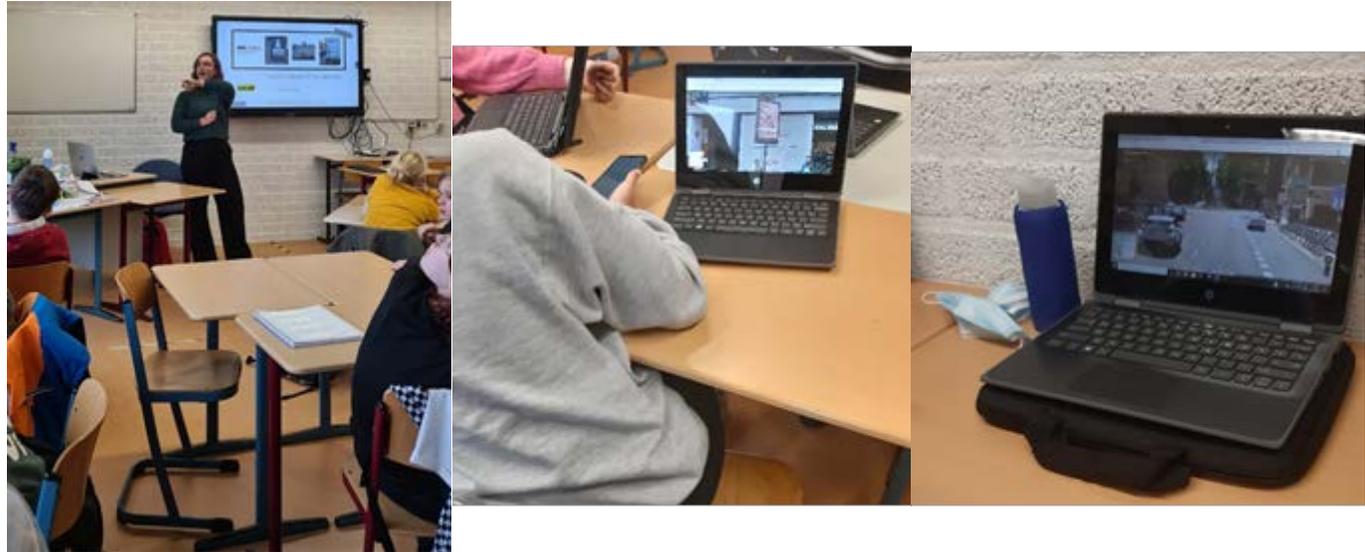


<i>Street View your language</i>						
Targeted age group	Duration	Materials and Resources	Grouping	Teaching Approaches	Activity Location	Interdisciplinary links
secondary education (12-16)	1 hour	Laptop/tablet/ tillefoan	individual	research - reflection - analysis	in school -	social sciences - language courses
Activity summary (max. 50 words)	Before this lesson the students have started learning a language through Duolingo. The students will look for their learned language and other languages on Street View. This can for example be done in a larger shopping street in a self-chosen town.					
Learning objectives	raising critical language awareness - exploring LL - a broad understanding of LL - raising awareness of language diversity - placing one's own language experiences in the context of LL - experiencing LL					
Step by step activity description	<p>Step 1 Pick a town in the country where they speak the language you are learning. Find a shopping street on Google Maps. Open Street View.</p> <p>Step 2 Walk through the street virtually. Write down what languages you see on for example the outside walls of buildings, posters and advertisements. Keep record of how often you come across the different languages.</p>					

	<p>Step 3 Analyze what you have seen at step 2. Record this on your phone. Answer at least the following questions:</p> <ul style="list-style-type: none"> - What language did you learn and where was your virtual walk? How far did you walk? - What did you see? - How much of the learned language did you see? - What other languages did you see? - What were these languages used for? (advertisement, information, official signs) - What did you think of this activity? - Did you ever hear of linguistic landscape before this activity? - Did you like exploring and finding out what languages are used in the public space (shops, city hall, advertisements)? 		
<p>Possible adaptations</p>	<p>This activity does not need to be done after learning a new language. Students can also walk virtually in their own village or city. Or any other self-chosen location.</p>		
<p>To be acquired competencies/ skills</p>	<p>Language: reading - speaking - recognizing other languages</p>	<p>Subject knowledge: not applicable</p>	<p>21st-century skills and critical thinking: use of computer - description – reflection - citizenship - transfer skills</p>
<p>Required competencies/ skills</p>	<p>Language: reading - speaking - recognizing other languages</p>	<p>Subject knowledge: not applicable</p>	<p>21st-century skills: use of computer - description - transfer skills</p>
<p>Feedback</p>			

Examples of implementation



Reaction/ feedback teacher

“What a great activity, I would have never come up with this myself. It was a nice addition to the learning of a language and to make this more tangible. This way students see that their learned language is visible a lot in the public space in the countries where the language is spoken.”

Reaction/ feedback student

“I had never heard of linguistic landscapes. But I found it very nice to see what languages are used outside.”