (2015), Spanish had a higher representation in transgressive messages. More school-approved English messages and greater thematic overlap between English and Catalan suggest a potential realignment of positive perceptions of multilingualism in Catalan-medium institutional ideology with Catalan-English rather than Catalan-Spanish. These findings evidence the subtle ways in which Catalan school graffiti reflects community values and serves to align languages with certain ideological beliefs.

Room 20, 14:00-15:30

Schoolscapes and language policies/2

Which language(s) matter(s) the most? Exploring the schoolscapes of rural primary schools in Uganda

Medadi Ssentanda
Makerere University, Uganda

This paper is an ethnographic investigation into the power and ideological relation between English and Luganda within the sociocultural and pedagogic spaces of rural primary schools in Uganda. This study focuses



on the schoolscape and examines how teachers choose the languages they use for instruction. The paper also examines how signage within and outside the classroom space is an extended metaphor of the power dynamics that exist between English and Luganda, a dominant indigenous language in the country. The study answers two questions, firstly, what are the signage making practices in rural Ugandan primary schools and what do these say about the status of local languages? Secondly, what are the teachers' views regarding the signage making practices in school? The study data were collected by means of observation, photography and interviewing in 2012 and 2018. The data is qualitatively analysed within the linguistic landscape and nexus analysis approach. The overarching claim made is that schoolscapes are in effect microcosmic representations of wider debates foregrounded on the national language policy, which privileges English above indigenous languages. Moreover, teachers believe that indigenous languages such as Luganda hinder learners from acquiring English and therefore limit their use in learners' interactions at school. The paper calls for a rethinking of such a status quo and the deconstruction of the colonial legacy of English so as to accord greater importance to local languages for purposes of teaching and learning.

Prioritizing Moral Education: the Construction of Language Landscapes in Chinese Public Elementary Schools

Diya Peng, Yingjie Xu
The University of Szeged, Hungary

Chinese public elementary schools are part of a socialist education system with Chinese characteristics. The Chinese Ministry of Education has mandated that the construction of the linguistic landscape on campus must reflect the concept of moral education. The purpose of this study is to analyze (1) the meaningful scope of the moral education concept required by the Chinese government; (2) the ideological manipulation behind the instruction of the moral education concept; (3) the



shaping of students' values, which is shaped through the linguistic landscape within the elementary school campus, the values shaped with a moral concept as the main content. This study used a database-assisted critical discourse analysis approach, with data sources being images of the linguistic landscape within the elementary school campus of Huzhu Road in Zhengzhou, China. The purpose was to analyze keywords, word pairings, group divisions, power relations, and the pre-supposition and implication of viewpoints in the linguistic landscape. The main conclusion of the study is that the linguistic landscape in Chinese public elementary schools reflects a socialist ideology with patriotism and collectivism at its core, explicitly shapes different groups and strictly defines non-equal power relations, with the intention of shaping values of morality first, then knowledge, physical ability, aesthetics, and labor ability, in that order.

Negotiating interactional regimes: temporary schoolsapes and language policy in an Arabic supplementary school

Leonie Elisa Gaiser

The University of Manchester, United Kingdom

This presentation explores semiotic landscapes (SLs) in an Arabic supplementary school in Manchester, UK, to discuss the role of schoolsapes in shaping and contesting language policy and sociolinguistic hierarchies as part of wider interactional regimes. I show how both offline and online SLs contribute to the negotiation of the status of Arabic and English in (borrowed) educational spaces.

The supplementary school, a voluntary-sector initiative, uses classrooms of a UK mainstream school for their teaching on weekends, which creates very unique dynamics. The Arabic school's signs are surrounded by and attached to more permanent UK mainstream school signs, often overlapping with and covering these. Materiality, permanence and positioning combine to create a hierarchical ordering between signs, authors and languages. Symbolically, Arabic signs placed



on top of the English SL of the mainstream school building challenge the otherwise marginalised role of 'heritage languages' in the UK education setting and serve to – at least temporarily – assert their relevance, legitimacy and validity. At the end of the teaching day, however, the Arabic school's signs are to be removed, reflecting the majority language regime of the wider language ecology. In the online SL, staff members' facebook posts serve to reinforce the supplementary school's norms and expectations, both in terms of language choice and regarding language variation. I thus show how physical and virtual schoolsapes play a role in the local and trans-local negotiation of (practised) language policies.

The presentation is based on data from a larger ethnographic study into notions of 'language' and 'community' in Manchester, conducted between 2017 and 2021. I draw on photos and screenshots of SLs, detailed fieldnotes from classroom participation and observation, as well as interviews and focus groups with supplementary school staff, pupils and their parents for reflections on (shifting) expectations and perceived 'appropriateness' regarding language use.

Room 20, 16:00-17:30

Family language policies and practices

Family language policy and homescapes: Employing walking tour methodology in researching children's and parents' perspectives

Yin Yu

University of Göttingen, Germany

Children's view of linguistic landscapes in the home context remains an under-researched field (Landry & Bourhis 1997; Dagenais et al. 2009). It is important to develop research methods suitable for children, which create spaces for children to express their lived experiences of the linguistic environment of the family. The aim of this research work is to



extend the notion of the linguistic landscape to the private family domain and employ and discuss a creative research method which I refer to as “homescape walking tours”. In this process children guide the researcher through their home, take pictures of what they see as “languages” and explain the meanings to the researcher.

Pictures gathered from the walking tours in families, recordings of talks with children and interviews with parents are analysed jointly to comprehend the linguistic practices in the families. Examples from these families are presented to reveal differences in the ways children and parents frame the same spatial practices. While parents tend to emphasize their wishes for their children’s language learning and the intention behind the design of the family linguistic environment, children mostly concentrate on the inscriptions on objects, the playful activities and their way of using different linguistic resources. This study indicates that the application of the concept of homescape with its discursive construction from both “user” (the child) and “designer” (the parent) perspectives can powerfully open up spaces for the co-construction of family language policy and family spaces.

The Constellation of Space: the Parental Space Formation in a Chinese Complementary School in Germany

jiayin (Kitty) Li-Gottwald

University of Kassel, Germany / University College London, United Kingdom

There is a body of literature with a focus on children in complementary schooling in the field of education and sociolinguistics (Creese and Blackledge 2010, Li and Wu 2010, Lytra 2012). While timely, such work does not often pay much attention to the parents who frequent the school setting. This paper addresses this absence by reporting on a study of parental social-networking and space formation in a Chinese complementary school in Germany. By investigating various parental groups in the complementary school setting, the paper explores the parents’ different ways of forming mutual space. This includes a focus



on the linguistic and semiotic resources which the parents draw upon in the formation of their groups, which was not confined to language, but also included the expanded linguistic landscape of people and of semiotic resources such as locations, images, movements, smells, clothes, food, silence, buildings and history (Shohamy 2015; Pennycook 2017; Canagarajah 2018, Jaworski 2019). Drawing on Silverstein’s (1985) emphasis on the whole repertoire in a communication context, this paper gives a broader consideration to the complexity of space experiences in a Chinese complementary school based on an ethnographic account of three parental groups. This considers the broadest notions of linguistic, semiotic and spatial repertoire in the school setting, including semiotic resources, artefacts, human actions, elements and space (Pennycook 2010, Blommaert 2013, Otsuji & Otsuji 2017), so exploring emergent meaning in relation to diverse resources and how such resources shape the parental social interactions (Cowley 2012, Kell 2015, Canagarajah 2018). In the final part of the paper, the main experiences of the three parental groups’ interactions in relation to the notions of translanguaging, assemblage and spatiality are discussed, and conclusions are drawn in relation to ‘cosmopolitan process’ (Canagarajah 2013), marginalisation, and Chinese cultural and migrant identities.

LL in transnational families: Expanding the scope into “hidden domains”

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¹Center for Multilingualism in Society across the Lifespan/Multiling, University of Oslo, Norway; ²University of Bern, Switzerland

Since its establishment nearly a decade ago, the field of LL has continued to expand investigations of multilingual language use within a wide-range of contexts that extend beyond city centers and public spaces. Additionally, recent methodological trends in LL call for considering both offline and online materials and thus virtual and digital data. In line with these developments, we analyze the LL (linguistic/ semiotic/ virtual landscape) within the private homes of transnational



families in order to understand how “hypermobility and transnational migration shape, influence, and in many instances, define family life” (King and Lanza, 2019: 718). Research in family language policy has focused on spoken interaction and language use, and more recently on written mediated communication (Lexander and Androutsopoulos 2021). Literacy development in heritage language maintenance has usually focused on school environments, while there is a need to investigate how such literacy is fostered and maintained in the home through LL material. In our paper, we draw on various sources of data: (1) examples from relevant home language literacy studies; (2) virtual landscapes of family language policy blogs and vlogs to uncover accounts and advice given in regards to home language literacy; and (3) an ethnographic case study (data collected from 2019-2021) of a transnational highly multilingual family (consisting of two parents, one child, an au pair and one grandmother) with an analysis of both offline and online data of how communication is co-constructed and negotiated among different family members. Our findings contribute to recent theoretical and conceptual debates within LL studies through a focus on more intimate domains, and to theoretical debates in the field of family language policy through the focus on multimodality and the complexity of the meaning-making process in communication, including the relevance that communication technologies play in these processes and the larger LL more generally.

Room 211, 11:30-13:00

Sign Genres

“Therapeutic landscapes”: a semiotic analysis of mental health signs

Amiena Peck

University of the Western Cape, South Africa



Traditionally, signs of mental health promotion were found in doctors’ offices and medical textbooks, however the linguistic landscape of mental health now also extends to our electronic devices or virtual linguistic landscapes (Ivkovic and Lotherington, 2009). Not unlike Thompson (2012: 395) this study aims to analyze semiotics in the virtual space as they index a “...shift from a biomedical discourse focused on illness to a social-therapeutic discourse centered on health and wellness”. This study seeks to expand the notion of ‘therapeutic landscapes’ (Gesler, 1992) as “...places, settings, situations, locales, and milieus that encompass both the physical and psychological environments associated with treatment or healing, and the maintenance of health and well-being” (cited in Williams, 1998: 1913). Focusing on the “grammars” of specific modes, such as salience, multimodality and visual design (Kress and Van Leeuwen, 2006) as well as broad-based affinities across difference (cf Heugh and Stroud, 2019) this study explores the semiotics of mental health as part of a widening, more accessible online community, constitutive of a therapeutic semiotic landscape.

- Gesler, W. M. (1992). Therapeutic landscapes: medical issues in light of the new cultural geography. *Social science & medicine*, 34(7), 735-746.
- Heugh, K., & Stroud, C. (2019). Diversities, affinities and diasporas: A southern lens and methodology for understanding multilingualisms. *Current Issues in Language Planning*, 20(1), 1-15.
- Ivkovic, D., & Lotherington, H. (2009). Multilingualism in cyberspace: Conceptualising the virtual linguistic landscape. *International Journal of Multilingualism*, 6(1), 17-36.
- Kress, G. and T. van Leeuwen. (2006). *Reading Images: The Grammar of Visual Design*, 2nd ed. London: Routledge.
- Thompson, R. (2012). Looking healthy: Visualizing mental health and illness online. *Visual Communication*, 11(4), 395-420.
- Williams, A. (1998). Therapeutic landscapes in holistic medicine. *Social Science & Medicine*, 46(9), 1193-1203.

Semiotic landscapes of empathy: Youth suicide and mental health education

Mairead Moriarty

University of Limerick, Ireland



A recent move in semiotic landscape studies is to examine how those placed on the margins of society counteract such regulation by using the semiotic landscape as a platform to enact regimes of voice and agency where scholarly attention has begun to study the spatial representations of vulnerability and how individuals othered by these processes fight back (see for example Milani & Levrone, 2019; Moriarty, 2019). Drawing on theoretical frameworks of visibility and voice (Kerfoot, & Hytlenstam, 2017), the aim of this paper is to examine this process through the prism of youth suffering from mental health issues and suicide ideation in Limerick, the city with the highest rate of youth suicide in the Republic of Ireland. The paper will focus on data gathered from two specific cohorts. The first examines semiotic landscapes of vulnerability where the author draws on a corpus of skinscape data to identify how those suffering from mental health illness draw on tattoos as a form of self-help. The second focuses on semiotic landscape data in which the wider community expresses their solidarity and support for such vulnerable individuals. Here the data examined includes signs present at key riverside sites, where a high percentage of suicide and suicide attempts have been made, and that gathered from an annual march in the city to offer support to the vulnerable and their families. The analysis draws on hope theory (Van Orden et al, 2010) to examine tempo-spatial conundrum occupying an individual identity in a state of flux poses on youth. The paper concludes by showing how the semiotic landscapes examined offer temporal escapism from the spatial isolation which can lead to healing and hope and a counterspace for the legitimate recognition of mental health issues, which in turn can be leveraged in educational spaces to harness empathy and resilience.

- Kerfoot, C. & Hytlenstam, K. (Eds.) (2017) *Entangled Discourses: South-North Orders of Visibility*. London: Routledge
- Milani, T., & Levrone, E. (2019) Israel as homotopia: Language, space, and vicious belonging. *Language in Society*, 48(4), pp. 607-628. doi:10.1017/S0047404519000356
- Moriarty, M., (2019) Regimes of voice and visibility in the refugeescape: A semiotic landscape approach. *Linguistic Landscape*, 5(2), pp.142-159.
- Van Orden, K; Witte, T., Cukrowicz, K, Braithwaite, S; Selby, E. and Joiner, T. (2010) The interpersonal theory of suicide. *Psychological Review*, 117, pp. 575-600.



Linguistic landscape in the green capital: 'Learning' sustainability

Maida Kosatica

University of Duisburg-Essen, Germany

In the wake of 'climate apocalypse' global discourse, environmental agenda of the European Green Deal and the overarching objective for the European Union is to deliver a 'high level of protection and improvement of the quality of the environment' (European Commission, 2019). European cities are under pressure to enable their citizens healthy urban environments and develop resilience to environmental risks. Since technology has significant impacts on the environmental quality of urban spaces, I focus on the concept of *Smart Cities* generally understood as sustainable urban spaces that are supported by massive use of advanced ICT, providing citizens with a better quality of life. This paper looks at the city of Essen in Germany, awarded in 2017 the *European Green Capital* title – said to be 'a leading example for others' (European Commission, 2017). Following the lead of scholars like Shohamy and Waksman (2009), Jaworski and Thurlow (2010) and the principles of emplacement and indexicality (Scollon and Scollon, 2003), I am concerned with different public signs appearing in and around urban green spaces, such as public parks, children's playgrounds, tourist sites, gardens. As urban spaces reflect the impacts of social inequality and are filled with different collective identities, they undoubtedly have deep socio-political implications. The paper shows that urban spaces supported by technology do not straightforwardly foster a diverse and inclusive community. Such spaces tend to favour the wealthy and well-connected, while the impoverished, low-skilled and other vulnerable groups do not participate in their green capitals on an equal basis. Ultimately, this study adds to a critical evaluation of the label 'smart cities' which create new arenas for accentuating the socioeconomic stratification and certain privileges.



Room 211, 14:00-15:30

Digital linguistic landscape**‘¡El Futuro Is Here!’ Analyzing the online LL of Midwestern US HSIs**

Brooke Alyssa Mullins, Richard Wayne Hallett

Northeastern Illinois University, United States of America

This paper investigates the online linguistic landscape (LL) of 18 Hispanic-Serving Institutions (HSIs) in the American Midwest to uncover the role that Spanish plays vis-à-vis English. We argue that Spanish largely serves an emblematic (Matras 2009, Matras and Robinson 2015) or symbolic (Bagna and Bellinzona 2022) function rather than any other communicative or informative function.

Throughout these websites, the English language is privileged (i.e., it serves as the primary, featured language). The sites analyzed vary considerably in the amount of Spanish in their respective LLs; the few instances of translanguaging (cf. Sherris and Adami 2019) are symbolic and unreflective of service to Hispanic/ Latinx students. For example, Dominican University has a webpage about payment options entirely in Spanish; however, this information appears to be targeted not towards (potential) students but, rather, to their families. National Louis University offers English and Spanish bilingual images taken from the National Suicide Prevention Lifeline on its Wellness Center’s “About Us” page, with no comment or other information about suicide prevention or mental health services in Spanish on their site or any other. Some sites feature slogans that incorporate Spanish, such as Dominican University’s “Mission and Ministry” page proclaiming “¡El Futuro Is Here!”

While it is unsurprising that these websites are English dominant as all of these institutions offer English-medium instruction, the paucity of Spanish, especially for communicative function, is shocking given the HSI status of all of these colleges and universities. We might argue that the limited use of Spanish on these websites is, to use English and



Marr’s (2015:240) phrase, “not only tokenistic but reductive.” Thus, the HSI websites reinforce and perpetuate English language hegemony and monolingualism in US higher education.

Resemiotization and the material ethnography of virtual and physical protest events in the tertiary landscape of three universities in South Africa

Candice Oliver

University of the Western Cape, South Africa

In 2015 a wave of protest transcended across South African universities, called the #feesmustfall movement. In the #feesmustfall movement, students demanded free and decolonized education. While using traditional protests methods such as public gatherings, marches and memorandums, students deployed a hybrid of old and new protest methods in virtual landscapes signalling changing modes within the landscape of protest. We use notions of material ethnography, resemitotization/remediation (Stroud and Mpendukana 2009; Banda and Jimaima 2015; Urribarrí 2020) to evaluate how students at three universities in Cape Town, namely University of Cape Town, Stellenbosch University and University of the Western Cape, challenged prior narratives of the sculptures and statues found at the three tertiary landscapes and their connection and relevance to current students’ plight. In turn, we examine the trajectories of verbal and visual semiotic materialities of the protest events across virtual and physical spaces and the recontextualized symbolic representations and new meanings that arise from the re-interpretation of the sculptures and statues. Does the content of the verbal and visual materials remain the same? Are there overlaps and contradictions in the virtual and physical representations, and between the historical narratives associated with statues and sculptures and the meanings that student protesters attach to them?

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- Urribarri, J. V. 2020. Resemiotisations across time, space, materials and modes: an analysis of political signage in Venezuela, *Social Semiotics*, DOI: 10.1080/10350330.2020.1770455.
- Stroud, C., and S. Mpendukana. 2009. Towards a material ethnography of linguistic landscape: Multilingualism, mobility and space in a South African Township. *Journal of Sociolinguistics* 13 (3): 363–386.

Semiotic landscape & landscaping in online-offline nexus: diasporic space of Chinese students in the UK under COVID pandemic

Fengzhi Zhao

Birkbeck University of London, United Kingdom

By contesting the nature of public space, recent LL studies have underscored an online-offline agenda to understand LL as the online/offline network of texts, signs, objects, and experiences centred around social actions (e.g., Maly and Blommaert, 2019; Blommaert, 2020; Yao, 2021). Informed by this way of conceptualization, this study concerns itself with the diasporic space of Chinese oversea students in the UK, which is seen as an entanglement of their semiotic and spatial experiences and practices in both digital and physical life-worlds. Current data including interviews, participant observations, research diaries, and a small corpus of social media posts stem from a 6-month fieldwork conducted for a British Academy funded project which explores the challenges faced by Chinese university students studying in the UK under COVID. The role of participant-researcher as the author herself is a Chinese student has enabled an emic and self-reflective perspective towards an ethnographic exploration. Preliminary analysis has delineated the lived diasporic space of Chinese students in the UK as an online-offline nexus of their experienced semiotic landscapes and semiotic landscaping practices. Woven through various online/offline sources charged with diverging even conflicting ideologies, the polycentric semiotic landscapes experienced by Chinese students implicate their mixed and fluid health beliefs and stances embodied in their health practices in everyday physical space. Besides, their semiotic landscaping



practices such as group chats, posts, and information sharing in Chinese-mediated social media which is often characterised with stylistic features also contribute to form an online diasporic space. By advocating the analytical strength of LL in digital setting, this study looks to describe and interpret the social-semiotic dynamics of a new diasporic group under COVID on a broader spatial level.

Room 211, 16:00-17:30

Teaching and learning with the linguistic landscape

The linguistic landscape as a resource for teaching and learning: insights from a research and professional development initiative in South Tyrol

Marta Guarda, Gisela Mayr

Eurac Research, Italy

Schools in South Tyrol (Italy) are part of a tripartite educational system that aims at promoting the Italian language while also preserving the linguistic identity of the two autochthonous minorities, i.e. the German- and Ladin-speaking communities (Alber 2012). Institutional trilingualism thus has a strong impact on the linguistic landscape of South Tyrolean schools, with visual signs sketching a panorama of the relationships between the three main languages of the territory. Within this scenario, a further layer of complexity is brought about by new languages and varieties introduced into the area by migration flows. The increasing linguistic diversity of the province raises the question of the role and significance of all languages in school, particularly of those languages that students bring into the classroom but are not formally part of the curriculum.

Against this backdrop, in our talk we examine how three teams of teachers transformed the linguistic landscape of their schools over the course of a school year. To do so, we report on the efforts that the



teachers made to enrich their schools, the challenges this posed, and the impact that such a shift had on teachers and pupils alike. All teacher teams are participating in a two-year professional development and research initiative on plurilingual education, the aim of which is to support them in valorising and mobilising the increasing linguistic heterogeneity of their classes for more inclusive teaching and learning. Within the initiative, attention is also given to the physical landscape of the school, as well as to its connections to pedagogical choices and actual language practices within the classroom (Menken et al. 2018).

- Alber, E. 2012. South Tyrol's education system: plurilingual answers for monolingual spheres? *L'Europe En Formation* 363, 399–415.
- Menken, K. et al. 2018. Increasing multilingualism in schools: new scenery and language education policies, *Linguistic Landscape* 4, 101-127.

Exploring the Semiotic Landscapes of Frank Herbert's "Dune" in a Language Teacher Education Course

Osman Solmaz

Dicle University, Turkey

This study reports on the incorporation of the joint elements of fan fiction and linguistic landscape activities into an English language teacher education course. Drawing on a literacies-centered pedagogical linguistic landscapes model (Solmaz, 2021), the study examined how English language teacher candidates engaged in a series of group work activities based on Frank Herbert's novel series titled "Dune". The ultimate goal was to engage students in a multimodal meaning-making processes and familiarize them with concepts such as linguistic landscapes, skinscapes, and soundscapes in a fictional context. In activity 1, learners were asked to design and create street signs for the city of *Arrakeen* under the governance of two powerful dynasties in Dune. In activity 2, students created a board sign welcoming the arrival of the lead character, *Paul Atreides*, into the planet *Arrakis* (i.e. Dune). In activity 3, they were expected to find/draw a tattoo for a character in the series and explain their reasons of choice. Finally, they were required to find a song that



would fit into the overall theme of planet *Arrakis* and rework on the lyrics. The data were collected through learner-produced artifacts, reflection papers, and semi-structured focus group interviews. The initial findings indicated that activities created opportunities for learners to participate in a collaborative creative meaning-making process by engaging in semiotic productions. Students also reported that the activities increased their awareness of semiotic landscapes, assisted them in reflecting on similarities and differences between real world contexts, and offered them new avenues to bridge fan fiction and LL resources in L2 teaching and learning spaces.

- Solmaz, O. (2021). A Literacies-Based Pedagogical Model to Integrate Linguistic Landscapes into L2 Teaching and Learning Contexts. In O. Solmaz & S. Przymus (eds.), *Linguistic Landscapes in English Language Teaching: A Pedagogical Guidebook* (pp. 26-38).

This Wall Could Be a Language Lab: Murals as Teaching Tools

Greg Niedt

Pennsylvania Academy of the Fine Arts, United States of America

With regards to the linguistic landscape as a medium of education, the carefully constructed atmosphere of a school is a natural fit. Previous studies have examined the myriad possibilities for using the walls and surfaces of the classroom to convey attitudes towards multilingualism, culture, and pedagogy itself. (Cenoz and Gorter, 2015; Malinowski, Maxim, and Dubriel, 2021) Yet there are also opportunities to create pedagogical moments in the more chaotic, mutable spaces outside of this formal frame. Each encounter with a sign has the potential to create a student—teacher dyad between the observer and the producer (Niedt and Seals, 2020), a phenomenon that unfolds with more and more frequency as the density of a built environment increases. In cities especially, with hundreds or thousands of individual signs competing for a passerby's attention, a would-be educator with a message supporting diversity must find novel ways to highlight their message. This paper focuses on the work of a Philadelphia artist, Shira Walinsky,



whose murals are well-known throughout the city as much for their form as their content. Her aesthetic style features vibrant colors, stark geometry, the use of stencils, and massive scale to draw the eye. At the same time, the content draws heavily from immigrant groups in each mural’s locale, showcasing their languages, cultural artifacts, and presence in the respective neighborhoods. The artist involves her subjects in the process of creating the art; each group helps determine the “face” they wish to display, at a site of highest visibility. Through interviews with the artist and careful documentation, the paper examines Walinsky’s approach through the lenses of multimodality and artistry to show its effectiveness. Unlike memorials or monuments, each of her public artworks points to an active, growing community and presents aspects of their ethnolinguistic identity for residents to benefit from.

Room 213, 16:00-17:30

Multilingualism and beyond/1

Ethnic cultural placemaking with Linguistic Landscape in Los Angeles

Annette Kim

University of Southern California, United States of America

Los Angeles is a global city with an abundant linguistic landscape, and many of the signs express ethnicity. We created a process for collecting Google Streetview images from along commercial corridors, isolating the signage text, recognizing the language as well as machine encoding the text into a database, and geocoding its location down to the urban parcel level. From this larger linguistic landscape data of 13.3 million lines of text we have created the *ethniCITY* database of 96 different ethnicities’ linguistic landscape expressions of culture through 86,545 signs on 20,541 building parcels.

This paper explores two aspects of the *ethniCITY* data: linguistic and spatial. We examine what kinds of words and languages are used to



express ethnic identity and culture. This investigation is supplemented with interviews of shopowners about the reasons for their choice of words on their signs.

Our study also posits that this kind of ethnic linguistic landscape is an important part of urban cultural placemaking. We have created a map of the places of 62 different cultures have formed as defined by the clustering of signs expressing the same culture. Our maps were further informed by ethnographic fieldwork and collaboration with community-based partners. We propose that the density of signs needed to form a cultural hub are a function of population numbers as well as the number of clusters each culture has.

Our study reveals an ecosystem of many more cultural neighborhoods than the few that are officially recognized by the city and cultural preservation bodies and extends the literature on third places. The spatial pattern also reveals that these cultural hubs overlap and share spaces revealing that cultural places do not function like private property. We also find rich interaction of cultures and languages with hundreds of buildings addressing 3-4 cultures.

Towards a more comprehensive understanding of the linguistic landscape: linguistic diversity in the Helsinki metropolitan area

Hanna-Mari Pienimäki, Tuomas Väisänen, Tuomo Hiippala

University of Helsinki, Finland

In this presentation, we introduce several methods for describing linguistic landscapes that we are currently developing in the Mapping the Linguistic Landscape of the Helsinki Metropolitan Area: From Linguistic Groups to Discourse Communities (MAPHEL) project at the University of Helsinki. The project combines methods from ethnography, geoinformatics and natural language processing to describe linguistic landscapes at various spatial scales.



In order to select linguistically diverse sites from the Helsinki capital region, we employ quantitative methods developed in the field of geoinformatics. We use geographical data collected from social media platforms and the Finnish population registry to identify candidate locations from which we select sites for further ethnographic fieldwork. At the sites, we photograph the linguistic landscape, carry out participant observation, conduct and record go-along interviews and document the linguistic soundscape. Photographs, videos and soundscapes are captured with GPS-enabled devices to generate spatial metadata for all observations and interviews, which allows us to relate them to the results of quantitative spatial analyses.

While the quantitative analyses allow us to profile linguistically diverse sites, the qualitative methods provide us with information on the individual characteristics of each site. Comparing the makeup of linguistic diversity across sites – what/who are multilingual, how people perceive multilingualism – informs us about processes through which linguistic diversity relates to issues such as social cohesion and engagement as well as accessibility in place. These and other themes emerging from the qualitative data can then be used to make queries on social media data. We can also analyse whether similar themes emerge on social media in other areas with similar demographic and linguistic characteristics.

A dialectal, translingual landscape in a divided European capital

Stavroula Tsiplakou

Open University of Cyprus, Cyprus

This paper discusses data from the linguistic landscape of Cyprus, focusing on signage from inner-city areas adjacent to the dead zone, the UN buffer zone dividing the northern and the southern part of the capital, Nicosia. Signage in this linguistic landscape is densely translingual, as it features (i) aspects of the Cypriot Greek dialect, a variety of Greek that is still by-and-large banned from the public domain given the



diglossia between Cypriot and Standard Greek (Hadjioannou et al., 2011), a particularly interesting aspect being the way in which the absence of a standardized writing system for the dialect is capitalized on for indexical purposes; (ii) translanguaging between Standard Greek, Cypriot Greek, English and other languages; (iii) purposefully ungrammatical structures; (iv) overt subversions of formal writing conventions at large. A micro-level linguistic analysis of individual texts and of particular instances of linguistic bricolage and translanguaging is proffered and an attempt is made to explore their import as indexicals of ideologies constructing inner-city spaces as settings for specifically politicized, counter-normative, ‘glocal’ identities. We also discuss findings from a qualitative survey among high school students and teachers which explored their attitudes to such translingual practices as alternative literacy events (cf. Shohamy & Waksman, 2009; Malinowski, 2015). The findings indicate that while participants found instances of such production interesting and creative, they were reluctant to view them as situated, alternative literacy practices.

- Hadjioannou, X., S. Tsiplakou & M. Kappler (2011). Language policy and language planning in Cyprus. *Current Issues in Language Planning*, 1-67.
- Malinowski, D. (2015). Opening spaces of learning in the linguistic landscape. *Linguistic landscape*, 1, (1-2), 95-113.
- Shohamy, E. & S. Waksman (2009). Linguistic landscape as an ecological arena: Modalities, meanings, negotiations, education. In E. Shohamy & D. Gorter (eds) *Linguistic Landscape: Expanding the Scenery*. New York/London: Routledge, 313-331.



Individual Papers

Thursday, 8 September

Room 08, 10:30-12:00

Linguistic landscape and language awareness/1

The city as text: Raising awareness of urban semiotic landscapes for language and literacy education

Amparo Clavijo-Olarte¹, Rosa Alejandra Medina-Riveros², Kewin Prieto¹

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This paper explores the semiotic landscape of the city of Bogota to analyze multimodal, multicultural and multilingual resources for language and literacy education. Our study is grounded on urban literacies, semiotic landscape, and collaborative ethnography. We understand urban literacies as social, artistic, political, cultural and pedagogical practices that connect different community actors, diverse texts and local realities expressed by individuals and collectives (Clavijo et al, 2021). We use semiotic landscape by Jaworski & Thurlow (2011) as “any public space with a visible inscription made by means of a deliberate human intervention for the construction of meaning” (p. 2). We echo Lozano et al’s. (2020) work to “connect students’ identities and experiences with authentic cultural and linguistic materials beyond the classroom” (p. 18). We posed the following question: How does exploring urban multimodal, multicultural and multilingual resources contribute to language and literacy education? We analyzed how local people engage with multimodal texts, and urban semiotic landscapes to inform instructional literacy practices in teacher education programs. We found political and ideological, multicultural, and multilingual messages within multimodal texts.



This study led to developing awareness of place, languages and literacies by promoting practices of reflection and inquiry in the face of the linguistic landscape offered by urban semiotic landscapes.

- Clavijo-Olarte, A., Medina, R. A., Calderón, D., Rodríguez, A., Prieto, K., & Nader, M. C. (2021). Investigating the social, cultural, linguistic and literacy practices to construct Bogotá as a multicultural place: Final Research Report. Universidad Distrital Francisco José de Caldas.
- Jaworski, A., & Thurlow, C. (Eds.). (2010). *Semiotic landscapes: Language, image, space*. A&C Black.
- Lozano, M. E., Jiménez-Caicedo, J. P., & Abraham, L. B. (2020). Linguistic Landscape Projects in Language Teaching: Opportunities for Critical Language Learning Beyond the Classroom. In *Language Teaching in the Linguistic Landscape* (pp. 17-42). Springer, Cham.

Linguistic landscape, critical language awareness and critical thinking: promoting learner agency in discourses about language

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¹Royal University of Bhutan, Bhutan; ²Prince of Songkla University, Thailand

Over recent years, increased awareness has developed of the need to challenge ‘common sense’ ideologies of language in language education, thereby turning language classrooms into spaces of analysis and liberation. This reorientation is evident both in streams which seek to challenge conventional pedagogical practices and assumptions (e.g. translanguaging, Global Englishes) as well as those which seek to open up language classrooms to the investigation of broader social issues (e.g. critical literacy). Key to achieving these transformative goals is equipping students with the cognitive skills needed to navigate diverse, complex discourses about language (critical thinking), as well as fostering among them a positive disposition toward the demystification of language ideology (critical language awareness). This presentation reports on research which examined how these qualities can be developed by involving language learners in analysis of public signage (linguistic landscape). 33 undergraduate students at a public university in



Bhutan were recruited to participate in an extra-curricular activity in which they were asked to independently collect examples of public signs from the capital Thimphu and engage in guided analysis and discussion of the linguistic and visual features of the signs. Analysis of video recordings of learner interaction as well as of the textual data produced during and after the activity indicated that critical thinking processes were activated with relative regularity. In combination with pre- and post-activity interviews, this data also indicated that activating critical thinking through the activity also allowed several of the learners to take up a more agentive position in discourses about language in Bhutan, taking up in particular a more critical stance toward widespread assumptions regarding the socio-economic value of English vis-à-vis local languages.

Using Linguistic Landscapes as a Multimodal Pedagogical Tool in Canada

Gail Lynne Cormier

Université de Saint-Boniface, Manitoba, Canada

Linguistic landscapes, visual written language in public spaces (Gorter, 2013), can be exploited as a pedagogical tool to encourage language learning, language awareness and to promote linguistic diversity. This technique involves taking pictures of the languages found in any given community and then analyzing those pictures in class. This study applies the theory of translanguaging to linguistic landscape research in order to “recognize and leverage” students’ complex language repertoire (García & Kleyn, 2016, p. 16). Bringing linguistic landscape research into the classroom then becomes the impetus for discussions surrounding linguistic diversity, linguistic identity, language(s) in general and can lead to multilingual language awareness. At the same time, such a practise can result in incidental language learning.

When linguistic landscapes are analyzed in class, students develop and are required to use their multimodal literacy skills, enabling them to



explore multiple forms and use multiple literacy resources (Jewitt & Kress, 2003). Qualitative interview data with 37 Canadian bilingual students aged 15 to 17 years old will show how they employ multiple literacy resources when analyzing linguistic landscapes. This data will be combined with a literature review of current uses of linguistic landscapes and schoolsapes in the classroom as well as firsthand experience integrating linguistic landscape research into a mandatory course for pre-service teachers at the Faculty of Education. Ultimately, when students of all levels are exposed to and partake in linguistic landscape research, they are developing and using their multimodal literacy skills thus demonstrating the validity of linguistic landscapes as a pedagogical tool.

- García, O., & Kleyn, T. (2016). *Translanguaging with multilingual students: learning from classroom moments*. New York, NY: Routledge.
- Gorter, D. (2013). Linguistic Landscapes in a Multilingual World. *Annual Review of Applied Linguistics*, 33, 190–212. <https://doi.org/10.1017/S0267190513000020>
- Jewitt, C., & Kress, G. (2003). *Multimodal Literacy*. New York: Peter Lang.

Room 08, 10:30-12:00

Linguistic landscape and language awareness/2

Linguistic schoolscape of a Philippine elementary school: a pedagogical tool for increasing critical language awareness and positive language attitude

Richard Lamban Oandasan

University of Santo Tomas/Midway Colleges, Inc., Philippines

The prevalence of signs in the public sphere has drawn much attention from scholars in various language disciplines. The focus on languages in these signs resulted in an emerging field termed as Linguistic Landscape (LL). Recently, the focus has shifted to the investigation of LL within educational setting. However, there is paucity in literature to support the pedagogical application of LL, especially in Philippine educational context. With this gap, this study was conceived to explore how the use of signs within the school domain termed linguistic



schoolscape (LS) served as a pedagogical tool for improving critical language awareness and language attitude among Filipino learners. Employing linguistic schoolscape-based learning plans (LSB-LPs) anchored on Malinowski's (2015) LL learning in "three spaces", this study provided empirical evidence which supports the pedagogical application of LL. As a theoretical contribution, this study formulated a LS-based pedagogical model which is deemed useful in language education. This study adopted a one-group pretest-posttest design and utilized the concurrent mixed methods research. The quantitative data included photographs of the signs analyzed using place semiotics principles, language awareness test, and language attitude survey. To substantiate the quantitative data, a semi-structured interview with randomly selected study participants was conducted. The results revealed that the use of LS was effective in improving learners' critical language awareness, but it had little influence on language attitude. Nevertheless, it can be concluded that the LS is a visually rich, ideologically dense, and pedagogically sound space which makes it a relevant and beneficial site for critical language pedagogy in which students (re)shape and contest symbolic representations and ideologies gleaned from the languages displayed in the public and private spaces. Lastly, this study has shown that the pedagogical application of the LS can be fully realized when systematically integrated into language pedagogy in an actual language class.

Multilingual Awareness via the Use of Linguistic Landscape

Noa Halevy

Tel Aviv University, Israel

Israeli society is multilingual, with speakers of various languages. Jewish immigrants from many countries continue to speak their native languages; Muslim and Christian citizens speak different dialects of Arabic. Shohamy (2014) claimed that linguistic policy should reflect the multilingual reality as is, since the ability to function in the public sphere in an equitable manner is a person's natural right.



A major characteristic of multilingualism is the presence of a variety of languages in the 'Linguistic Landscape' - a term that refers to signs, street names, and advertisements in the public sphere (Landry & Bourhis, 1997). While studies have analyzed the use of LL as a means for raising multilingual awareness (Gorter & Cenoz, 2014; Hayik, 2017), no studies have yet been conducted at younger ages. This is crucial since there is a correlation between cognitive and moral development in children (Kohlberg et al., 1977).

This study aims to examine how LL can promote multilingual awareness among Hebrew speakers aged 11-12 years, and the way such awareness may lead to tolerance, activism, equality and social justice.

The implemented study model enabled the pupils to bring the written language from the public sphere into the classroom and apply it to learn about the multilingualism in their vicinity. Ultimately, all the pupils who participated in the program exhibited high sensitivity to multilingualism issues in social contexts and encouraged them to take action to alter the existing situation such as the absence of signs in various languages. They recognized that signage could epitomize inequality, racism and discrimination for communities who do not speak the local language; through the signs, the participants understood the extent of the language's influence on orientation and sense of belonging.

The study indicates that awareness of multilingualism enhances equitable and critical approaches among children conducive to tolerance and linguistic justice.

Developing critical metalinguistic awareness on linguistic diversity in and outside the schoolscape: Linguistic landscaping as a pedagogical tool

Maria Sabaté-Dalmau

Universitat de Lleida, Catalonia, Spain

Following the tenets of Critical Linguistics Education (Prego-Vázquez and Zas Varela 2018) and Citizenship Sociolinguistics (Svendsen 2018),



this presentation revisits the use of linguistic-landscaping (LL) projects as a pedagogical tool in the English sociolinguistics classroom (Cenoz and Gorter 2008, Rowland 2013, Sayers 2010). It presents a reflexive analysis of an innovation project conducted in a Catalan bilingual university, in a 2nd-year course involving 52 English Studies students. This pedagogical intervention aimed at engaging students in critically reflecting on the uses and meanings of local and global languages in contact/competition with English, while enhancing their English command at a C1.2 level of the CEFR. Taking similar experiences as a point of departure (e.g., Martín-Rojo and Molina 2012), I present the intervention's development plan, based on two objectives. The first was to teach the disciplinary basics of sociolinguistics through the analysis of demographic, economic, political and cultural processes concerning Englishisation in the city where the university was located. The second was to train students in the management of Technology of Knowledge Acquisition (TKA) and Technology of Empowerment and Participation (TEP), involving them in out-of-class ethnographically-based photograph collection and classification of public communicative inscriptions containing multimodal data (student-selected LL 'tokens'), plotted on an interactive map. Students analysed these tokens in academic papers which were shared on a 2.0 web of citizenship participation. I present the students' degree of engagement in the project by analysing their productions, course-assessment questionnaires, final marks and evaluation reports. I conclude that LL projects which understand students as competent observers and knowledge generators foster interdisciplinary knowledge acquisition, foreign language(s) development (specifically, plurilingual English), and interculturality competence. This may contribute to the students' development of life-long learning resources within and outside university, emerging from and applied to daily experience concerning multilingualism phenomena in public space and personal life.



Room 08, 16:15-17:15

Schoolscape, identities and ideologies

Expressions of linguistic identities on the linguistic landscapes of Luxembourgish schools

Cian Joseph Hurley

University of Sheffield, United Kingdom

The district of Kirchberg in Luxembourg City has experienced a period of rapid urbanisation, developing from agricultural land to the central business district of the city as well as the home of several major European Union (EU) institutions. It is also a residential area, boasting a highly multinational population, around a quarter of whom possess Luxembourgish nationality. With these global and local influences in mind, the linguistic landscape in Kirchberg is understandably complex. More generally, the state of Luxembourg has three officially recognised languages, French, German and Luxembourgish, all serving administrative, judicial and legislative roles, with Luxembourgish highlighted as the national language (Horner & Weber 2008). Furthermore, the presence of English has increased in recent years, particularly in Kirchberg. With no specific law on language use on signage, language in public spaces is highly debated and school entrances can provide insights into these debates.

Through a geosemiotic analysis (Scollon and Scollon, 2003) of photographs of multilingual displays on school entrances throughout Kirchberg and interview data with people living and/or working in the area, this paper explores perceptions of language use in Kirchberg. The analysis will take a language ideological approach, investigating competing ideologies of multilingualism and monolingualism, which inform perceptions of how to define Luxembourgishness and how to express it in public spaces. By doing this, this paper examines how these displays index different ideological perceptions of linguistic repertoires of the school communities and parallel definitions of Luxembourgishness.



This paper aims to contribute to research on multilingualism and linguistic landscapes, exploring the intertwining of local and global influences in small multilingual spaces.

- Horner, K. & J.-J. Weber (2008) 'The Language Situation in Luxembourg' *Current Issues in Language Planning*, 9:1, pp.69-128.
- Scollon, R. and S. W. Scollon (2003) *Discourses in Place: Language in the Material World*. London: Routledge.

Nation building, identity formation, and (de)colonial praxis: reading the school in twenty-first century Corsica

Robert Blackwood

University of Liverpool, United Kingdom

The Mediterranean island of Corsica has been part of France since 1768 and, like for many in peripheral regions of the country, the construction of the local school was the first physical encounter with the state. In this paper, I present a reading of the Lycée Georges Clemenceau in the southern Corsican town of Sartène, where I was an English-language assistant in the academic year 1994-5. For this contribution, I return to Sartène to consider the school as text in order, as per Pennycook (2019: 218), to think about 'how social practices come to organize this [text] into a particular configuration'. In particular, I explore how a range of resources (linguistic, visual, architectural, onomastic, toponymic, symbolic) are mobilised across different temporalities within an institutional setting that emerged as emblematic for French republicanism. As such, I analyse the ways in which meaning is activated by resources placed across the school precincts from the perspective of the relationship between France and Corsica. Viewed as a physical realisation of what some islanders have considered as internal colonialism by the French state, I take the lycée as a text so as to tease out some of the distinctions between public and private. In other words, 'school' enjoys a dual sense of both a building which sits, in this case, above the Corsican town of Sartène, and of an institution which actively reproduces citizens who are expected to acquire behavioural (and, specifically,



linguistic) norms. This paper draws on a range of Linguistic Landscape approaches to consider critically a specific school site in order to articulate wider questions about the place schools play in nation-building, identity-formation, and (de)colonial praxis.

- Pennycook, A. (2019) 'The Landscape Returns the Gaze: Bikescares and the new economies', *Linguistic Landscape*, 5(3), pp. 217–247.

Room 20, 10:30-12:00

Semiotic landscapes in Higher Education Institutions/1

Analyzing and observing linguistic landscapes of European higher education

Ana Gómez-Pavón Durán¹, Tuuli From², Tamás Péter Szabó³

¹Universitat de València; ²Åbo Akademi University; ³University of Jyväskylä

Internationalization of higher education has influenced the language ecologies in European universities. In general, internationalization has reinforced the position of English in European higher education, even though the related strategic goals are often explicitly promoting multilingualism and intercultural competence. Internationalization has frequently been presented as a question of quality, but has also created tensions between English and local languages or monolingualism and multilingualism in the teaching and studying practices of universities. This paper presents an ongoing analysis of linguistic landscapes in four European universities participating in the Multilingualism in School and Higher Education Lab in Forthem Alliance, whose aim is to promote multilingual practices and resources in European educational systems. This presentation is based on a module included in a course for the Forthem Digital Academy that aims to provide students with tools for the analysis and design of linguistic landscapes of learning environments (schoolscares). The module described in the paper presents a theoretical approach about universities as international exchange spaces and the influence of internationalization in university linguistic



policies, followed by the analysis of the chosen universities' visual linguistic landscapes. The course includes tasks that encourage students' observations of the linguistic landscapes at their local HE institutions using the tools provided in the course. Moreover, the course enables the students to share their observations with their peers from Forthem partner universities all over Europe. The analysis takes into consideration the implementation of the language policies of the chosen universities, as well as language contact dynamics between local languages (some of them in minority status) and English as an international language. Our preliminary findings point to the dominance of English also in those universities that explicitly aim to promote multilingualism. However, the dominance of English was not as evident in those universities with a minority language policy agenda.

“Only one person at once“ – The Impact of Internationalisation at German HEIs on their Linguistic Landscapes

Constanze Bradlaw, Stefanie Nölle-Becker
Technische Universität Darmstadt, Germany

Internationalisation is a key word for Higher Education Institutions (HEIs) in Germany. In the course of its implementation, English as lingua franca/lingua academica is becoming more and more often the teaching and communication language in German international university courses. The authors argue that this attitude often labelled as English Only neither mirrors nor exploits the vast multilingual repertoires of today's societies in general and European HEIs in particular. Not only do international students bring along many languages, also students having undergone the German education system are multilingual: they acquired foreign languages at school, very often supplemented by various heritage languages spoken in their families. But how does this show? Can we observe this multitude of languages on German campuses? Investigating the linguistic landscape at the Technical University of Darmstadt, the authors try to detect the institution's linguistic diversity,



putting the latter in relation to questions of language policy and planning (LPP), the hierarchy of languages and the role of English(es) Their research is embedded in the concept of functional multilingualism which has been anchored within the institution's internationalisation and languages strategies. As such, it may serve as an example of a German HEI following multilingual paths beyond German and English.

Room 20, 14:15-15:45

Semiotic landscapes in Higher Education Institutions/2

“Anchored internationally and with solutions that work locally”: Contrasting a Norwegian university's language policy with its linguistic landscape

Heiko Motschenbacher
Western Norway University of Applied Sciences, Norway

This study scrutinizes the official language policy of a Norwegian institution of higher education (Høgskulen på Vestlandet, HVL) by contrasting its marketing communication and language guidelines with the role that language varieties play in the linguistic landscape on one of its campuses. The comparison shows that the linguistic landscape prioritizes the national representational level (use of Bokmål) in its bottom-up signage, while the language policy of the university mainly highlights regional and international aspects (connected to the parallel use of Nynorsk and English). At the same time, it is shown that the top-down signage issued by the university does not efficiently implement its language policy goals, as bilingual Nynorsk-English signs are rare, Nynorsk faces substantial competition from Bokmål, and English is both neglected and constructed as a less important variety.

The Linguistic Landscape of Hispanic-Serving Universities in the United States

Robert Troyer
Western Oregon University, United States of America



Approximately 18.5% of the current United States population is of Hispanic ethnicity as are more than 25% of schoolchildren. In 2019 an estimated 13.5% of Americans spoke Spanish at home, but this percentage decreased to 2.8% among school-age children. This eroding of multilingualism among Spanish heritage speakers stands in stark contrast to recommendations made by the American Academy of Arts and Sciences in 2017 which lauded the many benefits of multilingualism and specifically addressed the important role that universities play in maintaining heritage languages. In the 1990s congress designated colleges and universities whose student populations are more than 25% Hispanic and who meet other criteria as 'Hispanic Serving Institutions' (HSIs). In 2019 there were 435 HSIs of which 203 were public or private 4-year universities in the continental US.

This research project examines the Linguistic Landscape of HSIs in the continental United States by addressing the overarching questions: What role does spoken and written Spanish play in the LL of HSI campuses? and To what degree are institutional leaders aware of and supportive of Spanish in the LL of their campuses?

This presentation will report the results of a targeted survey sent to campus leaders at approximately 65% of the 203 HSIs referred to above. The online survey to be conducted in the spring of 2022 contains items that will gather a range of insights into the research questions. No survey of this nature has been conducted before, but the content and construct were modelled after similar LL studies with items addressing institutional language policies and the uses of Spanish on campuses with specific attention to the LL. This research will produce valuable data about the agentive role that universities and their Linguistic Landscapes are currently playing in the promotion or the devaluing of Spanish at US universities.



Room 20, 16:15-17:15

Landscape, history and memory

Signs of the times: Charting change in the linguistic landscapes of 3 Chinatowns

Susan Price

BMCC-CUNY, United States of America

Education occurs both outside and inside the classroom, especially during times of crisis. The recent emergence, rapid spread and unexpected arc of covid-19 has propelled linguistic landscapes (LLs) into sources of information and education for passersby but has also proven an invaluable area of study. In fact, a growing body of work in disaster signage worldwide (e. g. Hopkyns & van der Hoven, 2020; Kalocsanyiova et al, 2021; Marshall, 2021; Zhao, 2020) is underway. There has been limited research, however, on covid signage in American communities, a situation the present study seeks to address.

Using empirical data, this mixed-methods study, part of an ongoing project, adds to our developing understanding of public language use in a health crisis, with emphasis on the LL of marginalized communities. Data consisting of 2000+ digital photos taken at 6-month intervals in 3 Chinatowns in NYC, particularly relevant now, provide snapshots of ways in which covid has altered the LL of these communities and changed over time. As a distinct subset of shop signs, health emergency signs encompass both covid and covid-adjacent features of the LL and offer a unique window into representation of responses during the evolution of a virus.

Following in the ethnomethodological tradition and building on work done by Scollon & Scollon (2003), Cenoz & Gorter (2006, 2009), Blommaert (2013), Puzey (2012) and others, the study applies quantitative and qualitative analyses to linguistic and extra-linguistic elements of the LL in each neighborhood at different times. Particular attention is paid to frequency, focus, provenance and code choice of both expected



and unexpected features of the landscape and suggest that surprises in the LL can offer insight into fallout from life in times of crisis, a valuable lesson on the street and in the classroom.

Learning from ghosts?

Natalia Volvach

Stockholm University, Sweden

Spaces encountered during my fieldwork in Crimea, after the peninsula became a de facto Russian enclave, were not indifferent to the absence of Ukraine. Its uncanny presence was everywhere, sometimes with a stronger, sometimes weaker intensity (Gordillo, 2021: 32). Bringing together new materialist and phenomenological perspectives to matter and the researcher's subjectivity, this paper aims to foreground ontological lessons that can be learned from the ghosts of Ukraine encountered in Crimea. Haunting signs may be considered as becoming amidst destruction (Perini, 2020) and so can the researcher intra-acting with them (Barad, 2018). Once granted agency, spirited voids may point towards attempted erasures committed by the Russian state, redefining signs of absence in semiotic landscapes to ones that evidence a presence of other life-worlds. Voids may reveal silenced histories: presents made past, voices muted, memories erased. This paper hence extends semiotic landscapes scholarship by taking seriously the voids as palimpsests of meaning, carrying historically layered traces of other voices and other times. Such ghosts manifest the effects of silencing other knowledge (Kerfoot, 2020). Turning our gaze towards these voids and recognizing them as lively, we allow their history to unravel. Interrogating ghosts in material environments, by taking account of the historical and subjective aspects necessarily involved, we allow these signs to find their way into contemporaneity, actively resisting the obscurity of what was made silent.

- Barad, K. (2018). Posthumanist performativity: Toward an understanding of how matter comes to matter. In *A Feminist Companion to the Posthumanities* (pp. 223–239). Springer.



- Gordillo, G. R. (2021). Rubble. Duke, Duke University Press. <https://doi.org/10.2307/j.ctv11316w0>
- Kerfoot, C. (2020). Making absences present: Language policy from below. *Multilingual Margins*, 7(1), 69–76.
- Perini, I. E. M. (2020). Affective Ecologies: Ghostly Presences and Memories in Territories of War in Colombia. *Brújula*, 13, 65–94

Room 211, 10:30-12:00

Multimodality and commodification/1

Mini Localities in Hamburg: Secondary Semiotic Landscapes of the Miniatur Wunderland

Cornelia F. Bock¹, Florian Busch²

¹University of Hamburg, Germany; ²University of Bern, Switzerland

Based on an extensive photographic survey, the paper presents the 'secondary semiotic landscapes' that the Miniatur Wunderland in Hamburg displays as miniaturized models. With its representation of 14 countries, regions and cities by now, Miniatur Wunderland is the largest model railway in the world and one of the most popular sights in Germany, attracting about 1.4 million visitors annually (cf. Miniatur Wunderland 2022; Schings/Wendt 2021).

We refer to these model railway landscapes as 'mediated-secondary', following the classification of medially stylized ways of speaking (e.g. Auer 2003), because they represent real existing semiotic landscapes, but (necessarily) reduce their semiotic complexity and select and stylize certain salient features with regard to situated functions (including entertainment and educational purposes).

In particular, the paper explores the question of which semiotic-linguistic forms may be used in a stereotypic way by the creators in order to make the depicted regions clearly recognizable and to characterize them. We will show through which recurring patterns primary LL are transformed into secondary LL in the miniature buildings. For this purpose, the photographic documentation of the Miniatur Wunderland is annotated and analyzed using established sign categories of LL research



(e.g. Scollon/Scollon 2003; Ben-Rafael/Shohamy/Hasan Amara/Trumper-Hecht 2006). In doing so, the paper not only discusses the specifics of mediated-secondary semiotic landscapes, but also elaborates on the stylized differences between the regions represented. In particular, the divergence between the representation of Hamburg localness, which plays an important role for the Miniatur Wunderland as a locally anchored institution, and the global orientation towards different world regions is the focus of our functional analysis. The paper thus represents an innovative methodological approach to secondary LL and contributes to the understanding of the reception and medial transformation of visual-linguistic landscapes.

The Glagolitic Script in Contemporary Croatian Semiotic Landscapes

Antonio Oštarić

University of Zadar, Croatia

As one of three scripts used in Croatian history, the Glagolitic script holds a special place in Croatian culture and national identity. Although it has not been used productively in Croatia for more than a century, in recent years it has become more visible in the public space, both on objects of material culture (Oštarić, 2018) and on inscriptions in the LL. Apart from tattoos, graffiti, and occasional public signage Glagolitic can also be found in schools, where students regularly create Glagolitic-related artwork in their art classes. This revival of the script can be seen today in those parts of the country where historically it had been used for centuries, as well as in institutions, buildings, and monuments of national importance in areas where it had not been used in the past, such as in the nation's capital.

This contribution will present the analysis of the use of Glagolitic in the semiotic landscape of Croatia, based on the collection of LL signs photographed in the September of 2020. The photographs were taken during fieldwork in central and northern Istra, in Rijeka, Senj, Otočac, Zadar



and Biograd na Moru, as well as on islands such as Pašman, Pag, Krk, and Cres. The paper will also present the findings of semi-structured interviews conducted with participants involved in the design, production and setting up of LL signs, mayors, teachers, and representatives of educational institutions. The combination of two datasets will help us understand and describe the role of Glagolitic in the contemporary public space of Croatia and explain the reasons for the recent increase in its visibility, while putting it in the context of worldwide use of opaque scripts for symbolic purposes, similar to the examples of Japanese Kanji or Chinese on tattoos, or Celtic-type fonts in the Irish LL (Kallen, 2009).

Rural Landscapes Around the Year: Scattered Semiotic Spaces in Eastern Latvia between Everyday Needs, Identities, and Educational Practices

Sanita Martena, Heiko F. Marten

Rēzekne Academy of Technologies, Latvia

Our paper summarises major aspects of an LL project in the rural parish of Veremi in Eastern Latvia. Modelled on research in peripheral regions with regional or minority languages such as in the Low German (e.g., Reershemius 2011, 2018, 2021) or Saami (e.g., Pietikäinen et al. 2011, Salo 2012, Pietikäinen 2014) areas, our paper sheds light on the following aspects:

- How do semiotics shape spaces in a scattered rural area at the Eastern border of the European Union?
- How are multilingual and multi-ethnic identities represented between strong Latvian language policies, the regional language of Latgalian, speakers of Russian, and English-based Europeanisation?
- Which roles do educational spaces play in shaping such a rural community – and how does the LL reflect language practices and education at local schools?

As the first systematic investigation of semiotics in a scarcely populated rural area in Latvia, our paper argues that in an area as “empty” as



Veremi, language and other “classical” signs are only one important element in structuring spaces, reflecting identities, and constructing social realities. A lot of social interaction remains invisible; at the same time, non-language semiotic elements (e.g., fences and “palimpsest”-type time-related non-verbal semiotics) contribute to structuring the area. In this, the two schools located in the parish play important roles as “centres of signage”.

As an additional component, our paper discusses also seasonal changes: How do rural semiotic landscapes differ in winter and summer? Our research concludes that differences exist regarding the types and number of signs, their visibility and activities by locals to influence the LL, including in the space around the local schools.

Room 211, 14:15-15:45

Multimodality and commodification/2

Recreating the periphery in the centre: the reterritorialisation of marginality in Vietnamese semiotic landscapes of the UK

Khoi Nguyen

University of Manchester, United Kingdom

This paper discusses how global centre-periphery relationships are discursively reproduced in semiotic landscapes created by individuals with ties to the periphery who grew up in the centre. Examples are taken from the semiotic and linguistic landscapes of Vietnamese gastronomic establishments in Manchester, UK, operated by British-born people of Vietnamese descent. In addition to the physical settings of these establishments, data is also drawn from restaurant menus and the social media self-representation of those businesses. By examining the ideologies of Vietnamese-ness constructed and reflected in these semiotic landscapes, this paper shows how marginality is indexically reterritorialised in the self-representation of establishments run by second-



generation Vietnamese people. Specifically, the analysis points out how self-essentialism, mockery of the restaurant owners' foreignness and the self-conscious accommodation of Vietnamese-ness towards non-Vietnamese audiences are strategically employed to market an idea of Vietnamese language and culture which is locally reterritorialised but retains its marginal position in UK society. While the overarching semiotic practices in these landscapes are underpinned by an ideology of hybridity according to which being Vietnamese and British are not mutually exclusive, the self-deprecating marketing strategies simultaneously indicate an awareness that the foreignness of Vietnamese-ness will always take precedence in customers' perceptions. This leads to the conclusion that centre-periphery relationships, wherein Vietnam and Vietnamese people occupy a marginal position, are reproduced in the reterritorialisation of Vietnamese culture in western countries, even when reterritorialised by ethnically Vietnamese people.

Spatio-semiotic pedagogies of suffering – educational trajectories in an Occitan town

Stefania Tufi

University of Liverpool, United Kingdom

Guardia Piemontese/La Gàrdia is a small town perched on a hill in the southern Italian region of Calabria. The town is a linguistic island in that its inhabitants are the only Occitan speakers in the region and the language is the most distinctive identity marker that has survived centuries of religious persecutions and assimilation policies. The community was founded by Waldensians, a religious group that originated in 12th century Lyon and spread to the Provençal-speaking areas between Italy and France between the 13th and 14th century. Several of these communities moved to Calabria while escaping from religious persecutions and were welcomed by local feudal lords who wished to repopulate the area. The idyllic natural environment and the spectacular views that can be enjoyed from its position are in stark contrast to its place-



naming practices that strike the viewer, and to a range of nested portals materialised in the local architecture that articulate a narrative of spatio-semiotic pedagogies of suffering. The paper discusses the different aspects of this narrative as it unfolds via spatialisation practices and semiotic devices that construct discourses of resilience and self-preservation, and where unsanitised language disrupts passive emotional responses to imagined trauma (Zembylas 2013). The wider educational value of visual and spatial narratives is rooted in a broad understanding of pedagogic practice as empowerment of/by the local community (Reagan 2009), and where the town's Cultural Centre acts as the interpretive core of collective meanings and social cohesion.

- Reagan, T. (2009) *Non-Western Educational Traditions: Indigenous Approaches to Education Thought and Practice*. London: Routledge
- Zembylas, M. (2013) The “Crisis of Pity” and the Radicalization of Solidarity: Toward Critical Pedagogies of Compassion. *Educational Studies*, 49(6), 504-521.

Staging a tomatoscape: Place branding and/as semiotic reflexivity

Crispin Thurlow

University of Bern, Switzerland, Switzerland

Place-branding should be an obvious practice or ideological formation for discussion in linguistic landscape studies (Theodoropoulou & Tovar, 2021); it is here that we find the strategic and often spectacular intersection of semiosis and spatiality. Isolated studies which do consider branding in the linguistic landscape tend to focus on language/s and are not concerned with the distinctive “metasemiotic discourse” (Agha, 2015: 176) of place-branding. To this end, my presentation considers the small Spanish town of Miajadas (pop. < 10,000) which, in a quintessentially performative act, declares itself The Tomato Capital of Europe. In deploying a very different set of semiotic resources and sociomaterial tactics, Miajadas attempts to put itself on the map and to maximize its location in the global economic order (Urry, 2001). Drawing on fieldwork conducted in 2021, and using a tried-and-tested analytic framework



(Thurlow, 2020), my presentation documents three major processes by which Miajadas is staged as a tomatoscape: its mediatization, its on-the-ground mediation, and its subsequent remediation by, for example, visitors posting on social media. Following the lead of Agha (2015) and Manning (2010), and relying on some earlier ideas of my own (Thurlow, 2018), I reflect on the “business of creativity” and on place-branding as a highly contingent mode of semiotic reflexivity which is seldom discrete, comprehensive, or effective.

- Agha, A. (2015). Tropes of branding in forms of life. *Signs & Society*, 3(1),174–194.
- Manning, P. (2010). The semiotics of brand. *Annual Review of Anthropology*, 39:33–49.
- Theodoropoulou, I. & Tovar, J. (eds). (2021). *Research Companion to Language and Country Branding*. London: Routledge.
- Thurlow, C. (2019). Semiotic creativities in and with space: Binaries and boundaries, beware! *International Journal of Multilingualism*, 16(4),94–104.
- Thurlow, C. (2021). Liquid power: Reading the infinity pool as a global semioscape. *Visual Communication*, 21(1):123–145.
- Urry, J. (2001). *The Tourist Gaze*. London: Sage.

Room 211, 16.15-17.15

Multilingualism and beyond/2

A contested minority language revitalized in the public through an educational program: Csángó Hungarian in Moldavia (Romania)

Petteri Laihonon

University of Jyväskylä, Finland

The Moldavian Csángó are an ethnically and linguistically heterogeneous group of Roman Catholics in North-Eastern Romania. An estimated 40,000 persons, one fourth of the Catholic population in Moldavia, are bilingual in Romanian and the “Csángó way of speaking” (a contested variety of Hungarian, see Bodó & Fazakas, 2018). In 2001, the Moldavian Csángós were officially recognized by the Council of Europe, the same year teaching of Hungarian was launched in Moldavia. An educational program, with the goal of teaching Hungarian mother tongue among



the Csángó operates in c. 30 villages with c. 2000 children (situation in 2020). The state schools, where Hungarian is taught now have become the first public space in which the language appeared in Moldavia.

I investigate the characteristics of the recent changes in the Moldavian Catholic communities brought about by the emergence of Hungarian during public events. The new soundscape of a minority language deserves attention as it illuminates new societal functions and offers a window to changes in its symbolic and functional status (see Scarvaglieri et al. 2013).

My study indicates, that Hungarian can still be used autonomously in public in Moldavia. My data offers ample examples of, on the one hand, how minority language forms can enter new spaces and thus gain acceptance and prestige as well as re-activate passive speakers of importance. On the other hand, my examples illuminate that standard Hungarian displayed and performed in public space indexes an imagined Hungarian national community also in Moldavia.

- Bodó, Cs. & N. Fazakas 2018. Enregistering authenticity in language revitalization. *Journal of Sociolinguistics* 22/5: 570–594.
- Scarvaglieri, C. et al 2013. Capturing diversity: Linguistic land- and soundscaping in urban areas. Duarte & Gogolin (eds.), *Linguistic superdiversity in urban areas*. Benjamins, 45–73.



Individual Papers

Friday, 9 September

Room 08, 09:00-10:30

Linguistic landscape and inclusive pedagogies

‘Don’t sit on the top of the wall’: Linguistic landscapes as a resource for English literacy learning for deaf people in India

Uta Papen

Lancaster University, United Kingdom

In this talk I explore how the Linguistic Landscape (LL) can be used as a space and resource for learning in English literacy classes for deaf young adults in India. In our collaborative action research project (2017-2020) we developed, tried out and researched a communicative and bilingual-bimodal (English and Indian Sign Language) approach to teaching English literacy to deaf young adults. We used ‘real literacies’ (Street 2012) to co-create with students a curriculum based on students’ everyday uses of English. The LL served as a source of authentic language texts and allowed us to build on the students’ incidental learning (Cenoz and Gorter 2008) and regular exposure to English writing. Using the LL supported vocabulary work (Kim and Chesnut 2021) and metalinguistic understanding (Huebner 2016) and allowed us to take learning beyond the classes with students going on ‘vocabulary tours’ (Kim and Chesnut 2021), for example to the railway station and into shopping malls.

Our experience adds new insights to previous research on using LLs for language teaching. Our students were mostly lower intermediate learners, not university students attending language classes or studying English as in previous studies (e.g. Rowland 2013). The proposed communicative approach - for which LL texts were suitable - did not always meet the students’ expectations (Richards and Rodgers 2014). Frequently, they requested grammar teaching. To teach grammar



connected to LL texts wasn't easy though. Teachers, from the deaf community and with little formal training, were challenged by the complexity of some LL texts. How the teachers used LL texts in their lessons had to fit the context and priorities of their deaf students, taking account of the way the students perceived the LL of the cities they lived in, excluding elements that have been successfully used in other LL studies.

(Hidden) Potentials by using Linguistic Landscape (LL) for Inclusive and Multilingual Education in South Africa and Malaysia

Michael M. Kretzer^{1,2}, Teresa Wai See Ong³

¹Ruhr University Bochum (RUB), Germany; ²University of the Western Cape (UWC), South Africa; ³Nanyang Technological University, Singapore

Transformation for inclusive education through a multilingual language policy remains a challenge in postcolonial countries. Although eleven official languages, according to constitutional regulations, are supposed to be treated equally in post-apartheid South Africa, the reality looks different. Like (most) postcolonial settings, the previous colonial language(s) dominate. Contrary, indigenous languages are not used and represented in an equal way. Such patterns repeat themselves in the education system with clear hierarchies between English, Afrikaans and African languages. Likewise, in Malaysia only dominant community languages are used at primary schools. An examination of language policy documents, interviews with educational stakeholders and an analysis of linguistic landscape offer an insight into language practices. The findings reveal that daily language practices are more complex, heterogeneous, and intertwined than official documents outline. Reality differs often from the envisaged official language policy. Community languages are more vivid and visible at schools in both countries. Linguistic landscape is significantly dominated by English, but African and Chinese languages are visible and reflect partly the linguistic reality of the surrounding community of schools. In the South African context quite a significant number of schools use African languages for their



school logos. Clear provincial differences appear, so that school logos often use the word 'tuto', which means education. Similarly, Chinese-medium schools in Malaysia used a multilingual learning environment by using either separate monolingual or combined multilingual Bahasa Melayu, Chinese and English for learning approaches as well as announcements or regulations coherently or in all kind of variations. Interviewees highlight the huge benefits of multilingual language policy especially for the disadvantaged communities. Hence, this study urges for an equal treatment to be given to non-dominant and smaller community languages in multilingual countries to reclaim their voices and establish a meaningful and inclusive education for all students regardless of their first language.

Room 20, 09:00-10:30

Naming

Commemorative street naming practices in the border towns Frankfurt (Oder) / Słubice

Małgorzata Fabiszak¹, Isabelle Buchstaller², Anna Weronika Brzezińska¹, Seraphim Alvanides³

¹Adam Mickiewicz University, Poznań, Poland; ²Sociolinguistic Lab, University of Duisburg-Essen, Germany; ³GESIS Leibniz Institute for the Social Sciences, Germany

We explore the longitudinal effects of shifting geopolitical borders after WWII, which resulted in the division of the formerly unified town Frankfurt (Oder). In 1945, the garden quarter called Dammvorstadt on the eastern side of the river Oder was allocated to Poland and renamed Słubice whereas the main part of Frankfurt remained in Germany. The geographical location in the border region and a similar post-WWII history of political regimes affiliated with the socialist eastern Block makes these sister towns an ideal site for researching questions about the effects of the complete population transfer on the Polish side on the



ideological robe of the city (Zieliński 1994) in comparison to the German side, which is characterized by a relatively stable settlement pattern.

To investigate these questions, we analyse two types of data:

- (1) street name lists and maps allow us to uncover the spatio-temporal patterns of toponymic change
- (2) individual and focus interviews with different stakeholders give us an insight into the agency behind street renaming and the ways in which different stakeholders react to it.

This case study will facilitate our understanding not only of the dynamics of ideological marking of the urban scape. It will also provide comparative insights into the socio-political and cultural forces influencing these dynamics. Our preliminary results show that the German toponymy of Dammvorstadt was completely erased by the Polish post-WWII administration and replaced with figures from Polish national pantheon and communist imagery. The constant turnover of the population precluded the formation of the sense of local identity or belonging between the Polish residents of the post-German town.

Croatian commemorative linguistic landscape of school and street names in the beginning of the 21st century: 'grassroots de-communisation' or a far-right offensive?

Piotr Mirocha

Jagiellonian University in Krakow, Poland

In September 2017 Zagreb, the capital city of Croatia, was a scene to a heated debate resulting in renaming the square dedicated to the former president of the socialist Yugoslavia, Josip Broz Tito. However, such changes were not limited to the capital cities, as the Zagreb's decision was echoed by Šibenik, Karlovac, and numerous other localities. What remains understudied in the Southeastern European context are school names, which most often share a similar fate as toponyms. In the last decade, this was the case, for instance, in schools in Zadar, Karlovac,



Đurđevac, and Istria, where renamings were put in place or at least debated. The discussions were related to the association of the school namesakes with Yugoslavia, anti-fascism (e.g. Ivo Lola Ribar and other anti-fascist partisans), or Serb minority (e.g. Nikola Tesla).

The goal of this presentation is to analyse the aforementioned contentious school names as signs which in a comprised form evoke complete discourses regarding the national symbolic universe. The discourses surrounding school renamings in the selected localities will be analysed with regard to recurring argumentative schemes for and against the name changes. These schemes will be then contrasted with argumentation used in discussions about changes in street naming. Taking into account types of discursive actors lobbying for/against these changes, this should give an insight into the character of the proposed (de)canonisation, e.g. of 'grassroot de-communisation' or a fringe, far-right initiative. Simultaneously, contrasting the argumentation about school naming with one specific for toponyms will provide for an interpretation of a special role played by semiotic landscapes in educational spaces for various strains of national(ist) ideology.

"Who?!" Street Naming Practices in Dili, Timor-Leste from Colony, to Occupied Territory, to Independent Nation, and Beyond

Melody Ann Ross

University of Duisburg-Essen, Germany

Street names are an inexorable part of the LL; a "convenient and popular political symbol", imbued with national ideology as both input and output (Azaryahu 1986). Street names are inscriptions of (and on) memory and ideology in the semiotic sphere; they normalize and reify the sociopolitical order that they represent. As the "locus of conflict", street names offer insights into what this contestation means for the construction of identity and the ways that social order and social memory are encoded, enforced, manipulated, and proliferated by the dominant language hegemony (Blackwood & Macalister 2019).



This is a particularly rich line of investigation in areas which have been the sites of paradigmatic regime changes in which the State had/has a sustained and urgent interest in imbuing the population with a shared national unity. This use of language to introduce narratives of nationalism, commemorate mythologized histories, and establish linguistic dominance is especially visible in Timor-Leste, a country which has been a Portuguese colony, occupies Indoensian territory, and precarious fledgling nation. This investigation focuses on the historical trajectories of 400 years of (re)naming of six major roads in the capital city, Dili. Particular weight is given to the specific goals and forces underlying the different state ideologies seen in these (often circular) trajectories, where language itself often serves as the tool of the state for alternatively dictating, prescribing, or re-enforcing identities.

- Azaryahu, M 1986. Street Names & Political Identity: The Case of East Berlin. *Journal of Contemporary History* 21:581-604.
- Blackwood and Macalister 2019. Blackwood, RJ, & J Macalister. 2019. Multilingual Memories: Monuments, Museums and the Linguistic Landscape. *Advances in Sociolinguistics*.
- Rudby, R. 2015. Conflict & exclusion: The linguistic landscape as an arena of contestation. *Conflict, Exclusion and Dissent in the Linguistic Landscape*, ed. by Rani Rudby and Selim Ben Said, 1–24.

Room 211, 09:00-10:30

Landscape, perception and sensing

Attitudes, perceptions and actions of social activists regarding the inclusion of Arabic linguistic landscape in the educational and urban spaces in Jaffa

Iman Agbaria, Elana Shohamy
Tel Aviv University, Israel

This study investigated the attitudes, perceptions and actions of social activists regarding a linguistic awakening of the Arabic language in Jaffa, a mixed city in Israel in which the Arab minority lives alongside



the Jewish majority. Ten Arab political and social activists were interviewed regarding the use of Arabic and its marginalisation from the public spaces and educational settings in Jaffa.

The results of the interviews touched a range of topics in the fields of linguistic landscape (LL), language education and socio-linguistic activism. They specifically highlighted the connection between the existence of Arabic LL in the public space and the Arabic language maintenance, particularly in educational settings. Unexpectedly, the activists criticized the educational system in Israel and the Arab schools in Jaffa in particular, claiming that they fail to meet the Arab community’s linguistic needs, and even contribute to the Arabic language’s erasure. The findings emphasized the need to focus on LL in educational settings, as it plays an important role and has a great effect on students’ linguistic choices and language use. Thus, this paper highlights the significance of activist work in contested and conflicted areas as they aim to make a difference and change the de facto language policies.

Recommendations included drawing teenagers to perform activist work in linguistic landscape through mandatory social involvement projects in high schools, as well as in informal institutes such as community centers and youth organisations. The involvement of young activists in the field of LL is critical for creating a change in the Arab community’s use of Arabic. In addition, top-down initiatives such as renaming streets in Jaffa and incorporating LL courses in schools may help raise awareness to the issue, resulting in the Arabic language’s expanded visibility and consequently, in enhancing the Arab residents’ sense of belonging to their shared space.

Perspectives on perception in the Viennese linguistic landscape

Christoph Purschke¹, Barbara Soukup²
¹University of Luxembourg; ²University of Vienna

Interactional-dialogical conceptualizations of meaning-making via language hold that communication consists of joint construction and



mutual anticipation between producers and audience (Gumperz 1982). Thus, perception-based inference is just as ‘meaning-ful’ as linguistic production. For LL studies, this means “how the ‘crowd’, i.e. the public of passers-by, perceive and react to the LL” (Ben-Rafael et al. 2010: xviii) is as crucial as any consideration of sign authorship (e.g. Gorter 2021).

On this background, we investigate audience perceptions of the Viennese LL by intersecting data and findings from two disparate datasets (conceptualizing LL conservatively as written language in public space – Gorter 2013). The first stems from a variationist ‘count-all’ study systematically recording all visible LL items within selected survey areas (Soukup 2016, 2020). The second originates from the Citizen Science app Lingscape (Purschke & Gilles 2016ff.) and consists of LL photos submitted by self-selected contributors under individual collection protocols.

Intersecting these datasets, we extract a perceptually filtered subset of LL signage (a “linguistic crowdscape” – Purschke 2021) to explore what LL artifacts and linguistic features citizen users focus on when documenting and annotating the Viennese LL. We thus identify sets of LL items and language choices that are perceptually salient and pertinent (Purschke 2018) to LL audiences, to scaffold empirically plausible theories regarding socio-indexical LL meaning-making processes in general. Analysis of results is ongoing, with early findings showing that the rates of English are roughly similar in the ‘citizen’ and ‘variationist’ datasets (27% vs. 30%), but rates of dialectal Austrian German are much higher in the first (7% vs. 2%). Thus, language choices may be differently salient and pertinent than physically present in the Viennese LL. This can provide a ‘reality check’ for claims about LL audience impact, and help deconstruct distinct dimensions of the notoriously hard to grasp ‘unit of analysis’ issue in LL study.

- Ben-Rafael, Eliezer, Elana Shohamy, and Monica Barni. 2010. Introduction: An approach to an ‘ordered disorder’. *Linguistic landscape in the city*, ed. by E. Shohamy, E. Ben-Rafael, and M. Barni, xi-xxviii. Clevedon: Multilingual Matters.
- Gorter, Durk. 2013. Linguistic Landscapes in a Multilingual World. *Annual Review of Applied Linguistics* 33, 190-212.



- Gorter, Durk. 2021. Multilingual inequality in public spaces: Towards an inclusive model of Linguistic Landscapes. *Multilingualism in Public Spaces: Empowering and Transforming Communities*, ed. by R. Blackwood and D. A. Dunlevy, 13-30. London: Bloomsbury.
- Gumperz, John J. 1982. *Discourse strategies*. Cambridge: Cambridge University Press.
- Purschke, Christoph. 2018. Language regard and cultural practice: Variation, evaluation, and change in the German regional languages. *Language regard: Methods, Variation, and Change*, ed. by B. Evans, E. Benson and J. Stanford, 249-265. Cambridge: Cambridge University Press.
- Purschke, Christoph. 2021. Crowdscape: Participatory research and the collaborative (re)construction of linguistic landscapes with Lingscape. *Linguistics Vanguard* 7(s1).
- Purschke, Christoph, and Peter Gilles. 2016 ff. Lingscape – Citizen science meets linguistic landscaping. Esch-sur-Alzette: University of Luxembourg. <https://lingscape.uni.lu>.
- Soukup, Barbara. 2016. English in the linguistic landscape of Vienna, Austria (ELLViA): Outline, rationale, and methodology of a large-scale empirical project on language choice on public signs from the perspective of sign-readers. *Views* 25, 1-24.
- Soukup, Barbara. 2020. Survey area selection in Variationist Linguistic Landscape Study (VaLLS): A report from Vienna, Austria. *Linguistic Landscape* 6(1), 52-79.

Sensing and making sense of schoolsapces

Josh Prada¹, Silvia Melo-Pfeifer²

¹Indiana University; ²University of Hamburg

This talk explores the implications of sensing and making sense as central processes in LL research with an emphasis on educational contexts. Drawing from current understandings of the LL reflecting a broader semiotic lens (Putz & Mündt, 2019), we investigate the roles of the senses (as physiological, neural actors) and making sense (as cognitive capacity) (Pennycook & Otsuji, 2015) as we adopt a sensescapces perspective (Author, submitted a, b) that capitalizes on embodied and emplaced experiencing and worldviews.

The presentation begins with an overview of key concepts and theories connecting sensoriality, embodiment and emplacement to LL/semiotic landscapes, and how this theoretical structure coupled with the insights gained in two exploratory studies informed a sensescapces perspective. Following and extending the analysis of schoolsapces (Szabó, 2015), we, then, gear the idea of sensescapces towards school contexts



as a lens to analyze how sensing and sense-making is mobilized to co-construct the multi-layered nature of schools, while foregrounding an account of being multilingual at school as subjectively lived.

The second part of the presentation illustrates what sensescapes research looks like. We describe an autoethnographic phenomenological study that explores the experiences of a transnational multilingual researcher-practitioner based in a US university, working with racialized, language minoritized students on campus. Using personal journals containing reflective entries, descriptions of conversations with students, and pictures of the university campus, the study describes how the semiotic and multisensorial landscape of the campus interplays the students' sense of belonging/displacement, and influences the performance of their multilingual identities.



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- Franziska Gerwers, Romance language education, Universität Hamburg
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- Marion Krause, Slavic linguistics, Universität Hamburg
- Franziska Kuhlee, German linguistics, Universität Hamburg
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- Markus Majewski, German linguistics, Universität Hamburg
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Academic affiliations valid at the time of reviewing, February-April 2022.

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Linguistic Landscape Workshops, 2009–2022

LL13

- September 2022
- Universität Hamburg, Germany
- Theme: Semiotic landscapes in educational spaces

LL12

- September 2020
- University of Gothenburg, Sweden (online)
- Theme: The political economy of language and space/place

LL11

- June 2019
- Chulalongkorn University, Bangkok, Thailand
- Theme: XIScape: East meets West

LL10

- May 2018
- University of Bern, Switzerland
- Theme: X-Scapes

LL9

- March 2017
- University of Luxembourg
- Theme: Movement and Immobilities

LL8

- May 2016
- University of Liverpool, UK
- Theme: Regeneration, Revitalization, Reterritorialization



Notes

LL7

- May 2015
- University of California, Berkeley, USA
- Theme: Questioning Boundaries, Opening Spaces

LL6

- April 2014
- University of the Western Cape, South Africa
- Theme: Hope and Precarity

LL5

- April 2013
- University of Namur, Belgium
- Theme: Protest, Conflict and Change

LL4

- February 2012
- Addis Ababa University, Ethiopia

LL3

- May 2010
- Université de Strasbourg, France

LL2

- January 2009
- University for Foreigners of Siena, Italy

LL1

- January 2008
- Tel Aviv University, Israel



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