

<i>Language detective</i>						
Targeted age group	Duration	Materials and Resources	Classroom distribution	Teaching Approaches	Activity Location	Interdisciplinary links
secondary education (12-16)	2 hours: 15 min. explanation 1 hour picture taking 45 min. analysis	https://www.youtube.com/watch?v=3Wncr4k1y30&t=15 camera, something to write on (notebook, computer) <i>(several photographs as inspiration, see below)</i>	individual - small groups - whole class	research reflection analysis	in school - outside	history geography language courses
Activity	Students will become language detectives in their own environment. By taking photographs of the					

summary (max. 50 words)	linguistic landscape students will come to an analysis of the visible language and develop a critical opinion on this.
Learning objectives	raising awareness of language diversity - theoretic understanding of LL - placing one's own experiences in the context of LL - raising critical language awareness - exploring LL
Step by step activity description	<p>In this activity, you will go on the hunt for languages that are visible in your own environment - you will become a Language Detective!</p> <p><u>Step 1: Introduction</u></p> <p>Watch the video of what a Linguistic Landscape is, where we can find linguistic landscapes and in what types of linguistic landscapes there are.</p> <p><u>Step 2: Start investigating!</u></p> <p>Now you can start your own investigation!</p> <ul style="list-style-type: none"> - Pick a location that you want to investigate. This can be the street you live in, your route to school, a big shopping street, or for example the supermarket. Everything goes! Be on the lookout for everything that you come across and that involves language. - Take photographs of the things you see that use language. Try to take at least 15 photographs, but more is always possible! Make the language(s) that you see as visible as possible in the photograph. <p><u>Step 3: Analyze your photographs in groups</u></p> <p>Using the photographs you've taken in step 2, in groups you will start analyzing these. You can make this analysis based upon questions like:</p>

	<ul style="list-style-type: none"> - How many languages do you see in each photograph? (1, 2 or 3 or more) - What is the function of the text? Does it give information, does it want to sell anything, is it an official sign? Maybe you can think of another function. - What are the languages that you see? <p>Write a summary based upon the questions. An example can be:</p> <ul style="list-style-type: none"> - We were language detectives in XX, XX and XX. (Paste your photographs here) - We have analyzed a total of ... photographs - __ (__%) of these photographs showed one language - __ (__%) of these photographs showed two languages - __ (__%) of these photographs showed three languages - The language that was used most was __, after that, it was __ - The languages were used in different situations. English was used most on posters in shops. So it had the goal to sell something. Etcetera. - Refer to the photographs if you are talking about a specific signage that for example surprised you or sparked your interest. <p><u>Step 4: Give your opinion!</u></p> <p>Imagine that you are giving advice to your local government. What did you like in the languages you saw in the public space, do you want to see any changes being made?</p>		
Possible adaptations	This activity can easily be done in every other city or even in a small town.		
To be acquired competencies /skills	Language speaking writing	Subject knowledge not applicable	21st-century skills and critical thinking interaction description transfer

			reflection skills
Required competencies /skills	Language speaking writing recognizing other languages	Subject knowledge Not applicable	21st-century skills

Examples of implementation



Reaction/ feedback teacher	<p>“It was great to see the enthusiasm the students had to go and explore their own environments on the topic of Linguist Landscapes. I was very impressed, but also surprised with how opinionated the students were with regards to seeing more Frisian language in their own environment.”</p>
Reaction/ feedback student	<p>“We liked to be language detectives for once! We were disappointed with the amount of signage in Frisian, since we are in Fryslân! Especially the ‘Leeuwarden’ signs, because why not use ‘Ljouwert’? There should also be more English signs, that can ensure more visitors ;)”</p> <p>“Overall, we feel that Frisian should be used more in the city because Ljouwert is, in the end, the capital city of Fryslân and welcomes a lot of tourists because of that. Therefore it is important to show that we are proud of our language and want it to survive.”</p>