

<b>Example 1. Whole school survey (Strasbourg)</b>						
<b>Target group (age in years)</b>	<b>Duration</b>	<b>Materials</b>	<b>Workform</b>	<b>Teaching Method</b>	<b>Learning process</b>	<b>Education across subjects</b>
<i>primary education - secondary education (13- 14)</i>	Each interview lasts about 15-30 minutes (depending on <b>Example</b> the respondent)	Digital recorder	- small groups - whole class - individual	research - discussion - creating - literature - top-down information - reflection - analysis - mediation	cognitive - creative - emotional	Social/commu- nication/orga- nisational skills French language skills-written (interview guide) and spoken
<b>Activity summary</b>	After creating their own language biographies in class, our partner class students decided to make a survey through the whole school.					
<b>Activity aim</b>	raising critical language awareness - exploring LL - working creatively with LL - a broad understanding of LL - raising awareness of language diversity - theoretic understanding of LL - placing one's own language experiences in the context of LL - experiencing LL - exploring digital LL					
<b>Activity description</b>	Based on the activity of creating their own language biographies, students (whole class) prepared questions to ask other students, and also teachers, and different school employees (canteen staff,					

	<p>caretaker...). Students worked in pairs, to plan interviews with other students, teachers, school employees, explaining the project and searching for volunteers to participate in their survey. Then again in pairs they led interviews with the volunteers. The interviews were recorded to be transcribed &amp; analyzed at a later date. The idea behind this activity is that students would like the school to be the 1<sup>st</sup> point of interest on the linguistic landscapes learning path they will create in the LoCALL App. Therefore the data they gather through the survey will help them to showcase the language diversity in their school.</p>		
<b>Ideas to differentiate</b>	<p>Here we can add suggestions on how to adjust the country specific activity to other countries/cities/locations.</p>		
<b>To be acquired competencies /skills</b>	<p>Language: writing - reading - speaking - listening - recognize other languages - not applicable</p>	<p>Subject knowledge: when applicable e.g.: knowledge of establishment European Union - society and migration - not applicable notions of creating, leading and analyzing a survey</p>	<p>21st century skills and critical thinking: use of computer - creativity - interaction - description - reflection - transfer skills - not applicable team work empowerment (becoming not only participants, but actors and ambassadors of the project)</p>
<b>Required competencies /skills</b>	<p>Language: writing - reading - speaking - listening - recognize other languages - not applicable</p>	<p>Subject knowledge: ... - not applicable</p>	<p>21st century skills: use of computer - creativity - interaction - description - reflection - transfer skills - not applicable</p>

<b>Material examples</b>	Mp 3 recorders, available rooms in the school, printed out questionnaire
<b>Reaction teacher</b>	Students became empowered through this activity and developed into real actors of the project and not only participants. It was also very interesting to observe the empowerment of students who regularly experience difficulties in everyday school activities.
<b>Reaction student</b>	Students felt very responsible for organizing different steps of the survey. They expressed for example an idea that they would like to use the opportunity with the survey to get to know other teachers and students at their school (not only the ones they already know). They also seized the opportunity to work in pairs with classmates who they knew less well.