

Language homogeneous groups 'Regional language variation'

Lesson example provided by Heleen Rijckaert (HTISA)

Functional multilingual learning in secondary education

Source:

https://stad.gent/sites/default/files/page/documents/Lesvoorbeeld_Taalhomogene%20groepen_regionale%20taalvariatie.docx.pdf

from Onderwijscentrum Gent - Ghent Education Centre

1. Objectives

- a. Increasing student involvement in the assignment.
- b. Increase speaking opportunities among learners.
- c. Increasing metalinguistic competence among learners (by comparing languages and reflecting on them).
- d. Pupils develop deeper understanding of the subject matter.

> Dutch Catholic Education Flanders curriculum (second grade):

e. Pupils can consciously reflect on, with a view to effective communication in a wide range of more and less close language use situations: (ET aso 38.2 - 38.3 / kso and tso 37.2 - 37.3)

× Standard Dutch and other standard languages;

× national, regional, social and situational language varieties;

× languages prevalent in our society;

× norms, attitudes, prejudices and role behaviours through language.

2. Duration: 1 lesson hour

3. Target group: 3rd -4th year TSO

4. Class arrangement: (language homogeneous) groups

5. Working method:

- a. Focus the objectives of the exercise: What do I want to be able to do after these exercises?

- × I can explain what the language situation is like in my native country.
- × I can explain what the language situation is like in Flanders.
- × I can compare the language situation in my native country with the language situation in Flanders.
- × I can explain the concept of relay language.
- × I can diagram a text.

b. Pupils engage in conversation with classmates who speak the same native language using the questions below. Pupils may use their home language.

× Does the language spoken on the journal differ from the language people speak among themselves?

× Does the language differ in different parts of the country?

× Does the language that young and old people speak among themselves differ?

× Does the language that young people speak among themselves differ?

× Does the language that young people speak among themselves differ from the official language?

c. Students summarise the outcomes of the conversation about the situation in their home country and explain it in Dutch. They use the guiding questions (see previous step) and diagrams to support their explanations.

d. One pupil (possibly a pupil born in Belgium) explains the exact language situation in Flanders (supported by diagram on the exercise sheet).

e. Video clip 'Man over word', answering the questions.

f. Reading text (newspaper article). Pupils mark key words in key sentences, summarise the text in a diagram (T-scheme or mind map).

g. Self-assessment: What can I do after this exercise?

× I can explain what the language situation is like in my native country.

× I can explain what the language situation is like in Flanders.

× I can compare the language situation in my native country with the language situation in Flanders.

× I can explain the concept of relay language.

× I can diagram a text.

6. Materials

- Exercise booklet

- Video clip from the Dutch TV show 'Man over woord' ('*Man about word(s)*')

7. Effects / evaluation

- Increase in pupils' involvement in the task.

- Increase in pupils' speaking skills.

- Increase of metalinguistic competences among the pupils (by comparing languages and reflecting on them).
- By using more sources (home languages and language situation in the country of birth, discussion and comparison with the situation in Flanders) the pupils come to a deeper understanding of the subject matter.

8. Tips/experiences

- Make sure you have a good idea of your pupils' linguistic background.
- Think carefully about the group composition beforehand.
- Students who do not have a language partner can do the assignment in Dutch or another contact language. In that case, provide sufficient support.
- Usually, pupils' linguistic backgrounds and language levels are very diverse. It is therefore important to differentiate: give pupils the opportunity to decide for themselves which language they want to use to prepare (part of) the task.