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Attending the 13th Linguistic Landscape Workshop at the Universität Hamburg in Hamburg, Germany, was a wonderful experience and honor for a linguistics student such as myself. It was insightful and enriching to learn more about the field I have been conducting research in for the last year by other professionals from around the globe. I now have a deeper understanding of the unique challenges and questions we should be asking ourselves as researchers in Linguistic Landscapes, and this will aid me greatly as I continue conducting research in this field for the following year.

This year's LL13 Workshop pertained to "semiotic landscapes in educational spaces". More specifically, it investigated what the communicative signs and symbols are in our educational institutions around the world and what our duty as linguists looks like in order to improve these landscapes to be better representatives of the diverse student populations at our institutions. Many presentations and discussions pertained to the semiotic landscapes and student perceptions of them, the language policies at educational institutions, and how linguists can use the study of linguistic landscapes in the courses we teach to either aid in teaching languages or to aid in teaching about the field of linguistics. From the various presentations I attended relating to these topics, I was able to analyze in a deeper sense how important student identities are in educational spaces. These spaces should be places where students can envision themselves thriving and achieving their goals, and if core aspects of their identity must be disregarded (i.e., their languages and ethnicities) in order to achieve these goals, educational institutions can become a contributing factor of identity dysmorphia in students. Overall, this conference drove home the fact that educational institutions need to be putting in the real effort to not only appreciate but also encourage the use of our students' many languages throughout their educational careers.

My specific paper that was presented at LL13 was closely related to this theme as it inspects the emblematic use of Spanish on Hispanic Serving Institution websites in the U.S. These universities are granted federal money for having 25% or more Latino student enrollment, but when it comes to offering information in Spanish for these students, many universities fail to provide equitable information about their university and university services in languages other than English. In the rare instances when Spanish is communicative, the information tends to be geared toward parents of students or adult students seeking High School Equivalent courses or English as a Second Language courses. This implies that Spanish is not deemed necessary at the university level and is instead discouraged. My presentation about this research was received with great interest by non-U.S. scholars, as some were shocked to hear this blatant linguistic discrimination while others were able to make comparisons to language policies at educational institutions in their own countries. Being able to share my research and discuss it with others in the same field allowed me to deepen my appreciation of it and better understand the importance of continuing this study for another year.