



Implementing Linguistic Landscapes in the EFL Classroom

Description

The teaching unit, which is accompanied by teaching materials, was designed as part of a master's thesis ("The Potential of Linguistic Landscapes for Fostering Plurilingual Competence and Language Awareness in the EFL Classroom") and provides teachers with ideas on how to implement linguistic landscapes in EFL teaching in order to foster plurilingual competence and language awareness.

Main target group / level

9th grade / 10th grade
(however, the teaching materials can be adapted for any grade level)

Topic / learning goals

The main learning goal is to foster students' language awareness and plurilingual competence: By exploring and working with local linguistic landscapes, the students become actively aware of the linguistic diversity in their environment as well as of their individual linguistic repertoires.

Why is it important for TEFL?

In Germany, more than a third of students are already plurilingual before starting school. This means that in almost every school class there are students who speak another language in addition to German at home. Plurilingualism has a particularly positive effect on the acquisition of foreign languages. Thus, plurilingual competence and the associated language awareness have been declared important goals of the EFL classroom.

Main competence(s)

plurilingual competence and
language awareness

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Learning contexts

Expected prior knowledge

It is particularly beneficial if there are students in the class who speak a language other than those learned in school (e.g., Polish or Turkish).

Possible contexts of use

The teaching unit was designed for students in school. However, it combines indoor and outdoor learning settings, as students document local linguistic landscapes and then work with them in the actual classroom.

Materials / tools / resources

Linguistic landscapes provide authentic input and can be found nearly anywhere in the world.

Notes:

- Definition of linguistic landscape:
The representation of multiple forms of languages in the public space.
- The teaching materials deal explicitly with the city of Kiel. However, they can be adapted for any city.
- The teaching unit is also suitable for including students who learn German as a second language, as heritage languages are incorporated in the lessons.

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