**LING6** Linguistic landscapes of Greece (7,5 ECTS)

## COURSE OUTLINE

### 1. GENERAL

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|---|---|---|---|
| **SCHOOL** | School of Classics and Humanities | | |
| **DEPARTMENT** | Department of Greek Philology | | |
| **LEVEL OF STUDIES** | BA in Hellenic studies – undergraduate program | | |
| **COURSE CODE** | LING6 | **SEMESTER** | 6th |
| **COURSE TITLE** | LINGUISTIC LANDSCAPES OF GREECE | | |

| TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g., lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.* | TEACHING HOURS PER WEEK | ECTS CREDITS |
|---|---|---|
| Lectures, labs and fieldwork | 3 | 7,5 |
| | | |
| | | |
| *Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.* | | |

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| **COURSE TYPE** *Background, General Knowledge, Scientific Area, Skill Development* | Scientific area and skill development |
| **PREREQUISITES:** | NO |
| **TEACHING & EXAMINATION LANGUAGE:** | English |
| **COURSE OFFERED TO ERASMUS STUDENTS:** | |
| **COURSE URL:** | |

### 2. LEARNING OUTCOMES

**Learning Outcomes**
*Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*

The main objective of this course is to introduce the recent theoretical and methodological developments in the field of Linguistic Landscape Studies (LLS). One of the most important contributions of LLS is to provide a framework for a coherent understanding of the context in which human and social relationships take place (by focusing on Greek but also the students' home languages) and linguistic forms that share a physical space (and cyber spaces?). This new knowledge should hopefully improve students' intercultural communication and their language skills in Modern Greek.

By the end of the course, students will

- be acquainted with the field of LLS and its basic core concepts
- be provided practical tips that make fieldwork easier and more productive (LL data collection; framing an interview, etc.).
- participate in a mini-ethnographic fieldwork in order to gather data and conduct observations of the linguistic landscape in Greece or containing Greek (ancient and modern)

**General Skills**
*Name the desirable general skills upon successful completion of the module*

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|---|---|
| Search, analysis and synthesis of data and information, | Project design and management |
| ICT Use | Equity and Inclusion |
| Adaptation to new situations | Respect for the natural environment |
| Decision making | Sustainability |
| Autonomous work | Demonstration of social, professional and moral responsibility and |

| | |
|---|---|
| Teamwork | sensitivity to gender issues |
| Working in an international environment | Critical thinking |
| Working in an interdisciplinary environment | Promoting free, creative and inductive reasoning |
| Production of new research ideas | |

- Search, analysis and synthesis of data and information,
- ICT Use
- Adaptation to new situations
- Autonomous work
- Teamwork
- Working in an international environment
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- Promoting free, creative and inductive reasoning

## 3. COURSE CONTENT

1. Introduction to the field of Linguistic Landscapes - public display of languages, dialects, and writing systems
2. The author and audience of signage
3. Languages chosen for official/commercial/individual signage
4. Multilingual and multimodular signage
5. Standard vs nonstandard dialect forms or stylized writing
6. The Greek language in public spaces – different genres, registers, styles, etc.
7. How foreigners perceive and understand Greek in LLs
8. Thrace as a multicultural and multilingual region
9. What we can learn about Greece/Thrace/Komotini from the study of its LL
10. Linguistic landscape as a free, immediate, and dynamic educational resource
11. Knowledge of the forms and functions of language in LL and how it can help language acquisition, social communication and intercultural competence
12. Students will collaborate on creating an online depository of thematic LL signs
13. Field trips to Thrace towns and their neighborhoods

## 4. LEARNING & TEACHING METHODS - EVALUATION

| TEACHING METHOD
*Face to face, Distance learning, etc.* | Face to face

Distance learning

Labs

Fieldwork |
|---|---|
| **USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)**
*Use of ICT in Teaching, in Laboratory Education, in Communication with students* | Use of ICT in Teaching, in Laboratory Education, fieldwork, and in Communication with students |

| **TEACHING ORGANIZATION**
*The ways and methods of teaching are described in detail.*
*Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.*

*The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.* | | |
|---|---|---|
| | *Activity* | *Workload/semester* |
| | Lectures | 39 |
| | Lab exercise | 57,5 |
| | Fieldwork | 41 |
| | Project | 50 |
| | | |
| | 25X6=150 workload | 187,5 |

| STUDENT EVALUATION<br><br>*Description of the evaluation process*<br><br>*Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others*<br><br>*Please indicate all relevant information about the course assessment and how students are informed* | Formative:<br><br>Class participation 20%<br><br>Presentation 40%<br><br>Portfolio 40% |
|---|---|

## 5. SUGGESTED BIBLIOGRAPHY

Shohamy, E. & Gorter, D. (eds.) 2009. *Linguistic Landscape: Expanding the Scenery*. New York/London: Routledge.

Mitits, L. (2021). The Covid-19 pandemic within a global linguistic landscape: A comparative case study. *Aegean Working Papers in Ethnographic Linguistics*, 3, 176-201.