



Van februari t/m juni hadden wij twee masterstudenten Multilingualism van de RuG in ons team: Jeske en Camila. Camila vertelt hieronder over haar scriptieonderzoek, waarvoor zij de 570 (!) verzamelde taalportretten analyseerde.

Along with the 3M and Talen4all projects, a total of 570 language portraits from pupils aged 6 to 13 were collected from October 2017 until March 2019. Language portraits are a graphic visualization of one's linguistic repertoire, in which pupils chose different colours to represent different languages, placing them on an outline of a body silhouette. Besides the language portraits, the children also answered a background language questionnaire, and some of the pupils were interviewed in order to further explore the children's choices of colours and the placement of these colours on the body silhouette. All language portraits, questionnaires and interviews collected were then analysed, giving us an insight into the language background, attitudes and practices of pupils of primary schools in Fryslân.

**“A TOTAL OF 570 LANGUAGE  
PORTRAITS FROM PUPILS AGED 6 TO  
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The results of our analysis have showed that, as expected, the student population of primary schools in Fryslân is very heterogeneous, with a great number of pupils able to speak two or more languages. A large

representation of different languages, dialects and variations within both the background language questionnaires and the language portraits provide further insight of the multiplicity of languages and multilingual identities of the students. Even though the visual representations of participants' linguistic repertoire were in most cases very colourful, with many different languages being represented, many pupils adopted a "monoglossic ideology", portraying their languages separately, as if each language was used in a specific situation and for a specific purpose. Furthermore, the majority of children have claimed to be willing to learn more languages, showing a positive attitude towards other languages.

**"MANY PUPILS ADOPTED A  
MONOGLOSSIC IDEOLOGY"**

Within their choices of colours and placement on the language portraits, we have seen that many pupils chose colours of national flags to represent languages, showing that the idea of one-language one-nation is natural and legitimate to them. Besides flags, other occurring patterns concerning colours were related to associations they made with their own previous experiences, like choosing orange to represent Dutch because of the colour of the national soccer team uniform; and association with feelings, like choosing their favourite colour to represent their favourite language. For the choice of placement, the most occurring patterns were related to body functions, e.g. placing a language on the ears because one can understand it; or a top-down scale of their language skills, placing languages their best at on the top of the body silhouette and the languages there are not as good on the bottom of the silhouette.

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In summary, language portraits are an appropriate tool to be used in the classroom, making both students and teachers aware of the different languages in the classroom, allowing students to critically think about their multilingual self, besides providing means for a class discussion.

