

BOOK REVIEW / COMPTE-RENDU

MELO-PFEIFER, S. (Ed.). *Linguistic Landscapes in Language and Teacher Education: Multilingual Teaching and Learning Inside and Beyond the Classroom*. Switzerland: Springer. (2023). 356pp. \$169.99 (paperback). (ISBN 978-3031228698).

In the era of globalization, increasing migration and cross-cultural communication have rendered multilingualism a key feature of education systems worldwide. *Linguistic landscapes in language and teacher education*, edited by Silvia Melo-Pfeifer, provides an essential contribution to this situation by examining how linguistic landscapes (LLs), which refer to the visibility of language in the public domain, can be telling of the power dynamics as well as the ethnolinguistic vitality of people within a region (Landry & Bourhis, 1997). The term also describes the visual representation of languages in public spaces, such as signage, advertisements, and street names. Such signage can serve as pedagogical tools to foster language awareness, intercultural competence, and professional growth among teachers.

Divided into four parts, the book brings together 15 case studies from different languages and educational backgrounds. It emphasizes the roles of multilingualism, spatial analysis, and visual literacy in shaping modern teacher education. A central theme running through the entire project is “LoCALL” (Local Language Landscape of Global Language Education in the School Context), which links the popularity of local languages with global citizenship education.

The first part (Chapters 1 to 4) explores classroom-based LL activities, explaining how the analysis of signs in students’ immediate environments, including the digital one, can inspire language awareness, critical thinking, and social responsibility. Particularly worth noting in this respect is Chapter 2 where Oyama et al. carried out a study in Japan where primary school students used visual ethnography to examine community markers, which encouraged the early development of multilingual sensitivity. Chapter 1 focuses on how the (in)visibility of languages shapes students’

awareness of linguistic diversity (López Vera & Dooly). Chapter 3 on a collaborative LL project that empowered students to examine social inclusion and linguistic levels (Cadi et al.) while Chapter 4 illustrates how LL-based tasks can nurture critical thinking skills, bridging theory to practice in the classroom (Kruszynska & Dooly).

The second part (Chapters 5 to 7) turns to examine the broader multilingual learning environment. Chapter 5 is concerned with LL projects that promote Global Citizenship Education across five European countries (Spain, Portugal, France, The Netherlands, Germany), highlighting the link between local language practices and global citizenship awareness (Lourenço et al.). By analyzing the linguistic landscapes in Maputo, Mozambique, Gonçalves and Guissemio reveal the unequal status of English and local languages in public spaces, demonstrating how linguistic landscapes can be used to enhance teachers' critical awareness. Marques et al. (Chapter 7) introduce the "LoCALL" mobile application, which involves students in collecting and analyzing LL data to enhance interactions within a multilingual society.

The third part (Chapters 8 to 11) focuses on the voices of teachers and students: Teachers' attitudes towards minority languages (Duarte et al., Chapter 8); students' cognitive and emotional responses in the development of language awareness (Brinkmann & Pfeifer, Chapter 9); Normal School (teacher education) students' collaborative LL analysis in the classroom (Andrade et al., Chapter 10), and educators' co-construction of LL concepts in online courses (Araújo e Sá et al., Chapter 11). Of particular note, Andrade et al. (Chapter 10) analyze how pre-service teachers from Germany and Portugal participate in collaborative LL analysis and classroom design, which enhances their understanding of language policies and educational diversity.

The fourth part (Chapters 12 to 15) expands the LL research to multisensory landscapes and digital environments, thus breaking with the visual limitations of traditional LLs. By incorporating sensory experiences, material culture, community connections and virtual spaces, the chapters in this final section of the book expand the multimodal boundaries and practical possibilities of LL education and research. Prada (Chapter 12) draws on the idea of "sensespaces" to highlight how sensory experiences – sound, touch, smell – shape students' engagement within multilingual spaces. Aronin et al. (Chapter 13) emphasize the contribution that materials can make to language learning within and beyond classrooms, building on Aronin's (2012) influential work on how material culture and multilingualism highlight classrooms as dynamic linguistic landscapes.

Chik (Chapter 14) connects schools with communities through visible language practices while McMonagle (Chapter 15), in the concluding chapter, demonstrates how online spaces (in particular social media) can amplify learners' initiatives in exploring language diversity, showing how LL studies can be integrated with cultural studies, material culture, and digital education (e.g., artificial intelligence).

Having given an overview of the book, we turn to its main advantages, the first of which is its theoretical diversity. The book provides a multi-dimensional analytical perspective, drawing on sociolinguistics, education, cultural studies, and visual semiotics. It goes beyond traditional textual analysis by integrating multimodal and sensory elements – symbols, colors, layouts, and even sounds and smells – thereby expanding the conceptual boundaries of LL in education in directions consistent with Pennycook (2010) and Aronin (2017), leaders in the field.

The book also manages to demonstrate the practical applicability of LL research in different teaching contexts, which is another of its strengths, through providing rich insights for researchers and practitioners seeking to bridge school learning and real-life language use. LLs can not only be used in language classes, but in geography, social studies, and cross-cultural education. The breadth of this pedagogical reach echoes Gorter's (2018) argument that LLs should be leveraged as learning resources across the curriculum.

What we especially appreciate is the potential of the book to impact the Asia-Pacific educational environment. Although Asia has made considerable progress in multilingual education (e.g., in Singapore, Malaysia, India), the dominance of English has marginalized local languages and minority varieties (Gorter, 2013). This edited book provides tools for critically exploring the dynamics of language power, enabling students to engage with real-life examples of language use in their communities. For instance, the project in Japan (Chapter 2) investigates foreign language signs and provides an excellent model for classrooms in Asia aiming to enhance critical awareness and cultural confidence – an approach consistent with Shohamy and Gorter's (2009) advocacy for empowering local communities through LL research.

Further, the book challenges exam-oriented education models, especially in China and South Korea, by proposing learning methods that develop students' critical thinking and global citizenship. LL-based tasks, such as analyzing commercial signs or public notices, encourage learners to reflect on the sociopolitical implications of language use, thereby enriching their cultural understanding and communicative competence.

Finally, the emphasis on cross-cultural understanding and community engagement is highly laudable. Several chapters encourage educators to use LL research to bridge the gap between classrooms and communities, making language learning more authentic and contextually meaningful: A direction consistent with emerging research in the LL field (Gorter, 2018).

Despite its several contributions, the book could benefit from even broader regional representation: Asia (there is just the one study from Japan), Africa, and Latin America. Too, comparative analysis is limited. Additionally, while the areas of higher education and teacher training are well covered, basic education (e.g. primary and secondary) receives less attention, especially regarding how LLs can be adapted to younger learners' developmental needs.

Overall, *Linguistic landscapes in language and teacher education* presents a timely as well as innovative perspective on integrating sociolinguistic research into language teaching. It offers compelling arguments for using LLs to foster critical language awareness, teachers' professional growth, and global citizenship. The case studies and theoretical insights serve as valuable reference points for educators, researchers, and policymakers, particularly those in the Asia-Pacific region seeking to balance globalization with local linguistic identities. In short, this book is a powerful reminder of the educational potential of the public linguistic world around us.

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