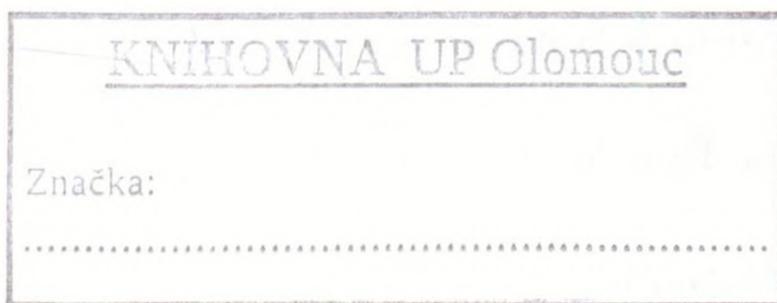


# Contents



|  |      |
|--|------|
| Illustrations  | ix   |
| Acknowledgments  | xi   |
| Adopting Fictional Landscapes for Language Learning:<br>A Foreword<br><i>Durk Gorter</i> | xiii |
| 1 Introduction: Navigating and Experiencing Realities<br>through Fiction                 | 1    |
| 1.1 Linguistic Landscapes  | 3    |
| 1.2 Fan Practices  | 6    |
| 1.3 Fictional Linguistic Landscapes  | 9    |
| 1.4 Purpose(s) of the Book   | 11   |
| 1.5 Structure of the Book  | 13   |
| 2 A Critical Review of Linguistic Landscapes in Second<br>Language Teaching and Learning | 16   |
| 2.1 Emerging Themes across Pedagogical LL Research                                       | 18   |
| 2.2 Theoretical Underpinnings of LL Research in<br>Language Education                    | 31   |
| 2.3 LLinL2TL: A Literacies-Based Pedagogical Model                                       | 33   |
| 2.4 Conclusion   | 38   |
| 3 A Comprehensive Exploration of Fan Practices for<br>Language Teaching and Learning     | 39   |
| 3.1 New Frontiers of Fan Culture: Fan Affinities in the<br>Digital Age                   | 40   |
| 3.2 Fan Practices: Categories and Examples   | 41   |
| 3.3 Emerging Themes in Educational Research on Fan<br>Practices                          | 45   |
| 3.4 Incorporating Fan Practices into the Classroom                                       | 57   |
| 3.5 A Pedagogical Model for Systematic Incorporation of<br>Fan Practices into Classrooms | 60   |

|     |   |     |
|-----|---|-----|
| 4   | Language Learners Designing Fannish Semiotic Landscapes for Frank Herbert's 'Duniverse'             | 65  |
| 4.1 | Multimodal Fan Practices within Semiotic Landscapes in the Classroom                                | 67  |
| 4.2 | Learners' Designs of Fannish Semiotic Landscapes  | 71  |
| 4.3 | Emerging Themes   | 74  |
| 4.4 | Reflections on Learners' Fan Practices in Semiotic Landscapes                                       | 86  |
| 4.5 | Sample Pedagogical Practices  | 88  |
| 4.6 | Final Thoughts  | 92  |
| 5   | Skinscapes and Fan Artworks as Multimodal Meaning-Making Literacy Practices in Language Classrooms  | 95  |
| 5.1 | Skinscapes and Fan Art Practices in the Classroom   | 97  |
| 5.2 | Learners' Tattoo Designs  | 99  |
| 5.3 | Emerging Themes   | 102 |
| 5.4 | Reflections on Learners' Engagement with Skinscapes and Fan Art Practices                           | 111 |
| 5.5 | Sample Pedagogical Practices  | 113 |
| 5.6 | Final Thoughts  | 118 |
| 6   | Resonating through the Sands of Arrakis: Learners Socializing into Musical Fan Practices            | 121 |
| 6.1 | Lyrical Fan Practices as Soundscapes in the Classroom   | 123 |
| 6.2 | Learners' Lyrical Fan Practices   | 126 |
| 6.3 | Emerging Themes   | 127 |
| 6.4 | Reflections on Learners' Lyrical Fan Practices  | 138 |
| 6.5 | Sample Pedagogical Practices  | 140 |
| 6.6 | Final Thoughts  | 145 |
| 7   | From Digital Fandom to Language Education: Leveraging Fan Practices within Social Mediascapes       | 147 |
| 7.1 | Fan Practices on Social Mediascapes in the Classroom  | 150 |
| 7.2 | Learners' Social Media Designs  | 152 |
| 7.3 | Emerging Themes   | 154 |
| 7.4 | Reflections on Learners' Fan Practices on Social Mediascapes  | 163 |
| 7.5 | Sample Pedagogical Practices  | 166 |
| 7.6 | Final Thoughts  | 170 |
| 8   | Leveraging Fictional Linguistic Landscapes in Teacher Education: Insights from Lesson Plan Analysis | 173 |
| 8.1 | Fictional Linguistic Landscapes (FLL) in a Teacher Education Course                                 | 175 |
| 8.2 | Student Teachers' FLL-Oriented Lesson Plans   | 178 |
| 8.3 | Key Findings  | 182 |

|   |     |
|---|-----|
| 8.4 Reflections on Student Teachers' FLL-Oriented Lesson Plans        | 192 |
| 8.5 Pedagogical Suggestions for Teacher Educators                     | 195 |
| 8.6 Sample FLLinL2TL Lesson Plan                                      | 197 |
| 8.7 Final Thoughts  | 200 |
| 9 Conclusion, Key Insights and Implications for Research and Pedagogy | 202 |
| 9.1 Introduction  | 202 |
| 9.2 Key Insights  | 205 |
| 9.3 Implications for Research   | 214 |
| 9.4 Implications for Pedagogy   | 216 |
| 9.5 Final Thoughts  | 220 |
| Appendices  | 223 |
| Appendix A  | 223 |
| Appendix B  | 225 |
| Appendix C  | 225 |
| References  | 227 |
| Index   | 241 |