Electronic media creation and sharing in Linguistic Landscape approach for Intercultural Competence Development

Portable multimedia devices shape the intensity of intercultural contacts not only through content consumption but also through content creation (Sharples et al., 2009; Kukulska-Hulme, 2010). Enabling learners to participate in content exchange via the Web 2.0 paradigm (audiences as both media consumers and media creators) can be employed to create new forms of acquiring knowledge. This study demonstrates an application of mobile learning (Ally, 2009) in a situated in-the-field examination of cultural diversity with the Linguistic Landscape approach (Landry & Bourhis, 1997; Shohamy & Gorter, 2009). The application is shown from the pedagogical perspective of authentic, informal learning activities conducted in the framework of connectivism (Siemens, 2005). The examination of cultural diversity is conducted in the context of a local environment, i.e. a location familiar to learners. This paper presents a scenario of m-learning activities intended to demonstrate that cultural awareness is often biased by subjective perspectives and stereotypes. Autonomous discovery of this phenomenon results in elevation of learners’ openness toward other cultures, which contributes to intercultural competence development (Byram, Nichols, & Stevens, 2001; Deardorff, 2009).

Keywords: m-learning, intercultural competence development, linguistic landscape, situated learning

References