

migrant  
*literacies*



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# ELLA: Ethnographic Linguistic Landscaping

by Tilburg University

With ELLA–Ethnographic Linguistic Landscaping, Tilburg University's team experimented with an approach that was quite different from class-based language learning. The students went out onto the streets where they can be found almost everyday, on their way to work, school or friends, and they collected semiotic materials that 'raised questions'. Either by asking the people questions related to the semiotic materials, or by looking up information on the Internet, students got to know more about the socio-political history of the area, gained a better understanding of its superdiversity, learned to use the Internet to look up information, and finally wrote their findings down in Dutch. A multimodal approach indeed!

## GENERAL DESCRIPTION

SHORT SUMMARY	ELLA is an ethnographic research method that uses linguistic references to map and learn about a certain area (around the school, your own neighborhood). Through co-operatively investigating the area, students get to know the place better while they also learn to work together, use digital media and work intensively with the language.
TARGET GROUP	Size: N/A Age: Adult Literacy level: High, B1 – and higher Digital Literacy requirements: Intermediate
TIME	1 hour preparation, 2 hours of research, 2 hours writing, 1 hour of discussing the activity and the findings
FORM	Inclusion in the regular classes, homework preparation
SPACE	Classroom and on the street, requires access to the Internet
TOPICS COVERED	Varying topics depending on the area.
TOOLS	<ul style="list-style-type: none"><li>• Phone</li><li>• computer</li><li>• possibly pen and paper</li></ul>
OBJECTIVES	To improve language skills through a multimodal approach, including listening, speaking, doing research, writing and reading.
LINGUISTIC SKILLS	Comprehensive reading, speaking and writing, and to a lesser extent listening.

DIGITAL/  
MEDIA  
LITERACY  
REFERENCE

Students develop a better understanding of the new area that they are living in. Through a magnifying glass they look at the places that they see every day, yet are (often) unaware of the underlying layers of globalization and superdiversity at play. After their initial research, students use search engines and possibly other materials to expand their knowledge about their 'offline' findings.



# STEP BY STEP DESCRIPTION

## STEP 1

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### Time

1 hour

### Objective

Understanding how the “study” works, getting acquainted with the academical field, having the possibility to ask questions.

### Literacy skills

Linguistic comprehension skills, speaking skills

### Activity description

Introduction about ELLA: what it is, what we do with it and how we go about it.

## STEP 2

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### Time

2 hours

### Objective

Creating a linguistic map of the area, making students familiar with the area, having them go in to a conversation with people they don't know (with the assistance of the teacher (assistant)).

### Material

- Smartphone or computer
- if desired pen and paper

### Literacy skills

Reading comprehension skills, listening skills, speaking skills, basic computer or smartphone skills,

### Activity description

Going “out in the field”, together with a teacher (assistant) to look at the linguistic features of the area through a magnifying glass (and taking pictures of those features). Where possible, students are encouraged to write notes down and ask questions to people who might help them understand the linguistic features better.

### STEP 3

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#### Time

2 hours

#### Objective

Cooperative decision-making in a group, learning how to use a search engine, reading information on the internet, writing down the findings.

#### Material

- Smartphone
- computer

#### Literacy skills

Interactive decision-making and basic computer or smartphone skills (search engines, Word, etc.)

#### Activity description

Working together, as a group, to learn more about the findings of the prior study. Writing down notes, and finally providing a readable document in which, albeit briefly, the different findings are addressed.

### STEP 4

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#### Time

1 hour

#### Objective

Group discussion, learning how to make a statement when speaking.

#### Material

(Possibly a beamer/computer to show pictures)

#### Literacy skills

Speaking skills, listening skills, basic communicative skills.

#### Activity description

Discussing what has been found in a group setting. Students talk to other groups about their findings, answering questions if needed.