Call for papers
Linguistic Landscape and Educational Spaces

Dear colleagues

We are inviting contributions to an edited volume with the working title *Linguistic Landscape and Educational Spaces* in the series *New Perspectives on Language and Education* published by Multilingual Matters. The book will be edited by Edina Krompák, Víctor Fernández-Mallat and Stephan Meyer, with publication envisaged for 2019. Multilingual Matters has indicated strong interest in the collection, and we are now compiling a list of authors and abstracts to finalise an agreement with them. Prospective contributors are requested to submit an abstract of 600–700 words, plus references, to edina.krompak@fhnw.ch by **31 May 2018**.

Your abstracts should contain the name and affiliations of author(s), a working title, a clear research question, reference to relevant prior research, a detailed description of the method, and a concise summary of your (preliminary) results.

Your abstract and paper will be reviewed by the editors and authorities in the field. To date, the following experts have agreed to review submissions for this volume: Robert Blackwood, Antoinette Camilleri Grima, Jasone Cenoz, Christine Hélot, Adam Jaworski, Petteri Laihonen, Crispin Thurlow, and Tamás Péter Szabó. We expect to confirm acceptance of your abstract by **15 July 2018**. First drafts of your manuscripts (7000 words) should be submitted by **15 January 2019**. Two anonymous reviewers will review your submissions by **April 2019**. Your revised text should be submitted by **15 July 2019.** After this, the manuscript will be reviewed and processed by Multilingual Matters.

We greatly look forward to your submissions.

Best wishes

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For further details on the editors, please visit:
https://www.fhnw.ch/de/personen/edina-krompak,
https://www.researchgate.net/profile/Victor_Fernandez-Mallat,
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The Proposed Collection: Linguistic Landscape and Education

Over the last decades, linguistic landscape (LL) has progressed from an emergent to a recognized research field in sociolinguistics. The dynamic development of LL is reflected in the several edited books published in the last years. Following the first edited collection on linguistic landscape which introduced it as a novel approach to investigate multilingualism (Gorter 2006), other collections expanded the field. Diverse perspectives on theoretical, methodological and critical issues rapidly flourished (Shohamy and Gorter 2009). The scope of symbols was extended to the semiotic landscape and multimodalities, such as nonverbal communication, architecture and various media (Jaworski and Thurlow 2010). In addition, internal differentiation took place, with publications in different languages, such as English and French (Hélot et al. 2010), followed by publications that foregrounded minority languages (Gorter et al. 2012). Spatially, there was regional specialisation, as on the French and Italian Mediterranean (Blackwood and Tufi 2015), as well as research on Africa (Blackwood, Lanza and Woldemariam 2016), which examined the ties between LL and identity.

Recently, a discussion has been initiated on the importance of linguistic landscape in educational settings: in schoolscapes and in use of LL as a pedagogical tool for language learning (Gorter, 2018; Laihonen & Szabó, 2018). This discussion has confirmed the potential of theoretical debates, methodological innovations and empirical evidence on the relationships between linguistic landscape, educational spaces and educational sciences. The envisaged edited collection builds on these studies by focussing on the intersections between two areas: *LL and educational sciences*. The sustained interweaving of these two disciplines over a whole volume will open new perspectives in the exploration of both LL and educational sciences, separately and in combination.

The edited volume will consist of two parts:

Part I: Contributions on linguistic landscape in educational spaces such as schoolscapes

Part II: The use of linguistic landscape as a pedagogical tool.

We welcome contributions that offer innovative insights on the intersection between LL and education from a broad variety of perspectives and regions. This could include theoretical reflection, novel methods, and empirical research from various parts the word.

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