

Language in Sight



Dear teacher,

Taal yn Byld is the original name of this project that started at a number of schools in the north of the Netherlands. The English version is called **Language in Sight**.

In every classroom there is a wealth of pupils with various home languages. But what do we know about each other's home language(s)? Have pupils heard how their peers' languages sound? Or have they learned how the languages are written? Knowledge of each other's home language(s) stimulates appreciation for both your own and others' languages for pupils, teachers and parents.

Your home language is the first language you learn as a child. That language often means a lot to you: it is part of who you are, part of your identity. Many children speak several languages and are therefore multilingual. They can speak official languages like Dutch, Frisian, Turkish, Arabic and German, but they can also speak dialects or regional languages.

With **Language in Sight**, pupils look for language treasures that are hidden in their environment. They will search for beautiful sentences, phrases, or sayings in their home languages. This booklet and additional materials, such as posters and an inspiring film about the project, can be found at www.inspirerendmeertaligonderwijs.nl.

With Inspirerend Meertalig Onderwijs (=Inspiring Multilingual Education) it is also the intention that schools inspire each other. After the project ends, you can send photos of the posters to janke.singelsma@nhlstenden.com and we will place them on the website. This way, the language treasures can be admired by anyone online.

An inspiring greeting,

Het Inspirerend Meertalig Onderwijs Team

Colofon

This publication was created in the collaborative project Inspirerend Meertalig Onderwijs by the research group Multilingualism and Literacy at the NHL Stenden University of Applied Sciences and Cedin.

A special word of thanks goes to the teachers, pupils and parents who participated in this project and to the Provinsje Fryslân.

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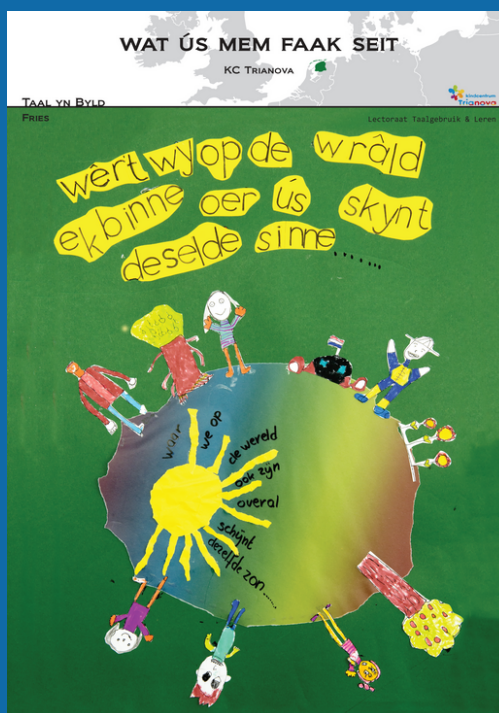
www.inspirerendmeertaligonderwijs.nl

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Grandma sang this to my mother when she was sad. It's a Croatian nursery rhyme.



A Frisian language treasure from my dad: Wherever we are in the world, the same sun shines everywhere.

Language in Sight

background

The goal of **Language in Sight** is to strengthen connections between school, children and parents by letting the pupils question their parents about beautiful sentences, phrases and rhymes in the home language(s).

The conversation about this in class and mapping these beautiful sentences (together with parents) leads to appreciation of each other's home languages and backgrounds. Acknowledging and using the home languages of children positively influences their wellbeing, confidence, identity development and the acquisition of Dutch.

Key Principles

- Positive attitude (awareness of language and identity)
- Cooperation teacher-pupil-parents
- Parents as experts in home language
- Centering dialogue
- Rich language environments



A teacher tells us:

'Taking inventory of the different languages in the group, letting each other hear what those languages sound like, brought surprise and wonderment to our class. Children felt appreciated and seen for the fact that they speak other languages besides Dutch. Pupils told us they liked letting their home languages be heard at school.'

Language in Sight

structure

THE STEPS

1. Inspiration

Have a classroom conversation about the concept of home language(s) and note which languages are spoken in the classroom.

For more suggestions:
see page 6 - inspiration

2. Finding language treasures

Pupils interview dad, mom, grandma, grandpa or another relative/caretaker. They use the questions that help find language treasures.

See page 7/8 (Dutch.) or page 9/10 (Fr.)

3. Admiring, translating and discussing language treasures

See page 11- Talking cards

4. Making posters

Creatively picturing the beautiful sentences, phrases or saying (together with parents)

See page 14

5. Exhibition of posters

The language treasures are shown at school or in the town/area. Parents and neighbours are invited.

See page 15

INSPIRATION

Classroom conversation on home language(s)

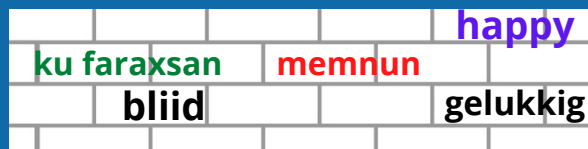
Which language did you learn at home? What actually is a home language? Can you have more than one home language? Who has several languages they speak at home?

Which languages do we know in this class?

Make a list of the languages in your group. And which languages are spoken in the school? Who can speak another language? Ask the children to find out how many languages there are, and who can speak them. Answers can be displayed in the classroom.

Build a word wall

- Write down which words you know for the word "happy" (or another word). Use all languages (including regional languages). Synonyms are allowed, too.
- Write down each word on a separate piece of paper (shaped like a brick).
- Time to lay bricks! Build a word wall out of your word bricks.



My favourite word

- Write down your favourite word (in any language).
- Say why you love that word.
- Does it sound nice? Is the meaning beautiful? Which language is it?

Walk and exchange

- Teacher plays DJ.
- Walk through the class.
- Stop when the music stops.
- Say hello to whoever is nearest in your own language.
- Learn to say hello in each other's language.

hello

bonjour
goeie

Make a language garland

- Write down how to say hello in your home language.
- Build a garland together.
- Hang the garland and learn all the greetings in all the languages in your class.

HEJ!

KAMUSTA

15 seconds in the jungle

- Play this game during gym class.

Let children count down in different languages (this can be practiced in class in advance).

For more suggestions see www.3mproject/toolbox/index.html

Language in Sight

Searching for language
treasures



Questions that help finding language treasures

What did you used to think was a
beautiful/funny/special song in your home
language?

Or what did you used to
think was a
beautiful/funny/special
poem in your home
language?

Or do you know a
beautiful/funny/special sentence
in your home language?

Did you think it sounded
beautiful? Or funny?

What did you think
was special about it?

Did it make you happy?
Or sad?

Which language is it?

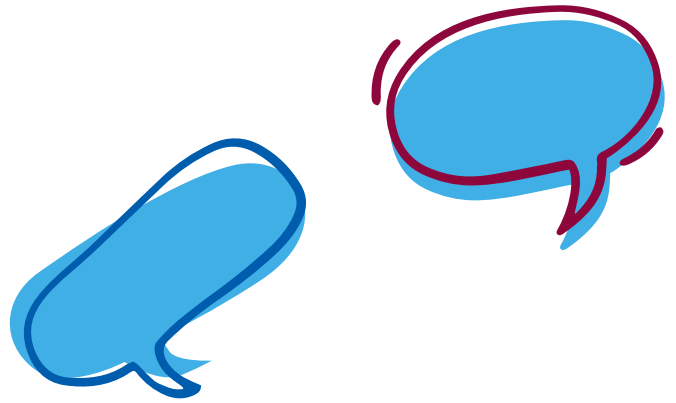
What was it about?
Tell me

When was it sung/said?



The assignment

Looking for your language treasure...



Name:

Interview with

Together we choose the most beautiful sentence:

.....

.....

.....

.....

The language:

The translation in English:

.....

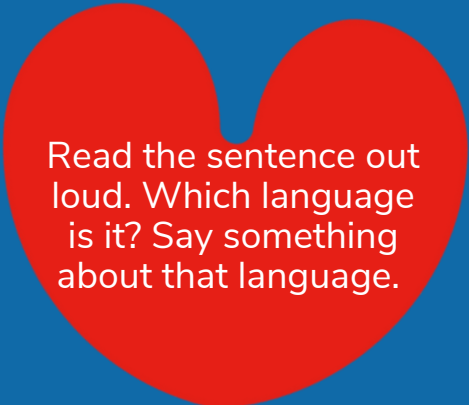

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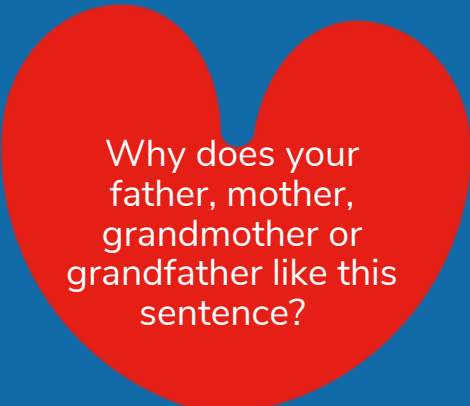
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ADMIRING, TRANSLATING AND DISCUSSING LANGUAGE TREASURES



All of the language treasures will be admired by the teacher and the pupils. The talking cards can support the discussion of the treasure.. They can also be used in discussing the treasures in pairs. On the next page you will find some examples of language treasures.



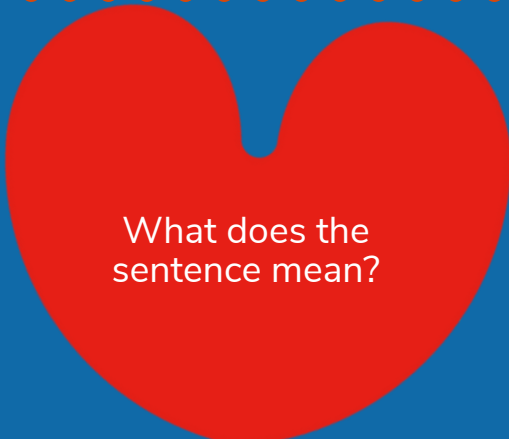
Read the sentence out loud. Which language is it? Say something about that language.





Why does your father, mother, grandmother or grandfather like this sentence?




What else can you say about your language treasure?



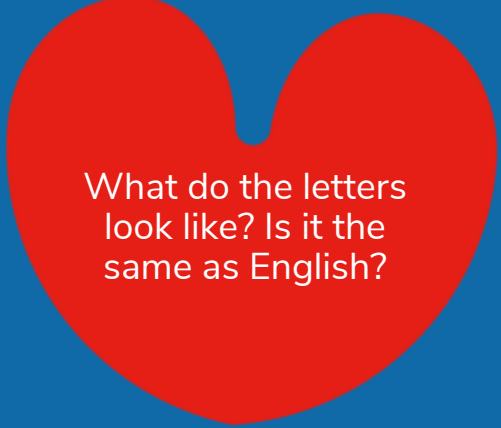

What does the sentence mean?




Can you also speak that language? Let's hear something in this language.




Who do you speak this language with?



What do the letters look like? Is it the same as English?



What does the language sound like? Can I pronounce that? Are there different sounds?



MAKING POSTERS

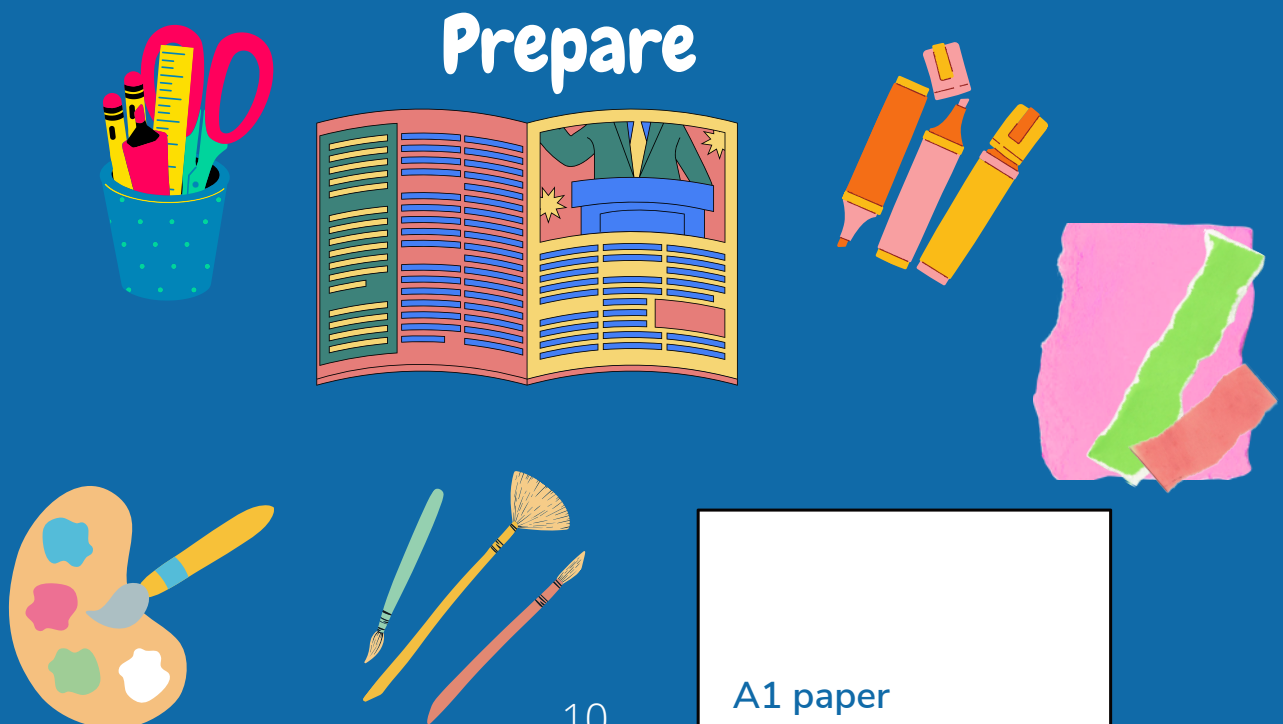
When the treasures are gathered it is time to make the posters.

These posters can be made together with the parents or grandparents.

This can be done during a creative afternoon together, but it is also possible to make a roster and invite the parents in small groups.

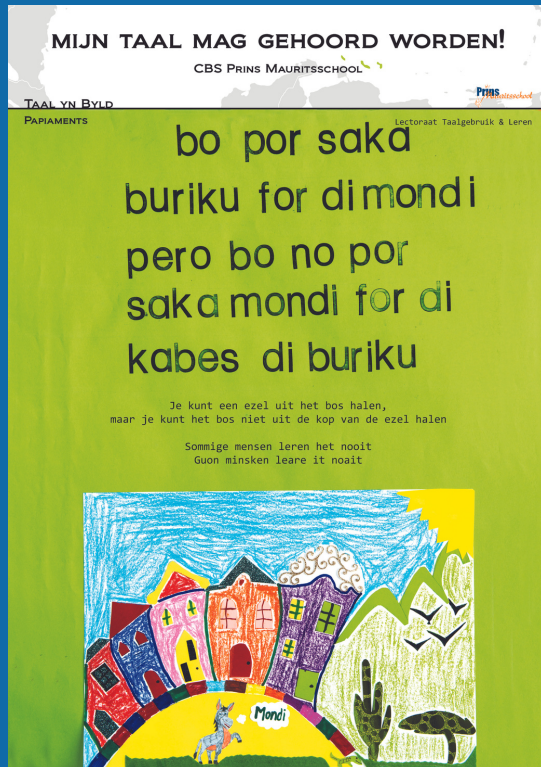
TIPS FOR MAKING THE POSTER

- Look at the examples of posters at www.inspirerendmeertaligonderwijs.nl together with your parent(s).
- Think of the kind of picture that matches your language treasure. What does it look like?
- Make a few sketches and choose the best one.
- Discuss how you will make the poster and which materials you will use (markers, paper, paint, chalk, magazines, etc.). Using several materials is encouraged.
- Think of how to put your language treasure on the poster. For example, you can stamp it, cut out letters, or print text on the computer. Think of how and where to include the translation.

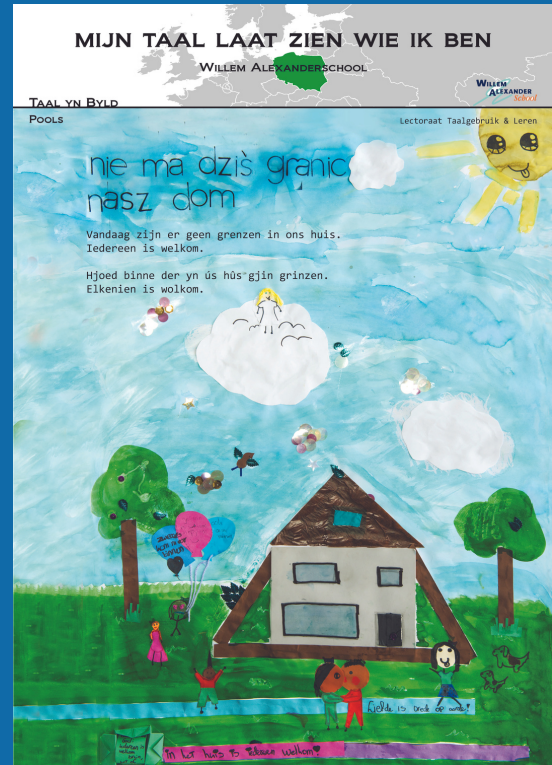


Found Language Treasures

A language treasure is made of beautiful, sweet, friendly or funny words. A language treasure is a treasure in the home language.



My grandma used to say this to my father. It's Papiamentu and it made him happy because he thought it was funny.

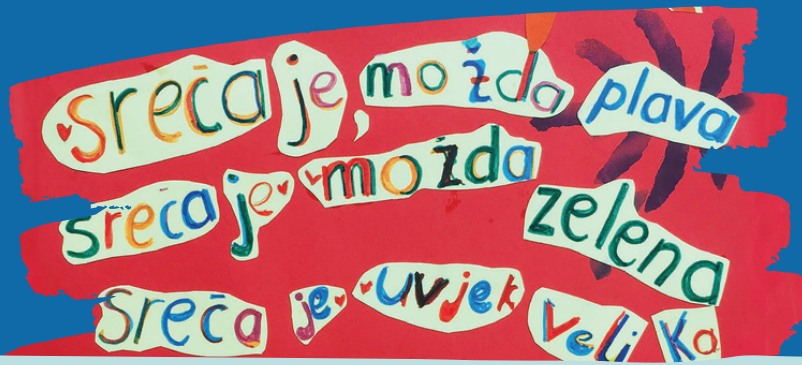


My mother often sings this Polish song to me. It reminds her of her childhood in Poland.



An exhibition at school, at the mall, near the senior centre, the community centre, a restaurant, or any other good place in town. For an exhibition on the street the posters will be printed on cloth or on panels. .





Taal yn Byld (Language in Sight) is a project about the wealth and appreciation for all home languages at school. It centers the fun of languages and pupils search for language treasures together to surprise and enrich their neighborhood.

The posters with beautiful sentences, phrases or poems will evoke many stories and start conversations. Language in Sight is a fascinating search for teachers, pupils and parents. It is a project with where the outcome is more surprising and bigger than expected.

Language in Sight was developed in 2018 in the context of Leeuwarden Cultural Capital and executed in eight primary schools in in Leeuwarden. After that the project became part or Inspirerend Meertalig Onderwijs (Inspiring Multilingual Education) and won the European Language Label in 2019.

Taal yn Byld appeared online during the COVID-19 period under the hashtag #TaalTroost (Language Comfort) as online education.

This project combines well with other projects from Inspirerend Meertalig Onderwijs. All projects are available at www.inspirerendmeertaligonderwijs.nl

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