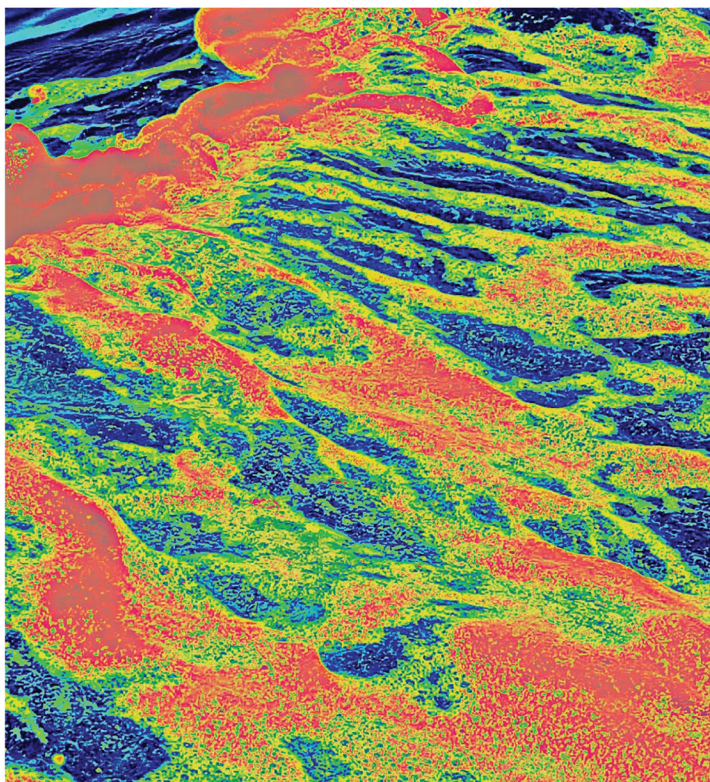# *The Handbook of*
Linguistic Landscapes and Multilingualism

Edited by

Durk Gorter and Jasone Cenoz

WILEY Blackwell

The Handbook of Linguistic Landscapes and Multilingualism

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The Handbook of Linguistic Landscapes and Multilingualism

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Contents

Notes on Contributors

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1

Introduction: The Study of Linguistic Landscapes and Multilingualism

Durk Gorter and Jasone Cenoz

During the spring of 2002, we began our first investigation of linguistic landscapes together. On one street in Donostia-San Sebastian in the Basque Country, we used a small digital camera to collect 442 photographs of all the signs we encountered. In Figure 1.1, we present the first photo of the street sign in Basque (Erregezainen Kalea) as well as the Spanish version (Calle de la Escolta real).

We found signs in Spanish, Basque, English, French, and other languages in our immediate surroundings. Multilingualism was the most prominent feature of those signs. We presented our findings at a conference in September 2003 in Tralee, Ireland (Cenoz and Gorter 2003), which later led to a special issue of the *International Journal of Multilingualism*. For us, this marked the beginning of a new line of research that we have continued to pursue to this day. This work has culminated in our recent monograph, *A Panorama of Linguistic Landscape Studies* (Gorter and Cenoz 2024), which provides a selective overview of the field. In the final sentence of that book, we express an idea that applies here: "once you get drawn into studying signage, it makes you see the world with different eyes, and it may never let you go."

In 2006, we were bold enough to call the study of linguistic landscapes "a new approach to multilingualism" (Gorter 2006). While this may have been an overstatement at the time, subsequent developments have provided many reasons to support this claim. Focusing on multilingualism in linguistic landscape studies has proven especially productive. This coincided with the "multilingual turn" (May 2014) in sociolinguistics and applied linguistics, a trend to which we contributed (Cenoz and Gorter 2011). The multilingual turn has undoubtedly helped to advance the field of linguistic landscape studies, as it has sparked increased interest in and attention to the multilingual phenomena that surround us.

This *Handbook of Linguistic Landscapes and Multilingualism* aims to present the work of experts who critically discuss key concepts and approaches, analyze past developments, synthesize previous research, and provide in-depth descriptions of specific contexts. The group of 58 authors and coauthors is a mixture of well-known names who are among the most prolific and most cited scholars in the field, along with promising early-career researchers and relatively new contributors, including a few PhD students as coauthors. The collection of 35 chapters brings together a wide range of themes and topics within linguistic landscape studies. This collective offers a variety of theoretical, methodological, and empirical chapters from various perspectives and from different countries, regions, and cities. We aimed for geographic diversity in the contributions, striving to avoid an overemphasis on North America and Europe. Taken together, the chapters clearly illustrate how the study of linguistic landscapes has progressed across various multilingual settings and diverse educational contexts.

Figure 1.1 Our first photos of the street signs in Basque and Spanish. *Source:* J. Cenoz and D. Gorter.

Multilingualism is at the heart of this handbook. Over the years, numerous studies have shown that in any given city, it is rare to find a linguistic landscape that is purely monolingual. In contexts where English is the main or dominant language, traces of other languages can commonly be observed. These other languages appear through the names of fashion brands, product types, or trademarks (see the chapter by Syrjälä in this volume) and on the façade of establishments like shops, supermarkets, and restaurants. Meanwhile, several chapters in this handbook illustrate the presence of English in contexts where it is not the most common language.

For example, this is the explicit focus in Chapter 15 by Leimgruber, who discusses the cases of Quebec, Dubai, and Singapore. The role of English is also highlighted in Chapter 16 by Alomoush and Simms, which examines Jordan, and in Chapter 18 by Manan, which focuses on Pakistan. Multilingual or at least bilingual situations arise when English shares the status of official language with one or more other languages, such as in India, a deeply multilingual country (see Chapter 19 by Chimirala and Dehari). In one way or another, the display of English in public spaces is discussed in most chapters.

This handbook provides readers with overviews of various topics, as well as case studies from different countries across multiple continents, with a focus on multilingualism. One reason for including a separate part of this handbook on education and language learning is that, until a few years ago, studies of schoolscapes and applications in education were still relatively scarce (Gorter 2018). However, in a short period, the relationship between education and linguistic landscapes has gained a great deal of attention. We have contributed to this line of research in our own studies. For example, in a study of the local marketplace, we explored the opportunities for language teaching or learning about languages, and we even found a literal offer to study languages (see Figure 1.2).

In recent years, this subfield of the study of schoolscapes inside schools as well as opportunities for language learning has been expanding rapidly. It is probably the strongest trend in the field of linguistic landscape studies, and therefore, we wanted to include the theme in this handbook. In Part 3, the authors of the various chapters demonstrate from different angles the relevance of the linguistic landscape related to education and language learning.

Throughout this handbook, the authors reflect on the characteristics of the field and explore various dimensions of linguistic landscape studies. They often look ahead to developments in the field by considering recent trends and future directions. In designing this handbook, we aimed to identify the core themes of the field, particularly those related to multilingualism and language learning in educational contexts, along with theoretical diversity and innovative research approaches. The field has matured significantly, as is demonstrated in the pages that follow.

Figure 1.2 Advertisement for a language course in a local market. *Source:* Gorter and Cenoz.

Researchers in this field share an interest in how language, in its broadest sense, is displayed in public spaces and how people interact with those displays. Research of linguistic landscapes has become a specialization within applied linguistics, sociolinguistics, and language policy studies. Linguistic landscape studies are continuously expanding, and it has become a wide-ranging field. Obviously, the dimensions of multilingualism and education and language learning, which we emphasize in this handbook, may be core issues, but they are part of a much broader field that has no clear boundaries. Given the heterogeneity of approaches, it seems unlikely that the field will evolve into a discipline on its own. It lacks a dominant theoretical framework or standardized research methods, and it appears to be moving in multiple directions rather than converging on a single approach.

We are, of course, aware that the field of linguistic landscapes has grown exponentially over the last 20 years or so. Various overviews of the field's development have been written. An early thorough example is a chapter in Backhaus (2007), who exhaustively documents all the studies from the 1970s until 2005. His inventory comprises some 30 studies. Specialized handbooks in other fields include individual chapters on linguistic landscape research. These include handbooks on multilingualism (Shohamy 2012), pragmatics (Gorter 2014), language and society (Van Mensel, Vandenbroucke, and Blackwood 2016), names and naming (Puzey 2016), language policy and planning (Hult 2018), Japanese sociolinguistics (Backhaus 2019), applied linguistics (Blackwood and Amos 2024), three different handbooks on language contact (Bagna, Barni, and Bellinzona 2020; Bolton, Botha, and Lee 2020; Gorter 2019) and two chapters, on homescapes and on schoolscapes, in the handbook of childhood multilingualism (Stavans and Jessner 2022). These chapters vary in content, focus, and style,

but they all emphasize the potential for new understandings of multilingualism that this burgeoning field offers to researchers from different backgrounds and with diverse interests. The chapters in those handbooks clearly demonstrate the relevance of this expanding field to other specialists.

Drawing from a range of approaches, this field offers new perspectives on the signs that surround us. Although relatively young, the field is now well-established. The term "linguistic landscape" is the preferred designation for this evolving specialization, although alternatives such as "semiotic landscape" or "environmental print" are also in use. Linguistic landscape can mean different things to different people, but however the term is used, research done under this umbrella term advances our knowledge of signage in public spaces. After discussing the term at length, Kallen (2023, p. 50) concludes that it has "the potential for a long and useful future."

At the same time, the influx of new researchers and the rapid growth in publications make us aware that the field runs the risk of being overflooded by many relatively plain papers (Backhaus 2019). What is needed is not more and more studies, but more theoretically robust and methodologically sound studies. Hopefully, this handbook can contribute to that goal.

Some researchers have attempted to analyze the field of linguistic landscape studies through bibliometric analysis, which involves using statistical analysis to identify research trends, leading authors, research institutions, and the characteristics of a specific discipline (Donthu et al. 2021). However, Peng et al. (2022), as well as Hu and Escribano Angulo (2023), relied on a limited set of bibliometric data and provided only a partial understanding of the field of linguistic landscape research. Both studies used the Web of Science (WoS) database, analyzing 636 and 703 records, respectively, with similar and sometimes surprising outcomes. Both articles demonstrate that this approach does not work well for linguistic landscape studies. For instance, although the specialized journal *Linguistic Landscape* is mentioned, the more than 100 articles it contains are not counted because the journal is not indexed in WoS. Additionally, while the authors recognize some edited books as important for citations, they do not include them in their measurements, thus overlooking the key role played by these edited collections and some widely cited monographs (e.g. Backhaus 2007; Blackwood and Tufi 2015; Blommaert 2013; Lou 2016; Scollon and Scollon 2003). This raises the question: "Do these types of reports serve the intended purpose?" (Ellegaard and Wallin 2015, pp. 1811).

The Zotero online bibliography (Troyer 2024), which has been maintained since 2010, might have been a more suitable database. In 2024, it contained over 1700 entries. In his contribution to this handbook, Troyer demonstrates the analytic possibilities of this bibliography for studies on linguistic landscapes and multilingualism in the United States (see Chapter 23). This bibliography confirms that the number of studies has increased exponentially, and today, research is being conducted at sites around the world.

A handbook such as this is a large project, and while it may seem to offer ample space, it has its limits, and we had to be selective. It is easy to understand that it would be impossible to cover all themes, topics, and multilingual contexts. Therefore, only a few countries and cities are included, but overall, there is a good geographic spread with global coverage.

The appeal of this handbook is clearly international, and its target audience for this book includes the increasing number of scholars and students worldwide who are studying linguistic landscapes. These readers may include experienced researchers looking to update their knowledge of developments in different areas and regions, as well as newcomers to the field. Scholars from other specializations will find the handbook a rich source for gaining a comprehensive overview of this dynamic area. The readership also includes graduate students, for whom linguistic landscapes are a popular topic for a PhD thesis or a master's degree. Additionally, undergraduate students in applied linguistics, sociolinguistics, and related fields, where the study of linguistic landscapes is increasingly incorporated into courses, are also part of the intended audience. Courses within

applied linguistics or sociolinguistics programs can benefit from individual chapters of this book, but it is also relevant for courses on bilingualism or multilingualism, language education, pedagogy, teacher training, language policy, social geography, or onomastics. In such courses, specific chapters will serve as valuable learning materials.

Given the theme of linguistic landscapes, ample space has been dedicated to illustrations. Both the digital and printed versions of the handbook include full-color figures, which enhance the analysis and interpretation of linguistic landscape materials.

When we embarked on this project, there was no existing handbook on linguistic landscapes. However, what might seem like a potential competitor has recently been published: *The Bloomsbury Handbook of Linguistic Landscapes*, edited by Blackwood, Tufi, and Amos (2024). During the development of our handbook, the editors of that volume kindly provided us with their provisional Table of Contents. We considered this during the planning of our own handbook, aiming to avoid unnecessary overlap. We chose multilingualism as our main theme and invited authors to center their contributions on it. Additionally, our book has a strong geographic emphasis, presenting diverse contexts from around the world, and it includes a substantial part on issues related to education and language learning. Another difference is that our authors were given the freedom to develop the structure of their chapters.

There is undoubtedly a demand for both Handbooks, as the overlap is limited. While a handful of authors have contributed to both volumes, we have taken care that they did not write on the same topic in each. Readers may want to compare the two Handbooks and most likely find value in consulting both.

In the second part of this introduction, we provide brief summaries of the chapters to give the readers a quick overview. It may help them decide which chapters to read first, as there is no fixed order and the chapters can be read independently.

Part 1 Framing the Field

The chapters in Part 1 address general aspects of the direction of the field. The first four chapters focus on the history of the field, theoretical approaches, and research methodologies.

Part 1 opens in Chapter 2 with a detailed historical overview of the early stages of linguistic landscape studies by Mieke Vandenbroucke. She discusses pioneering studies from the 1970s and 1980s. Then she emphasizes the significance of the seminal article by Landry and Bourhis and the groundbreaking work on geosemiotics by Scollon and Scollon. She further highlights the crucial role of four studies published in the 2006 special issue of the *International Journal of Multilingualism* in shaping the field of linguistic landscape studies.

The next two chapters emphasize theoretical approaches. In Chapter 3, titled "Theorizing space," Stefania Tufi analyzes how linguistic landscape studies have built upon theories about the concept of space. She explores spatio-temporal dimensions, public/private spheres, hierarchies of space and place, and cartography and alternative mappings. Some of these ideas have been influential in linguistic landscape studies, while others, though less well-known, offer promise for future analysis. She concludes that linguistic landscapes "can invite us to imagine and construct the world in new ways." In Chapter 4, Roswita Dressler and Francis Hult outline the concept of social scales and how it relate to linguistic landscape studies. They provide a sketch of how nexus analysis is specifically relevant to linguistic landscape research and how it can be applied to make connections across scales. They incorporate the visual semiotics of signage, the lived experiences of individuals, and the politics of language, concluding that "nexus analysis offers a principled yet flexible way to investigate language and discourse in society."

Chapter 5 shifts the focus to "Research Methodologies," with Isabelle Buchstaller and Seraphim Alvanides starting from basic concepts, such as defining the sign and establishing parameters for coding. Linguistic landscape studies encompasses quantitative, qualitative, and mixed methods. Spatial analytical tools from geography and digital humanities are used for visualization methods, which are demonstrated with various examples. In their conclusion, they call for "maximal transparency about the methodological decisions taken at any point in the study design and analytical process."

The next five chapters examine key concepts, such as translanguaging, language attitudes, affect, protest and conflict, and transgression. In Chapter 6, Jerry Won Lee emphasizes a translingual orientation for the study of linguistic landscapes. He treats translanguaging as a theory that acknowledges the fluidity of language boundaries alongside communication using various semiotic resources. Translanguaging is particularly well-suited for linguistic landscape research because it addresses issues of language plurality and spatiality. He notes that linguistic landscape research has real-world implications and can provide insights into everyday language practices and people's perceptions of language.

Research on language attitudes is explored in-depth by Monika Dannerer and Barbara Soukup in Chapter 7. They conceptualize the linguistic landscape as a dialog between sign producers and readers, where attitudes toward language choice and use play an essential role. Using recent studies as examples, they review various approaches, including direct and indirect methods of measuring language attitudes. They argue that it is essential to apply both the perspectives of production and reception in the analysis of linguistic landscapes.

In the next chapter, Lionel Wee highlights that affect has become an increasingly important topic in the study of linguistic landscapes. He emphasizes that language can act only jointly with other semiotic resources. Examples such as the Korean Wave and commodification in Chinatown in Washington, D.C., are discussed. He also comments on the implications for multilingualism. Both linguistic and non-linguistic signs work together and affect is important in the design of linguistic landscapes.

Linguistic landscapes of protest and conflict take center stage in Chapter 9, authored by Christiana Themistocleous. She shows how recent studies on protest sites and linguistic warscapes offer insights into how languages are used to claim spaces, control identities and ideologies, and mark allegiances. These studies also address economic inequalities and give opportunities to the voices of the powerless. She advocates for new research directions to better understand the importance of multilingualism during periods of turbulence and in the aftermath of conflict and dissent. In Chapter 10, Antonio Bruyèl-Olmedo conceives of transgression "as a social, deliberate, and contextualized attempt to explore beyond convention." Transgression can be motivated by aesthetic, identity, or marketing reasons. It has the potential to question the status quo and lead to innovations through creativity. He shows how creativity in transgression can adopt multiple dimensions. Creativity can surpass accepted norms and make innovations possible in the written discourse and public display.

The final four chapters of Part 1 cover the topics of churchscape, names, minority languages, and Chinese diasporas. In Chapter 11, Alastair Walker discusses the outcomes of studies on churchscapes and cemeteries. After defining the concepts of churchscape, cemetery, and related signage, he presents four studies on church names, perhaps the most important sign of a church. The section on old signs illustrates diachronic developments, while four studies on new signs investigate aspects such as number, types, functions, materials, and the languages used. Another section deals with cemeteries and inscriptions on gravestones. The final section focuses on languages on religious signs outside the church and the cemetery. In Chapter 12, Väino Syrjälä

summarizes various studies focusing on names in the linguistic landscape. He surveys different types of proper names, which are focal points in most linguistic landscapes. Place names can provide visibility for minority languages, but they can also become highly contested. Commercial names often contribute to visible multilingualism. Syrjälä presents examples of connections between names, naming, and multilingualism and identifies possibilities for cooperation between linguistic landscape studies and onomastics.

In Chapter 13, Luk Van Mensel focuses on how language ideologies shape the ways in which minority languages are valued, negotiated, and contested in the linguistic landscape. After discussing key concepts, he selects three case studies from different contexts to illustrate how language ideologies affect the visibility and vitality of minority languages. He emphasizes the importance of long-term ethnographic research and advocates for "a clear socio-political, economic, and cultural embedding of the research." In Chapter 14 of Part 1, Thom Huebner and Kittinata Rhekhalilit explore the trajectories of Chinese diasporas. These migrations have led to the formation of Chinese enclaves worldwide, generating research on issues of identity, assimilation, and cultural contestation. The authors synthesize previous research on Chinatowns, summarize the current state of research, and identify future research agendas. They argue for interdisciplinary studies to deepen our understanding of "complex relationships between migrant communities across spatial and temporal trajectories and between language, place, and time more generally."

Part 2 Multilingual Contexts

The chapters in Part 2 present overviews and case studies from a selected range of countries, regions, and cities across different continents. All address, in some way, the relationship between linguistic landscapes and multilingualism. This might suggest a uniform approach to examine linguistic landscape research carried out in each country. However, nothing could be further from the truth. Each author was given the freedom to approach their context, one they know best, based on its specific characteristics and their own preferences. As a result, the authors have chosen various perspectives to analyze and describe relevant work. In some cases, the chapters offer overviews of existing studies; in others, the authors emphasize case studies from their own research. Still others have chosen a specific approach or theme, placing it within a context they are familiar with. This diversity of approaches is not surprising, given that it reflects the general characteristics of the field of linguistic landscape studies.

In Chapter 15, Jakob Leimgruber analyzes different types of multilingualism and the role of global English in Montreal, Singapore, and Dubai. In Montreal, English is impacted by language policies regulating the public display of French. In Singapore, four languages have official status, although English dominates the linguistic landscape, with "Singlish" becoming an icon of local identity. In Dubai, English is the lingua franca for a diverse population but lacks official status. Leimgruber concludes that the resulting linguistic landscapes reflect various processes, such as linguistic diversity, language policies, and the value of English. In Chapter 16, Omar Alomoush and Karl Simms reflect on multilingualism in linguistic landscapes in the context of Jordan. They emphasize the historical nature of signage and note counter-cultural responses. Multilingualism in the linguistic landscape is mainly found in urban contexts like Amman in Jordan. English marks globalization, but by blending with Arabic into "Arabinglish," it represents globalization. Fluid alternation of languages can be observed in shopping malls, which they term "translanguaging" or "linguistic brassage." In Jordan, minority languages do not appear on top–down signs, and when they do appear on bottom–up signs, they are often removed.

The following chapter focuses on multilingualism in Israel, coauthored by Elana Shohamy and Iair G. Or. They explore how linguistic landscape studies have contributed to understanding the links between language policy and sociolinguistic realities. They discuss the role of linguistic landscape studies in creating a national identity, promoting Hebrew, and reflecting a multilingual reality. The studies reveal interactions between language, power, ideology, and identity in the Israeli–Palestinian conflict, as well as the challenges faced by minority languages. The chapter further considers recent political developments and the future of linguistic landscape research, highlighting its potential for collaboration, activism, inclusivity, justice, and healing in a deeply divided society. In the next chapter, Syed Abdul Manan discusses elite bilingualism as a consequence of the language policy that makes the local or indigenous languages invisible in the linguistic landscape of Quetta, Pakistan, a highly multilingual city. Elite bilingualism refers to the dominance of English and Urdu in the linguistic landscape, both of which are socially and politically powerful languages. English mostly appears transliterated into the Urdu script. Manan concludes that change is unlikely, given the current linguistic hierarchy, normative assumptions, and a history of deliberate neglect of local languages.

In Chapter 19, Uma Maheshwari Chimirala and Pallavi Gauri Dehari examine multilingualism in India, where Hindi, English, and 22 regional or scheduled languages are officially recognized. Their focus is on the constitutionally protected Indigenous/Tribal/Minority (ITM) languages. The city of Dantewada in the state of Chhattisgarh serves as a case study to analyze the language laws, the linguistic landscape, and interviews with state representatives and ITM people. They identify three main challenges that lead to the absence of ITM languages in the linguistic landscape: the subordination of ITM languages, the legitimization of the dominance of named languages, and discourses that disadvantage ITM people by discursively subordinating ITM languages. This is followed by a chapter on Hong Kong, coauthored by John Bacon-Shone, Siu-lun Lee, and Kingsley Bolton, who report on sociolinguistic research conducted since the 1980s. A major focus is the charting of multilingualism in Hong Kong society through the analysis of census data and the compilation of language maps. In addition, the chapter investigates multilingualism in the public signage across the territory. They present data on the geospatial diversity of languages and details on the multilingual signage of the city. An innovative feature is the foregrounding of the spatial dimension of multilingual variation in Hong Kong.

In Chapter 21, Selim Ben Said explores linguistic hybridity and creativity in the linguistic landscapes of Taiwan and Tunisia, with a focus on advertising. He investigates how advertisers and store owners utilize language play, humor, and symbolism. His findings demonstrate that creatively using multilingualism in advertising reflects and shapes social identities and market dynamics. He examines the commodification of language, particularly through the use of English alongside local languages. Ben Said highlights a "need for further exploration of how linguistic practices evolve and influence consumer behavior in response to shifting global and local trends." In their chapter on South Africa, Theodorus du Plessis and Chrismi-Rinda Loth observe that the transformation of geographical names has led to visible changes in the linguistic landscape. The transformation acts as a powerful mechanism to reflect and legitimize the post-apartheid political order. The place-naming authority has succeeded in transforming the linguistic landscape, and the re-standardization program introduces names with which local people can identify. However, the conception of transformation is too narrow and ideologically influenced. The authors conclude that the authority has largely failed to restore the place names of South Africa's First Nation Peoples.

Robert Troyer, in Chapter 23, illustrates the usefulness of the online linguistic bibliography he maintains, using studies from the United States as an example. Although the US remains predominantly

a monolingual English country, these studies reflect a history of multilingualism and a lack of language policies. Troyer summarizes the developments, languages, contexts, and research orientations contained in over 100 publications. Troyer concludes with a recommendation to undertake "city projects that engage university faculty and students in community-based outcomes (...to...) create signage that contains more accurate, inclusive, and welcoming signage." The discussion in the next chapter by Lorena Córdova-Hernández and Miryam Yataco focuses on linguistic landscapes in indigenous languages in Latin America. These landscapes include multimodal approaches that capture the visual cultures of indigenous communities. Institutional discourses, territorial demarcation, and economic-tourism activities largely shape the signage. Thanks to legal reforms and migration, speakers of indigenous languages increasingly contribute to the production of the linguistic landscape. The authors conclude that "the indigenous linguistic landscape provides a new and different interpretation of the hegemonic and monolingual society."

In her chapter, Maria Vittoria Calvi investigates how Latin American migration has changed the linguistic landscape of Italy. She reviews existing research and then focuses on the linguistic landscape produced by Spanish-speaking migrants in Milan. This landscape is characterized by complex phenomena, attitudes, and perceptions, often related to food and music. Calvi discusses various modes of language choice and code-switching between Spanish and Italian, both in the texts themselves and among the producers and recipients. She notes a tendency towards hybridization, along with neologisms creatively combining the two languages. In the following chapter, Solvita Burr, Jelena Božović, and Marián Sloboda examine "Language conflicts in the linguistic landscapes of post-communist countries in Europe." They draw on the concepts of language conflict research and present examples involving Polish in Czechia, Hungarian in Slovakia, Russian in Latvia, and the use of Cyrillic script in Croatia, Bosnia and Herzegovina, and Serbia. The chapters provide insights into language conflict in linguistic landscapes in the contexts of nation-building, external pressure, and democratization. Authors express hope that "the lessons learnt from these conflicts will manifest to the benefit of all the residents of this part of Europe and beyond."

In Chapter 27, Deirdre Dunlevy discusses multilingualism as a dynamic characteristic of borderlands. She examines the interplay between language, policy and politics, culture, and social issues in border communities, such as those in Spain and between Ireland and the UK. Border sites are examined to uncover how bordering processes exclude minoritized languages. Hegemonic language practices often mark political borders in the linguistic landscape. Dunlevy concludes there is a need to study "inclusive policies and practices that recognize and value linguistic diversity and equitable language practices within these contested spaces." In the final chapter of Part 2, Robert Blackwood challenges the notion that France is a monolingual country by highlighting its multilingual diversity as reflected in the linguistic landscape. On the one hand, there are long-standing ideologies that promote French as the national standard language, protecting it from the influence of English. On the other hand, regional languages are visible in public spaces. Blackwood uses the case of Corsica to illustrate the tensions, the role of stakeholders, and the display of multilingualism of French and Corsican. This case serves as a microcosm of the broader debates on multilingualism in France.

Part 3 "Education and Language Learning"

The chapters in Part 3 focus on educational contexts, schoolscapes, and the potential of linguistic landscapes for language teaching and learning. This part has seven chapters and zooms in on the area of linguistic landscape studies, which has received a lot of attention from researchers in recent

years. These chapters examine different aspects related to the learning of language in and through signage and school contexts.

In the opening chapter of Part 3, Edina Krompák emphasizes the linguistic landscape as a meaningful resource for language learning. Early studies focused on the potential of the linguistic landscape for promoting language awareness and English competencies. Later studies expanded to transform learning spaces for critical social awareness and to turn language students into researchers. Krompák describes some main trends, including multilingualism on display, spatial and semiotic dimensions, and agents and activists. She further discusses some challenges and formulates future directions for language learning and teaching through the linguistic landscape in sustainable and socially responsible education. The discussion continues in the next chapter by Monica Barni, who explores the pedagogical possibilities of the linguistic landscape for foreign language learning. She considers language learning as part of language use and as a social action, exploring ways of learning beyond the classroom and in social interaction. This is illustrated with experiences of Italian signs in cities around the world. Evidence is provided of how languages and other semiotic resources work together in the construction of meaning. Barni concludes that the "considerable educational potential of the linguistic landscape is becoming increasingly evident in various studies."

In Chapter 31, Tamás Szabó and Kara Brown review the evolution of schoolscape research. Based on a quantitative analysis of 161 sources, they identify main topics, methodological solutions, and applications that have emerged since 2005. Schoolscape as a concept has been used for studies on every continent and at every level of schooling, albeit unevenly. They showcase examples from research on higher education schoolscapes to demonstrate how language and educational practices are framed as spatialized, materialized, and embodied. They provide the full list of resources as an online appendix. Finally, they also point to some future lines of inquiry. In their chapter, Steve Przymus and Osman Solmaz present an overview of educational linguistic landscape materials and learning methods on macro, meso, and micro levels. They describe the Semiotic Index of Gains in Nature and Society framework, which can be used for developing materials for language learning, learning about cultures, and for critical language awareness activities. Educational linguistic landscape examples are presented of university students from Türkiye, the United States, and México. They mention that educational linguistic landscape materials at their core are about social justice, equity, and increased global understanding.

The authors Corinne A. Seals, Vincent Ieni Olsen-Reeder, Lei Xia, and Shanara Wallace focus in Chapter 33 on multimodal translanguaging in educational spaces in Aotearoa New Zealand, Australia, and the Pacific. They discuss the Wellington Translanguaging Project as a case study presenting a Māori educational space. Furthermore, they investigate the effect of multimodal translanguaging and conclude that more equitable, inclusive, and empowering spaces can be created by including translanguaging in the linguistic landscape and by normalizing the presence of minority and Indigenous languages. In Chapter 34, Sanita Martena and Heiko Marten write about "Spotting Languages," which refers to searching for varieties of interest in a territory, e.g. English, Italian, German, or minority languages. They discuss "Spot German" as searches for a language of relevance in some parts but marginal importance in many other parts of the world. Second, they focus on Latgalian in Latvia. Their chapter demonstrates how "spotting" a language provides insights into multilingualism, language functions, discourses, and prestige. "Spotting languages" can also be used for educational purposes. In the final chapter, Kellie Gonçalves, and her coauthor students Federico Erba, Forugh Semadeni, and Hüseyin Demircan explore stickers as a genre of "sub-cultural texts." They focus on pedagogical aspects of stickers to find out what kind