"Seoul Korea, Mexico City, and Takorea." Linguistic Landscape Project in a University Korean Language Class.

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Definition of Linguistic Landscape

“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.” (from a seminal paper from Landry and Bourhis (1997:25))
Expanding LL

• Languages on signs (1990s: regions of linguistic conflicts)
• Cityscape (Gorter, 2006): geography & urban development
• Schoolscape (Brown, 2005): lesser used language
• ‘what can be considered LL?’ : all texts situated and displayed, which have to be critically “read” (Shohamy & Waksman, 2009)
Seoul Korea, Mexico City, and Takorea
Overview of the issue

LL project provides...

- an important background for sociolinguistic and multilingual understandings.
- information on growing presence of language (e.g. English: Japan, Korea) or revitalization of minority language (Israel, Thailand, Netherland)
- insights about local languages used and linguistic values, how languages are used differently in various social contexts.
Previous Research

- Theoretical Perspectives
  historical, sociological, economic, ecological
- Methodologies
  Genre analysis, Multimodality
- Policy
  Rules and regulations in Quebec, Canada, language ideology
- Identity Awareness
  National identity, language conflict and controversy, Transgressive semiotics of Graffiti
# Previous Research-examples

<table>
<thead>
<tr>
<th>Multilingualism</th>
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<tbody>
<tr>
<td>Hult (2009), Shohamy and Gorter (2009): careful analysis of LL can help us appreciate the way individual language choices are constructed in multilingual societies.</td>
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<tr>
<th>Comparative perspectives</th>
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<tr>
<td>Vlack (2011)-Korea</td>
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<td>investigates business signs in various sections in urban spaces and examine the use of English</td>
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<td>Ceno and Gorter (2009)-Europe</td>
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<td>Backhaus (2009)</td>
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<tr>
<th>Minority language research</th>
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<tr>
<td>minority languages through the lends of LL</td>
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<td>language revitalization</td>
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<th>Use of English</th>
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<th>Language policy</th>
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<td>Negro (2009): local policy modeling</td>
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<th>Language Education</th>
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<tr>
<td>Sayer (2010) :pedagogical values, English in Mexico</td>
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<tr>
<td>Shohamy and Waksman (2009): texts as educational—activist space</td>
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Background: LL and/or Education

- “symbolic competence” (Kramsch, 2006): more sophisticated competence for interpreting the manipulation of symbolic systems.
- “nonlinear, relational human activity, co-constructed between humans and their environment, contingent upon their position in space and history, and a site of struggle for the control of social power and cultural memory.” (Kramsch, 2002 p.5)
- LL as context of knowledge, critical thinking, reflection, and social changes (Shoharmy, 2009)
- Meanings are created in given contexts as they are socially situated, contextualized and sensitive to ecological resources (Canagarajah, 2007)
This study

• What are the pedagogical values of LL project in a KFL class?

- Empirical exploration of LL
- Students’ reaction to LL
- Community based language learning (Place-based education)
Participants

• 200 level Korean class
• 13 students (heritage background) 3 student (non-heritage background)
• 11 female 5 male students
## Procedures

<table>
<thead>
<tr>
<th>Steps</th>
<th>Formats</th>
<th>Emphases</th>
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<tbody>
<tr>
<td>1. Introduction</td>
<td>Lecture</td>
<td>✓  Definition</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
<td>✓  Goals</td>
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<td></td>
<td></td>
<td>✓  Possible Topics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓  Watching video clips</td>
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<tr>
<td>2. Student research</td>
<td>Group work</td>
<td>✓  What kinds of languages are used in multilingual contexts in Atlanta area?</td>
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<td></td>
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<td>✓  How Korean is used in signs according to different neighborhood?</td>
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<td></td>
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<td>✓  How do patterns of language use in commercial signs vary according to neighborhood?</td>
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<td>✓  In what ways is Korean used in signs?</td>
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<tr>
<td>3. Course presentation</td>
<td>Present collected examples</td>
<td>✓  Peer feedback</td>
</tr>
<tr>
<td>4. Discussion</td>
<td>Classroom discussion</td>
<td>✓  Sharing examples and experiences</td>
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<tr>
<td></td>
<td></td>
<td>✓  Reaction</td>
</tr>
<tr>
<td>5. Reflection</td>
<td>Individual Writing</td>
<td>✓  What do you learn from the project?</td>
</tr>
<tr>
<td>6. Grading</td>
<td></td>
<td>✓  Material</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contents (information &amp; creativity)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓  Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preparation (overall preps including flow &amp; time management)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓  Reflection</td>
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Background of this study: local context

• Video Clip

• [https://www.youtube.com/watch?v=ZD6ErVrDCYE&list=UU6UDyRJmABHc4QB0ZySpNQ](https://www.youtube.com/watch?v=ZD6ErVrDCYE&list=UU6UDyRJmABHc4QB0ZySpNQ)
Local Contexts-Korean Population in Atlanta
Students’ Examples and Categorization

- Restaurant signs
- Korean malls
- Business signs
- Public signs
- Comparing two different cities

- Koreanization
- Language mix & Hybridization
- Clarifier/Subordinator
- Special symbolic role
- Orthography
Students’ Examples
Case 1: LL and fusion foods

- Menus
- Advertising
- Signs
- Rating
- Multiple modality (not only the letters)
students' example
Korean in menu

Street Snacks
Sesame Fries $3.00
Tossed in sesame oil and red pepper flakes
Quesadilla $7.00
Bulgogi, roasted onions, and jack cheese
Man-do $4.00
Six fried dumplings, filled with ginger scallion pork
Gogi-nachos $7.00
Chips, jack cheese topped with ribeye beef
Ko-kuma $4.00
Tempura fired korean sweet potatoes
Daegi Gogi Sliders $4.00
Two spicy pork sliders with cucumber kimchee
Firedog $3.00
All beef spicy hot dog with green cabbage kimchee
Bibim-bop $7.00
Beef, vegetables, fried egg w/ pepper sauce on top of rice

Korean BBQ Tacos
All Tacos Have: Lettuce, Green Onion, Green Cabbage Tossed In Soy Sesame Vinaigrette And Onions, Cilantro, Lime, Jack Cheese.

Chicken $8.25
“dak gogi” marinated in spicy korean sauce
Beef $8.25
“bul gogi” marinated in korean BBQ sauce
Pork $8.25
“daed ji gogi” pulled pork with spicy korean BBQ sauce
Fish $8.25
“saeng seon” panko crusted tilapia with hoisin tartar sauce
Tofu $8.25
“tofu” stir fry & crispy
Shrimp $8.25
“crispy” shrimp with hoisin tartar sauce
Calamari $8.25
“crispy” with jalapenos and sweet chili sauce

Burritos
Same Garnish As Tacos Along With Kimchee Fried Rice

Chicken $6.25
“dak gogi” marinated in spicy korean sauce
Beef $6.25
“bul gogi” marinated in korean BBQ sauce
Pork $6.25
“daed ji gogi” pulled pork with spicy korean BBQ sauce
Fish $6.25
“saeng seon” panko crusted tilapia with hoisin tartar sauce
Tofu $6.25
“tofu” stir fry & crispy
Shrimp $7.50
“crispy” with jalapenos and sweet chili sauce

Specials
Visit our facebook page for our daily specials!
Taqueria de Sol
<table>
<thead>
<tr>
<th>Street Snacks</th>
<th>Burritos</th>
<th>Build-a-Bop Bibim!</th>
<th>Takos</th>
</tr>
</thead>
<tbody>
<tr>
<td>SESAME FRIES chipotle ketchup</td>
<td>Taco setup wrapped in flour tortilla with kimchi fried rice*</td>
<td>Choose your meat and up to 4 banchan. Served over rice and topped with a fried egg, Korean red pepper sauce, toasted sesame seeds, and scallions. A little Seoul in a bowl! Substitute Brown Rice or Kimchi Fried Rice for $1</td>
<td>Served in a flour tortilla (corn tortilla available upon request). Tako Salad consists of lettuce, cabbage, onions and cilantro tossed in a soy-sesame vinaigrette</td>
</tr>
<tr>
<td>GOGI NACHOS choice of chicken, beef, pork, or tofu with jack cheese, jalapenos, tako salad, sour cream, red sauce (Choose KFC, belly calamari, shrimp, OR fish $1)</td>
<td>$8 CHICKEN, BEEF, PORK, OR TOFU</td>
<td>$10 CHICKEN, BEEF, PORK, OR TOFU</td>
<td>$3 CHICKEN marinated, grilled, tako salad</td>
</tr>
<tr>
<td>TEMPURA SWEET POTATOES sweet chili aioli</td>
<td>$9 KFC, BELLY, FISH, SHRIMP, or CALAMARI</td>
<td>$10 KFC, BELLY, FISH, SHRIMP, OR CALAMARI</td>
<td>BEEF sweet, soy marinated rib eye, tako salad</td>
</tr>
<tr>
<td>STICKY CHICKY crispy, apricot glazed</td>
<td>$8 CHICKEN, BEEF, PORK, OR TOFU</td>
<td>$10 KFC, BELLY, FISH, SHRIMP, OR CALAMARI</td>
<td>PORK pulled pork, Korean BBQ style, tako salad</td>
</tr>
<tr>
<td>DUMPLINGS crispy, pork, soy dipping sauce</td>
<td>Build-a-Bop Bibim!</td>
<td>$9 ORIGINAL BOP beef, sesame spinach</td>
<td>TOFU crispy, tossed in soy &amp; sesame, tako salad</td>
</tr>
<tr>
<td>BBQ PORK SLIDERS two Korean style spicy pulled pork sliders, cucumber kimchi, lettuce, mayo</td>
<td>$10 CHICKEN, BEEF, PORK, OR TOFU</td>
<td>$10 KFC, BELLY, FISH, SHRIMP, OR CALAMARI</td>
<td>PORTABELLO Tempura battered portobello mushrooms, jalapeno-cilantro ranch dressing, queso fresco, tako salad</td>
</tr>
<tr>
<td>KOOKSU Chilled soba noodles, cabbage, lettuce, cucumbers, sliced hard-boiled egg, Korean red pepper sauce... Es spicy! (Add chicken, beef, pork, or tofu $3. Add KFC, belly, calamari, shrimp, or fish $4)</td>
<td>$10 CHICKEN, BEEF, PORK, OR TOFU</td>
<td>$10 KFC, BELLY, FISH, SHRIMP, OR CALAMARI</td>
<td>VEGGIE Spinach, mung bean sprouts, and zucchini sautéed in sesame oil</td>
</tr>
<tr>
<td>TK SALAD romaine lettuce, carrots, red onions, cucumber, cabbage with soy vinaigrette or jalapeno-cilantro ranch dressing</td>
<td>$10 CHICKEN, BEEF, PORK, OR TOFU</td>
<td>$10 KFC, BELLY, FISH, SHRIMP, OR CALAMARI</td>
<td>$4 KFC (Korean Fried Chicken), chipotle aioli, jack cheese</td>
</tr>
<tr>
<td>Make it a large salad with your choice of meat</td>
<td>$10 CHICKEN, BEEF, PORK, OR TOFU</td>
<td>$10 KFC, BELLY, FISH, SHRIMP, OR CALAMARI</td>
<td>BELLY pork belly, CCC (cucumber, chayote, carrots)</td>
</tr>
<tr>
<td>$8 CHICKEN, BEEF, PORK, or TOFU</td>
<td>$10 KFC, BELLY, FISH, SHRIMP, OR CALAMARI</td>
<td>$4 FISH crispy tilapia, hoisin tartar sauce, tako salad</td>
<td>SHRIMP fried, hoisin tartar sauce, corn &amp; pineapple salsa</td>
</tr>
<tr>
<td>$9 KFC, BELLY, FISH, SHRIMP, or CALAMARI</td>
<td>$4 KFC (Korean Fried Chicken), chipotle aioli, jack cheese</td>
<td>$4 CALAMARI crispy, jalapenos, sweet chili, tako salad</td>
<td></td>
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</tbody>
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Takorea
818 Juniper Street
Atlanta, GA 30308

students’ example
Heirloom Market
2243 Akers Mill Rd
Atlanta, GA 30339
Use of Korean Language: 3

Authenticity of Korean Food: 5

Fusion Taste: 4
Follow-up Classroom Discussion

- The Best Thing I Ever Ate (Alton Brown, Bibimbob)
  [http://www.youtube.com/watch?v=Mf433spTXWM](http://www.youtube.com/watch?v=Mf433spTXWM)
Follow-up Classroom Discussion

• Mangchi: Youtube host
Students’ Examples
Case2: comparing different communities
뉴코아 프라자

• 어떤 가게들이 있는지
• 여기에 있는 가게들 왜 있는지
• 이런 가게들 통해서 한국 문화가 어떻게 전달이 되는지
students’ example

하얀풍차

• 한국 빵집 카페
• Bakery and Café
• 3 Branches
• 한국문화
  • http://www.whitewindmill.com/photogallery-nukoa.htm
간판에서 부터 White Windmill at Nukoa Plaza

students’ example
비포드에 있는
하얀풍차 간판
• 영어로만 써있다
• 위치가 중요하다
• 비포드 보다 누코야 지역에 한인들이 더 많이 있다는 것을 알 수있다.
언어사용 다른점

Sausage Pastry
소세지 페이스트리

Sweet Rice Cake
참쌀떡

students’ example
빵집
스페셜 메뉴

- 한국어 영어 둘다 써 있 다
- 날씨에 어울리는 음식
  - 더운 날씨에 팔빙수, 아이스커피, 요거트, 등.
  - 추운 날씨에 차, 따뜻한 커피, 등.

students’ example
다양한 분위기

- 한국사람들은 분위기를 많이 탄다
- 어린아이들부터 어르신들까지 아무나 와서 즐길 수 있는 분위기
- 조용한 한국 노래
- 공부 할 수있는 공간, 데이트 장소, 간식 먹을 수 있는 곳, 등.
누코아 프라자의 단무지

students’ example
한국 분의기

students’ example
students’ example
students’ example
students’ example
Students’ Examples
Case 3: comparing different cities
Philadelphia’s Korea town

students’ example
Manhattan has over **218,764** Korean individuals— the 2\(^{nd}\) largest population of ethnic Koreans outside of Korea.

[students’ example](http://www.youtube.com/watch?v=tLw3dAnR22k) (0:00-1:36)
students’ example

Flushing, Queens
students’ example

Korean Food
Monday-Friday 10AM-6PM

- Fresh Homemade Dumplings
  (Vegetable or Chicken)
- Bulgogi
  (Marinated Thin Slice of Prime Rib Eye Beef)
- Jee Yook Gooyee
  (Spicy Marinated Tender Pork Slice)
- Korean Spicy Chicken
- Kimchi
  (A Traditional Fermented Korean Dish)
students’ example
K-Town에 있는 식당

students’ example
students’ example

Manhattan/Flushing 식당
students’ example
students’ example
Farmer’s market in Atlanta

students’ example
Students’ reflection

1) aware of surroundings
3) influence on heritage identity
4) learning culture and language
5) Korean and Globalization
6) other opinions
1) aware of surroundings

“This was the first time I’ve ever heard of the term “linguistic landscape.” Growing up in a multicultural society, I guess I always took it for granted that this diversity was something that wasn’t present all over the world.”

“My eyes were opened to the presence and cultural exchange of Korean language and life around us.”
The presence of Korean language and culture in Duluth is something that we often take for granted when we venture to shop at Hmart or eat Sundubu jjiggae. In reality, it is amazing that such a concentrated existence of Korean food, culture and people has taken root right outside of the Southern mecca of Atlanta. The uniqueness of the linguistic landscape of duluth is not lost on me.”
“이 프로젝트를 하기전에 나는 한글이 얼마나 크게 나의 삶에 영향을 끼쳤는지 몰랐다. 예를 들어서, 한인타운에 있는 한글간판과 한국음식을 통해서 나는 매일매일 한글을 접하고 있었다. 그래서 나는 한글과 쉽게 친해질 수 있었다. 내가 한인 타운에서 운전할때도, 식당에서 메뉴를 읽을 때도, 친구들과 한인타운에서 밥을 먹을 때도, 한글은 내삶 곳곳 숨어있어고 내삶의 일부였다. 이번 프로젝트를 통해서 나는 한글을 더욱 사랑하게 되었다. 한글은 정말 아름다운 언어이다. 한국사람들의 한글사랑도 참 아름답다.”
“한국사람들은 한글을 사랑하고, 자랑스러워 한다. 차를 타고 한인타운을 지날 때마다, 나는 한글로 쓰여진 많은 간판들은 본다. 이제, 나는 그 간판들이 상점 이름보다 큰 의미를 갖고 있다는 것을 안다. 그 간판들은 한국사람들이 한글과 한국문화를 지키기 위한 노력과 한국사람들의 애국심을 보여준다.”
2) influence on heritage identity

“When I was a young child, I actually didn’t want to learn Korean. Sometimes my classmates would tease me for being Asian, and I didn’t know many Korean kids my own age. At that point in time, I didn’t see a use for learning the language. However, as I grew older and began to embrace my heritage, I developed a strong interest in learning Korean. Through this linguistic landscape project, I was able to explore the use of the Korean language in the context of such different areas. It was interesting to find out how Korean people—and thus, the Korean language—has migrated and established itself around the globe. I was also able to explore some of the historical reasons and factors affecting the migration of the language.”
“저는 세살때부터 아틀란타에서 자랐습니다. 십년간 아틀란타에서 한국의 문화와 언어가 바뀌는 것을 스스로 느끼고 직접 보았습니다. 제가 생각하기에는 한국 문화와 한국 음식 (한식)이 특별히 많이 바뀌었습니다. 그래서 Linguistic Landscape 프로젝트를 통해, 간판을 통해, 아틀란타에 있는 한국 음식점이 얼마나 많이 바뀌었는지 연구하였습니다. 한식이 다른나라의 음식, 즉 외국 음식들과 섞기는 것을 많이 연구했습니다. 저는 이 프로젝트를 많이 즐겼습니다. 한국의 문화가 어떻게 아틀란타에서 성장하는지 보면서 행복했습니다.”
“It made me proud that my Korean heritage was spread to many different locations. I became conscious of how important language and culture are in influencing the way a place develops over time, and the integration of Korea in many foreign countries was impressive to me. I think that many people are exposed to linguistic landscapes, but do not consciously realize it. Although I think it would be good if people were more aware, I think the fact that they accept it as natural and normal says something about how languages and cultures have become extensively assimilated in many places of the world.”
3) language learning/practice and learning motivation

“Although doing the research, preparing the materials, and presenting our findings in Korean was quite difficult and took some time, the results were very rewarding. I found that my knowledge of Korean culture and language has increased, and I was also able to learn from other groups in class about the various ways Korean language influences and is influenced by other cultures and language.”

“I remember going to Korea in the 10th grade for the first time after moving to the United States, and I was really surprised at all of the English found within the airport and on the signs of the highways. I thought it was interesting, but did not think much of it afterwards and assumed it was just because English is such a widespread language. This is my most extensive exposure to Korean linguistic landscape.”
4) Korean and Globalization

“In a global context, Korean LL impacts resonates around the world. It has been able to connect people from different places and from different cultures through common interest.”

“I guess in a way, it’s awe-inspiring to see the impact that Korean people have had all over the world. I learned that most people are more willing to try new things than they might seem, and that the inter-mixing and blending of different cultures is a beautiful thing.”
6) other opinions

Concerns: language socialization?

“maintaining Korean is okay, but learning & adjusting new culture and language are also important.”

Expanding to larger contexts:

In the future, I suggest, the topic of this presentation should not be restricted to local context and surroundings. Students should be working and examining in a global context.
Discussion

• attempted to have students investigate use of Korean in multilingual contexts
• Instructive and constructive tool for developing awareness (aware and notice the multiple layers of meanings displayed in the public space)
• pedagogical resources
Discussion-con’t

• Student think creatively and analytically about how language is used in society and become more aware of their own sociolinguistic context

• Students as language detectives, investigators ethnographers

• Language teacher's role in expanding and relating the students’ ideas to the larger context of linguistic practices and ideologies.
Possible future directions

- Fluid nature of languages and their fuzzy boundaries need to be further explored with in LL
- More focus on linguistic aspects (orthography, pronunciation, syntax) and educational purposes (vocabulary, grammar, idiomatic expressions) (Gorter, 2006)
- Applied to diverse contexts including study abroad programs
- Technology: “the cyber” “sim city”
Conclusion

• Place-based, community education (Brown, 2012)
• ‘Socially sensitive' pedagogy for teaching and students-led project (McKay and Bokhorst-Heng, 2008, p.181)
• Language teaching closer to the ‘real world’ by breaking down monolithic conception of language learning by providing alternative pedagogic goals.
Selected References


