



Research on Strategies for Integrating Linguistic Landscape into International Chinese Language Education

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Abstract. As the application of language in public space, linguistic landscape not only contains Chinese elements such as pronunciation, vocabulary, grammar, and Chinese characters, but also carries rich and colorful cultural connotations such as local customs, dialects, and folk art. The linguistic landscape is widely distributed and has various forms. If the appropriate linguistic landscapes can be introduced into international Chinese language education according to the teaching objects and content, linguistic landscapes can serve as a teaching resource or tool to play a certain teaching value in creating a real Chinese language environment and promoting language learning in the classroom. Reasonably utilizing linguistic landscapes can strengthen learners' language awareness and cultivate their cross-cultural communication abilities.

Keywords: Linguistic Landscape, International Chinese Language Education, Language Teaching

1 Introduction

Linguistic landscape is an important way to understand a country's language governance ability, regional economic and social development status, and ethnic cultural identity. As early as more than 20 years ago, scholars pointed out that early academic research on linguistic landscapes mainly focused on topics such as ethnic language vitality, language policies, tourism, and the international communication of English. At that time, it had already begun to turn to exploring the application of linguistic landscapes in language education and learning. From the perspective of the research on linguistic landscape and language learning, Cenoz and Gorter were the first to propose the resource utilization of linguistic landscape in education. They believe that linguistic landscape is a powerful educational resource for educators and an important input source for learners^[1]. The earliest person in China to propose using linguistic landscapes as educational resources was Shang Guowen, who believed that incorporating the potential teaching resources of linguistic landscapes into actual teaching classrooms would

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Y. Chen et al. (eds.), *Proceedings of the 2023 3rd International Conference on Modern Educational Technology and Social Sciences (ICMETSS 2023)*, Advances in Social Science, Education and Humanities Research 784, https://doi.org/10.2991/978-2-38476-128-9_45

bring many benefits to second language learners^[2]. The above research has opened up new research perspectives and directions for later research on applying linguistic landscapes to language teaching.

2 The Concept of Linguistic Landscape

Landry and Bourhis were the first to propose and use the concept of “linguistic landscape”, which is defined as: “The language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings combines to form the linguistic landscape of a given territory, region, or urban agglomeration.”^[3] which is the most classic and widely cited definition in the study of linguistic landscape. In addition, many other scholars have defined the linguistic landscape. For example, Ben Rafael proposed that linguistic landscape refers to “the symbolic construction of public spaces”^[4].

3 Strategies for Integrating Linguistic Landscape into International Chinese Language Education

Because the linguistic landscape is widely distributed, easy to obtain materials, and diverse in forms, it is very beneficial to the teaching and learning of Chinese if the appropriate linguistic landscape can be introduced into international Chinese language education according to the teaching object and teaching content^[5]. First of all, Chinese signs can provide many real materials for teaching, especially bilingual and multilingual signs, which provide learners with the possibility of comparing their mother tongue with the target language. Due to the influence of the mother tongue, learners are not familiar with the specific pragmatic rules of the target language, so it is easy to bring the rules of the mother tongue into the new language. And it is often difficult for them to find and correct them. In life, signs with two or more languages present the language in the form of comparison. Chinese teachers can guide students to pay attention to the language used on the signs to help students find differences. On the one hand, comparing the language of one’s own country or nation with Chinese can help students understand and master the semantics and pragmatics of the target language. On the other hand, the identification of language elements in Chinese signs can help learners correct language learning errors. Secondly, teachers use linguistic landscape as an auxiliary material for teaching content in classroom teaching, which can not only enrich the teaching content but also provide students with a real context. In particular, showing the multimodal linguistic landscape can strengthen the stimulation of students and promote the digestion of knowledge. For example, signs along the road, shop names, and even dish names are common languages for learners. Vocabulary learning on signs will help to enhance the practicability of teaching content and increase the accumulation of students’ vocabulary. For learners in the target language environment, learning Chinese in the linguistic landscape can improve the adaptability of foreign students in the target language environment; For learners in a non-target language environment, learning

Chinese close to life will stimulate their interest in learning Chinese. And when they encounter the same thing, the learner's brain will be more likely to emerge the knowledge they have learned. Third, the large amount of Chinese in the linguistic landscape provides an objective environment for learners to subconsciously acquire the language. Whether in parks, shopping malls, and other entertainment places, or on campus, libraries, and other learning places, the characters in these public spaces are often not for language teaching, but they may still become the input source of accidental learning. The attention mechanism contributes to the absorption of second language input [6]. Students often inadvertently find spelling or translation errors in language signs. This kind of accidental learning is conducive to consolidating their knowledge in the classroom. On the contrary, the linguistic landscape in real public space is complex and diverse, and there will be some problems with nonstandard language use. Teachers can encourage students to collect such nonstandard linguistic landscapes and summarize them, which can not only guide students to pay attention to the linguistic landscape in life and improve their perception of language but also put forward effective suggestions for the management of the linguistic landscape [7].

Middle and advanced-stage learners, can make deeper use of linguistic landscapes and improve their Chinese proficiency by exploring the deep language and socio-cultural phenomena reflected in linguistic landscapes. Rowland asked students to investigate the use of English in the linguistic landscape and found that "the linguistic landscape survey activity can help students understand the social power, status, and identity of this kind of language through signs" [8]. Linguistic landscape can reflect factors such as social power, identity, economy, and culture of a region. The research on linguistic landscape can stimulate learners' subjective initiative and improve their ability to analyze and solve problems while learning Chinese. Shang Guowen believes that teachers can arrange a research topic on the linguistic landscape. The teacher asked the students to enter the real text environment with questions to collect language materials. By analyzing the current situation of real language use, learners provide explanations for certain language problems, which will cultivate students' creativity and critical thinking about language issues during the implementation process of the project [2]. Before the implementation, teachers can set up corresponding linguistic landscape research programs according to the requirements of different types of courses. In the process of implementation, teachers guide students to play the roles of "language detective" and "researcher". On the one hand, students are allowed to take photos and collect language signs to investigate the language usage on the signs; On the other hand, let the students analyze and explain the functions of language and the social reality reflected based on sorting out the photos, and draw their own conclusions. After the research, the teacher reflects and summarizes the research through the feedback of students. In a word, conducting student-centered linguistic landscape exploration activities in language teaching can achieve the goal of applying what is learned and cultivate students' awareness of autonomous construction and learning.

Linguistic landscape is not only a linguistic phenomenon but also conveys the cultural connotation of a country or nation's thoughts, customs, emotions, ways of thinking, and so on. Chern and Dooley believe that "through the linguistic landscape experience method, students can enhance their ability to acquire language and cultural

knowledge in real language environments”^[9]. By carrying out extracurricular teaching practice activities, students can not only learn Chinese, but also perceive the cultural meaning behind signs in different languages, the Chinese way of thinking and social psychology, etc. This experiential approach helps to enhance students’ ability to acquire language and cultural knowledge in the real language environment. The specific operation method is that the teacher leads the students into the commercial street, museums, tourist attractions, and other public areas, and guides them to observe the text information on the language signs. Students take pictures that they are interested in. After walking, the teacher can ask students to categorize the collected photos according to different standards such as the number of language types. Students can also analyze the grammar or special usage of the words they see, so as to improve their decoding ability of the language they have learned. In this real-scene teaching environment, students can mobilize a variety of senses to observe the linguistic landscape. Through this comprehensive perception experience, students can experience local regional culture, overcome cross-cultural communication barriers, and improve their understanding of Chinese culture.

With the promotion of internet application technology, teaching tools, and methods have been intelligently improved. Nowadays, video-based teaching such as live streaming, recorded broadcasting, and video interaction has been widely popularized and improved. Therefore, based on the application of internet technology, it is possible to achieve online real-scene teaching of linguistic landscapes with objective physical backgrounds. This not only enhances the flexibility of teaching and learning but also promotes the personalized development of teaching forms.

4 The Enlightenment of Linguistic Landscape on Chinese Language Element Teaching.

In China, the linguistic landscape of the Chinese language plays a major role. so, this article explores the inspiration of linguistic landscape for teaching Chinese language elements by taking the domestic linguistic landscape as an example. Firstly, Chinese is a unified language system of pronunciation and writing. Phonics learning is the first hurdle that learners need to overcome. Phonetic learning mainly focuses on the early stages of learning Chinese, and the learning content is generally composed of pronunciation methods and spelling rules for initial consonants, vowels, and tones. At this stage, mastering the pronunciation methods and spelling rules of Chinese Pinyin is the focus of learning. In daily life, the linguistic landscape of the external world is also filled with a large number of combinations of Chinese characters and Pinyin. Teachers can use the Chinese Pinyin signs that appear in students’ learning and living environments to assist in teaching, to train students’ ability to spell Chinese, and deepen their understanding of spelling rules. China has established standards for the spelling and phonetic transcription of names and locations. For example, signs such as street names, bus stop signs, road signs, and scenic spots in China often use Chinese characters and pinyin for labeling. So, during the teaching process, teachers can provide learners with examples of related word segmentation and linking by displaying Chinese characters

and pinyin in the linguistic landscape. The Chinese characters corresponding to pinyin can also leave an impression on students. It should be noted that the pinyin on the sign still lacks tone labeling, which is not enough to solve learners' pronunciation problems. Therefore, traditional forms of pronunciation teaching are still essential in the teaching process. Teachers can guide students to label the corresponding pinyin signs with tones based on teaching pronunciation, to consolidate learners' tone awareness.

Secondly, compared to the Chinese phonetic alphabet, the writing symbols of Chinese, Chinese characters, are more complex in their composition. Introducing linguistic landscape signage into Chinese language learning is beneficial for cultivating international students' perceptual understanding of Chinese characters and encouraging them to pay attention to observing the forms, structures, strokes, and other aspects of various signs and Chinese characters. Teachers can further explain the historical process of the evolution of Chinese characters and stimulate their interest in them.

Thirdly, the linguistic landscapes on the streets are mostly presented in the form of vocabulary, which covers more authentic information than the information conveyed in the classroom. For example, students often encounter vocabulary such as "classroom, teaching building, cafeteria" in schools, which appears less frequently in situations other than schools but is very useful in schools. Displaying linguistic landscape images that match the vocabulary taught during vocabulary teaching can assist in explaining and enabling students to understand the meaning of words accurately and quickly. Therefore, linguistic landscape can serve as a beneficial auxiliary tool for vocabulary teaching.

Fourthly, there are grammatical differences between sign language and the discourse we use in daily life, such as the use of incomplete sentences and non-explicit cohesive devices in official signs. This is significantly different from the written and verbal communication used in daily life. Due to factors of time and space, the linguistic landscape must be concise, and in line with the principles of language economy. And there are many elliptical and imperative sentences. This type of expression mainly emphasizes the action itself and does not contain rich emotions in expression, thus giving people an objective and straightforward feeling. Such as "no smoking" and "saving water". Stylistic competence is the specific manifestation of language comprehensive application ability in a specific register. The presence or absence of stylistic awareness directly affects the appropriateness of verbal communication. Teachers can use linguistic landscapes to introduce different styles of language and inspire students to choose appropriate expressions in different scenarios.

5 Conclusion

The linguistic landscape provides a new research perspective for international Chinese teaching. International Chinese language education is gradually moving towards localization^[10]. The presentation of Chinese in the linguistic landscape of different countries also has its own characteristics, which reflect the local language policy and ideology. Introducing the appropriate local Chinese linguistic landscape into the classroom can encourage learners to actively pay attention to the Chinese around them and the social

reality in the context of globalization. The combination of linguistic landscape and Chinese language teaching through the strategies in this article can enhance the Chinese language sensitivity of learners and cultivate their pragmatic competence; It can also help Chinese teachers innovate teaching forms and effectively promote learners' Chinese acquisition.

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