

# Implementing Linguistic Landscapes in the EFL Classroom

## Definition of Linguistic Landscape:

The representation of multiple forms of languages in the public space.

Examples of different types of linguistic landscape items:



Top-down



Bottom-up



Static



Movable



Multilingual



Monolingual

### Learning IN the LL

The students walk through a local area and document the linguistic landscapes (linguistic landscape walks).

- outdoor learning setting
- exploratory learning
- motivates and activates the students through increased autonomy

### Learning THROUGH the LL

The students work with didactic materials, which are based on (previously documented) linguistic landscapes.

- work with authentic materials
- contextual language learning
- makes learning more meaningful

## Learning Goals

### Language Awareness

The knowledge about and sensitivity to language(s).

- develops metalinguistic knowledge
- develops positive attitudes and tolerance towards languages
- increases the ability to reflect on languages
- improves language skills

### Plurilingual Competence

The ability of a speaker to use more than one language.

- supports language learning
- strengthens and deepens the knowledge of the target language
- prepares the students for a plurilingual world
- promotes intercultural openness and competence

close connection



### Language Awareness and Linguistic Landscapes

- students become aware of and reflect on linguistic diversity and multilingualism in the public space
- students analyze the role and meaning of different languages in society
- students reflect on linguistic dynamics
- students explore the role of English as a lingua franca
- students reflect on similarities and differences between languages (language comparisons)

### Plurilingual Competence and Linguistic Landscapes

- students become aware and reflect on their own plurilingualism
- strengthens and develops their plurilingual identity
- opportunity to incorporate the students' heritage languages
- students feel valued and encouraged in using their L1
- students actively use the languages of their linguistic repertoire
- increases motivation and interest in learning a language