

Original Research

Linguistic landscape as a powerful teaching resource in English for Specific Purposes

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The study explores the integration of linguistic landscapes into English for Specific Purposes (ESP) instruction within the context of contemporary Serbia, aiming to expand language awareness, lingua-pragmatic competence, and critical thinking among learners. Against the backdrop of Anglo-globalisation, the study seeks to establish a model applicable to foreign language teaching, with a focus on language contacts and their impact on the linguistic landscape. The research employs a comprehensive sociolinguistic analysis of the linguistic landscape in Serbia, investigating the anglicisation of official names of entities such as companies, shops, and agencies. The study scrutinises the corpus of linguistic landscapes to identify patterns and socio-linguistic phenomena, developing a model for integrating these landscapes into ESP instruction. The methodology encompasses qualitative and quantitative analyses, drawing on language data and sociolinguistic observations. The key research questions concern the identification of distinctive features within the sociolinguistic landscape of contemporary Serbia, particularly in relation to English language influences, the effective utilisation of linguistic landscapes as a teaching resource in ESP courses to cultivate language awareness and lingua-pragmatic competence, and the implications that the incorporation of linguistic landscapes has on cultivating critical thinking regarding language contacts in the broader sociolinguistic context. The research has identified significant instances of anglicisation in the linguistic landscape of Serbia, having highlighted the pervasive influence of English in specialised fields and popular language culture. The model proposed for ESP instruction has demonstrated the potential of linguistic landscapes in enhancing language competencies, language awareness, and creative thinking among learners. The findings suggest that linguistic landscapes serve as a valuable resource for language educators, particularly in ESP contexts as they provide a dynamic platform for language instruction. Incorporating linguistic landscapes can contribute to preserving language standards, addressing the challenges posed by language contacts, and nurturing critical thinking skills among learners. The study's model offers a paradigm applicable to teaching various foreign languages, promoting a better understanding of language influences in the contemporary multilingual world.

KEYWORDS: linguistic landscape, Anglo-globalisation, language culture, language contacts, ESP



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1. INTRODUCTION

The influence of Anglo-globalisation occupies every facet of our daily lives, with language experiencing particularly pronounced effects. In contemporary Serbia, English finds its place not only in the terminology of specialised fields and the slang employed by the younger generation but also in the linguistic landscapes that surround us. This is vividly exemplified by the anglicisation of official names of companies, shops, and agencies. The widespread adoption of English has become an integral part of Serbian popular language culture, with diverse implications for the standard of the Serbian language and the broader sociolinguistic landscape. In such a milieu, effective language education emerges as a crucial instrument to protect the integrity of

the language standard. Language courses, in particular, assume a crucial role in cultivating language awareness and critical thinking within the realm of contemporary sociolinguistics.

This article aims to conduct a comprehensive analysis of the sociolinguistic landscape in Serbia, outlining the distinctive features of the linguistic situation. Additionally, it will explore the corpus of linguistic landscapes, scrutinising its potential as a valuable teaching resource for enhancing language competencies and fostering better language awareness and creative thinking. The central research inquiries revolve around discerning unique characteristics in the sociolinguistic milieu of present-day Serbia, especially in connection with English language influences; employing linguistic landscapes effectively as instructional tools in

ESP courses to foster language awareness and lingua-pragmatic competence; and examining the consequences of integrating linguistic landscapes for cultivating critical thinking about language contacts within the broader sociolinguistic context.

The methodology employed in this study involves a comprehensive approach that integrates both qualitative and quantitative analyses. This multifaceted methodology draws upon a diverse range of language data, including written and spoken expressions, and incorporates sociolinguistic observations to ensure a holistic understanding of the linguistic landscape.

The key research questions are:

1. What are the distinctive features of the sociolinguistic landscape in contemporary Serbia, particularly in relation to English language influences?
2. How can linguistic landscapes be effectively utilised as a teaching resource in ESP courses to cultivate language awareness and lingua-pragmatic competence?
3. What implications does the incorporation of linguistic landscapes have on cultivating critical thinking regarding language contacts in the broader sociolinguistic context?

2. ANGLO-GLOBALISATION AND CONTACT LANGUAGE CULTURE IN SERBIAN

The imperative for a universal language gained prominence in the mid-twentieth century, coinciding with the establishment of international organisations like the World Bank, the United Nations, and the World Health Organization (Crystal, 2003, p. 12). This era witnessed the onset of English imperialism, a phenomenon that, supported by the rise of the Internet and media, exerted a profound influence on languages globally. As these dynamic sociolinguistic changes unfolded, English began to significantly impact languages in contact, the native speakers of these languages, and their respective cultures (Prčić, 2005; Mišić-Ilić, 2011; Cogo, 2010, 2012; Philipson, 2018; Spolsky, 2009). The consequence of this influence, termed *language anglocholism*, gave rise to a distinctive urban sociolect known as the *Anglo-Serbian language* or *hybrid Serbian language* (Prčić, 2005). Distinct in its global presence and accessibility, the English language in the Serbian-speaking space assumed the status of a 'domestic foreign language' (Prčić, 2005). A noticeable trend emerged, wherein English and English-like forms were employed without due consideration for orthographic, phonetic, or semantic aspects, raising questions about accessibility for people unfamiliar with English. Furthermore, the use of English words in Serbian, even when equivalent Serbian terms exist, can be perceived as an expression of cultural status. When such linguistic choices lack a linguistic justification, they are relevant for examination within a broader pragmatic context. These circumstances paved the way for the emergence of a new socio-linguistic discipline – contact language culture. This discipline incorporates elements from contact and contrastive linguistics, as well as language planning, placing a significant emphasis on language as a vital cultural component. According to Prčić (2005), contact language culture can be segmented into three modules.

1. Contact-Contrastive Module addresses the justification of borrowing specific words from English. Prčić (2005) formulated a scale of justified use of Anglicisms based on semantic and pragmatic criteria.

2. Contact Module addresses the incorporation of English elements into Serbian and outlines the guidelines for their adaptation according to Serbian orthography. Notably, it is crucial to emphasise that, in adherence to Serbian orthographic standards, English word forms are deemed unacceptable. Consequently, any English word forms used must undergo adaptation to align with Serbian linguistic norms.

3. Contrastive Module focuses on language elements borrowed from English and aims to forestall the undue influence of English on Serbian across various linguistic dimensions, including orthography, pronunciation, grammar, semantics, and pragmatics. The objective is to protect Serbian from unintentional shifts towards English at multiple levels of linguistic analysis.

3. LINGUISTIC LANDSCAPE IN SERBIAN-SPEAKING SPACE

The study of linguistic landscapes represents a relatively recent addition to the field of sociolinguistics. Landry and Bourhis (1997) succinctly defined it as encompassing 'the language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings' (Landry & Bourhis, 1997, p. 25), creating the linguistic landscape of a given territory, region, or urban area. Research within this discipline includes a diverse array of topics and research perspectives. Some researchers in this field focused on material culture and multilingualism (Aronin & Laoire, 2012; Gorter & Cenoz, 2017), minority languages (Cenoz & Gorter, 2006), language vitality (Barni & Barna, 2010; Landry & Bourhis, 1997), online landscapes (Yao, 2023; Dovchin & Pennycook, 2017; Kallen et al., 2020), multiple globalisations (Ben-Rafael & Ben-Rafael, 2015) and metrolingualism (Pennycook & Otsuji, 2015). Others investigated written English in the landscapes in Macedonia (Dimova, 2007), Rome (Griffin, 2004), Tokyo (McGregor, 2003) and Brazil (Thonus, 1991).

In the context of linguistic consequences arising from Anglo-globalisation, the impact on the Serbian language is both extensive and evident. The linguistic landscape within the Serbian-speaking space emerges as a colourful mosaic, vividly reflecting a spectrum of global influences. This is evident in various domains such as the names of clothing, toys, games, food, beverages, and more. Research on the linguistic landscape in the Serbian context represents an evolving field of study, providing observations on the complex connections between language, culture, and globalisation (Filipović & Vučo, 2019).

Simultaneously, addressing the growing challenge of multilingualism calls for didactic approaches for effective resolution and integration within the university's educational framework. Our findings affirm that fostering the linguistic evolution of the Serbian language under conditions of educational bilingualism can be effectively achieved through immersive learning. This

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approach diverges from conventional foreign language contexts typically presented in classrooms, offering a means to counteract excessive lexicalisation of the foreign language system. The model provides tailored didactics for bilingual learning with an immersive impact, aiming not to enhance an existing foreign language repertoire but to teach the language from a non-reproductive standpoint – one not practiced in the student's family or social circles.

However, immersion in the English language and authentic communicative scenarios alone does not guarantee optimal learning conditions. It is crucial to systematically establish a clear connection between the pedagogy of the Serbian language (in academic interactions) and the pedagogy of foreign languages, customised to the linguistic landscape of the Serbian language. Therefore, we contend that effective ESP teaching relies on integrating elements of foreign language pedagogy into the established pedagogical tradition of Serbian linguistics. This integration transforms the teacher into a cultural mediator, requiring thoughtful utilisation of methods and strategies unique to instructing English within a specific Serbian-speaking student group.

Certainly, it is not a matter of assuming that prevailing pedagogical methods can seamlessly transition to an academic setting solely based on their prevalence in educational practices. Instead, a careful consideration of the differentiation of communicative goals and learning objectives at each learning stage is imperative. The 'immersion' strategy, which we find to be particularly effective, facilitates both high-quality acquisition of the English language and the preservation of the linguistic framework of the Serbian language. This strategy allows students to acquaint themselves with a foreign language in the initial stages of their education, enabling them to structure knowledge about their native language.

It is essential to note that there are fundamental elements of didactic approaches involved in formalising the content of the English language. These approaches predominantly focus on basic skills such as self-introduction, characterisation, or description at the introductory level. Moreover, there is a demand for incorporating a block on expressing personal assessments when characterising a given phenomenon. Additionally, quick adaptation

to understanding communicative situations, such as a telephone interview, airport announcements, or other scenarios unrelated to the academic context, is emphasised.

Importantly, the communicative goals inherent in the initial stages of learning English should be aligned with pedagogical principles focused on translation and the preservation of the linguistic integrity of the Serbian language. As English is studied, the impact of cultural stereotypes infiltrating the Serbian linguistic and cultural tradition becomes more evident across various phases of academic interaction. It becomes the responsibility of the teacher to strike a balance by structuring the content of subject modules throughout the educational process.

Most pedagogical methods advocate, from the early stages of teaching ESP, a primary focus on syntactic units and components of speech (definite and indefinite adjectives, verbs, gender of nouns, simple and complex sentence structures, verb conjugation). The introduction of complete sentence schemes typically occurs from the middle of the initial stage. From our perspective, these didactic aspects should be interconnected with the memorisation of small blocks of spoken formulas, clichés, communicative exercises, and individual words forming the foundation of a hierarchically structured language system. It is crucial to understand the equivalence of the material being studied in the native language. Consequently, there is a need for a step-by-step structuring of academic content, considering the student's social experience. The adoption of a subject-subject approach to mastering ESP, recognising the student as an active subject in the learning process, appears highly productive. At the same time, pedagogical strategies should extend beyond merely conveying concepts of the English language in a few hours per week. This implies a broader role for the teacher, encompassing the socialisation of students, preparation for reading and writing, and the differentiation of individual psychological resources. We deem it necessary to consider the adaptation of students to traditional norms, values, customs, and behavioural patterns, alongside academic oversight in the modelling and transformation of linguistic content (vocabulary, syntax, phonemes, and intonations). This approach lends an innovative focus to the development of both the individual's inner world and their social environment.

It is crucial to underscore that the significance of pedagogical strategies extends beyond the teacher's in-class techniques aimed at facilitating understanding and production. Equally important is the thoughtful formulation and implementation of strategies that compel students to actively engage in understanding, involving the analysis of speech techniques and non-verbal communication. This requires adopting a perspective that involves managing such interactions.

Students employ various strategies for comprehension, relying on contextual cues such as gestures, illustrations, and facial expressions. They make assumptions and, through logical inference, anticipate verbal messages based on their existing understanding. In this context, mentors play a central role in intelligently providing linguistic tools to support such active participation. This involves guiding students on how to think in terms of

target structures, and structuring or promoting academic knowledge and skills within linguistic content. This model contributes to cultivating a positive attitude towards the foreign language, creating an environment conducive for students to independently apply academic content in interpersonal interactions. The emphasis is not only on imparting knowledge but also on adopting a proactive approach to language acquisition through strategic thinking and effective communication analysis.

4. BUSINESS NAMES IN LINGUISTIC LANDSCAPES

Business names in the Serbian speaking space are frequently created in English, reflecting a pursuit of prestige and fashion rather than stemming from a lack of suitable language forms in Serbian. The thought that English names carry a sense of modernity, respectability, and desirability, coupled with the belief that English is more fitting for business names in our era, contributes to this trend (Danaci, 2005). As the business name serves as a paramount advertisement, the inclination toward English aligns with the prevailing perception that it provides a contemporary and appealing image compared to Serbian. Creating business names constitutes a dynamic intersection of numerous linguistic and non-linguistic factors. The corpus of business names which will be presented below indicates a preference for the English language over Serbian. This preference is not only a consequence of English's international language status and global lingua franca role but also stems from the widespread belief that English is better suited for marketing. It imparts a sense of modernity, desirability, and value, as previously explained. Official business names in Serbian-speaking space overtly show the dominance of English, both linguistically and in the realm of marketing and business. To illustrate specificities within the linguistic landscape, we examined over 400 business names from shopping malls, fitness centres, and travel agencies. Some of the perceptions will be illustrated below.

1. General perceptions regarding business names in shopping malls include: (1) recognition of the dominance of international brand names from anglophone countries and others in English, such as *Converse*, *Nike*, *Champion*, *Pandora* (Denmark), *Parfois* (Portugal), *Lindex* (Sweden); (2) presence of Serbian brands adopting English names, including *Serbia Art*, *Office Shoes*, *Shop & Service*, *Coffee & Love*, and *Codex*; (3) utilisation of brand names in Serbian, such as *Zlatara Stefanović*, *Zlatara Andrejević*, and *Đak*; (4) occurrence of brand names combining English and Serbian words, illustrated by *Beba Kids*; (5) predominance of the Latin script, while the use of the Cyrillic script is notably neglected.

2. General perceptions regarding business names of travel agencies include: (1) frequent use of words like travel and agency, such as *Inter Holidays Agency*, *Discovery Travel Agency*, *Party Travel Agency*, *Fanny Travel Agency*; (2) regular incorporation of the word tours, as seen in *BG Tours Plus*; (3) combination of the word *agencija* with English words, illustrated by *Agencija Fox Travel*, *Agencija Panda*; (4) fusion of English and Serbian words, evident in names like *Travel Agency Svet*

Krstarenja and *Duga Travel*; (5) incorporation of numbers in names, as exemplified by *4 Seasons Travel*, *1A Travel*, and *747 Travel*; (6) adoption of English compounds, such as *Aircorridor*, *Fly Fly Travel*, and *Anency Travel Land*; (7) use of personal names like *Filip Travel*, *Amadeus*, and *Rea Travel*; (8) playful use of the phrase '*I travel!*'; (8) absence of names in Cyrillic script.

3. General observations regarding business names of fitness centres include: (1) frequent use of words like fitness (*Fitness zažene Element*, *Happy Fitness Studio*), gym (*Spider Gym*, *Garden Gym*), and fit (*Just Fit*, *Buda Fit*, *Absolute Fit*); (2) combination of the word *teretana* (engl. 'gym') with English words, exemplified by *Teretana Champion* and *Teretana Evolution*; (3) incorporation of proper names in Serbian, as seen in *Fitness Klub Vladica*, *Fitness Studio Lola*, and *Andela Fitness Klub*; (4) adoption of English compounds like *Funfit*, *Fitmania*, and *Wellness Land*; (5) inclusion of two names in Cyrillic script (*Лесандар фитнес*, *Боду билдинг клуб*, *Фитнесс World*).

These examples, excerpted from the rich corpus, demonstrate that the linguistic landscape serves as a platform where the influence of linguistic trends is markedly evident. The compilation of business names, or brand names, in Serbian vividly illustrates the linguistic repercussions of Anglo-globalisation. This phenomenon not only provides insights into our prevailing attitudes toward language but also offers glimpses into potential future paths languages and culture may take. The incorporation of original English words as business names stands as exemplars of an approach that embraces linguistic fluidity.

Marketing language, with its distinctive characteristics, operates under less strict linguistic rules compared to specialized terminology (which should undergo standardization procedures) and consequently this flexibility has given rise to a lively and diverse linguistic landscape within the marketing domain, presenting an intriguing sphere for scientific research, and valuable language teaching resource.

5. LINGUISTIC LANDSCAPES IN ESP TEACHING

Generally speaking, ESP courses are tailor-made courses which have to provide foreign language instruction in some specific domain. It is not a kind of language or methodology, but a specific approach to language learning based on specific learners' needs. ESP traces its beginnings to the 1960s. Since then, it has undergone various phases of development. At the beginning, in the 1960s and early 1970s, the highest priority in language instruction was given to the register, i.e. to the grammatical and lexical features which students would meet in their jobs. After that the focus was moved to rhetorical or discourse analysis and target situation analysis. Finally, it came to the phase when it was argued that '*a truly valid approach to ESP must be based on an understanding of the processes of language learning*' (Hutchinson & Waters, 1998, p. 14). At present, ESP is defined as an approach to language learning, in which '*the relevance to the learners' needs and interests is paramount*' (Hutchinson & Waters, 1998, p. 8). Therefore, the ESP teaching materials should be created accordingly.

In the last decades there has been an increasing interest in exploring the potential application of linguistic landscapes as a pedagogical resource in English as a Foreign Language (EFL) classes. Recent inquiries focus on reconsidering position of the ESP within a cosmopolitan understanding in the modern era (Hyland, 2022; Janssens & Steyaert, 2014; Ehrenreich, 2011) and deal with the feasibility of integrating linguistic landscapes into the teaching curriculum, recognising their value as an innovative tool for language instruction (Cenoz & Gorter, 2008; Dagenais et al., 2009; Gorter & Cenoz, 2022; Melo-Pfeifer, 2023).

The main purpose of teaching materials is to provide stimulus to learning and therefore good teaching materials will contain *'interesting texts, enjoyable activities which will engage learners' thinking capacities, opportunities to learners to use their existing knowledge and skills and content which both learner and teacher can cope with'* (Hutchinson & Waters, 1998, p. 107).

We emphasise the importance of research and educational endeavours focused on instilling a professionally oriented foundation in students. These initiatives are a part of the linguistic landscape of a given language, calling for a careful consideration of the role of the specific competence being cultivated. Furthermore, we acknowledge the complex nature of information perception across various educational activities, especially when engaging with professional texts and other resources. This underscores the didactically appropriate integration of contemporary pedagogical tools into the educational process, particularly within the realm of ESP. Moreover, looking into the analysis of differentiated multi-level elements within the English language provides educators with the opportunity to employ an inductive methodology. This approach encompasses the effective utilisation of practices voluntarily adopted as a foundation for previously acquired languages. In essence, our emphasis lies in seamlessly incorporating modern pedagogical tools and methodologies to enhance the learning experience within the framework of ESP (Dolzhenkov, 2023).

While there is considerable flexibility in selecting a pedagogical model for crafting a learning situation, the methodologies employed in English for Specific Purposes (ESP) exhibit a degree of stability. This stability arises from their consistent alignment with the essential technical objectives inherent in teaching any foreign language. These objectives encompass facilitating access to meaning, comprehending language development patterns, incorporating repetition, imitation, repeated use, reproduction, and production techniques.

The overarching objectives of English for Specific Purposes (ESP) can vary depending on educational stages and modules, with a potential emphasis on practical goals or, conversely, on cultural and general educational objectives. In navigating the extensive array of methods and methodologies available, teachers exercise autonomy in making choices, establishing a hierarchy of pertinent pedagogical goals and objectives directly aligned with foreign language acquisition. The didactic integration of linguistic and cultural content in pedagogical activities involves the teacher's independent decisions, such as prioritising spoken or

written language at specific stages or focusing on the culture of an individual or the broader anthropological context. This approach shapes the psychology of learning, catering to the needs and motivations of students. Regardless of the chosen didactic trajectory, these teaching formats share a common goal – facilitating the progressive development of emerging specialists and their subsequent integration into the professional community (Galyavieva et al., 2023).

Developing instructional materials on appropriate language use and fostering awareness of language culture grounded on the linguistic landscapes can be very motivating as rewarding. For example, tasks in ESP courses with the linguistic landscapes in its focus can be organised around the concepts of language of marketing in general, creativity and marketing power of business names in the linguistic landscape, such as the following ones.

Creativity in Business Names. The individuals responsible for marketing in any business should adopt a more creative approach to business names, considering both linguistic and cultural aspects. With the shift in names following processes like transition and privatisation, the use of Serbian as an official name has become uncommon. The linguistic landscape, particularly in shopping malls and urban spaces, vividly illustrates this trend. The lack of standardisation in language use within this domain allows for the prevalent use of English, perceived as more suitable for marketing due to its modern and popular connotations, resulting in a colourful linguistic landscape in our country. The role of business names as a crucial advertisement in the marketing world raises the question of whether this linguistic segment should be treated differently due to its marketing function. The current trend, where Serbian linguistic resources are often neglected in favour of English for perceived attractiveness, prompts consideration of standardisation measures within this linguistic domain.

Marketing Power of Names. The efficacy of names in English, once deemed powerful, is now challenged by their overuse. The frequent use of English names, while potentially less impactful, raises questions about their true marketing effectiveness. It is conceivable that people may shift towards using more Serbian names in the future, as English loses its perceived marketing prowess. However, relying on chance is risky, prompting the need for interim measures.

Simultaneously, a combination of pedagogical measures, such as arranging lectures that involve both foreign and Serbian students in interactive discussions, or facilitating collaborative scientific and educational events, plays a pivotal role in efficiently harnessing the cognitive potential of upcoming professionals. These individuals seamlessly integrate the accomplishments of diverse realms of philological knowledge into their future endeavours, making them not only valuable in the domestic labour market but also sought-after internationally.

Moreover, establishing the criteria, levels, and indicators for shaping the process of students' professional socialisation within the educational framework necessitates a proficient command of a foreign language. This entails implementing a didactic model in

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the educational process that fosters the graduate's subsequent professional socialisation. Acting as a mediator in multicultural dialogue, this model aids in optimising interlingual contacts. This encapsulates the core competencies expected of a contemporary specialist and a citizen of a modern democratic society.

In implementing ESP, we prioritise the following principles that encapsulate the specifics of the modern professionally oriented paradigm.

1. The principle of continuity and coherence in the educational trajectory of the future specialist, aligning the content aspect of the professional cluster with the utilisation of the linguistic landscape.

2. The principle of developing communication skills with a pronounced and consistent focus on the linguistic landscape and intercultural interaction.

3. The principle of fostering academic mobility in individuals amid dynamically changing professional conditions, ensuring linguistic interactions are appropriate with representatives of diverse linguistic and cultural communities.

4. The principle of upholding international standardisation in the functional use of language for specific purposes. This is achieved through content and technology tailored to specific objectives, employing internationally recognised and widely and universally applied methods of assessment, including proficiency level descriptors.

The principle of social partnership, enabling the adept integration of educational modelling of professional scenarios within a given context. This considers the value-axiological foundation of native speakers and the normative parameters of professional interaction (Klimova & Kozlovtseva, 2023).

At the same time, in ESP instruction it becomes crucial to incorporate the competency-based approach utilised in the contemporary higher professional education system. This approach, with its clear emphasis on enhancing the quality of professional training and fostering the requisite competencies, including language skills, proves to be a more effective model compared to the earlier methodological focus on the qualification indicators of specialists. This shift represents an evolutionary change within the realm of continuous professional growth. Incorporating the competency-based approach involves considering the integration of interconnected knowledge areas, ultimately contributing

to the cultivation of professional foreign language communication. This communication is anchored in problem-oriented, person-oriented, and activity-based approaches, utilising a communicative method grounded in the linguistic landscape.

To enhance the effectiveness of foreign language instruction for specific purposes, particular emphasis should be placed on developing the sociocultural component. The professional advancement of future specialists frequently stems from informal educational activities, where language skills are honed through conversations with colleagues, fellow students, and self-directed study (Kupriyanov et al., 2023). Within these activities, the interplay between individual axiological patterns and cultural phenomena from the foreign language humanitarian paradigm, conveyed in both oral and written communication, is inevitable. This interaction fosters a positive integration of knowledge and cultural stereotypes into practical activities, shaping personal and professional development, and cultivating language-learning skills within a foreign language communicative environment. Behavioural manifestations, including speech, characteristic of specific age groups, professions, or cultural strata, contribute to the formation of distinctive behaviour and thought patterns within particular social groups. Actively transmitting these manifestations in the educational process establishes a mechanism of social assessment, stimulating foreign language learning. Consequently, this mechanism plays a crucial role in the formation of individuality and social self-identification, allowing individuals to understand their social and professional affiliations and shape their self-esteem.

In this evolutionary pedagogical system, the educational objective, alongside the linguistic task of enhancing foreign language proficiency, is to equip students with a competitive professional future. Consequently, traditional methods of imitation and intuition are diminishing in prevalence. Instead of presenting students with a pre-packaged communicative product that simulates real-life English scenarios, the focus is on methodically guiding them to master English by differentiating various components of communication (Shilina & Zarifian, 2023).

ESP opens avenues for reaching elevated levels of proficiency, substantially enhancing the likelihood of accomplishing personal and professional aspirations. A proficient English speaker within a professional community establishes a 'privileged network' of social interactions, characterised by shared organisational goals, objectives, and strategies. This network evolves organically, driven by voluntary choices aligned with common interests or professional roles, showcasing a collective pursuit of objectives or the provision of role models. An important element in this dynamic is the translation of sociocultural norms within a specific linguistic landscape, ensuring the inherent and progressive development of a specialist (Eslami et al., 2023). This evolution becomes feasible only through a robust foundation in the language continuum, speech stereotypes, and usage – the key and integral components of foreign language education. Familiarity with these aspects not only facilitates linguistic competence but also lays the groundwork for navigating the nuanced socio-

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cultural dimensions embedded in the professional landscape. Utilising authentic linguistic landscape in which the socio-linguistic situation in the Serbian-speaking space reflects as an authentic material in ESP has the potential to develop language competence, language awareness, and critical thinking among learners.

The success of intercultural interaction, free from unwanted social, professional, or interpersonal disruptions and communication 'failures', hinges on the incorporation of the linguistic landscape of a native speaker into the foreign language being studied. It is essential to recognise that mastering a foreign language serves as an indirect introduction to the axiological aspects of another culture, thereby influencing the communicator. It is evident that the linguistic landscape of the Serbian language undergoes transformations when confronted with English, particularly as English lexemes with a latinised written basis 'invade' the Cyrillic space. This clash results in the emergence of new designations, such as compound nouns or adjectives, occasional neologisms, and slang terms. Despite these linguistic conflicts, the positive implementation of the sociocultural component allows for the construction of language contact by absorbing the linguistic patterns of one language under the influence of a second natural language. This dynamic is clearly illustrated in the aforementioned examples.

The preservation of language and cultural identity of each population is very important in the era of cosmopolitanism. With that in mind, our selection of a specific language segment aimed to demonstrate prevalent language culture trends in Serbian and point to the possible paths for ameliorating the current state through the use of linguistic landscapes as a teaching resource in ESP courses.

6. CONCLUSION

In the pursuit of crafting an exemplary language course, the exploration of diverse materials and the adoption of effective teaching methodologies are paramount. This paper investigated the utilisation of linguistic landscapes within the Serbian-speaking context as valuable authentic teaching resources in English

for Specific Purposes (ESP) courses. These landscapes serve as a rich linguistic corpus, offering myriad opportunities for the enhancement of language competence, language awareness, and critical thinking – skills imperative in the 21st century. Given the contemporary prevalence of English as a global language, a noteworthy linguistic phenomenon is the widespread use of English over Serbian in various domains. The uncontrolled incorporation of English has seamlessly integrated into the popular language culture of the Serbian-speaking community. This linguistic trend is vividly portrayed in linguistic landscapes, establishing them as invaluable resources for language instruction. This paper specifically focused on business names as prominent elements within linguistic landscapes. The current scenario in the Serbian-speaking space unequivocally reflects the pervasive impact of Anglo-globalisation. The repercussions of this phenomenon may manifest in various ways, and one plausible method to manage these effects lies in the realm of language courses. ESP can serve as a proactive measure to increase awareness of the language usage in the multilingual world, thereby fostering a balanced linguistic landscape within the Serbian-speaking community.

Pedagogical observation of the foreign language teaching process at a university highlights ESP as a potent tool with a positive impact on a comprehensive set of skills crucial for a successful career. These skills include a deep understanding of the traditions and values inherent in English-speaking culture, familiarity with implicit corporate rules, effective navigation of an academic career, and the establishment and maintenance of a methodological network for exchanging experience and knowledge. ESP serves as a facilitator, enhancing adaptability to specific communicative contexts, making the educational process more effective, and offering productivity benefits in research and development, as well as success in career advancement.

Furthermore, it's essential to underscore that the new methodological approach in ESP involves a reorientation of tasks and goals in foreign language learning. An intermediate yet significant objective is not merely limited to acquiring pragmatic knowledge, skills, and abilities within the foreign language system. Rather, it extends to the holistic development of an individual's personality through the medium of a foreign language, fostering a joint exploration of language and culture. In this context, the intercultural paradigm emerges as the ontology of modern language education. It primarily addresses the principles of cultivating a multicultural personality within a diverse linguistic space during the collaborative study of foreign languages and cultures.

Emerging pedagogical approaches in ESP empower educators to adopt models directly tailored to foster students' independence, initiative, critical thinking, and reflective practice. This approach not only positively influences mentoring but also accelerates students' socialisation, instils a sense of belonging to the educational institution, provides advantages in future professional interactions, enhances self-confidence, and promotes personal maturity.

In these modern ESP methodological formats, the focus is on stimulating students' enthusiasm, motivation, and active participation in the learning process. The primary goal is to develop and support the individual nature of interaction, moving away from a narrow 'training and development' approach that tends to be more institutional. Additionally, educators allow students to autonomously navigate and solve emerging problems, striking a fair balance between the challenges presented and the support provided within the chosen methodological model.

Programmes fostering this equilibrium between vision, challenge, and support contribute significantly to students' socialisation within the professional community. The freedom for teachers to choose their ESP teaching methodological model not only enhances pedagogical skills but also facilitates ongoing professional development. Serving as organisers in the educational process, mentors coordinate various stages of programme mastery, assess students' speech quality through pedagogical influence, and define goals based on individual student needs. They specify ways to achieve these goals by analysing reliable data on educational progress and results.

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