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**Implementation of M-learning with Linguistic Landscape approach for linguistic & cultural education**

The current pace of globalization and glocalization indicates that cultural diversity carries an enormous inherent potential for progress and expansion in the future. The ability to deal with cultural diversity is no longer required only of business professionals working in international settings, but has become a key qualification required of individuals to act productively in the modern world. Development of intercultural competence has already been recognized as a basic condition for peaceful and prosperous coexistence at both global and local levels.

This paper demonstrates an application of Mobile Learning (Ally, 2009) in a situated in-the-field examination of cultural diversity with Linguistic Landscape (Landry & Bourhis, 1997; Shohamy & Gorter, 2009) approach. 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 local environment, i.e. a location familiar to learners. It is implemented with portable multimedia devices (mobile phones), which shape the intensity of intercultural contacts not only through content consumption but also through content creation (Sharples et al., 2009; Kukulska-Hulme, 2010).

This paper presents a scenario of Mobile Learning activities intended to demonstrate to students that cultural awareness is often biased by subjective perspectives and stereotypes. The study shows that enabling students to participate in the 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. Autonomous discovery results in the increase of learners’ openness toward other cultures, which makes a sound starting point for further intercultural competence development (Byram, Nichols, & Stevens, 2001; Deardorff, 2009).

**Keywords:** intercultural competence development, mobile learning, linguistic landscape, situated learning

**References**


