

LANGUAGE IN LOCAL SPACES

*Using Linguistic Landscape (LL)
to design culturally relevant
curricula in Caribbean Creole
environments*

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- * Approach that uses language in spaces and places; spoken and heard, represented and displayed.
- * Items include single words with deep meanings and shared knowledge, colourful images, sounds, moving objects and infinite creative representations.

* What is Linguistic Landscape

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*This includes virtual spaces.

*Researchers and scholars attempt to study and interpret the meaning, messages, purposes and contexts of artefacts in the environment.

(Shohamy & Gorter, 2009)

*What is Linguistic Landscape

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*An image
from the
internet



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“Somebody thiefin de soul of meh nation,
Somebody gone with de love dat we had,
Somebody thiefin de soul of meh nation,
Somebody drivin my country mad,
And we, yes you and me,
We have to stop dis conspiracy,
Ah tellin you we, yes you and me,
We have to stop dis conspiracy.
Somebody stealing de soul of de nation...”

(Winston Peters - Gypsy)

* And a calypsonian's lament

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Drug addiction, and prostitution, teenage
pregnancy have taken over my land,

Much too much political corruption,

Talk about race only cause more confusion.

Who would ever try to put all the wrongs right?

Leader after leader put we nation under pressure,

And ordinary people just have to run for cover,

Lord ...

***The lament continues**



- * Context of the photo-shopped image critical for meaning-making and use of language. (Does classroom teaching help students to read these?)
- * Inter-textual link to campaign claim of local politician that a boat (of Indians from Calcutta) was waiting to sail to Tobago if the predominantly Afro dominated party lost the Tobago House of Assembly elections (2013).
- * Tobago Express is the name of an actual inter-island ferry similar to the one in the image. Both are artefacts of the landscape but can we say they are both “real”?

* “Calcutta Express” as Linguistic Landscape (LL)

- * The calypsonian sang when he was in opposition and is now a minister in the current administration.
- * Similar charges of corruption are now levelled against his government (irony of situation)
- * Inter-textual link to issue of racial conflict in society raised in “Calcutta Express”.

* “Somebody thieving the soul of meh nation” as LL

*LL provides information about societies, and the inter-relationships of groups, especially in linguistic contested regions (Landry & Bourhis, 1997).

*Social relationships and attitudes are reflected in the language found in public spaces.

*What is Linguistic Landscape?

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LL can:

- * add to an understanding of language, society and people.
- * be applied to education to develop students' language competence and critical thinking skills (including the perceived relationship between/among events/objects).

* Potential of Linguistic Landscape

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Using a LL approach in education can:

- * Help make the environment more meaningful to students
- * Develop students' out-of-school literacies
- * Increase students' knowledge of self and their society

* Potential of Linguistic Landscape

Can be used to:

- *Promote critical evaluation of texts
- *Bring into focus forces that divide and privilege groups in society
- *Increase focus on complex language, literacy and educational processes

*Potential of Linguistic Landscape

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*How can signs, images, objects in Caribbean linguistic landscape be used to design culturally relevant curricula in Caribbean Creole environments?

*Guiding question

Limited attention to publicly displayed texts as sources for language learning and teaching in the Caribbean.

However, public texts can:

- * Place literacy in broader social context.
- * Link home, school, society/community.
- * Increase students' motivation.
- * Promote critical thinking and speak to representation and forms of identity.

* Rationale

- * Multiple theoretical perspectives within disciplines: sociolinguistic; historical, sociological.
- * Diverse methodologies used to collect and analyze LL data.
- * LL can be affected by language policies.
- * LL connects to aspects of identity and awareness; can be viewed as language that represents individual, collective and national identities.

* Issues and directions in LL research

- * Shohamy and Waksman(2009) argue for the use of LL as an educational tool for language learning and for interpreting political and social issues, especially in contested societies.
- * Suitability derives from the nature of public space: authentic, dynamic, flowing, non-linear and interactive; not neutral but negotiated and contested.
- * Diverse text types that shape public sphere can be useful for language learning.

* LL and language learning

***The development of children's critical thinking skills is not facilitated by the use of transmissive pedagogies that promote overt instruction and encourage uncritical consumption of information. (Mills, 2011)**

***This is especially important given that children are bombarded with information in their daily lives from a multiplicity of sources.**

- * “Examines power relations and ideologies embedded in texts through careful and systematic analysis” (Bloome & Carter, 2001, p. 151)
- * Includes techniques for analysis at 3 levels of discourse organization: **text, discursive practices, analysis of social practices**

* Critical Discourse Analysis (CDA)

- ***Text**: systematic unpacking of lexical, semantic, grammatical structure of text to determine how they portray social facts as natural/unnatural, normal/abnormal, include/exclude positions
- * Analysis of **discursive practices** maps the production, distribution and consumption practices involved in the circulation of texts
- * Analysis of **social practices** involves mapping the possible conditions that make particular ideas or lived experiences seem powerful and pervasive for a given social group at a given period of time (Kamberelis & Dimitriadis, 2009, p.120)



*Samples of texts from Caribbean linguistic landscape

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- * Language on clothing reflects linguistic diversity/language variation.
- * Language is closely tied to culture and can be a symbol of national identity.
- * Such variation in linguistic forms provide opportunities to raise language awareness inside and outside of school, and promote positive attitudes to local languages.
- * Language awareness is crucial to successful language learning in multi-lingual and multi-dialectal situations.

*The T-shirt as LL



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Students' critical reading of the mural can address:

Whose perspectives are represented/heard?

Whose are not represented?

Why are the actors positioned as they are?

Discussion can also focus on the use of “we” and the socio-political context and of the message.

*Reading the wall critically

Public texts can:

- * Integrate content in school curriculum.
- * Highlight public space as an arena used by different players to exercise influence (advertisers, politicians, corporations).
- * Reflect authentic language used in diverse ways.
- * Indigenize resources for teaching and learning.

* Using Caribbean LL to design culturally relevant curricula



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- * Newspapers are pervasive features of the environment; use of internet and social media is increasing.
- * In the classroom, threads/themes can connect information from different sources and be interrogated.
- * A multidisciplinary approach to curriculum enactment can connect to community and society and help children make sense of events in their lives.
- * This can mitigate the effects of widespread consumption of foreign information.

* Using the Caribbean Landscape

Drug addiction, and prostitution, teen
age pregnancy have taken over my land,
Much too much political corruption,
**Talk about race only cause more
confusion.**

Who would ever try to put all the wrongs
right?

Leader after leader put we nation under
pressure,

And ordinary people just have to run for
cover.

Lord ...

***Language and literacy practices
always occur within larger social,
cultural and historical contexts that
exist independently of any specific
instance of these practices.**

(Kamberelis & Dimitriadis, 2009)

A critical approach to local texts:

- * anchors literacy in the community.
- * supports the notion of multi-literacies in a socio-cultural context.
- * validates the role and function of different linguistic forms that are used appropriately in different social contexts (Standard English/Creole/Mixture of codes)

*The value of local/public texts

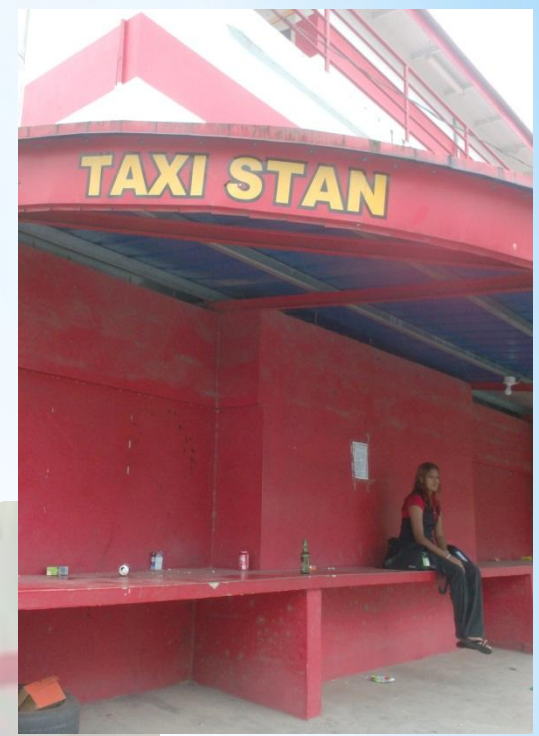


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YOUR CO-OPERATION.



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ABLE
PARKING

WOMENS
PLATTED SKIRT
WAS \$69.95
NOW \$35.00

Appetizer

フライドポテト	French Fries
ソーセージ	Sausages with French Fries
干果拼盘 落花生	Peanut
スモールサラダ	Small Salad

Liquor

www.english.com



A billboard advertisement for Hercules Back Support Belts. The billboard is white with a blue border. On the left, a woman in a white shirt and yellow hard hat is shown from the side, wearing a black back support belt. On the right, a man in a white shirt and dark pants is shown from the back, also wearing a black back support belt. The text on the billboard includes the brand name 'Hercules' in a stylized green font with red dots above it, followed by 'BACK SUPPORT BELT' in smaller red letters. Below this, the slogan 'Good fuh d' back' is written in a bold, black, slightly irregular font. Underneath the slogan is the phone number '(868)299-0102/5' in green, and the website 'www.caribbeansafety.com' in red. In the bottom right corner, there is a logo for 'CSP' with a green triangle above it, and the tagline 'One name says it all' in small black letters.

Hercules
BACK SUPPORT BELT

Good fuh d' back

(868)299-0102/5

www.caribbeansafety.com

CSP
One name says it all

- * Signs from the landscape connect to language teaching and learning processes and objectives.
- * Rich classroom discussions can reveal the basis for spelling errors or differences in linguistic structures in students' environment.
- * Benefits of raising language awareness to aid to language learning at all levels.

* Conclusion

***Thus, incorporating linguistic landscape of Caribbean societies in the process of education can provide diverse opportunities to link language and culture, and indigenize educational resources to motivate and extend student learning.**

***Conclusion**

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