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# From Schools to Online Spaces: Rethinking Educational Spaces and Linguistic Landscapes

## De escuelas a entornos virtuales: reconceptualizar espacios educativos y sus paisajes lingüísticos

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### ABSTRACT

Post-lockdown measures related to the COVID-19 pandemic created major obstacles to bilingual education. The implementation of devices and virtual platforms that mediated education challenged educators to rethink and reframe the concept of educational spaces. These expanded conceptualizations call for further analytical inquiry, and one way to approach the subject is by looking at Linguistic Landscapes (LL). This article analyzes the LL of educational spaces and explores its implications for language learning and intercultural competency. It aligns the analysis with recent evolutions in the field of LL that consider elements beyond written language. Namely, it combines semiotic elements from conventional physical spaces as well as those from online environments. The data collection of this project involved visits to the school site as well as participation in virtual platforms that educators and students were a part of during two academic school years. The analysis of the educational space indicates that the participants in this study are a part of a complex LL where translanguaging practices, or the use of several linguistic codes and media, defy affiliation to a single named language. Particularly, this study focused on the case of one educator who used and intervened in the LL to advance students' linguistic and cultural skills. As such, this paper argues that by taking advantage of participants' translanguaging orientations, educators can use the LL as a pedagogical resource to advance students' multilingual and intercultural competencies.

**Keywords:** linguistic landscape, bilingual education, translanguaging, online education

### RESUMEN

Las medidas posteriores al confinamiento relacionadas con la pandemia de COVID-19 plantearon desafíos significativos para la educación bilingüe. La implementación de dispositivos y plataformas virtuales que mediaban la educación llevó a docentes a replantear y reformular el concepto de espacios educativos. Estas conceptualizaciones ampliadas requieren una mayor indagación analítica, y una manera de abordarla es a través del estudio de los Paisajes Lingüísticos (PL). Este artículo analiza el PL de los espacios educativos y explora sus implicaciones para el aprendizaje de lenguas y el desarrollo de la competencia intercultural. Alinea también el análisis con evoluciones recientes en el campo del LL que consideran elementos más allá del lenguaje escrito. En concreto, combina elementos semióticos de espacios físicos convencionales y de entornos en línea. La recopilación de datos de este proyecto implicó visitas al centro educativo, así como la participación en plataformas virtuales utilizadas por docentes y estudiantes durante dos años académicos. El análisis del espacio educativo indica que los participantes de este estudio forman parte de un complejo PL en el que las prácticas translenguas —es decir, el uso de varios códigos y medios lingüísticos— desafían la afiliación a una sola lengua nominal. En particular, una docente utilizó e intervino en el PL para promover las habilidades lingüísticas y culturales de sus estudiantes. Así, este artículo sostiene que, al aprovechar las orientaciones translenguas de los participantes, los docentes pueden emplear el LL como un recurso pedagógico para fortalecer las competencias multilingües e interculturales de los estudiantes.

**Palabras clave:** paisaje lingüístico, educación, translengua, educación en línea

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## Introduction

Post-lockdown measures related to the COVID-19 pandemic created major obstacles to bilingual education. No longer able to use school facilities, students and educators alike attended classes from home and, with the gradual return of in-person classes, a hybrid system alternating between home and school. These changes consequently challenged educators to rethink their definitions of educational spaces. The rapid implementation of devices and platforms that mediated education increased the presence of global languages—mainly English—into the already complex Linguistic Landscape (LL) of schools, as is the case with bilingual institutions. This integration of local and global elements in language learning contexts represents “significant sites of language development, transcultural awareness-building, and identity growth” (Malinowski et. al., 2020, p. 10). While the increased presence of devices, online platforms, and global languages can represent a challenging issue in multilingual education, it also presents an opportunity to advance students’ linguistic and cultural knowledge. One way of approaching these challenges is by exploring the LL of educational spaces.

This article analyzes the LL of a bilingual institution and explores the educational uses it has for language learning as well as cultural competency building. The study of the LL implies the analysis of the written representation of languages within a given space (Landry & Bourhis, 1997). This type of analysis can reveal the “tips of the iceberg” of the linguistic practices of a given community, as it can also point out elements going far beyond the languages used at an institution (Shohamy & Waksman, 2009, p. 328). In this study, the article adopts an expanded conceptualization of educational spaces by incorporating both physical and virtual spaces, a hybrid context that is reflective of education during and after the COVID-19 lockdown measures. Additionally, it goes beyond the analysis of written language by incorporating elements of the semiotic space following evolutions of the field (Brown, 2012; Jarowski & Thurlow, 2010; Kramsch et. al., 2020). Ultimately, this work proposes to rethink approaches to studying and intervening in the LL for educational purposes.

To analyze linguistic phenomena in the context in which they occur, the author conducted research in Asuncion, Paraguay.<sup>1</sup> Paraguay stands out for its high rates of bilingualism in the linguistics literature (Mar-Molinero, 2000; Zajicova, 2009; Chiquito & Saldivar-Dick, 2014). Spanish and Guarani are co-official languages spoken in the country. Yet, the ever-increasing effects of globalization—in this study primarily found in mass media communication tools—add the presence of other global languages such as English, Portuguese, and French. Specifically, this study took place at a bilingual school referred to by the pseudonym Paulo Freire School (PFS), described in detail below.<sup>2</sup> In response to lockdown measures instituted after the COVID-19 pandemic, the school implemented a protocol named *Modelo Híbrido*, or hybrid model, in which parts of the student body visited the school facility while others attended class from home. The idea of hybrid spaces derives from the name of this protocol. The footprint of global languages (Portuguese, English, and French), in addition to Paraguay’s co-official languages (Spanish and Guarani), makes PFS a rich site to examine the sociocultural dynamics of language use.

In this study, the analysis of the LL indicates that the participants inhabit a complex educational space where translanguaging practices, or the use of several linguistic codes and media, defy affiliation to a single named language. Importantly, the study focused on the case of one educator who intervened and used the LL to foster students’ linguistic and intercultural skills. Consequently, this article argues that by taking advantage of participants’ translanguaging orientations, educators can use the LL as a pedagogical resource to advance students’ language

learning and intercultural competency. While challenging, this study represents an opportunity that educators can seize to improve students' exposure to and acquisition of languages.

## Literature Review

### Linguistic Landscapes

Linguistic Landscape (LL) studies emerged as a methodology to analyze the non-verbal facet of multilingual settings. This methodology explores the visual representation of languages, mainly in their written form, which often reflects manifestations of local linguistic identities regarding the national, transnational, and global (Landry & Bourhis, 1997). LL studies further understand all languages as “socially situated, which inevitably positions them as unequal” (Gorter & Cenoz, 2020, p. 19). Multilingual settings are contexts where socially constructed language hierarchies become visible. Often, these hierarchies are present in the various forms of visual representation of language found in different manifestations of written language. Ultimately, LL studies point out power relations between named languages and suggest how Language Policy influences the written representation of language in a given context.

The primary inquiry of many LL studies is the analysis of written and visual language. Yet since its beginnings in the late 1990s, these studies have evolved beyond the analysis of written elements. Over time, LL studies have adopted elements that consider the semiotic landscape, which consists of “any public space with a visible inscription made through deliberate human intervention and meaning-making” (Jaworski & Thurlow, 2010, p. 2). Expanding the analysis to other meaning-making manifestations can include inquiry into artifacts, audible languages, soundscapes, clothing, tattoos, and more. These Expansions become increasingly relevant in contexts like the one analyzed in this project, where the hybridity of in-person and online environments, along with multimodality, is predominant in the school setting.

### Schoolscapes

In the educational realm, some scholars propose that LL analysis of schools be specifically framed as “schoolscapes.” Brown (2005) defines schoolscapes as “...the physical and social setting in which teaching and learning take place. It is the vital, symbolic context in which the curriculum unfolds and specific ideas and messages are officially sanctioned and socially supported in the school” (p. 79). Several studies have focused on the examination of the linguistic landscape (LL) of schools, based on the premise that language and identity are partially constructed and shaped within schools by the presence of multilingual written language and other elements of the visual landscape. Poveda (2012) conducted a school project with the intent of demonstrating the presence of students from different nationalities and their sense of belonging in Madrid, both in and outside the institution. Laihonon and Todór (2017) explored the schoolscape in a Hungarian institution to analyze the construction of language and identity while factoring in the permeation of global influences. Rowland (2013) analyzed the integration of LL with English Language Learning (ELL) instruction and demonstrated the potential benefits of LL as a language learning methodology. However, one current shortcoming of the implementation of LL in ELL is that, although it has the potential to enhance language learning, research on its effectiveness is ongoing.<sup>3</sup> Spatial considerations—as explored in the following section—play a fundamental role for LL in educational contexts.

## Language and Space

Spatial considerations are central in any LL analysis, as written and visual language can symbolically construct a certain area. Written language and signs “demarcate spaces, cutting them up in precisely circumscribed zones in which identities are being defined and enacted, forms of authority can be exerted, ownership and entitlement can be articulated –a complex range of social, cultural and political effects results from the semiotization of space” (Blommaert, 2012, pp. 20-21). As such, signs not only demarcate public spaces but also interplay with subjects’ identities and select who becomes an agent in the given public space. For example, in a certain area of London, the use of Chinese signs for advertising an apartment clearly targeted members of the Chinese-speaking community instead of the general public of London. According to Blommaert (2012, p. 56), Chinese speakers have become recognized users of the demarcated space in London. In this way, Chinese speakers acquire the status of recognized users of the demarcated space.

Further, the COVID-19 pandemic blurred the boundaries between private and public spaces. Recently, several have turned their attention to analyzing online spaces because of the global pandemic (Lou et al., 2022; Liu & Dressler, 2024; Putri et al., 2024; Zhao, 2025). Similarly, the concept of bordering describes the discursive resources used to construct and delimit personal and professional spaces within the confines of an individual’s home. Tufi (2022) points out that “The reversal of roles between private and public space, and between the outside and inside, has engendered novel bordering practices such as domestic extensions into the outside and additional material and symbolic boundaries inside domestic environments” (p. 215). In the case of education from home, elements from the public sphere permeate private spaces, further altering a speaker’s exposure to global languages.

## Translanguaging

Finally, this article approaches language through the lenses of translanguaging theory. Translanguaging holds that a speaker may freely communicate without excessive regard for the norms and boundaries of named languages such as English, Spanish, or Guaraní. In this way, it implies “...the deployment of a speaker’s full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages” (Otheguy et al., 2015, p. 281). Translanguaging represents a shift away from traditional, monolingual models of language use towards a more dynamic and flexible understanding of language as social practice. It challenges traditional understandings of language use and learning that tend to prioritize individual languages over proficiency in multiple languages (Wei, 2018). Under translanguaging’s lenses, language use is not a fixed or static practice but dynamic and context-dependent, shaped by the social, cultural, and historical factors that stir language use and learning (Canagarajah, 2011). Languages thus constitute fluid and interconnected communication practices free from bounded entities. Translanguaging underscores language as a social practice, emphasizing the significance of context in language utilization and its function in shaping social relationships and identities.

Communication not only occurs in multiple linguistic codes but also in a variety of mediums. A useful framework to analyze digitally mediated educational spaces, such as classes via Google Meet, is Jacquemet’s (2016) concept of transidioma, or “massively fluid semiotic production of multilingual codes that circulated through a multiplicity of communicative channels, from face-to-face to mass media to digital communications” (p. 22). This term implies not only the incorporation of various linguistic codes—such as named languages—in one act but also multimodal communication, or communication in multiple media. One

example might be court hearings in Rome for Kurdish refugees, which have Kurmanji-to-Italian translators, while, during hearings, court officials search the web for complementary input on the testimonies. The variety of languages and media in the given instance depicts the implementation of transidioma in a single context (Jacquemet, 2016). Similarly, interactions during language instruction classes at PFS reveal transidiomatic practices when students use various linguistic codes in a digitally mediated environment.<sup>4</sup>

## Methods

In this study, the author conducted visits to the school site and collected data for the LL project primarily in January and June of 2021. The author conducted semi-participant observation during language education classes and analyzed all languages taught at the institution, such as English, Portuguese, and Guarani. In April of 2021, after constant attempts to return to in-person classes, PFS instituted *Modelo Híbrido* (Hybrid Model), a semi-presential system in which students took turns going to school in person and attending classes online. In congruence with this hybridity, this work integrates the physical spaces at the PFS campus with representative elements of the virtual environments that educators and students participated in for most of the 2020 and 2021 school years. By doing so, this article aims to paint a representative picture of PFS's LL during and after the COVID-19 pandemic. These small methodological adaptations respond to the changes in education during lockdown in Paraguay and beyond.

**Figure 1.** PFS School Map Layout



## Setting—Paulo Freire School (PFS)

PFS is a binational (Paraguayan and Brazilian), experimental, charter, K-12 school situated near downtown Asuncion. The institution is located in a traditional, middle-class, historic neighborhood of Paraguay's capital. The student body is composed of approximately 1200 students, while the faculty body has nearly 100 educators. PFS is a binational institution that emerged out of cooperation between the Paraguayan and Brazilian governments in the 1960s. The "charter" label is an approximate equivalent to US terminology, given that the institution is publicly funded yet also autonomous. Although PFS follows the National Curriculum established by the Ministry of Education and Science (MEC), it has the flexibility of implementing experimental pedagogical methods of instruction. It receives the title of "experimental school," given that it is partially under the administration of a university that will be referred to by the pseudonym Carlos Antonio López (CAL). The facility is home to both PFS and the social science division of CAL, as detailed in Figure 1. In the LL project, the author documented the written landscape of block C, the hallways of block D, block E, and all the areas between these, since these were where educators and students spent most of their time while at school.

## Data collection

The first component of the data collection comprised two visits over six months to the school site, one in January and another in June 2021, after the school finally implemented *Modelo Híbrido*. These visits primarily involved documenting written elements at the school, interacting with local faculty and staff, and a familiarization process with the facility. The author documented the written landscape of the school by taking photographs of general signs and other written elements within the school building. There was a total of 150 units collected, which comprises all the signs in the selected areas. These units constitute stand-alone elements in each of the selected photographs.

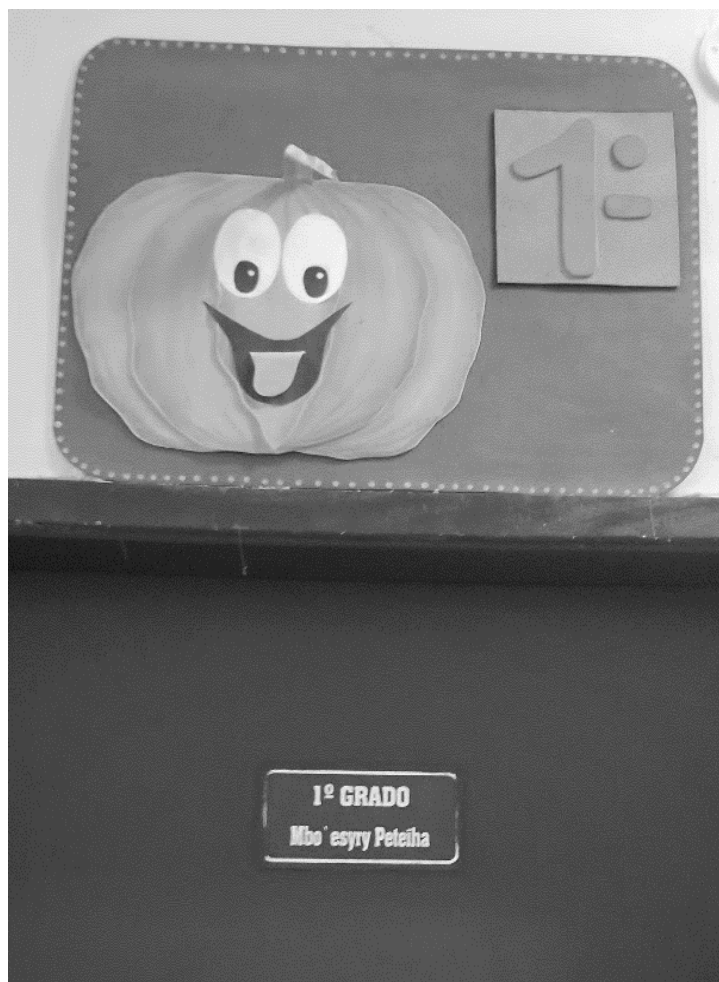
Second, to incorporate virtual environments, the author selected representative images of the digital platforms that mediated interactions between students and educators during day-to-day online instruction. These platforms were mainly Google Meet, Google Classroom, and WhatsApp. The author's criterion for determining representativeness was based on the participant observation of online classes carried out from September 2020 to July 2021 (Von Streber, 2023). A total of 50 screenshots were selected, comprising Google Classroom's home screen, class sections, and all the windows that led to the main Google Meet screen, where classes took place.<sup>5</sup> In many instances, instant messaging apps—such as WhatsApp—became an impromptu educational space since educators and students often carried out class-related activities such as turning in homework or doing oral exercises via WhatsApp. The confluence of these spaces—physical and virtual—best represents the LL where education took place for these participants.

## Data Analysis

After documenting the LL via photographs, the author: 1) Determined units of analysis; 2) Quantified units of analysis; and 3) Conducted analysis. As stated above, in this article, units constitute stand-alone elements contained in signs, flyers, posters, murals, message boards, graffiti, plaques, and other elements located at the school. The analysis begins by examining the purpose of the messages, which can be either informative or symbolic (informative signs aim to convey a message, while symbolic signs seek to enhance the visibility of language), and it also differentiates between top-down and bottom-up signs (top-down signs are created by

institutions or authorities, whereas bottom-up signs are created by students) (Cenoz & Gorter, 2006). These categorizations are useful as an entry point to this study, or a heuristic, but they are difficult to apply consistently in practical situations. Nonetheless, they constitute important first steps to further understand language practices within this institution. Following these categorizations, the author conducted a qualitative analysis. By taking advantage of participants' translingual affiliations, this article seeks to demonstrate that the LL can be used to advance participants' language learning and intercultural competencies.

**Figure 2.** Bilingual Classroom Signs



## Results

An initial assessment of the collected data shows a predominance of Spanish both in physical and virtual environments. At the PFS facility, most signs were informative, with a total of 131 units. These were diagrams with school maps, announcement boards, calendars, flyers, and general signs. 114 of these were

in Spanish, 17 were bilingual (Guarani and Spanish), and one was in English. Only one informative flyer was written completely in English, which promoted an exchange program in the US as well as English lessons. Surprisingly, no signs were written completely in Guarani. Nonetheless, a significant number of bilingual signs in Spanish and Guarani were located in the hallway area of Block E, where the Tercero A (Third year, Section A) classroom is situated, and where the participants of this study spent most of their time. Importantly, the bilingual units were 17 informative signs written in both Guarani and Spanish (see figure 2). These signs

indicated the purpose of the rooms at the school. Importantly, these signs were part of a translation project created by the Guarani instructor, referred to by the pseudonym *Profesora Olga*, who conducted this project in which students added public signage in Guarani. Thus, these signs were the result of an intervention in which the instructor recruited sixth graders to create bilingual signs where the entire middle school area, or *secundaria*, is located.

**Figure 3.** Multiple Languages in Tercero. A's Classroom



In terms of symbolic use of language, there were a total of 19 units of analysis. This article classifies the units in Figure 3, depicting the back of *Tercero A's* classroom, as a symbolic instance of language use. That is, the text's purpose was to signal the presence of all languages represented at the school rather than to convey a message. This illustration is one case that demonstrates PFS's multilingual orientations by alluding to the 5 languages present at the school: Spanish, Guarani, Portuguese, English, and French. Students found other instances of symbolic language use in murals they painted. One mural shows the phrase "*Que a paz não seja armada*" (may peace not be armed) in Portuguese. Another unit constituted the poster with the message "*Colégio maravilhoso*" (wonderful school), evidently referring to PFS. Both units provide visibility to the presence of Portuguese, a mandatory class for all students at PFS.

From the perspective of authorship, most units were created through a top-down approach. 127 of these came from the institutional level, ranging from the MEC all the way to faculty and staff members. This number likely reflects the absence of students at the school site for most of the year. However, it can also reflect the fact that educational institutions mediate and control the signs that appear within their visual landscape. The 23 bottom-up units were primarily murals, graffiti, and general artwork, mostly containing messages in Spanish, English, and Portuguese. These were art pieces stating which grade painted them, followed by

a slogan and the names of the students. The unit belonging to the sixth grade stood out with the message “now we are the storytellers,” originally written in English.

In general, the virtual mediums implemented at PFS proved less favorable for student-to-student interaction in languages other than Spanish. Spanish was the default language of online classrooms. This was the case even in Guarani and Portuguese classes. The instances of target language use were authored. This process was primarily conducted by instructors and later by students. In the case of Guarani classes, all content was presented alongside Spanish translations. This style is congruent with the way the instructor communicated with students, by always clarifying the message in Spanish. Although the virtual mediums (Google Meets, Google Classroom, and WhatsApp) offer the option of Portuguese as an interface language, instructors still used Spanish. However, in terms of students' language use, written and oral in Portuguese, the rates of participation and engagement were higher, especially when compared to Guarani classes. Despite this, instructors like Profesora Olga developed class content in Guarani, consistently referencing its Spanish equivalent. This serves as another example of the instructor's intervention in the broad language learning landscape.

**Figure 4.** Portuguese Class on Google Classroom



Noticeably, the presence of English was significant even if it was not used for communicative purposes. English is in the name of the platforms that educators and students used during *Modelo Híbrido*. The use of these platforms increased the presence of lexical borrowings and neologisms for all users. Participants, especially students, described being comfortable using English, sometimes even more than Guarani. Some students were looking into study abroad opportunities in English-speaking countries and taking supplemental English classes. Additionally, media consumption in the form of film, music, and social media was ubiquitous for most young participants.

## Discussion

The simultaneous presence of global languages within the institution represents an opportunity for educators to enhance students' multilingual and intercultural competencies. At first glance, the combined data suggest that Spanish is the global language with the most

influence within this context, even above English. This preference for Spanish can reflect an institutional effort to prepare students for the potential Spanish-dominant public sphere they will encounter after graduation. This orientation exemplifies the concept of strategic monolingualism, a tactic employed by speakers of minoritized languages to leverage dominant languages for enhanced social mobility (Kramersch et al., 2020). However, a deeper look at the LL, which considers all semiotic elements, reveals the coexistence of multiple languages at this institution.

Global languages such as English and Portuguese were an important part of this LL. Despite not being the preferred language at PFS, the presence of English was noticeable, especially in the platforms that facilitated education, such as Google Meet, Google Classroom, and WhatsApp. Participants reported using it frequently and being exposed to English media, music, and video games. Participants' positive views towards these global languages reflect the school's orientation as a cosmopolitan, multilingual institution (Von Streber, 2023). These instances of language use are reflections of global forces permeating and being (re)produced at the school site and in education in general, since other schools also adopted these platforms. The participants in this project inhabited complex spaces—physical and virtual—where language choice transcends affiliation to a single named language across linguistic domains. Thus, engaging with languages in novel ways can further foster participants' translanguaging orientations.

First, explicit attention to the LL—as well as interventions in it—can promote language literacy on several fronts. To reiterate, “*Profesora Olga*” recruited sixth graders to include bilingual signs around the school. The instructor's project had important pedagogical implications, as it increased students' exposure to the target language and created meaningful opportunities for learning beyond the classroom. This intentional use of the LL provides a “[S]ource of input into a broader language repertoire, identities, knowledge, and awareness” (Shohamy, 2019, p. 33). Educators can invite students to analyze the languages represented in their contexts and reflect on their societal roles (Gorter & Cenoz, 2024). There are several ways in which the LL offers learning opportunities, such as using it as a source of authentic input and contextualized language use. This constant exposure and awareness can also facilitate learning opportunities beyond the classroom (Rowland, 2013). The goal, however, is to promote critical reflection about languages and their meaning to different speakers.

One intentional use of the LL is to explore opportunities within the very devices that mediate education. Song (2014) proposes the BYOD (Bringing Your Own Devices) approach to classrooms. Computer, cellphones, and tablets present another space for meaningful exposure to the target language: “Today, most students have access to a smartphone with a digital camera or a tablet... This circumstance provides the teacher with an opportunity for learning assignments on linguistic landscapes.” (p. 335). This inevitable exposure promotes several opportunities for incidental learning. Further, another pedagogical use of the LL is to visit different areas where the target language is dominant via Google Street View. For example, in one class assignment, students investigated the LLs of an English-dominant area with Google Street View. With this approach, students transcended geographical constraints and were encouraged to explore semiotic elements from other LLs (Kim & Chesnut, 2020). These forms of exposure, coupled with the already high applicability of English, can help students advance their language acquisition process. The use of LL as a pedagogical resource in this way increases opportunities for meaningful input while also positively impacting the perceived value of certain languages.

Secondly, studying and intervening in the LL not only fosters the community's intercultural competency and awareness but also validates the presence of minority or non-

dominant languages within a given space. Malinowski and colleagues (2020) hold that “literacy and language education should be premised upon learners’ need to participate fully in the fast-changing realms of work, citizenship, and identity at both local and global scales, a social and political mandate that goes far beyond the manipulation of formal elements of language and text” (p. 12). The study of the LL invites a critical analysis of the role and meaning of language for its speakers. Others, like Gomes et al., 2025, advocate for teaching languages with a focus on global citizenship and a critical examination of the diversity of minority languages. In this way, the community not only acknowledges the presence of non-dominant languages but is invited to reflect on their own and other members’ language practices. This scenario further provides opportunities for students to engage with non-dominant languages in novel ways.

Making minoritized languages more visible is an important step toward making bilingual spaces more welcoming, especially in schools. In the case of *Profesora Olga*’s bilingual signs, it not only fosters students’ intercultural capacity but also increases the visibility of Guarani and contributes to assigning positive indexical values to languages and their applicability in the educational context. Even though dominant languages are more prevalent in multilingual territories, this type of intervention can have a positive impact on language representation (Gorter & Cenoz, 2020). By doing so, Olga addressed the issue of the unequal representation of languages and visibility. Even when the frequency of use of a certain language within the LL is numerically inferior to other languages, it signals the presence of a minority within a demarcated space (Blommaert, 2012, p. 57). *Profesora Olga*’s efforts to include Guarani in the written landscape significantly contribute to legitimizing the presence of the language and, ultimately, positively changing the lived experiences of bilinguals within the PFS context.

## Conclusion

This article demonstrated that using the LL as a pedagogical resource takes advantage of participants’ translingual orientations and invites them to engage with languages in novel ways. It further proposes that utilizing and intervening in the LL can serve as a valuable pedagogical resource for language learning and intercultural awareness. Although there was a preference for Spanish in certain domains in the institution, the linguistic culture and especially the institutional culture can be modified through explicit interventions in the LL. This type of intervention not only creates more opportunities for language learning—through exposure to the language, meaningful input, and incidental learning—but also validates the presence of languages within a certain place. PFS educators already took advantage of this, as in the case of *Profesora Olga*’s bilingual signs project. Through this project, Olga increased students’ opportunities for meaningful input in the target language while enhancing students’ intercultural awareness. Exploring the LL as a pedagogical resource thus holds even more learning potential and could be extended to other areas.

Importantly, future lines of work can explore the influence of Language Policy and Planning (LPP) processes in the LL by looking at how different dimensions of LPP can affect the LL and general language practices. While this project sheds light on the language practices of this population, it presents some limitations. Although the data selected in its analysis is representative of the realities that educators and students experienced, it relies on abstraction. One limitation is that it assumes all participants had the same type of access to virtual spaces, whereas these varied according to their access to technology. For example, instructors prepared lectures and homework expecting students to do assignments from a computer, while many did them from a cell phone. Nonetheless, this article shed light on ways that the LL can be used to advance linguistic and cultural competency in the language classroom, as well as understanding the linguistic practices of the target population.

## Notes

<sup>1</sup> This study is part of a larger ethnographic project conducted in Asunción, Paraguay, from September 2020 to July 2021 (Von Streber 2023).

<sup>2</sup> To ensure anonymity, the names of institutions and participants are all pseudonyms.

<sup>3</sup> This article will refer to this approach as Linguistic Landscape.

<sup>4</sup> Transidioma's consideration of medium is highly valuable for a linguistic ethnography and linguistic landscape study such as this one. This incorporation is a valuable complement to the theoretical framework of translanguaging theory.

<sup>5</sup> Google Meet and Classroom were the mediums approved and sponsored by the Ministry of Education and Science (MEC).

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