Beyond Classroom Walls: High School Foreign Language Learning with Linguistic Landscape Activities

Más Allá de las Paredes del Aula: Aprendizaje de Idiomas Extranjeros en la Escuela Secundaria con Actividades de Paisaje Lingüístico

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Abstract

In addition to its widespread use in various disciplines, LL has garnered attention from researchers in education for its role in enhancing language learning and promoting linguistic diversity. However, its systematic integration into language teaching contexts, particularly in high school settings, remains limited. This paper aims to demonstrate how LL-centered activities were designed for integration into an 11th-grade English classroom in a public high school in southeastern Turkey. Over a 12-week period with 32 students, three LL-oriented tasks—Designing a job advertisement, Creating a T-shirt design, and Crafting a 'Wanted' sign—all aligned with the curriculum were implemented. Following the stages outlined by the pedagogical model of Linguistic Landscapes in Second Language Teaching and Learning (LLinL2TL), LL activities were systematically integrated. The objective is to provide a comprehensive illustration of the step-by-step integration of LL resources into high school English classrooms, supplemented by sample student works to offer a clear overview of the process. The study concludes by offering recommendations and implications for language education professionals.

Keywords: Linguistic Landscapes; High School Students; English as a Foreign Language; Pedagogical Linguistic Landscapes

Resumen

Además de su uso generalizado en diversas disciplinas, el Paisaje Lingüístico (PL) ha captado la atención de los investigadores en educación por su papel en mejorar el aprendizaje de idiomas y promover la diversidad lingüística. Sin embargo, su integración sistemática en contextos de enseñanza de idiomas, especialmente en entornos de secundaria, sigue siendo limitada. Este artículo tiene como objetivo demostrar cómo diseñé actividades centradas en el PL para su integración en un aula de inglés de undécimo grado en una escuela secundaria pública en el sureste de Turquía. A lo largo de un período de 12 semanas con 32 estudiantes, implementé tres tareas orientadas al PL: diseñar un anuncio de trabajo, crear un diseño de camiseta y elaborar un cartel de "Se busca", todas alineadas con el plan de estudios. Siguiendo las etapas delineadas por el modelo pedagógico de Paisajes Lingüísticos en la Enseñanza y Aprendizaje de Segundas Lenguas (PLenEAL2), integré sistemáticamente actividades relacionadas con el PL. El objetivo es proporcionar una ilustración completa de la integración paso a paso de los recursos del PL en aulas de inglés de secundaria, complementada con trabajos de muestra de estudiantes para ofrecer una visión clara del proceso. El estudio concluye ofreciendo recomendaciones e implicaciones para los profesionales de la educación lingüística.

Palabras clave: Paisajes Lingüísticos; Estudiantes de Secundaria; Inglés como Lengua Extranjera; Paisajes Lingüísticos Pedagógicos

INTRODUCTION

Linguistic landscapes (LL) pertains to the public showcasing of language through written, visual, and audio mediums, including road signs, advertisements, shop signs, and more (Shohamy & Gorter, 2009). The study of LL aims to broaden our understanding of language in society by exploring language choices, hierarchies, inter-language contact, regulations, literacy aspects, and more. Over time, this field has expanded significantly, starting from an exploration of variation to encompassing a wider spectrum. Current investigations delve into the origins, construction, perception, experiences, and meaning-making associated with linguistic landscapes.

Building on this foundation, the study of LL also extends to the visual and communicative representation of a community's linguistic fabric in public spaces. The concept embraces a broader understanding of patterns of communication within the public realm, going beyond mere signage. The multifaceted nature of the LL recognizes that the presence and visibility of language extends beyond the traditional written text (Van Mensel et al., 2016). It encompasses a rich array of semiotic modes, including visual elements, symbols and images that collectively contribute to the overall communicative environment. In essence, analyzing the LL involves a holistic examination of the multiple ways in which language, in various forms, shapes the visual and textual character of public spaces, reflecting the complex interplay between language, culture and social identity (Kallen, 2023).

Factors such as globalization, migration, tourism, technology, language policies, and efforts in minority language revitalization continue to influence how languages are presented and used (Gorter & Cenoz, 2023). LL is a vital concept across disciplines like sociolinguistics, urban planning, and education (Chern & Dooley, 2014). Scholars have approached LL from diverse angles, recognizing its potential in language instruction and cultural understanding as well. For example, studies by Shohamy and Waksman (2008) and Sayer (2010) underscored LL's potency in education by urging learners to decode multiple meanings embedded in public spaces. Additionally, research by Cenoz and Gorter (2008) suggests that LL offers valuable insights for second language learners to grasp linguistic diversity and improve language awareness.

In the contexts of second language acquisition, case studies by Gorter et al. (2021) reinforce the idea that LL exercises heighten students' language awareness. Hancock (2022) proposes LL as an effective method for students to reflect on learning, cultivating an understanding of global languages and literacies. Viewing LL

beyond language input, Hancock highlights its potential for interdisciplinary learning and fostering transferable skills. Wangdi and Savski (2023) demonstrate how analyzing signs nurtures critical thinking and language awareness among university students. Overall, prior research highlights LL's significance in language learning, fostering critical thinking, and sociolinguistic understanding. However, scholars stress the need for further research to provide in-depth insights into students' experiences, examining both the advantages and disadvantages of LL-based projects (e.g., Chesnut et al., 2013; Gorter & Cenoz, 2023).

LITERATURE REVIEW

In recent years, LL studies have gained traction in education due to its potential to enhance language learning and teaching. Scholars emphasize LL's ability to facilitate meaningful language learning, making it an increasingly important aspect of education (Shohamy & Waksman, 2008). Consequently, there is a growing need for comprehensive investigations into LL's role in education, promising advancements in workplace practices and LL studies. Researchers are actively exploring how LL can be effectively integrated into teaching methods (Chesnut et al., 2013). Given this burgeoning field within language education delves into language usage and presentation in specific communities, offering insights into their language practices, values, and identities, it serves as an authentic and diverse resource for language learning (Gorter, 2018).

Various studies highlighted the impactful use of LL-oriented activities among students. In Spain, LL resources on mobile and social media enriched Spanish learning, complementing formal education and encouraging continuous learning (Mari, 2018). Similarly, Australian linguistics undergraduates explored linguistic diversity in a Sydney suburb, fostering critical awareness of cultural influences on language choices (Hatoss, 2019). In the Canadian context, undergraduate students analyzed multilingual signs in Vancouver's Chinatown, deepening their understanding of language complexities and social language use. These studies illustrate how LL activities shape perceptions, enhance intercultural competence, and offer insights into language and culture intricacies.

In the LL practices involving L2 learners, students are often expected to analyze LL materials outside the classroom. Walking tours have emerged as a methodological approach, combining walking, conversation, and photography to explore perceptions, including those related to linguistic signs. These tours enable participants to share lived experiences, capturing sensory elements like smell and

sound. Yu (2022), for instance, applied LL concepts to family contexts using "homescape walking tours," where children from German-Chinese families guided researchers through their homes, photographing language-related items. Subsequently, parents shared insights into their family's language policy, revealing how homescapes facilitated language learning opportunities and reflected identity. A recent study by Solmaz (2023) investigated LL tasks' impact on English as foreign language (EFL) teacher candidates' grasp of English in local and global contexts. Engaging in tasks like photographing English signs using a digital app, writing research papers on English varieties, and maintaining reflective journals increased students' awareness of everyday English and global language dynamics. Gorter and Cenoz (2023) offered a comprehensive view of LL studies, tracing its development, exploring diverse perspectives, and investigating varied themes in the field. They aimed to deepen understanding of how language intertwines with society, highlighting LL's vast potential for exploration through public language display.

Given the potential of LL for foreign language classrooms, recent approaches advocate integrating pedagogical frameworks to develop and use LL materials, enhancing learners' multicompetences and multiliteracies. Maxim (2020), for example, proposed a collaborative model involving guided cooperative activities among teachers and peers to bolster language learning and intercultural skills within LL research. This model spans pre-research, research, and post-research phases, integrating activities such as data collection, analysis, and reflection. Integrating LL research into language education fosters critical thinking and research skills in learners. This integration aligns with the Multiliteracy Framework and the Bridging Activities Framework, emphasizing diverse meaning-making processes and various modes of meaning-making (Cope & Kalantzis, 2015; Solmaz, 2021). LL's diverse linguistic and cultural resources offer a vast landscape for learners, prompting Solmaz (2021) to propose a spatialized approach in L2 classrooms called "Linguistic Landscapes in Second Language Teaching and Learning" (LLinL2TL) (Figure 1). Drawing from Multiliteracies and Bridging Activities Frameworks, LLinL2TL aims to enrich second language education and literacy by incorporating multiple styles, diverse semiotic patterns, and a continuum of meaning-making through teacher-guided activities and learner contributions. Ultimately, LLinL2TL aims to deepen learners' comprehension of how language and non-linguistic elements collaborate to construct meaning, encouraging an appreciation of the connections between ideology, power dynamics, and context within LL (Solmaz, 2021).

Figure 1. LLinL2TL Pedagogical Framework
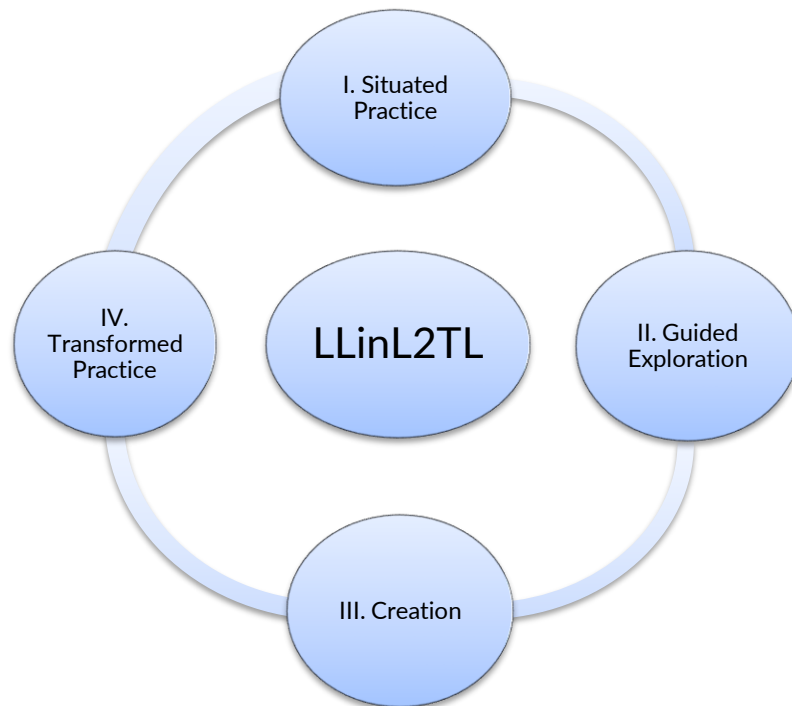
The LLinL2TL instructional approach integrates four adapted phases from both the Multiliteracies and Bridging Activities Frameworks. These phases—situated practice, guided analysis, creation, and transformed practices—serve distinct purposes in engaging learners with LL. Situated practice, the initial phase, familiarizes learners with LL and semiotics through exploring their background information. Guided exploration, the second phase, involves learners critically assessing linguistic and sociocultural aspects of LL resources under teacher guidance. Moving to the third phase, creation activities prompt learners, either individually or collaboratively, to craft texts or signs based on provided models, deepening their grasp of LL concepts. The final phase, transformed practices, tasks learners with independent analysis and reflection on LL materials related to their studies outside the classroom, presenting their analyses to peers. This cyclical model allows revisiting each phase as necessary for a comprehensive learning experience (Solmaz, 2021).

In response to suggestions for a more systematic incorporation of LL into various levels of language classrooms, the LLinL2TL model is adopted to design and integrate LL-centered activities into high school English language classrooms.

PEDAGOGICAL LINGUISTIC LANDSCAPES ACTIVITIES

In this section, focus is placed on the design and implementation of three activities within the initial three units of the 11th Grade English Curriculum of Turkey's National Ministry of Education. A literacy-centered approach known as the LLinL2TL model, is employed, drawing inspiration from the Multiliteracies and Bridging Activities Frameworks. The aim of employing this model is to offer innovative teaching strategies for educators, engaging learners in understanding how language and non-verbal elements collaborate to convey meaning. Moreover, this model helps learners grasp the connections between ideology, power dynamics, and playful elements within a specific context, utilizing both historical and contemporary perspectives in LL (Solmaz, 2021).

Pedagogical practices were applied to 32 high school students attending an 11th-grade language class at a public school in southeastern Turkey. The students, aged between 15 and 17, predominantly comprised females (17 out of 32). Concerning their self-reported English proficiency, most students (18 out of 32) indicated they were at an A2 level according to the Common European Framework of References (CEFR). Meanwhile, 11 students reported being at a B1 proficiency level, and only three indicated having either an A1 or B2 proficiency level.

The pedagogical process comprised three units—Future Jobs, Hobbies and Skills, and Hard Times—with a dedicated four-week timeframe for each unit's completion. Prior to crafting LL activities, a comprehensive assessment of all components within each unit, encompassing language skills, grammar, and vocabulary, was conducted. The activities were tailored with consideration for students' ages, proficiency levels, and individual requirements. The intervention phase, involving the integration of LL activities into the curriculum, spanned a total of 12 weeks.

The activities of preparing multimodal job advertisements, designing t-shirts, and creating wanted signs can collectively be recognized as LL activities. The job advertisements, displayed in various locations, communicate information to a broad audience, contributing to the linguistic diversity observed in the community. Likewise, t-shirts, adorned with text, become mobile elements of the LL as they are worn in public, showcasing messages and language patterns. The wanted signs, strategically placed for public visibility, further underscore the presence of written language in communal spaces. Additionally, the multimodal nature of these activities, incorporating visual elements and symbols alongside written language, aligns with the broader definition of LL analysis.

Activity 1: Creating a job advertisement/flyer

In this section, the first LL activity is presented, involving learners in the creation of a job advertisement. (Table 1).

Table 1. Lesson Plan for Activity 1

Timeline	Stage	Activities
Week 1 2 lessons (80 minutes)	Situated Practice	The teacher starts a conversation about students' job preferences and future career aspirations, followed by teaching job-related vocabulary. Then, a reading assignment on future jobs is given, along with textbook exercises on job preferences.
Week 2 2 lessons	Guided Exploration	The teacher displays pre-prepared job advertisement examples and asks students to discuss their design and layout, focusing on shape, color, and fonts.
Week 3 2 lessons	Creation	The teacher assigns a pair work activity, where students create a job advertisement using paper and colored pencils. They have the freedom to choose any job and creatively design their advertisement.
Week 4 2 lessons	Transformed Practice	Students engage in a pair work activity, conducting job interviews with one student as the employer and the other as the applicant. Each interview lasts about 4-5 minutes.

Stage 1. Situated Practice

Over two lessons, the LL activity began with presentations on target vocabulary and relevant sentences. Students then explored their vocational interests and job aspirations through questions from the 11th grade English book, covering topics like in-demand jobs, dream careers, job preferences, reactions to interviews, and changing job importance. This discussion served as a warm-up to assess their knowledge and readiness about professions. The concepts of LL and sign types were introduced naturally during the discussion. Afterward, target vocabulary was presented, with students guessing meanings and usage contexts. Finally, they completed textbook exercises on job types to consolidate understanding.

Stage 2. Guided Exploration

In the guided exploration phase, students analyzed job advertisement samples to understand LL concepts. They examined advertisements provided by the teacher and found in their textbooks, focusing on employer requirements and qualifications for potential employees. The teacher encouraged critical thinking with questions about these advertisements, such as describing visual elements in the image, identifying specific colors and fonts used, determining the intended audience and type of sign (e.g., advertisement, road sign), discussing the use of English and its impact on attracting attention, and evaluating the effectiveness of shapes in emphasizing text.

Through this process, students engaged in critical analysis, providing feedback on each question related to the job advertisements. The teacher then briefly explained the concept of LL, differentiating between top-down and bottom-up types of signs by showing real-world examples to illustrate both types of signs to students and providing images of signs and asking them to first describe what they see in detail (bottom-up or top-down).

Stage 3. Creation

During the *creation* phase, students worked collaboratively to develop a job advertisement modeled after a given sample. The task was completed in pairs, allowing for brainstorming and idea-sharing. The students used a variety of materials, such as paper, pencils, crayons, and relevant images for the chosen occupation (See Figures 2 and 3 for sample designs). The teacher acted as a facilitator, offering encouragement and timely feedback to students during the advertisement preparation process. Learners had freedom to choose their preferred job and use different shapes, colors, and fonts, while adhering to a prescribed format. In addition, the job advertisements had to include specific variables such as qualifications, income, workdays, and vacation time. As they are LL materials, in addition to the features given in the book, students were asked to prepare multimodal job advertisements with drawings, images and shapes.

Figure 2. Sample Student Designs

Figure 3. Sample Student Designs
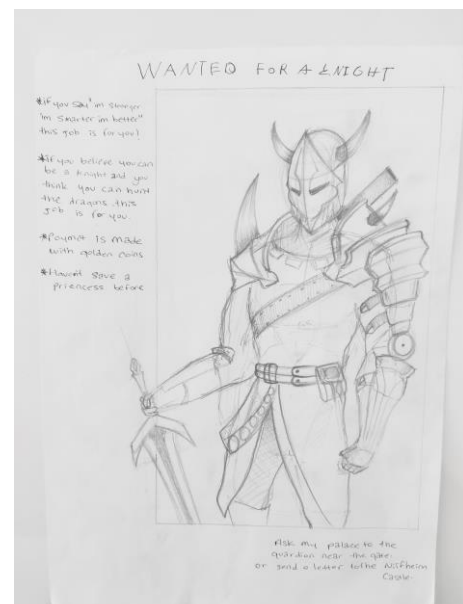
In this pair-work activity, 16 signs were prepared (see Table 2 for selected works). When students' LL materials are examined, it is clear that English was the mostly used language in almost all job advertisements. In addition, some pairs also created multilingual job advertisements. To exemplify, Pair 14 looked for a translator who knew English, French and German and thus, they prepared a job advertisement by including these languages. After researching the creation of job advertisements and learning about multilingualism, they chose to create multilingual advertisements. This also demonstrates an increase in their awareness of multilingualism. While three of pairs looked for a chef, two of them looked for shoe designer and graphic designer respectively. Additionally, Pair 6 looked for a foot model whereas Pair 12 looked for a lip model. All of the advertisements were prepared using texts, drawings, shapes, and pictures. It can be said that they engaged in multimodal literacies during the implementation of LL activities.

Table 2. Student-Produced Designs in Activity 1

Pair	Language (s)	Form of Creation	Multimodality	Content of sign
Pair 1	English	Hand-made material	Texts, pictures, drawings, shapes	Looking for a shoe designer with qualifications
Pair 5	English, Italian	Hand-made material	Texts, drawing, shapes	Looking for a pizza chef with qualifications
Pair 10	English, Turkish	Hand-made material	Texts, drawing, shape	Looking for a driver with attributes
Pair 14	English, French, German	Hand-made material	Texts, drawings, shapes	Looking for a translator with qualifications

Stage 4. Transformed Practice

In the final phase of the activity, students engaged in mock job interviews using the advertisements they created, with pairs role-playing as employer and applicant. The teacher provided guidance and practice opportunities. This exercise enabled students to showcase their advertisements and employ job-specific terminology naturally while enhancing their English speaking skills. Additionally, the activity emphasized developing key 21st-century skills such as communication, collaboration, creativity, and critical thinking, essential for global citizenship. This approach not only familiarized students with real-world job advertisements but also introduced them to the concept of English as a Lingua Franca (ELF), covering advertisements from various English-speaking backgrounds, including non-native ones.

Activity 2: Turning Your Passion into Wearable Art

In this section, the second LL activity integrated into the curriculum is presented, "Turning Your Passion into Wearable Art," which involves preparing a T-shirt talk (Table 3).

Table 3. Lesson Plan for Activity 2

Timeline	Stage	Activities
Week 5 2 lessons	Situated Practice	The teacher asks students about their hobbies, likes, and dislikes, teaching relevant vocabulary and assigning readings and exercises on these topics.
Week 6 2 lessons	Guided Exploration	The "Turning your passion into wearable art" activity is introduced, with examples of T-shirt designs reflecting personal interests.The teacher asks questions about the T-shirt designs, such as their shape, color, writings, and fonts.
Week 7 2 lessons	Creation	Students create their T-shirt designs using quotes from various sources and materials like colorful cardboards and pencils. They have the freedom to choose their design elements, including quotes, colors, and fonts, and can either print their designs on actual T-shirts or make cardboard versions.
Week 8 2 lessons	Transformed Practice	During a fashion walk set to music, students either wear their T-shirts or display them on their bodies. They score each other's designs using a rubric and discuss their creations if time permits, asking and answering questions about their T-shirts.

Stage 1. Situated Practice

Before starting the second unit, the teacher reviewed its content and prepared questions for situated practice, linking the unit's theme with students' personal experiences. It began with a discussion on hobbies, interests, dislikes, and talents, with students also engaging in questioning and discussing each other's responses. Sample questions included personal strengths, the impact of hobbies on well-being, skill development, favorite entertainment, and activity preferences. After this discussion, students shared and elaborated on their hobbies and skills, discussing favorite movies and unique abilities. The teacher introduced new vocabulary and showed its application in different contexts, followed by textbook exercises to reinforce learning.

Stage 2. Guided Exploration

After the vocabulary presentation and exercises, the teacher introduced the guided exploration activity 'Turning Your Passion into Wearable Art'. This involved analyzing T-shirts with hobby and skill-themed designs, with each student working individually. The teacher asked students to examine the T-shirts' shape, color, and linguistic elements, such as a T-shirt reading "I was born to play football" in different colors. Guiding questions helped elicit detailed analysis. These questions included learners' reactions to and appeal of the T-shirt, speculations about the

designer and target audience, opinions on color and font choices, appropriateness of shapes used in the text, similar T-shirts seen and languages used on them, and reasons for using English on such T-shirts.

Additionally, discussions extended to other LL materials in the environment as examples of hobbies and skills, like gym, music school, and drawing office posters. The prevalence of English on these materials and their designers were also topics of conversation.

Stage 3. Creation

During the *creation* phase, students were tasked with creating a multimodal T-shirt design using quotes from their favorite music, sports, TV programs, and books (see Figures 4 and 5 for sample designs). Learners were given the freedom to choose the design and model of the T-shirt and brought colorful cardboards, pencils, crayons, and papers to create different shapes. The students had the option to print their designs on real T-shirts or design them on cardboards. As they worked on their designs, the teacher monitored their progress and provided brief feedback to support them. The students were encouraged to use structures and target vocabularies related to their interests and skills.

Figure 4. Sample Student Designs

Figure 5. Sample Student Designs

This individual activity resulted in the preparation of 32 T-shirt talks (See Table 4 for selected works). English was predominantly used on the T-shirts, although some students incorporated Latin, Turkish, and Japanese. They drew

inspiration from the languages associated with their hobbies and skills. For example, Sign 16 was entirely created in Japanese to represent a character from the manga series Naruto and its films and video games. Eight of the t-shirts showcased students' love for music and its genres, songs and singers. Fourteen signs were dedicated to famous movies, TV-series and cartoons. Some explored both books and their movie adaptations. Others were about sports, teams and players. Additionally, two signs were about passion for video games and their characters whereas Sign 10 focused on poems and poets, Sign 15 represented a love for art, and Sign 29 showed interest for social media sites. When their products were examined, it was clearly seen that they practiced their multimodal literacies during the implementation of LL activities through the use of texts, drawings, shapes, and pictures.

Table 4. Sample Student-Produced Designs in Activity 2

Design	Language	Form of Creation	Multimodality	Content of the Sign
#2	English	Printed real t-shirt.	Texts, shapes	Reflection of love for Harry Potter series, including Hogwarts emblem and Deathly Hallows signs
#4	English	Real t-shirt with written texts, glued-on shapes.	Texts, pictures, shape	Reflection of love for playing volleyball and the Turkish Volleyball Team
#16	Japanese	T-shirt printing.	Texts, shapes and picture	Illustration showing love for Sasuke Uchiha, from the manga series Naruto
#26	English	Completely handmade.	Texts, picture and shapes	Showing love for Sherlock Holmes, the fictional detective
#29	English	Real sweatshirt with glued-on items.	Texts and shapes	Illustration of love for social media sites, including Twitter, Instagram, Facebook and Whatsapp

Stage 4. Transformed Practice

In the final phase, *transformed practice*, the students wore or displayed the T-shirts they had created on their chests or backs. If learners had designed two-sided T-shirts, they could showcase both sides. They then presented their T-shirts through a fashion walk, first as a group and then individually. This walk took the form of a competition, and the rubric below (Table 5) was provided to students to score their classmates' T-shirt designs. As the focus of the activity was to encourage creativity and passion for hobbies and skills, a non-grade related reward was provided to the winning student, in the form of something related to their interests, to further inspire and motivate them in their pursuits.

Table 5. A Rubric for Fashion Walk

Criteria	1	2	3	4	5
Colors and fonts	Very poor use of colors and fonts, resulting in an unappealing and unprofessional design.	Poor use of colors and fonts, which do not complement each other or the overall design.	Adequate use of colors and fonts, resulting in a decent design that could benefit from some improvements.	Good use of colors and fonts, which effectively enhance the design and make it visually appealing.	Excellent use of colors and fonts, creating a visually stunning and attention-grabbing design.
Quote or texts	An inappropriate or unreadable quote or writing that is not relevant to the design or the student's interests or skills.	An irrelevant or poorly written quote that does not add value to the design or the student's message.	An average quote or writing that is somewhat relevant and adequately written.	A well-selected quote or writing that adds value to the design and effectively communicates the student's interests or skills.	A thoughtful and relevant quote or writing that is creatively incorporated into the design and showcases the student's personality and individuality
Harmony of shapes and texts	No harmony between shapes and writings, resulting in a confusing and disjointed design.	Clumsy use of shapes and writings that do not work well together or complement each other.	Acceptable use of shapes and writings that create a cohesive design, but with some room for improvement.	Effective use of shapes and writings that work together to create a harmonious and aesthetically pleasing design.	Harmonious use of shapes and writings that result in a seamless and visually stunning design.
Overall appearance	An unappealing and complicated design that is difficult to understand or appreciate.	An unattractive appearance with some potential for improvement.	A decent appearance that meets the minimum requirements for the design criteria.	A generally attractive appearance that effectively showcases the student's interests and skills.	An overall appealing appearance that is creative, unique, and showcases the student's personality and individuality.

After the Fashion Walk activity, models explained their T-shirt designs, and the audience inquired about the inspiration behind the T-shirt design, whether clothing reflects one's inner self, and criteria for choosing T-shirts, like hobbies or random selection.

Through the use of English on T-shirts in this activity, the students gained an understanding of English as a Lingua Franca (ELF) and realized that English is not only found in textbooks but also in their daily lives. By including this activity in the unit, the students were encouraged to become more autonomous learners and take necessary steps towards it. Moreover, their language uses in all four skills were involved through the series of events they participated in.

Activity 3: Creating a "Wanted" Sign

In this section, the integration of the last LL activity, "Creating a Wanted sign," into English lessons is outlined (Table 6).

Table 6. Lesson Plan for Activity 3

Timeline	Stage	Activities
Week 9 2 lessons	Situated Practice	The teacher leads a discussion on the challenges of failure, using guiding questions and book quotes to explore coping strategies. Additionally, the instructor teaches adversity-related vocabulary, followed by matching exercises for reinforcement.
Week 10 2 lessons	Guided Exploration	The teacher presents some "Wanted" signs and asks questions about them. The teacher shows two short videos related to "wanted" signs from the Harry Potter series for students to watch. The teacher asks students to read the book "Fahrenheit 451" by Ray Bradbury.
Week 11 2 lessons	Creation	The teacher instructs students to form groups, discuss characters from their book who have faced adversity, and select or create a criminal character for the "Fahrenheit 451" universe. Each group then drafts and designs a "wanted" sign, deciding on shapes and colors, and finalizes it using Canva or a similar online platform.
Week 12 2 lessons	Transformed Practice	Each group presents their signs as an art exhibition and introduces a new or well-known character in the Fahrenheit 451 universe. They have a question-and-answer session where they ask each other about the character traits and why they choose that character. They also discuss the characters' lives and the challenges they face.

Stage 1. Situated Practice

For the third unit, the teacher formulated questions to introduce the new topic, focusing on students' experiences with challenges and hard times. Sample questions included comparing past and present challenges, the role of difficulties in personal growth, handling problems, reactions to failure, belief in miracles, unforgettable childhood memories, learning from mistakes, and exploring challenges faced by characters in books.

During the discussion, students shared personal struggles and delved into book characters' challenging experiences. New vocabulary was introduced along with its varied uses. The teacher further engaged the students with a quote from their 11th-grade English book: "There are no regrets in life, only experiences" (Lailah Gifti Akita), prompting them to express their agreement or disagreement and justify their viewpoints.

Stage 2. Guided Exploration

In the guided exploration phase, the teacher used two "Harry Potter" mini videos featuring "Wanted" signs to immerse students in the fictional setting. Familiar with the series, students focused on identifying these signs, discussing their design, audience, purpose, and category. They also learned about "top-down" signs, including their creators and motivations. In the same lesson, the teacher introduced the dystopian genre and assigned Ray Bradbury's "Fahrenheit 451" in both Turkish and English, along with its movie adaptation. The aim was for students to comprehend dystopian challenges and identify criminalized actions in the novel. Students were

grouped into eight teams based on English proficiency to analyze the characters, world, and controversial actions and occupations in "Fahrenheit 451".

Stage 3. Creation

After reading Fahrenheit 451, students were tasked with creating a wanted sign for a character from the book or a newly created character who would be considered a criminal in the book's universe. Students formed groups of four and discussed the book's characters and their crimes. Later, learners formed their drafts and prepared to design their "Wanted" signs using Canva, a digital graphic design platform, or similar sites (See Figures 6 and 7 for sample designs). This activity was designed to encourage collaboration, communication skills, and the 4Cs skills (i.e. critical thinking, creative thinking, communicating, and collaborating), and was expected to improve students' various skills.
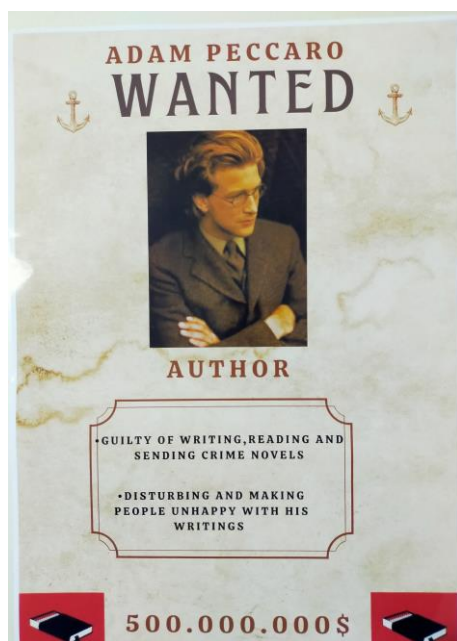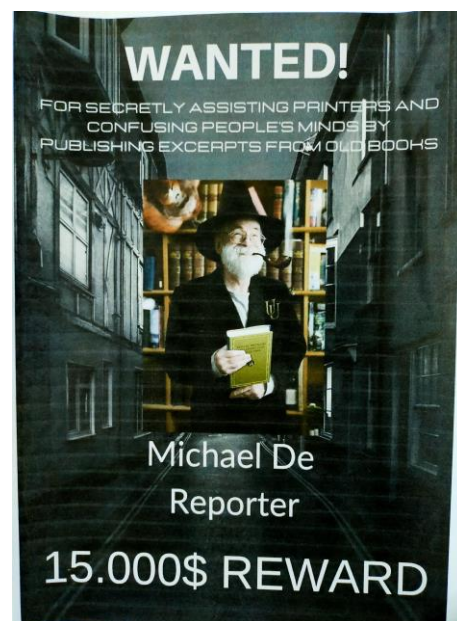
Figure 6. Sample Student Designs

Figure 7. Sample Student Designs

This activity was conducted in groups, resulting in the creation of 8 "Wanted" signs (Table 7). English was used for all of the signs. Some signs featured characters from the book, while others were original creations. The signs based on fictional book characters included their stories and actions considered as crimes in the world of Fahrenheit 451. The remaining signs consisted of imaginary characters that would be considered guilty in that universe. During the process, the students exchanged ideas regarding the characters they would create and the challenges they faced. They initially sketched their designs and then used applications or websites

like Canva to finalize them digitally. All the signs incorporated pictures, text, colors, and shapes, reflecting the students' attention to multimodality in their creations.

Table 7. Student-Produced Designs in Activity 3

Group	Language	Form of Creation	Multimodality	Content of the Sign
Group 2	English	Digital material	Picture, shape, texts	Looking for a book merchant and printer involved in the illicit trade of books.
Group 4	English	Digital Material	Picture, texts	In search of a reader who keeps books in his penthouse and influences others to engage in reading.
Group 6	English	Digital Material	Picture, texts	An author notorious for crafting and disseminating crime novels, irritating and bringing unhappiness to readers through his writings.
Group 8	English	Digital Material	Picture, texts	Looking for a retired English professor who encourages independent thinking in Guy Montag (a fireman), leading him to read books, gain new perspectives, and hide prohibited literature.

Stage 4. Transformed Practice

In the final phase of the activity, the teacher asked the students to create illustrated "Wanted" signs for their newly created or pre-existing characters, as part of an "art exhibition" activity. The students presented their characters, outlining their biographies and the challenges they faced, and a question and answer session was held in which students inquired about various aspects of the characters (e.g., their origins, age). This exercise aimed to promote critical thinking skills and increase familiarity with the characters.

CONCLUSION

In this study, a step forward was taken by systematically integrating LL into a high school English classroom, departing from the research in other contexts (e.g., Chern & Dooley, 2014; Rowland, 2013). Rather than standing apart from the curriculum, LL activities were strategically designed and incorporated into the specific English units, aligning closely with classroom topics. The LLinL2TL pedagogical model (Solmaz, 2021) served as the guiding framework, following a methodical progression through four cyclical phases: situated practice, guided exploration, creation, and transformed practice. In this structured method, students were engaged in active tasks, designing job advertisements, creating T-shirt designs inspired by their hobbies and skills, and crafting "Wanted" signs drawing from the world of Ray Bradbury's Fahrenheit 451. Thus, the aim was to bridge the gap between theoretical learning and real-world applications, making their learning more interconnected. By following the LL pedagogical framework, an attempt was made to highlight the effectiveness of integrating LL materials within high school English classes.

Observations made during and after implementing these lessons revealed that integrating LL sparked a transformative shift, not only enhancing learners' creativity but also fostering peer engagement and improving their multimodal communication abilities. By presenting learners with diverse learning avenues, LL demonstrated its potential in creating an intriguing learning atmosphere that generated excitement among learners. This active participation in lessons nurtured their critical thinking and creativity, ultimately enhancing communication skills among them. Intertwining LL-based activities with the 11th Grade English curriculum topics revealed a pathway toward dynamic, multifaceted learning experiences. The successful integration of LL materials highlighted the connection between instructional materials and students' immediate environment, significantly enhancing engagement and relevance in their educational journey (for a comprehensive view of the results, see Bal, 2023). In the same line with current study, studies by Chesnut et al. (2013) and Qi et al. (2020) showed positive shifts in participants' perspectives on languages due to LL activities. LL incorporation in classrooms bridges theory and real-world language use (Roos & Nicholas, 2019), enhancing critical thinking skills like analysis, interpretation, and evaluation of signs (Dagenais et al., 2008; Hancock, 2022; Roos & Nicholas, 2019). These activities make language learning enjoyable, motivating, and relevant to the real world (Chern & Dooley, 2014), emphasizing the practical application of classroom knowledge.

The integration of LLs into curricular tasks poses several challenges as well. Firstly, it often demands additional resources like relevant materials, technology, or field trips. Secondly, this integration could require more time for preparation and execution, adding to the already heavy workload of teachers. Balancing these additional tasks with crucial educational aspects like core subjects or personalized student attention might become a challenge. Thirdly, the quality, appropriateness, and relevance of LL materials in the real world can vary significantly. The absence of standardized content might make it challenging for teachers to ensure students engage with suitable and valuable LL materials, potentially resulting in inconsistencies in learning outcomes.

Nevertheless, systematic integration of LL-centered activities into classroom practice has a number of valuable implications for educators seeking to diversify and enrich their teaching methods. Integrating LL activities into the curriculum can be successfully achieved with careful planning and guidance. By designing activities in advance and integrating LL into various subjects like language arts, social studies, and geography, teachers can naturally embed LL exploration into their lessons.

Considering the potential intensity of tasks, it's prudent to streamline activities throughout the semester, ensuring they're engaging yet manageable for students. Teacher guidance plays a pivotal role as students might initially feel uncomfortable with this unfamiliar subject. Thus, interactive activities should be facilitated by instructors to encourage participation and understanding. Encouraging reflection and presentations allows students to share their findings, promoting deeper analysis and discussion. By making LL a natural part of the lesson plan and providing adequate support, teachers can effectively foster interdisciplinary learning while nurturing students' comfort and engagement with LL exploration.

Aside from classroom implications, it is crucial to consider the impact of LL on research. Future LL research should prioritize conducting longitudinal studies to assess its lasting effects, comparing effectiveness across diverse educational settings like various grades and schools. Understanding how LL education influences teachers' knowledge and integration of LL activities is essential for successful implementation. Investigating the influence of digital technologies on language learning outcomes requires exploring their integration into LL activities. Addressing these research areas will deepen scholars' comprehension of LL's impact on language learning, informing teaching practices and policies to create inclusive learning environments. To enhance the structure of LL studies, creating a tailored survey for LL research would gather comprehensive data on students' perceptions, attitudes, and learning outcomes from LL activities. Adopting a mixed methods approach in research methodologies, combining quantitative data on learning outcomes with qualitative insights into students' experiences, attitudes, and reflections, would provide a more holistic understanding of how LL influences language learning and personal development.

Additionally, the integration of LLs into curricular tasks allows teachers to create a more contextual and applicable learning environment for their students. The exploration of LL materials in the real world, through assignments that delve into local signage and public displays, bridges the gap between theoretical knowledge and practical application, and fosters a deeper connection to the world outside the classroom. In addition, diversified engagement strategies that include visual, written and auditory elements appeal to different learning preferences, ensuring a more inclusive and comprehensive learning experience. Encouraging critical analysis of LL content stimulates students' analytical skills and promotes a deeper understanding of the cultural and societal contexts embedded in language representations. In addition, creative LL projects provide a platform for students to apply their language skills in innovative ways, encouraging imaginative thinking

and language application in practical scenarios. Furthermore, facilitating collaborative learning experiences by encouraging group discussions and collective exploration of LL materials not only promotes teamwork but also fosters shared insights and diverse perspectives among students. Finally, introducing technological tools as part of LL investigation may help with enhancing language skills as well as fostering technological literacy in the context of language learning, and LL serves as a mediator of cultural awareness, inviting discussions about cultural diversity and societal norms reflected in public language spaces. Encouraging students to reflect and discuss their observations and insights from LL activities promotes metacognition and self-expression, enriching their learning experience.

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