

You have a burning question about linguistic landscapes you'd like to see answered? The LOCALL project team shares their insight in these tutorials series.

Hi. My name is Klaudia and I'm going to answer the question: How do I get the students to see the value of focusing on other languages when the class is specifically about English as a foreign language?

First of all, I'll tell you just a bit about my own experience with Linguistic Landscaping. I started my adventure with Linguistic Landscaping projects in 2019/2020 school year.

I used this topic during Covid lockdown in order to offer my students a different type of activities that will allow them to do something more creative.

When I was preparing materials for the lessons, I was wondering how students would react to linguistic landscapes-based project as they were about different languages and not just about English. However, they never opposed the idea, on the contrary they saw a value in it.

During students focus groups' interviews, two of the students said that "by learning about other languages they learned about other cultures and countries which they really enjoyed. Another student when asked what her favourite activity had been so far she answered that "working on literary writing because it was fun, great way to work with others".

Students enjoyed the challenged of using different languages in an English text and ensuring that it made sense. One of the students said during the interviews: "Making a poem or story using different languages is a challenge because you need to make sure that the whole text makes sense".

Another thing that students pointed out during the interviews was the fact that talking about languages helped them participate in the lessons because everybody knew something about this topic and could relate to it. As one of them said: "If you have knowledge about something it is easier to talk about it."

Here's you have an example of how I expanded on their initial linguistic landscaping to integrate it into a creative writing activity as part of the language lesson. These were written in groups and they had to draw from all of the languages of that group. This is a poem about Black Lives Matters Movement. I feel that by letting my experiment I am promoting their creativity skills. Also they began to make connections between language and social justice.

Here's another example of how I expand on the Linguistic Landscaping to integrate it into a creative writing activity as part of the language lesson. This time the group decided to write a short story. I think this story reflects how the doing the linguistic landscaping help raise their awareness of more than the idea that there are lots of languages around them. In this case, they seem to indicate an awareness that there can be intralingual comprehension and that knowing more than one language and recognizing other languages can provide them with tools to bridge communication gaps.

I hope I have shown how you don't need to worry that your students might be reluctant to the idea of Linguistic Landscaping projects in an English class. I didn't ask my students what they thought about the idea of working on different language in an English class while introducing the projects so I am not sure if they saw it as something positive or they had doubts, however they definitely saw it as something positive after the projects were done and after they had shared it with their classmates. I can clearly see the creative ways that they have used the target language of English –along with many other languages. It's a win-win situation!

Thank you. I hope you found this short tutorial useful and I encourage you to give linguistic landscaping a try with your language learners.

Thank you for tuning in. If you have a question you'd like to see answered, please contact through our website or write an email to [local1 project at gmail dot com](mailto:local1project@gmail.com).