

Teaching Linguistic Landscape to Future English Teachers Supported by the Moodle Application

Petra JESENSKÁ

petra.jesenska@umb.sk

<https://www.ff.umb.sk/pjesenska/>

Matej Bel University
SLOVAKIA

The image shows a screenshot of a university website. The top navigation bar is dark blue with white text and icons. On the left is the logo of the Faculty of Arts (FILOZOFICKÁ FAKULTA) featuring a stylized owl. To the right of the logo is the text 'FILOZOFICKÁ FAKULTA' and 'UNIVERZITA MATEJA BELA V BANSKEJ BYSTRICI'. Further right are language selection buttons for 'SK', 'EN', and 'RU', a search icon, a Facebook icon, and a 'UMB' button. Below the navigation bar is a white horizontal menu with dropdown arrows for 'O FAKULTE', 'KATEDRY', 'UCHÁDZAČI', 'ŠTÚDIUM', 'VEDA A VÝSKUM', 'MEDZINÁRODNÁ SPOLUPRÁCA', and 'KONTAKT'. Below the menu is a dark blue banner with the text 'Katedra anglistiky a amerikanistiky' in white. To the right of the text is an image of a red and white striped bucket of popcorn and a red cup of blue ice cream.

The aim of the paper

- is to describe the experiment of including the topic of the LINGUISTIC LANDSCAPE in the academic subject in the master's program;
- emotional involvement strengthens the inner motivation to explore, research, learn more using one's own creative methods and procedures;
- getting to know and discovering one's own roots with a connection to the study program of teaching academic subjects or translation and interpreting is an investment in their personal, intellectual and professional equipment



The linguistic landscape (LL)

- an **anthropocentrically oriented interdisciplinary and multidisciplinary oriented scientific field** using the procedures of researching systems linguistics, sociolinguistics, pragmalinguistics, multimodal semiotics, history, geopolitics, etc.;
- **country/landscape is becoming a central concept/matter of research;**
- it is a view of the landscape through signs and symbols that people have intentionally created and which they are constantly surrounded by for various reasons;
- context, situationality, time and space play a significant role in this;
- the basic LL unit is considered to be the sign, resp. multimodal sign;
- the LL research carried in Toronto, Tokyo, New York, Munich, etc.;
- since 2019 constant and systematic research done in Slovakia as well: in Bratislava, Banská Bystrica, Komárno and others → the aim is to **comprehensively map the linguistic landscape of selected cities from synchronous and diachronic point of view from the beginning of the 20th century to the present and to analyze using quantitative-qualitative analysis for the purpose of their subsequent comparison;**
- in order to obtain objective and real data, it is necessary to map a total of 4,000 meters of the selected LL in each urban area

Students in the process

- For objective reasons, it is not always possible to involve students in a specific project, e.g. simply because **the research is not limited to the teaching part of the semester**, but also takes place during holidays, holidays, during the holiday period, during the exam period, etc. During the teaching part, however, it is possible to convey methods and findings to students and stimulate a deeper interest in the issue.

How and why to teach the Linguistic Landscape

- **Bauko's definition of the LL (2019):** he does not explicitly use the term LL, but speaks of a **proprietary-semiotic image of the landscape consisting of proper nouns of various kinds found on such multimodal (mostly linguistic) signs, such as labels, posters, buildings, tombstones, plaques, etc. and also extralinguistic signs, such as 'photographs, statues, emblems, drawings, etc. which point to their own names'**;
- Our aim is to lead students to autonomy, independence, openness, interest in public affairs and creativity, as well as the ability to argue and justify their attitudes in relation to their immediate surroundings. The result of the academic effort will be a student community that:
 1. is **able to identify, collect, sort, classify, analyze, synthesize, explain and interpret** (i.e. process and evaluate) the **obtained raw research material**,
 2. is subsequently **able to independently find and connect connections and further work creatively with them and draw conclusions from them**,
 3. is **able to apply the acquired knowledge and research skills in further creative student work as well as professional practice in the future**,
 4. is **able to present its findings, opinions and attitudes autonomously** (Jesenská, 2021).

The mentioned academic skills were presented by the students in the form of a final semester presentation of their independent student research in a well-known urban environment focused on a selected specific area of the issue, e.g. for the use of English as a lingua franca in a language country, the ratio of non / official inscriptions, etc.



Diachronic vs synchronic viewpoints: Národná street in Banská Bystrica, Slovakia



291b./ Rok 1929





Pros and cons of the LL academic course

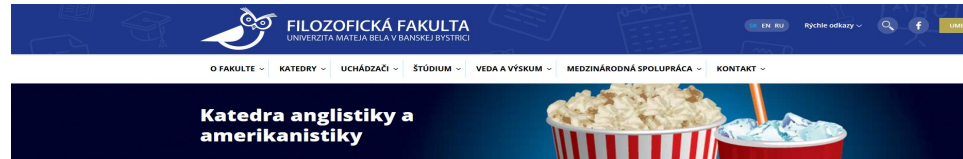
- pandemic world → online course (internet, PC, other technology);
 - 13 seminars (only) a term;
 - Total workload of a student: 90 hrs a term;
 - Trilingual course (English, Slovak, Czech and/or other languages);
 - Active participation of each student is expected;
 - Emotional involvement
- -/+
 - +/-
 - -
 - +/-
 - +
 - +

Conclusion

- Completing the specific course has **helped students realize that public space is a lasting value worthy of perception, assessment and protection.**
- For prospective teachers, the course was a **beneficial opportunity to apply their academic skills and knowledge**, acquired during the course, in pedagogical practice.
- For students of translation and interpreting, the course was a contribution to the future profession of translator / interpreter in the form of language skills and multimodal semiotics.
- **The added value** is the students' **awareness of many new interdisciplinary scientific areas acquired during the new academic course.**
- Last but not least, students gained a **new perspective on the familiar but unexplored urban environment from different viewpoints** (Jesenská, 2019).

- We proceeded **from the assumption that after a deeper knowledge of their environment, they would acquire a different, warmer, relationship with it, which would be transformed into their interest in public affairs.**
- **Students (will) care about the environment they have learned, in which they move and which they understand thanks to the findings from the study of its synchronous-diachronic sociolinguistic, pragmalinguistic, geosemiotic and geopolitical, historical-cultural, etc. background.**

- It can be **concluded** that **teaching and learning the LL has more advantages for students than disadvantages, regardless whether the process occurs online or in person face-to-face**



References

- [1] Čapek, R. *Moderní didaktika. Lexikon výukových a hodnoticích metod*. Praha: Grada Publishing, a.s., 2015, 626 pp. (ePub).
- [2] Jesenská, P. Jazyková krajina v pedagogickej praxi. In *Teória a prax prípravy budúcich translológov a učiteľov anglického jazyka 3.: zborník recenzovaných príspevkov z Medzinárodnej online konferencie konanej v dňoch 8. - 9. septembra 2021* (ed. A. Slatinská), Banská Bystrica, Belianum, 2021, pp. 111 – 115.
- [3] Jesenská, P. *English Vocabulary Stratification*. Banská Bystrica, Belianum, 2019, 85 pp.
- [4] Bauko, J. Propriálno-semiotický obraz bilingválnych obcí Slovenska. In: *Konvergenca a divergenca v propriálnej sfére. 20. slovenská onomastická konferencia*. Eds. A. Chomová, J. Krško, I. Valentová. Bratislava: Veda, 2019, p. 142.

This work was supported by the Slovak Research and Development Agency under the contract no. APVV-18-0115 and Erasmus+ 2020-1-BE02-KA226-SCH-083039.

Thank you for your attention

