

Linguistic landscape



Category	Choices
Title	Languages in your area - Talen yn dyn omjouwing - Talen in jouw omgeving
Objective	With this activity pupils are made aware of the language(s) in the school/area and of their own opinions on the role of language in the linguistic landscape.
Target group	First grades of secondary education
Subject	Languages in general Frisian, Dutch, English
Duration	90 minutes + analysis of homework in next class
Link to curriculum	Linguistics Knowledge about multilingualism in general
Languages	Every single language occurring at the linguistic landscape
Link to FREPA	Awareness of own language and languages in your area Knowledge about languages in Fryslân, Europe and the world
Skills	Reading, speaking and writing
Theoretical support	Language awareness
Activity description	<p>Step 1: Preparation (10 minutes)</p> <ul style="list-style-type: none"> • Together: looking at a presentation including sample photos regarding linguistic landscape • Pupils will discuss the following questions. First in pairs, then together <ol style="list-style-type: none"> 1 What languages do you recognise 2 Are one or multiple languages used? 3 If multiple languages are use: why is that the case? 4 Wat kind of character is this? 5 Wat does the character mean? <p>Step 2: Discuss the role of language (15 minutes)</p> <ul style="list-style-type: none"> • Discuss the role language might have in different areas. For instance the bakery, museum, the office, school and so on • Divide the class in groups. Every group should have three members. Every group gets assigned one area to discuss the roll of language • Every group informs the class <p>Step 3: Own linguistic landscape (30 minutes)</p> <ul style="list-style-type: none"> • Every group of three will make photos of language in school. For instance: classrooms, canteen, signages, library and so on • If possible, also outside school: streets, playground and so on • Optionally (as homework): language that pupils come across on their trip from home to school • Every aspect of language pupils come across needs to be photographed. Approximately 20-30 photos in total

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Activity description	<p>Step 4: Researcher (15 minutes)</p> <ul style="list-style-type: none"> • Every group looks at their collection of photos and categorises them. For instance: whether it is monolingual, bilingual or multilingual. And language: solely Frisian, Frisian-Dutch and so on • The groups will answer the following questions: <ol style="list-style-type: none"> 1 How many languages can be seen on the photos? 2 Where has the photo been made? 3 What is the role of the language on the photos? <p>Step 5: Present results (20 minutes)</p> <ul style="list-style-type: none"> • The groups will present their experiences with the help of their photos. The presentation can be done in one or multiple languages, depending on the objective. For example, English during English class, or Frisian during Frisian class, or even in multiple languages <p>Step 6: Homework</p> <p>As homework, there are 3 assignments in the attachment:</p> <ul style="list-style-type: none"> • Taking pictures in the environment • Making audio recordings in the environment • Taking pictures of the linguistic landscape in own country <p>The analysis of the homework can be done in the next class by making use of the forms</p>
Materials	<ul style="list-style-type: none"> • Powerpoint presentation and homework assignments + analysis

Examples of linguistic landscape in the school:

