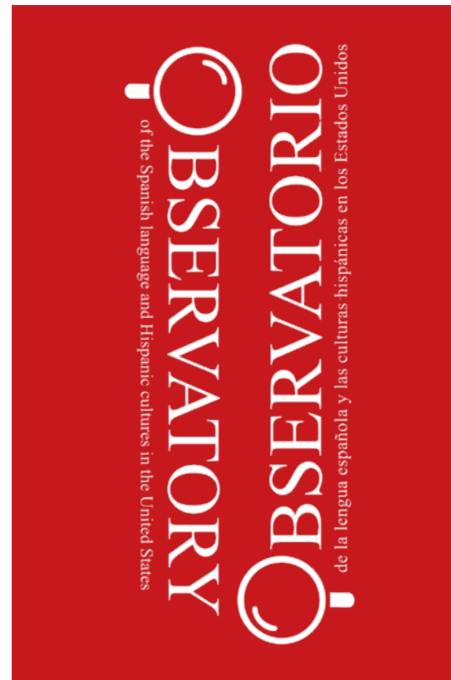


MATERIALES DEL OBSERVATORIO

OBSERVATORIO MATERIALS



THE USE OF (DIGITAL) LINGUISTIC LANDSCAPE TO BUILD AND ASSESS CRITICAL LANGUAGE AWARENESS IN COMMUNITY-BASED SPANISH HERITAGE COURSES

Ellen J. Serafini

Department of Modern and Classical Languages | George Mason University

February 17, 2022

Initiative for the teaching of Spanish as heritage Language |

Iniciativa para la enseñanza del español como lengua heredada

Department of Romance Languages and Literatures | Harvard University



RLL'S INITIATIVE FOR THE TEACHING OF SPANISH AS A HERITAGE LANGUAGE

- **Develop pedagogical resources and best practices to strengthen and broader Latino students' linguistic and cultural capabilities in Spanish to become active and full members of the multiple communities they belong to, as well as to develop a strong sense of ethnolinguistic identity and social agency.**
- Develop a research agenda to contribute to the theoretical and pedagogical efforts in the field.
- Form a learning community of teachers and researchers of Spanish as heritage language that collaborates to advance the field with publications of original work and handbooks, share resources and find best practices for our heritage students.



PREVIEW

- Getting the Lay of the Land in Linguistic Landscape (LL)
 - LL in Spanish-speaking Contexts >> United States
- LL as **Critical** Pedagogy
 - Critical Language Awareness (CLA)
 - Critical LL in community-based Spanish heritage contexts
- **Critical Digital** Linguistic Landscape (CDLL) in a Spanish for Social Services community-based course (COVID-19)
 - “Pivot” from physical to virtual: Local healthcare and social service agencies >> *Websites and social media*
 - CDLL as both method and measure of heritage and L2 students’ developing CLA
- Take-aways and Implications for Research and Practice



POLL!





LAY OF THE LAND: LINGUISTIC LANDSCAPE



LINGUISTIC LANDSCAPE (LANDRY & BOURHIS, 1997)

VISUAL DISPLAYED LANGUAGE USE IN PUBLIC SPACES

“...the language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings within a given territory, region, or urban agglomeration” (Landry & Bourhis, 1997, p. 25)

TWO BASIC FUNCTIONS

Informative

Symbolic

Psychological impact (Bourhis, 1992)



Image 13 Archdiocese of San Antonio (Texas), July 2013.



Image 14 La Chiquita Bakery, 1227 El Paso St, West side of San Antonio (Texas), July 2013.



Examples (Betti, 2018, p. 23-24)



LINGUISTIC LANDSCAPE: WHAT DOES IT 'SAY'?

Demographic characteristics

History and Culture

Language Policy and Planning

Index of Relative Power and Status

Ethnolinguistic Vitality

The sociostructural factors that affect a group's ability to behave and survive as a distinct and active collective entity within multilingual settings (Giles et al., 1977)

Inclusion/Prevalence/Visibility >> **Strong** Vitality

Exclusion/Absence/Invisibility >> **Low** Vitality



LINGUISTIC LANDSCAPE: WHAT DOES IT 'SAY'?

Site of contested space and struggle

Ideological subjective representations of space (Leeman & Modan, 2009)

(De)legitimization

Language ideologies (e.g., nationalism)

National identity

Social inequalities and language access





LINGUISTIC LANDSCAPE IN THE SPANISH-SPEAKING WORLD

Spain

- Basque Country (Cenoz & Gorter, 2006; Gorter, 2006, 2021; Gorter & Cenoz, 2015; Gorter, Cenoz & van der Worp, 2022)
- Galicia (Rodríguez & Ramallo, 2015)
- Madrid (Muñoz, 2010)
- Sevilla (Pons Rodríguez, 2012)
- Valencia (Gómez-Pavón Durán & Quilis Merín, 2021; Ma, 2017)

Latin America

- Colombia (Weyers, 2016; Correa & Shohamy, 2018)
- Cuba (Gallina, 2018)
- Ecuador (Lavender, 2020; Litzenberg, 2018; Wobrelski, 2020)
- Mexico (Sayer, 2010)
- Peru (Smith, 2016)

U.S.

- Chicago (Lyons & Rodríguez-Ordóñez, 2017)
- Los Angeles and Miami (Barker & Giles, 2002, 2004; Carr, 2017, 2021; Correll & Polk, 2014; Daily, Giles, & Jansma, 2005; Franco Rodríguez, 2008)
- New York (Dixson & George, 2020; García, Espinet, & Hernández, 2013; Guzmán-Valerio, 2018; Hassa & Krajcik, 2016)
- North Carolina (Roeder & Walden, 2016)
- Ohio (Foulis & Martinez, 2020)
- Oklahoma (Roggia, 2020)
- Oregon (Troyer, Cáceda & Eguíbar, 2015)
- Texas (Hult, 2014; Martinez, 2014; Pastor, 2021)
- Washington, DC (Yanguas, 2009)
- Multiple cities (Betti, 2018)



LINGUISTIC LANDSCAPE IN THE SPANISH-SPEAKING WORLD

Spain

Latin America

**Majority
language**

U.S.

**Minority
language**

41 million (US
Census Bureau,
2017)

Constructed as
'foreign' & a 'threat'

Language shift
& loss

Minoritized





LINGUISTIC LANDSCAPE AS **CRITICAL** PEDAGOGY



LINGUISTIC LANDSCAPE IN LANGUAGE LEARNING

Source of authentic input

Exposure to new vocabulary

Pragmatic abilities (i.e., speech acts)

Raise metalinguistic awareness

Raise awareness about multilingualism including translanguaging

Analyze visibility and linguistic and social hierarchies

Language policy and planning >> Language revitalization

(Cenoz y Arocena, 2019; Cenoz & Gorter, 2008; Gorter, Cenoz, & van der Worp, 2021; Krompák, Fernández, & Meyer, 2021; Malinowski, Maxim, & Dubreil, 2020; Niedt & Seals, 2020; Sayer, 2010)





Figure 14. Taste in Basque: the names of types of fish.

(Cenoz & Gorter, 2003, 2006, 2008; Gorter, Cenoz, & van der Worp, 2021, p. 15)



LL >> CRITICAL LANGUAGE AWARENESS

Critical Language Awareness (CLA)

“...the understanding of how language is imbued with social meaning and power relations” (Leeman, 2018, p. 345)

- Spanish heritage language education (SHLE) in the U.S.
 - Critical foundations (Valdés, 1977, 1981)
 - Core goal of SHLE pedagogy (Aparicio, 1997; Beaudrie, Amezcua, & Loza, 2019, 2020; Beaudrie & Wilson, 2021; Holguín, Davis, & Weise, 2018; Lacorte & Canabal, 2005; Lacorte & Atienza, 2018; Leeman, 2005; Leeman & Serafini, 2016; Loza & Beaudrie, 2021; Martínez, 2003; Parra, 2013)
- *Conscientização* (Freire, 1970/2000) and appropriateness (Fairclough, 1989, 1992)
 - Key sociolinguistic concepts like language contact, variation, and change
 - Relationships between language and identity
- **Agency** to resist discrimination and challenge linguistic and social hierarchies, if they choose (Leeman, 2018; Leeman & Serafini, 2016)

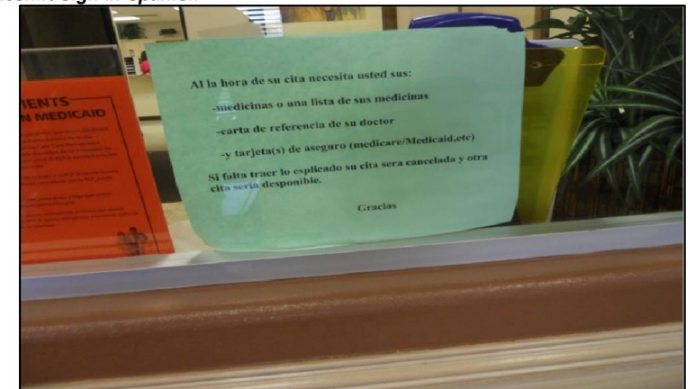
...“the socioculturally mediated capacity to act” (Ahearn, 2001, p. 112)



MARTÍNEZ (2014)

- **Critical linguistic landscape in a community-based healthcare setting**
 - “...to explore community perceptions of the LL in healthcare environments, to **develop critical awareness and knowledge about the public display of language in these environments**, and to connect community concerns about the LL to larger concerns about inequity in healthcare settings” (p. 18)
- Participatory action research approach through **photo-voice methodology**
 - Hospital, clinics, doctor’s offices, rehabilitation centers, dialysis centers, and pharmacies in Hidalgo County, Texas on the U.S.-Mexico border
 - 32 Spanish-speakers (18 – 22 yrs) interested in health-related careers and reported recent experiences as a language broker for a family member
- *Use of English more prevalent than Spanish*
- *Different types of discourse relayed in each language*
- *Several ‘makeshift’ Spanish signs*
 - *Frequent errors and poor translations*

Figure 2 Makeshift Sign in Spanish



Linguistic inequality and social inequity





CURRENT CONTEXT



SPANISH FOR HEALTHCARE & SOCIAL SERVICES

Language Access and Social Equity

2-year Curriculum Impact Grant (CIG) led by Spanish, Social Work and Nursing faculty

Digital Microcredential badge (3 levels)

1. **Foundations of Spanish for Healthcare and Social Services**
2. **Building Knowledge and Skills in Spanish for Healthcare and Social Services**
3. **Advanced Applications of Spanish for Healthcare and Social Services**





Type: Learning

Level: Advanced

Advanced Applications of Spanish for Healthcare and Social Services

Issued by [George Mason University](#)

Earners of this badge demonstrate a critical awareness of language-related health disparities in U.S. Spanish-speaking communities. Badge earners are able to analyze the roles and ethics of interpretation in medical and social service settings and determine best practices in virtual telehealth settings. Badge earners display advanced autonomous learning skills and critical language awareness.

Skills

Autonomous Learning

Bilingual Communication

Cultural Competence

Cultural Competence In Health Care

Sociolinguistic & Intercultural Awareness

Spanish

Spanish For Medical And Social Services Settings



Earning Criteria

- 📖 Basic Language Requirement equivalent (12 credits at 100- and 200- level).
- 📖 Completion of Think Cultural Health course created by the Office of Minority Health (U.S. Department of Health and Human Services): “Promoviendo Decisiones Saludables y Cambios en la Comunidad: Un Curso de Aprendizaje en Línea para Promotores de Salud”. Students should complete this 4-module course in Spanish and upload the certificate of completion to the central micro-credential site on Blackboard.
- 📖 Complete online learning module in the central micro-credential site on Blackboard (Areas 1, 2, 3, 4 & 5).
- 📖 Select two courses: One relevant 400- or 500-level course in Spanish or Foreign Language. One relevant 400- or 500-level course in Anthropology, Community Health, Global Health, Nursing, Public Health, Social Work, Sociology, or a related field.
- ∞ Choose and complete two out of the following three areas: 1) Study abroad, language brokering or any other immersion experience. 2) Internship, practicum or other professional training experience in a healthcare or social service setting. 3) Completion of senior capstone projects, honors theses, or community-based learning projects on a relevant topic.
- ✅ Complete an Exit Reflection and upload to the central micro-credential site on Blackboard.



SPANISH FOR SOCIAL SERVICES (SPAN 400)

- i. Factores sociales determinantes de la salud
- ii. Divergencias de salud/Inequidades de la salud
- iii. El role del lenguaje y el acceso lingüístico
- iv. Competencia lingüística y cultural
- v. Conciencia crítica lingüística

- 13 students
 - All seniors and 2 juniors
 - 7 heritage speakers, 6 L2 speakers
 - 8 Spanish Majors, 1 Developmental Psychology, 2 Biology, 1 Community Health, 1 Government and International Politics, 1 Global Affairs
 - 3 minors in Spanish and 1 minor in Latin American Studies



COURSE READINGS & MATERIALS

- Escobar, A. M. & Potowski, K. (2015). El español en la vida pública. En *El español de los Estados Unidos* (pp. 185-221). Cambridge, UK: Cambridge University Press.
- Gorter, D. (2013). Linguistic landscapes in a multilingual world. *Annual Review of Applied Linguistics*, 33, 190–212.
- Jarvis, A. C. & Lebrede, L. (2017). *Spanish for Social Services Enhanced Edition: The Basic Spanish Series* (2nd ed). Cengage. (ISBN-13: 9780495902645)
- Katz, V. (2014). Children as brokers of their immigrant families' health-care connections. *Social Problems*, 61(2), 194-215.
- Landry, R., & Bourhis, R.Y. (1997). Linguistic landscape and ethnolinguistic vitality. *Journal of Language and Social Psychology*, 16(1), 23–49.
- Martínez, G. (2015). La lengua española en el sistema de atención sanitaria de los Estados Unidos. *Informes del Observatorio del Instituto Cervantes en Harvard*.
- Martínez, G. (2020). *Spanish in Health Care: Policy, Practice and Pedagogy in Latino Health*. Routledge. *Selected chapters.
- Other sources (e.g., briefs, webinars, news articles, social media)
 - National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care – [CLAS Standards](#) (15)
 - [Language and Health: An Applied Linguistics Perspective](#) (Showstack, et al., 2019)
 - [Why Culturally and Linguistically Appropriate Services?](#) (Health and Human Services-Office of Minority Health)
 - [La oficina de Salud de las Minorías](#) y su cuenta de [Twitter](#)



COURSE COMPONENTS

Discourse
analysis

Role-play

Document
translation

Critical
reflections

Alexandria Department of
Community and Human Services
(DCHS): *intake form, explanation of
costs of services, treatment plan, or
privacy practices*

**Linguistic
Landscape**

Demonstrate critical language awareness through applying
Linguistic Landscape methods to analyze language use and
social equity in public healthcare and social service settings

Spring 2020 – COVID-19



CRITICAL DIGITAL LINGUISTIC LANDSCAPE

- i. Observar**
- ii. Interpretar**
- iii. Analizar**
- iv. Reflexionar**

Debido a las circunstancias de la pandemia global y [la orden ejecutiva para el estado de VA](#) de quedarse en casa, NO realizaremos un paisaje lingüístico típico (en persona) pero mantendremos un enfoque en observar, interpretar y analizar lo visual, lo informativo y lo simbólico en espacios virtuales para examinar la relación entre el lenguaje y la equidad social. Específicamente, el proyecto final requiere que lxs alumnxs apliquen los conceptos y métodos del paisaje lingüístico al ámbito virtual para analizar la in/visibilidad del español en un contexto de servicios sociales o de atención sanitaria. Finalmente, el paisaje lingüístico digital contribuirá a una reflexión crítica sobre cómo la lengua puede servir como herramienta de inclusión o exclusión social y de opresión o justicia social.

Ivkovic, D. & Lotherington, J. (2009). Multilingualism in cyberspace: Conceptualising the virtual linguistic landscape. *International Journal of Multilingualism*, 6(1), 17-36.



DC-MD-VA METRO AREA



- High linguistic and cultural diversity with the twelfth-largest U.S. Latino population
 - One million people or 15.3% of the area's total population.
 - Salvadoran majority (33.3%), followed by Mexicans (14.6%), Guatemalans (7.6%), Puerto Ricans (6%), Cubans (2%), Dominicans (2%), and a significant percentage of people reporting "other" Latino origins (34%) (Pew Research Center, 2016, c.f., Lacorte, Gironzetti, & Canabal-Torres, 2020, p. 95)
- In Fairfax County, VA, 35.2% speak a minority language >> 16% Spanish-speaking (Census, 2019).
- Dichotomy between elite groups associated with government, international organizations, and corporations and less privileged local or ethnic groups (Tseng, 2020)





commons.wikimedia.org

¿Qué revelan los carteles indicadores en DC Chinatown sobre la demografía de la ciudad?



*‘Ethnic friction over signs that lack translations’ (NY Times, Jan 10, 2004).
¿Qué demuestra sobre la relación entre el lenguaje y el poder? ¿Sobre las tensiones étnicas e interculturales en esta comunidad de Queens?*



Prior to Japanese internment in World War II, USA

‘Language Learning in the Linguistic Landscape’, David Malinowski, Center for Language Study at Yale University (March 29, 2016)

¿Qué comunica el siguiente cartel sobre la historia de los Estados Unidos? ¿Sobre el lenguaje, la in/exclusión social y el racismo?



Figura 7.1. Dos ejemplos de paisaje lingüístico en Chicago (Escobar y Potowski, 2015, p. 207)

*¿Cuáles lenguas se usan en estos escaparates en Chicago?
¿Qué dice sobre la visibilidad del bilingüismo en esta comunidad?*



I. OBSERVATION / DATA-GATHERING

II. INTERPRETATION

- **Select focal site**

- (e.g., [Fairfax County Health and Human Services](#), [Fairfax County Department of Family Services](#); [Alexandria Department of Community and Human Services](#); [Arlington County Department of Human Services](#), etc.)

- **Observe language use**

- Review main pages, texts and descriptions, linked documents, search function, infographics, brochures and marketing materials, videos, social media accounts (e.g., Facebook, Twitter, etc.)
- Take notes and screenshots (minimum of 5)



III. CRITICAL ANALYSIS

IV. REFLECTION

Guiding questions

- i. ¿Qué es lo que se comunica?*
- ii. ¿Cómo se comunica?*
- iii. ¿Cuál es el valor informativo y simbólico del español en este espacio?*
- iv. ¿Qué revela este paisaje lingüístico digital sobre la vitalidad etnolingüística de las comunidades hispanohablantes locales?*
- v. En base a este análisis, ¿cuáles conclusiones se pueden sacar sobre el lenguaje y la equidad social en el ámbito público (virtual)? ¿Cuáles son las consecuencias?*





EXAMPLES OF CLA



EXAMPLES OF CLAs: CARLA

INOVA Fairfax Hospital



Figura 1: Servicios de traducción ofrecidos por el Hospital de Inova.

“Esto muestra los límites de “Google Translate”, que sólo se puede utilizar superficialmente para modificar el idioma, pero no funciona con el buscador de la página web para mostrar todos los resultados posibles para las búsquedas. Esto pone a las minorías en el “out-group” al excluirlas de poder tener acceso a la misma información que un hablante de inglés.”

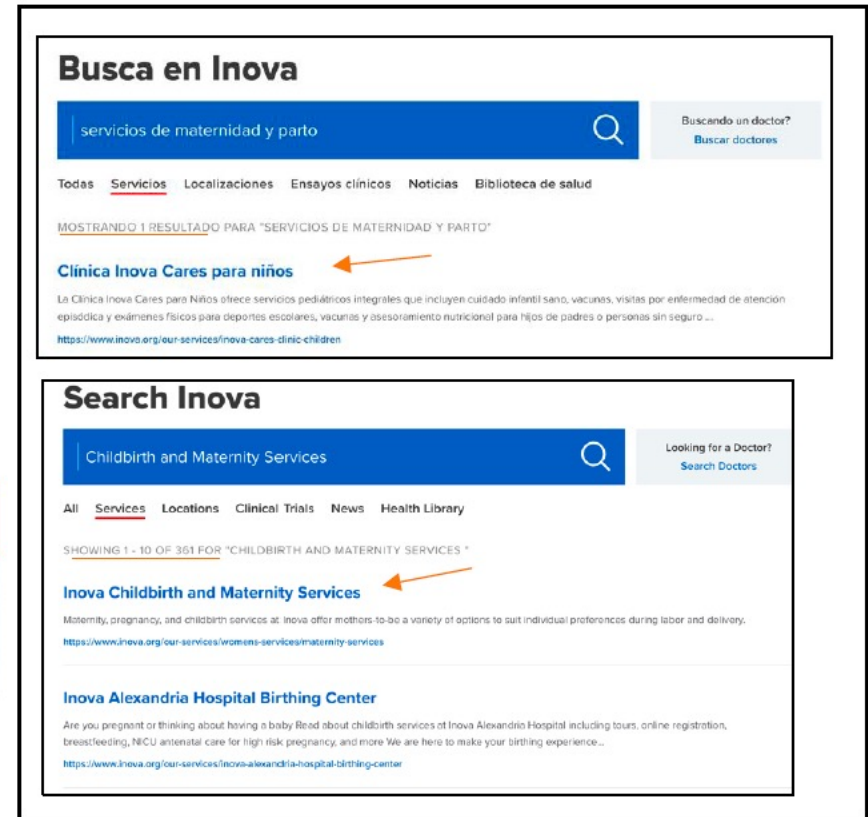


Figura 2: Comparación de búsquedas en inglés y en español.

Spanish: 1 result
English: 361 results



EXAMPLES OF CLAs: CARLA

INOVA Fairfax Hospital

“Inova afirma que cuentan con servicios de idiomas que proporcionan ayuda gratuita, incluyendo la interpretación y la información escrita en otros idiomas distintos al inglés. Sin embargo, al analizar sus archivos de PDF, se puede ver que esto es sólo el caso cuando el paciente está en la institución de salud físicamente.”

“Esto demuestra que la comunidad hispanohablante encuentra constantemente obstáculos para obtener información.”

Programa de visitas prenatales de telemedicina

Vea qué citas serán en persona y cuáles a través de telemedicina, según su semana de embarazo.

[Descargar horario](#)

Prenatal Telemedicine Visit Schedule

Week	Visit Type
Week 10 - 12	In-Person Visit with Bloodwork (Initial OB and ultrasound order provided)
Week 16	Remote Visit
Week 20	In-Person Visit
Week 24	Remote Visit
Week 28	In-Person Visit with Bloodwork
Week 30	Remote Visit
Week 32	Remote Visit
Week 34	Remote Visit
Week 36	In-Person Visit with GBS culture (if indicated)
Week 37	Remote Visit
Week 38	Remote Visit
Week 39	In-Person Visit

Before Each Remote Visit:

- Measure your blood pressure
- Record your weight
- Record your baby's heart rate (if you have chosen to purchase the monitor)

Inova Obstetrics and Gynecology

INOVA

Figure 4: PDF de programa de visitas prenatales.

Instructions for making prenatal telemedicine visits:
PDF only available in English



EXAMPLES OF CLA: CARLA

“...No hay opción de traducir la página web, negando por completo a la comunidad hispanohablante la oportunidad para poder buscar ayuda o brindar ayuda al hospital.”

INOVA Fairfax Hospital



Figure 5: Pagina de COVID-19 y como se puede ayudar.

“Esta página en particular enumera cosas que un hablante de inglés puede hacer para ayudar y apoyar al hospital y a su personal. Por ejemplo, ellos pueden donar al fondo de preparación, donar suministros y comidas, solicitar un puesto temporal para ellos que son médicos registrados y tiene la oportunidad para participar en la investigación mediante la donación de plasma y de sangre. Todas las cosas cruciales que casi cualquier persona puede participar para ayudar en esta pandemia que afecta al mundo.”

“Esto había llevado a muchos hispanohablantes a sentirse como que no pertenecen y abandonados en el sistema de salud.”

Lack of information about COVID-19 in Spanish



EXAMPLES OF CLA: MARISA

- Fairfax County Health Department: WIC program for women and children



Note: Please be aware that while using translation service in Firefox browser, the page layout may not render accurately.



By using the translation service, you are asking for pages on this site to be converted into a language other than English. As with any machine translation, the conversion is **not context-sensitive and may not fully convert text into its intended meaning. Fairfax County Government cannot guarantee the accuracy of the converted text nor are we liable for any resulting issues.** Graphics with text, PDF files and special applications on this site **cannot be translated.**

The County codes, regulations, procedures, and other documents are written in English because that is the official language of the Commonwealth of Virginia. Translations of documents into other languages are being offered as a convenience to those who live and work in the County and to those who visit the County. If there is any discrepancy between an English version of a document and a translated version, then the English version will take precedence.



“...la vitalidad de un idioma, en este caso el español, puede ser afectada por factores que modifiquen el entendimiento, como los errores léxicos y de sintaxis del sitio web aun cuando el español está disponible. La página de WIC expone la función informática al presentar que no hay una igualdad completa por causa del uso del traductor automático que falla la transmisión de información, aunque demuestren el intento de ofrecer la información de los servicios en español.”



EXAMPLES OF CLA: MARISA

- Fairfax County Health Department: WIC program for women and children

“La página de WIC también tiene enlaces a sus cuentas sociales de Twitter y Facebook, pero toda la información que tiene en las redes sociales está solo en inglés.”



”La visibilidad de español está presente, aunque no es muy eficaz... [...] no solo afecta la comunidad hispanohablante pero también como se perciben a sí mismos.”



EXAMPLES OF CLA: TERESA

Fairfax County Health and Human Services Department

“En la página de COVID-19 hay traducciones profesionales para asegurar que la comunidad está informada, pero es preocupante que ellos utilizan Google a pesar de ser un servicio gratis y poco fiable. No hay una manera de corregir ni regular las traducciones cuando puedan resultar en malentendidos en casos importantes o con información delicada. Se parece como no es suficiente necesario hacer el esfuerzo de traducir todo oficialmente en español a pesar de haber una comunidad grande de hispanohablantes en Fairfax.”

“Parece injusto al tomar en cuenta que es necesario entender al menos un poco de inglés solamente para poder navegar la página para encontrar como se puede traducir...”

Portal de idiomas COVID-19

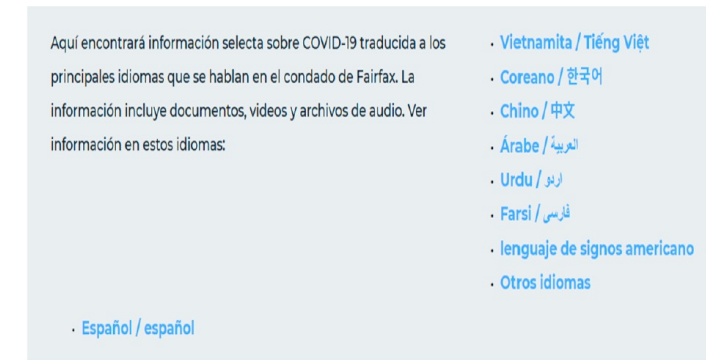
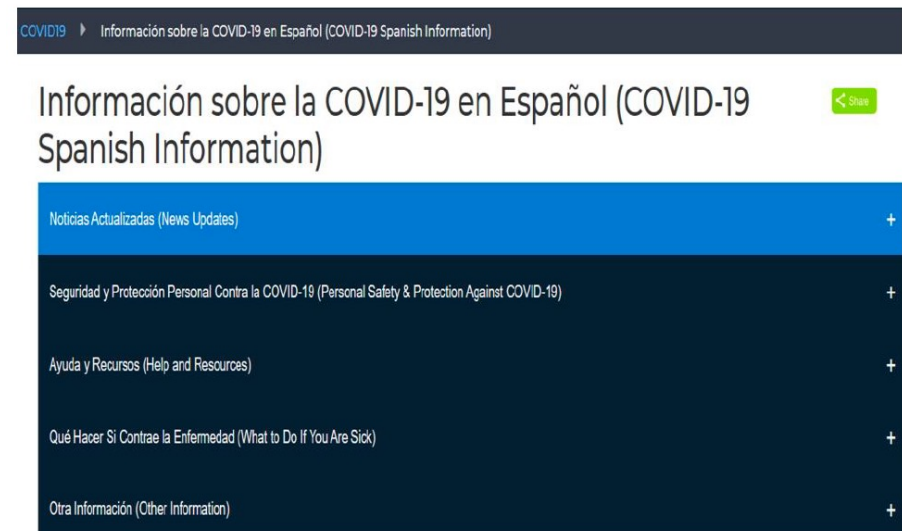


Figura 7. Portal de idiomas. Recuperado mayo 2020 de *Fairfaxcounty.gov*, por Fairfax.County, (s.f.i), <https://www.fairfaxcounty.gov/covid19/language-portal>. Captura de pantalla.



Lack of effort and inconsistency





TAKE-AWAYS AND IMPLICATIONS



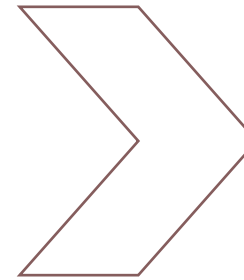
TAKE-AWAYS

1. Inconsistency and imbalance in access to information

2. Absences and exclusion

3. Visibility $\neq$ access

4. High-stakes and high status information relayed only in English



Informative &
Symbolic Function

Perceived value &
belonging

Psychological
& physical
consequences

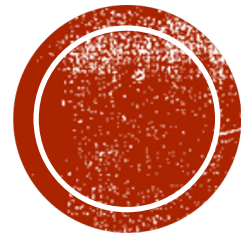


TAKE-AWAYS & IMPLICATIONS

- LL as a process of coming to critical consciousness
 - See language access through a critical lens
 - CLA assessment (Beaudrie, Amezcua, & Loza, 2019, 2021; Gasca & Adrada Rafael, 2021; Holguín, 2018; Serafini, 2021a)
 - Provides a **dynamic, dialogic form of assessment**
 - Provides heritage speakers with the opportunity to develop and demonstrate **agency**

Analyzing and reconstructing the Latino Imaginary (Flores, 2000; c.f., Parra, 2013, p. 262)
- Implications and future directions
 - Key method for heritage teacher education and training (Parra, 2021)
 - Combined with multiliteracy approaches
 - Critical LL of gender inclusive-language (Parra & Serafini, 2022)
 - Further enhance CLA by incorporating multiple stakeholder perspectives of the LL via questionnaires and interviews





¡MIL GRACIAS!

Ellen J. Serafini (eserafi2@gmu.edu)



La Feria. Economía Solidaria-Madrid