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Chapter 13

Taking the foreign out of language teaching: Opening up the classroom to the multilingual city

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Abstract

In this chapter we contextualise, describe and discuss a language learning and teaching project designed and implemented at the Language Centre of the London School of Economics and Political Science. The project entitled *En un lugar de Loñdres* is based on the use of London's linguistic landscape as a source of authentic input in second language acquisition. We explain the rationale and context for using the study of the linguistic landscape as learning input and outline the development of learning activities designed to facilitate the learners' understanding and engagement with the linguistic landscape and London's Spanish speaking communities. We conclude that the project succeeded in enhancing language learning and contributed to learners' political and social awareness.

Keywords: linguistic landscapes, language learning and teaching, curriculum design, project-based learning, Spanish as a London language, pragmatic ethnography

1. Introduction

London's cultural, ethnic and linguistic "super-diversity" (Vertovec 2016; Hall 2015), or that of any other multilingual city or environment, raises several challenging questions for language teachers in higher education: should we continue to identify and conceptualise the

languages we teach as “foreign” when they are spoken by so many of our fellow “city-zens”? For how long does a language have to be spoken in a place for it to cease being perceived and treated as a “foreign” language? How should the university “foreign” language classroom relate to the “heritage” and “community” languages of the surrounding city? Why have the voices of local language communities not been more present in language teaching and learning in higher education? And why do we send student language learners on study trips and years abroad and do not to ask them to walk out into the streets to discover the language they are learning in their own city?

We decided to engage with these questions and issues not only in the form of academic research, but through the development and transformation of our teaching and learning practices. We wanted to enable our students, while they improve their linguistic abilities, to discover the presence of the language they are studying in the city they live and to encounter the individuals and communities who speak it. To achieve this, we have taken up suggestions that the study of linguistic landscapes “can be used as an instructive and constructive tool for developing awareness, understanding and social activism in current societies” (Shohamy and Waksman 2009, p. 327).

This has led us to the development of a project entitled *En un lugar de Loñdres* (In a certain place in London) which aims at enhancing language learning and increasing critical language awareness through the observation and contextualization of London’s Spanish linguistic landscapes on-land and online. Learners are encouraged to wander the city and to engage with the people behind those linguistic landscapes. The project was designed for an intermediate Spanish Degree course (LN122 Spanish Language and Society) offered at the Language Centre of the London School of Economics and Political Science (LSE), a London-based social science university where students can study languages as part of their degrees in a range of social science subjects.

We will start by outlining some of the sociolinguistic and language political contexts of London as a multilingual city, before describing some of the relevant theoretical and conceptual background which has guided our understanding of multilingualism and the linguistic landscape. This is followed by a discussion of the pedagogical potential and benefits of letting language learners engage with the linguistic landscape of their surroundings. Finally, we show how those opportunities can be implemented in teaching and learning via a description of *En un lugar de Loñdres*. We chart the context of the project, the activities undertaken by learners and its results. We will end with several conclusions focusing on our project and its possible contribution to opening the language classroom to the multilingual linguistic landscapes around it.

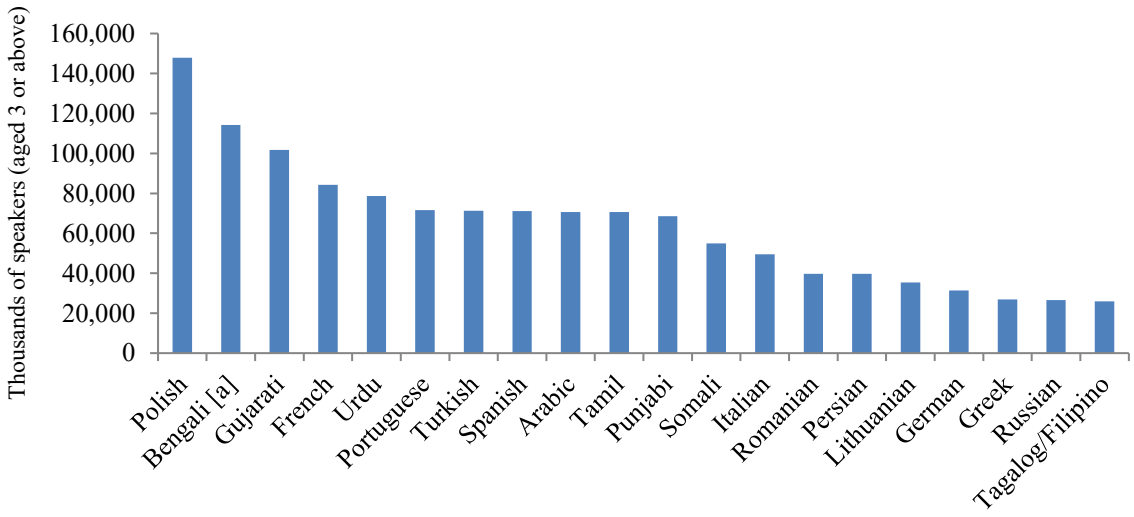
2. Contexts

2.1 London as a multilingual city

Any attempt to record and describe the linguistic diversity and the various linguistic landscapes of London, a city with more than 8.5 million inhabitants, will be fraught with methodological difficulties and remain partial and preliminary (Block 2006; Skrandies 2015). Notwithstanding the inherent limitations of any quantitative approach based on counting languages as if they were stable objects with fixed boundaries, census figures based on recording the first or main languages of the resident population of London can be a useful starting point for appreciating the extent of linguistic diversity in London. According to the latest available population census of 2011, 78% of Londoners reported that English was their "main language", while 22% (corresponding to around 1.7 million individuals) named other languages as their main language (ONS 2013). A look at the 20 most common languages of Londoners other than English, as illustrated in Figure 13.1 below, reflects the pattern and scale of post-war and more recent global migrations to London and indicates the potential size of different ethnolinguistic groups and communities in London. At the same time, we do not wish to suggest that these data imply the existence of tight-knit linguistic communities.

Rather we agree with Block (2006) who remarked "that it is difficult to gauge exactly what membership in […] communities actually means [and that] the borders around and the demarcations within ethnolinguistic groups are at best fuzzy" (p. 213).

Figure 13.1: *The 20 most common "main languages" of Londoners excluding English* (based on ONS 2013)



[a] Including Sylheti and Chatgaya

Together these 20 languages represent the "main languages" of around 74% of those Londoners who reported that English is not their main language. The remaining 60 languages named in the census data account for 23% of speakers of "other languages," while the last 3% of numerically very small languages are not named in the published census data (Skrandies 2015).

Any attempt to quantify multilingualism in London based on the 2011 census data will, however, underestimate the degree of linguistic diversity in the city, since the census results depended on the respondents' interpretation of the term "main language." It is very likely that many plurilingual respondents with a first language other than English will have decided to name English as their main language, simply because it has become their "main language" (cf. Gopal & Matras 2013).

Going beyond quantitative data, the visual presence and representation of languages other than English in the public spaces of London contribute to a tapestry of rich and diverse local linguistic landscapes in the city (Harding-Esch 2015; Johnson 2017). Although it is difficult to generalise with regard to a linguistic landscape of London as a whole, a starting point may be to contrast the predominantly monolingual English character of the vast majority of official public "top-down" signage (e.g. streets, public transport, official announcements, etc.) with the multilingual nature of promotional private "bottom-up" signage in and around storefronts and shops designed to advertise products and services. As a rule, London's urban spaces become visibly multilingual due to the private economic and commercial activities of Londoners rather than through public policies. Exceptions to this trend can be found in areas where the strong numerical and/or commercial presence of one or two ethnolinguistic communities has led to an influence and presence in local politics (e.g. Bengali in Tower Hamlets). Here the main languages of local residents may be featured, for example, in advertising campaigns, as well as public building signs, street names, or other street furniture. It is important to note that these manifestations of linguistic diversity will usually be limited to the numerically dominant local language, confirming a link between political, linguistic, and economic capital.

Other important visual manifestations of multilingualism can be found on and around churches and other places of worship (Harding-Esch 2015; Souza 2016) and near cultural institutions and centres catering for specific linguistic groups and communities. In their variety and social contexts these multilingual cityscapes can be linked to what has been described as an "everyday urban multilingualism […] sustained by the activities of local organisations and NGOs" (Skrandies 2016, p. 115). This multilingualism is often linked to political activism and struggles for cultural and political rights and plays a central role in "organising the social lives of linguistic and ethnic communities" (ibid). As will be shown further below, it is this economic, political, and social situatedness of the urban linguistic

landscape of London which the student language learners taking part in *En un lugar de Loñdres* are encouraged to research and document.

Alongside the visual manifestations of linguistic diversity, we also find fleeting impressions recorded by observers focusing on the linguistic soundscape of London, such as this recollection of a multilingual bus journey:

> I am speaking to my partner in Catalan […]. A man talking on his mobile […] is speaking rather loudly in Spanish. Two rows in front of us are two teenagers who are conversing in Russian. The bus stops. Among the many people getting on are two elderly men. As they pass us, I hear Greek spoken. My linguistic radar by now more than activated, I begin to listen more intently to the conversations around me. I hear two people conversing, half in what I think is Gujarati, half in English. I hear Spanish again. And I hear Arabic, but from where I really do not know. And I hear English. One conversation is between an older woman, speaking with a Caribbean accent, and a younger woman (her daughter?), who speaks with a London accent (Block 2006, p. vii).

Not all observers, however, listen with sympathy to the sounds of the multilingual city, as the example of Nigel Farage, former leader of Britain's far right pro-Brexit UK Independence Party, recounting a train journey from central London to the suburban county of Kent, shows: "[I]t was the stopper going out. We stopped at London Bridge, New Cross, Hither Green. It wasn't until after we got past Grove Park that I could actually hear English being audibly spoken in the carriage. Does that make me feel slightly awkward? Yes." (Evening Standard 2014). Farage's discomfort with linguistic diversity points to the continued force of what has been described as "the linguistic ideology of the nation" (Jaffe 2011) or the "territorial principle," defined as "a collective belief that ties a particular abstract language to a particular place" (Piller 2016, p. 35) which can lead to the exclusion or invisibility of speakers of

languages which are seen as "foreign" or "heritage" languages and therefore as not belonging to the nation-state in question.

2.2 Language diversity, hierarchies and language learning

This very brief and partial characterisation of London's linguistic landscapes and soundscapes highlights other important characteristics of the city's linguistic diversity, namely the geographical distribution of linguistic communities across the city, their social characteristics and stratification (cf. Piller 2016; del Percio et al. 2017). In his ground-breaking 1977 article on the "economics of linguistic exchanges," Bourdieu noted that "[l]inguistic competence […] functions as linguistic capital in relationship with a certain market" and went on to argue that therefore "a language is worth what those who speak it are worth," reflecting "the power and authority [of speakers] in […] economic and cultural power relations" (Bourdieu 1977, p. 652). In line with Bourdieu's analysis, we believe that any meaningful description and analysis of London's linguistic landscapes and sociolinguistic diversity must consider the relative socio-economic positioning of speakers of languages other than English, or more specifically the UK's and London's specific nexus of class, race, ethnicity, language and migration (Canagarajah 2017; Ndhlovu 2017; Skrandies 2016). London's current configuration of linguistic diversity and linguistic hierarchies reflects global divisions of labour and the integration of successive groups of immigrants in dual or segmented labour markets where political disfranchisement is linked to exploitation, precarious working conditions, and social stigma and discrimination. Specifically, the social exclusion of certain groups of migrants can be linked to racialisation and 'ethnification': "practices and forms of exclusion which affect migrants and new ethnic minorities [from] non-OECD countries in particular and which tend to be publicly rationalised and legitimised in ethnic, racial, and cultural terms" (Schierup et al. 2006, p. 11). One consequence are racist, xenophobic and anti-immigrant ideologies and discourses which delegitimise the presence of specific 'other', mainly non-European languages and cultures and call for linguistic and

cultural assimilation (Skrandies 2016). At the same time, it is important not to think of speakers of particular languages as socioeconomically homogeneous and to keep in mind that ethnolinguistic affiliation as well as linguistic practices cut across socioeconomic stratification, as (not only) the example of Spanish shows where speakers may enjoy vastly different socioeconomic positions and may be subject to different migration and citizenship regimes.

In an article on "multilingual citizenship," Hall (2013) contrasted the plurilingualism of LSE academics documented in the 'Research and Expertise' webpages of our university with the multilingualism present in "a multi-ethnic street in a comparatively deprived urban locality" of Inner London:

> Rye Lane in Peckham south London is a kilometre stretch of densely packed retail activity. One hundred and ninety-nine retail units […] are occupied by proprietors from over twenty different countries of origin ….] [W]e asked the proprietors to name the languages they spoke: 11% of street proprietors spoke one language; 61% spoke two to three languages; and 28% spoke four languages or more. […] The language proficiencies of proprietors on Rye Lane are as remarkable as those of the LSE experts, and in the proficiency category of four or more languages, the street excels (p. 2).

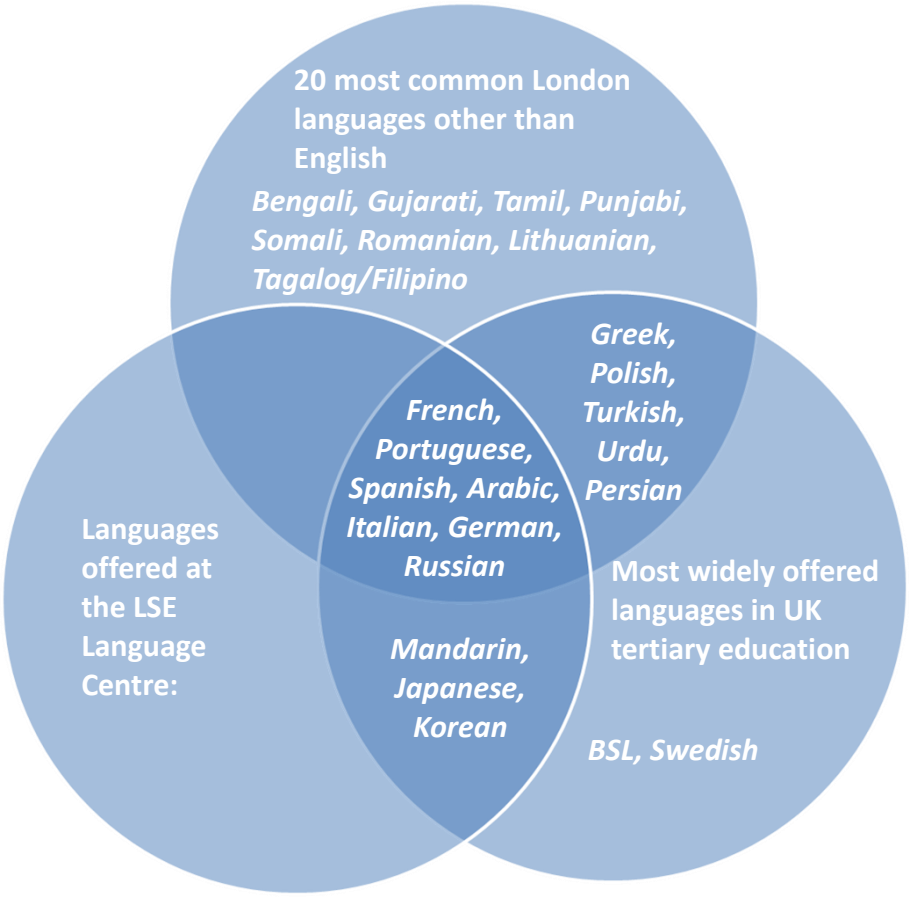
In her article, Hall (2013) demonstrates how plurilingualism can be presented as a highly prestigious form of social and cultural capital and a valuable skill, while it can also be portrayed and imagined as a threat to the social cohesion of the nation: "While there is broad political and cultural acceptance that universities, corporate boards and trading floors are 'international' in their outlook and composition, there is less inclination to engage with how a diversity of origins, languages and outlooks contributes to local life" (ibid., p. 3).

Ideologically hostile reactions towards linguistic diversity have been linked to a "monolingual habitus," "founded on the basic and deep-seated conviction that

monolingualism in a society, and particularly in schools, is the one and only normality, forever and always valid" (Gogolin 1997, p. 41). The "monolingual habitus" in educational settings reflects the historical link between nationalist ideologies and the creation from above of national languages on the basis of a "territorial principle" defining language practices as belonging or not belonging to a given territory: "The territorial principle not only obscures the actual diversity of everyday language, but also, sets some speakers up as legitimate "default" members of a society while excluding others. Those who are being excluded, delegitimized and subordinated are usually mobile speakers whose "historical" ties to a territory are contested" (Piller 2016, p. 62). We believe that both the monolingual habitus in educational settings and the delegitimization and subordination of the language practices of "mobile speakers" on the basis of the "territorial principle" are part of the explanation for why the plurilingual competencies and practices of speakers of local London languages seen as "foreign" or "heritage" languages have so far largely been ignored in the context of university language teaching.

Figure 13.2 below illustrates the relationship between university language teaching and the multilingual city by showing the overlap of the 20 most common "other languages" of London according to the 2011 census with the languages most widely taught in tertiary UK Language Centres as well as the language taught at our own institution.

Figure 13.2 Relationship between university language teaching and multilingual London



The comparison demonstrates that seven central languages belonging to the group of most widely taught languages at UK universities (*Arabic, French, German, Italian, Portuguese, Russian and Spanish*) are also the main languages of a large number of London and UK citizens and residents (AULC/UCML 2017, ONS 2013). The nine languages which despite their large number of speakers in London and the UK are not widely taught at universities (*Bengali, Gujarati, Tamil, Punjabi, Somali, Romanian, Lithuanian and Tagalog/Filipino*) are often identified as "community languages" or "heritage languages," implying that they might have a value for the communities in question, but are viewed as possessing limited economic and educational value. At the same time, the most widely taught languages in tertiary education are still predominantly seen as "foreign" languages and not as "community languages" despite the presence of a large number of speakers of these languages in the community. In terms of curriculum design, "mobile speakers" (of a "foreign" or a "community/heritage" language cf. Piller 2016) are ignored: once they have left the nation-

states where their mother tongues are official, their linguistic capital is devalued, and they also seem to lose their pedagogical value as "native speaker" informants.

These quantitative data also indicate that -- despite a postulated multilingual turn in language pedagogy (May 2014; Conteh et al. 2014; Meier 2017) -- many university language classrooms, in terms of teaching practices, seem still largely untouched by the linguistic diversity and local linguistic landscape surrounding them (cf. Pauwels 2014). We have outlined some of the ideologies and discourses which have led to the classification of some languages as "community" or "heritage" languages, while others are still and exclusively viewed as "foreign" languages. Many of the former are excluded from, or occupy marginal positions in, tertiary language curricula, while the classification of the latter as "foreign" means that speakers using these languages in our midst are regularly ignored in the higher education language classroom. We would suggest that much could be gained from integrating their presence and the multilingual linguistic landscape we find in our cities into our teaching practices.

2.3 Pedagogies for multilingual contexts: The study of linguistic landscapes

The potential benefits of using the study of linguistic landscapes in language teaching and learning have been explored by several scholars (Cenoz and Gorter 2008; Sayer 2009; Thornbury 2012; Chesnut et al. 2013; Rowland 2013; Malinowski 2015; idem 2016). The starting point for many authors is that the guided observation of linguistic landscapes allows language learners to make connections between their classroom language learning and "real world" environments outside the classroom, while they may also become more familiar with the sociolinguistic situation and the local contexts of public language use in their immediate daily surroundings (Sayer 2009).

In their discussion of "the relationship between the linguistic landscape and second language acquisition," Cenoz and Gorter (2008, p. 271) outlined five main areas. They noted that the

study of the linguistic landscape can provide "authentic linguistic input" where language use is observed in real-life contexts and can thus lead to incidental language learning alongside the "development of pragmatic competence." Furthermore, the reading of texts in multi-semiotic and multilingual environments may enhance the acquisition of "multimodal literacy" and "multilingual competence" in language learners, i.e. their ability to read multilingual texts alongside a variety of non-linguistic signs. Finally, the study of the linguistic landscape may alert language learners to symbolic and affective aspects of language use and positively influence their own attitude towards the language(s) they are learning. In additions to these benefits, other scholars have expressed the hope that interaction with linguistic landscapes may increase language learners' "critical awareness about power issues related to language" (Dagenais et al. 2009, p. 254). Ideally, the "language that is visibly and audibly present in public spaces is itself becoming a pedagogical object, available to the learner as input, demonstrating the contextualized pragmatics of speech acts, and provoking the learner to socio-political awareness and action" (Malinowksi 2015, p. 96). For language teachers, convinced of these potential benefits, the crucial question is how engagement and meaningful interaction with the linguistic landscape can be integrated into language teaching curricula. In the next paragraphs, we would like to outline our approach of harnessing the pedagogical potential of studying the linguistic landscape which is linked to a socio-political contextualisation of the linguistically diverse city and the use of ethnographic methods.

Following the often-quoted definition by Landry and Bourhis (1997), the linguistic landscape is for many authors, predominantly a visual landscape:

> The language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings combines to form the linguistic landscape of a given territory, region, or urban agglomeration (p. 25).

In our approach, we would like to suggest that students should be encouraged to pay attention also to the linguistic soundscape of urban environments (cf. Scarvaglieri et al. 2013). Focusing only on activities which observe the visual presence of languages might fail to recognise the fact that today we find diverse groups of plurilingual speakers in our cities: "classical immigrants, refugees, transmigrants, middling transmigrants, expatriates, flexible citizens, invisible labour migrants" (Block 2010, p. 489) who behave differently and whose languages are not equally present visually.

This is the case, for example, for many speakers of Spanish who have come to London from Spain since 2009. The impact of this group of speakers on the visual linguistic landscape of in London is almost non-existent and, to appreciate their presence, it becomes necessary to listen to the city. Therefore, activities aiming at raising awareness of the urban soundscape need to be integrated into the study of the urban linguistic landscape. In addition, students should also be encouraged to "walk online" and discover the virtual linguistic landscape of web pages and social media. These virtual meanderings can bring them into contact with groups, activities, or issues that are difficult or impossible to find during their exploration of on-land landscapes. Difficult because some groups stay in particular areas of the city or impossible because today some newspapers are only published online, some campaigns are only run via Twitter, or some advertisements to rent a flat are published only via Facebook.

Wandering on-land and online are today necessary practices to encounter the whole variety of communities that speak the languages we are teaching. Our choice of using "on-land/online" instead of the more familiar "on-line and off-line" reflects the need of capturing the intrinsic dynamics of the reciprocal relationship between physical and virtual worlds, and awards them equal status, rather than foregrounding the internet (cf. Huc-Hepher 2017, p. 10).

For the reasons just outlined, we suggest using the following definition of the linguistic landscape for our teaching practices: *the linguistic landscape of a given territory, region,*

or urban agglomeration is the language displayed visually or/and audibly in public spaces on-land and online.

2.3.1 Contexts: knowledge to interpret the linguistic landscape

In our pedagogical approach, we also want language learners to gain a critical, socio-politically, and historically informed understanding of London's linguistic landscape "in which signs are seen as traces of multimodal communicative practices within a socio-politically structured field which is historically configured," thus moving beyond "a synchronic, static and quantitative approach" of describing public language use (Blommaert 2016, p.1). As a consequence, the study of the linguistic landscape as implemented in the present project includes activities which encourage language learners to contextualise the linguistic landscape, to meet the people behind those linguistic landscapes, and to listen to their (hi)stories.

Dagenais et al. (2009) tell us that the texts of cities are not equally accessible to all; they are relatively cryptic, and readers must be linguistically and culturally informed to decipher their meanings. If they are going to be understood, the linguistic landscapes need to be politically, socio-economically, and historically situated and contextualised (Malinowski 2010). So, once language learners have become aware of the presence of the language they are studying and of the communities who speak it, the second stage is to support them to acquire the necessary knowledge to interpret the social, political and economic contexts of the presence (or absence) of the language in the city. With this in mind, a variety of activities can be designed which focus on the migration experience and histories of ethnolinguistic communities as well as their present political status and socio-economic situation. Students, for example, could learn about the origins of the different groups who speak the language they are learning, their migration (hi)stories and motivations for coming to the city, as well as their current social situation, political engagements, and impact on the city. These activities of contextualization

increase the comprehensibility and background of linguistic landscapes which might appear cryptic to learners at the beginning.

2.3.2 "Awakening the ethnographic eye": Meeting the people behind the linguistic landscape

To enhance the description and contextualisation of the linguistic landscape, language learners should also be given the opportunity to meet the people and communities behind the linguistic landscape.

> You get out and about, meeting people unlike yourself. The pleasures of relaxed chat, of casual conversation, like a stroll down an unfamiliar street, encourage the ethnographer in everyone (Sennett 2012, p. 23).

In our approach, the people and communities behind the linguistic landscape should not only be conceived of as those "who concretely participate in the shaping of LL by ordering from others or building by themselves LL elements" (Ben Rafael et al. 2006 in Malinowski 2009, p. 108), but include all groups and individuals who are linked to the visual and audible public presence of a language. Human agency and authorship behind the linguistic landscapes in cities remain on many occasions unnamed and are linked to all those who "read, write, and conduct their lives amongst [its] signs" (Malinowski 2009, p. 124). The addition of the audible and online dimensions to the linguistic landscape means that every speaker is a potential contributor to the linguistic landscape of the city.

Sending students outside the classroom to interact with people for academic purposes requires a set of tools which can be obtained from other disciplines. In *Language Learners as ethnographers,* Roberts et al. (2001) highlighted that, in the same way that the ethnographer goes out into "the field" to participate in the lives of a specific group, language learners who visit a country where the language they are learning is widely used, also encounter a field in which to participate and observe. The authors proposed "using such periods abroad as an

opportunity to develop cultural learning by undertaking an ethnographic project" (2001, p. 4). We would suggest that ethnography is equally useful for language learners exploring the multilingual city closer to home.

In their study, Roberts et al. (2001) dedicated "45 classroom hours to the teaching of basic anthropological and sociolinguistic concepts combined with an introduction to ethnographic method" (p. 13) to prepare their students. Such amount of time is not available to most language classes; for that reason, our suggestion is to follow the direction of Damen's (1987) "pragmatic ethnography." One could say that "pragmatic ethnography" differs from ethnography used as a research method in that it is undertaken for "personal and practical purposes and not to provide scientific data and theory" (Damen 1987, p. 63). As Hall (2012) explains:

> "Conducting a pragmatic ethnography entails having learners gather information on the group of interest through observations of and participation in the group´s communicative practices, interviews with members of the group, collection of pertinent documents related to the group and the practices, and so on. The gathered data form the basis for learner reflections and enhanced understandings not only of the cultural practices of the group under study but of the cultural dimension of their own practices" (p. 124).

Therefore, the activities designed for the project encourage students to pursue "pragmatic ethnography" as a way of encountering and getting to know the people behind the linguistic landscape.

3. *En un lugar de Loñdres:* A project on teaching and learning Spanish as a London language

3.1 Teaching context and participants' profiles

The project has been developed for a language module entitled *LN122 Spanish Language and Society.* The entry level is A2.2 and the exit level corresponds to B1.2- B2 of the Common European Framework of Reference (Intermediate Mid to Advanced Low/Mid), taught over 22 weeks in two terms for 5 hours per week. The course programme deals with social, political, and economic issues related to Hispanic societies. No textbook is used, and the course is delivered via content-based units and a research-based project. Each unit involves 4-5 hours of in-class work, and documentary films are an essential part of these units. From 2008 to 2015, the research-based project was a global simulation called "An NGO in Latin America" which aimed at replicating the process and stages needed to create a London-based NGO working on Latin-American issues (Coca et al. 2011). All materials are tailor-made for the course and have been developed jointly by the Spanish Section of the LSE Language Centre.

Depending on degree regulations, undergraduate students may select this course in their first, second, or third year. The disciplinary backgrounds of the students reflect the whole range of Social Science BSc degrees offered by LSE encompassing Sociology, Anthropology, Mathematics, Philosophy, Accountancy, International Relations, and many others. The student population at LSE comes from many different countries. For example, in the academic year 2016-2017, there were nine students on the course from five different nationalities including the UK. Since the students from the UK are not necessarily from London, the city may not be familiar to many of them.

3.2 The city context for our project: Spanish-speaking communities[1] in London

The immigration of Spanish-speaking communities to London can be traced back to the 19th century and even the 16th century when Spanish and Portuguese Jews started to arrive in London. However, the main bulk of arrivals to the city from Spanish-speaking countries occurred from the 1930s onwards. The main reasons were political (1930s from Spain due to the Spanish Civil War; 1970s to 2000s from Latin American countries due to dictatorships and armed conflicts) and economic (1960s from Spain, 1990s and early 2000s from Latin American countries) (Pes 1993; Block 2008; Román-Velázquez 2017).

Although members of the Spanish section at the LSE Language Centre were aware of the presence of those Spanish-speaking communities in London, two episodes had an important impact on how, as language teachers, we started to perceive Spanish and its speakers in the city.

The world-wide economic crisis hit Spain especially hard from 2009 onwards. Unemployment and lack of a professional future in Spain forced thousands of people to leave the country, and many of them found their place in London. The Spanish immigrants are predominantly (but not only) young people between 23-30 years old who found themselves unemployed at the end of their studies. They came to London to improve their linguistic abilities hoping that this will add value to their resumé once they go back to Spain. According to the Spanish Consulate, in 2009 there were 57,000 Spaniards registered in the Consulate; in 2016, there were more than 120,000. The reality could be twice or three times that number.[2] These recent immigrants have not settled in a particular London area, and live in different parts of the city, predominantly in areas further away from the centre where rents are cheaper.

[1] We decided to use the term "communities" in plural to describe the speakers of Spanish in London. Those speakers may perceive themselves as part of groups based on country of origin (i.e. Spaniards, Colombians, Argentinians, etc.) or larger geographical references (e.g. Latin Americans and Ibero Americans).
[2] Author's interview with Vice Consul of Spanish Consulate in London, summer 2016.

The second event took place in 2011, when the Department of Geography of Queen Mary University London, the NGO Latin American Women Rights (LAWRS), and the Trust for London published the most comprehensive research on London's Latin American community to date in a report entitled "No Longer Invisible" (Mcllwaine et al. 2011). The report estimated that around 250,000 Latin Americans are living in the UK, of which 145,000 are residing in London. The report highlighted that this community is "fast emerging as an important segment of the capital's diverse population" (p. 4). The findings of "No Longer Invisible" also provided a picture of considerable hardship, discrimination, and social exclusion. The report had an important consequence: in 2012, twelve Latin America charities created a coalition named Coalition of Latin Americans in United Kingdom (CLAUK) to "work together to pursue the implementation of the recommendations contained in 'No Longer Invisible'." CLAUK is a very active organisation which "came together to work towards achieving recognition for the Latin American community as an ethnic category in its own right" (CLAUK 2019). By 2017, five London boroughs had recognised this community as an ethnic category and there are now three councillors in different boroughs from Latin American origin.

The Latin American communities have a strong visual presence in two London areas: South-Centre (Southwark, Lambeth) and North East (Seven Sisters). In those areas, it is easy to detect a rich and varied Spanish linguistic landscape and soundscape. Interestingly, both areas are at the centre of one of the main issues London is facing today, gentrification. As a consequence, the Latin American communities have created organizations such as *Latin Elephant* or have organised long-running political campaigns such as "Save Pueblito Paisa" to defend their presence in the area, which have brought them both national and international attention (Dearden 2017). The Latin American communities also have a strong social media presence.

3.3 Aims and description of the project[3]

As outlined in the introduction, the central aims of the project have been to let students discover the presence of Spanish and its speakers in the linguistic landscape of London, to let them explore the spaces where Spanish-speaking communities settle and work, and finally to ask them to engage with and interview members of those communities. By pursuing these aims, the project helps students reflect on the political dimensions of languages and gain a better understanding of the city where they live. The learning of Spanish goes hand in hand with the development of their intercultural competence and sociolinguistic awareness.

We were looking for a project which could replace the project-based simulation *An NGO in Latin America*, aiming for a practice which was learner- and knowledge-centred. We did not want to lose the advantages of project-based learning such as "students' investment in the topic, skills of working in groups, and increased autonomy and willingness to take responsibility for their own learning" (Hall 2012, p.123). On the other hand, we needed to offer activities appropriate to the linguistic level of students which were attractive to students from different subject areas, and included both individual and group activities, in-class and outside-class activities, and research and production (written and oral) activities.

From the beginning, we were clear that the project should result in tangible outcomes. After working with a simulation for several years, we had witnessed the frustration of students at the end of the project. We decided that, in the new project, the research and productions of students were going to be used to create an information page about the Spanish speaking communities in London. The web page entitled *En un lugar de Loñdres* is regularly updated and can be found at https://enunlugardelondres.wordpress.com/.

[3] See Appendix 13.1 for a detailed plan of activities.

3.4 Project activities

The project activities follow the linguistic progress of students very closely and they move gradually from controlled activities, via the use of worksheets allowing for structured input, to free activities. The project's written, oral, or visual student productions are part of the summative assessment of the course which makes up 40% of the final mark. The productions include, amongst others, oral presentations, debates, reflective written pieces, field notes, interviews, and blog entries.

At the beginning of the project, students are provided with a booklet including the aims, the structure, the worksheets, and a basic bibliography. The booklet is supplemented with material in Spanish and English uploaded onto LSE's online learning platform. Students also read English sources to support their understanding of the topics.

The project starts with a two-hour content unit which sets up the context of the project, "London as a super-diverse and global city." In the first activity, students are encouraged to reflect and talk about the London they know and to share their perceptions about people and places. They are also asked to reflect on their perceptions of the Spanish language and the presence of Spanish-speaking communities in the city. In the following activities, students are given some details of London's past as a destination of migration and some data on the linguistic communities in the city. They are also introduced to notions like "language status," "super-diversity" (Vertovec 2016), the "global system of languages" (De Swaan 2001), and "global city" (Sassen 2001), amongst others. From this point onwards, students are also advised to keep an individual diary where they can collect information, reflections, and pictures which later will be used as the base for the later reflective pieces of the project.

3.4.1 Observing linguistic landscapes on-land and online: Activities aimed at discovering Spanish and Spanish-speaking communities in London

To facilitate the discovery of Spanish and Spanish-speaking communities in London, two activities were designed. Activity 1 ("Your linguistic landscape in London") encourages students to observe and listen to the sights and sounds of the linguistic landscape of their neighbourhoods and journeys and to record those in their diaries. They are encouraged to pay particular attention to Spanish and the contexts in which it appears. This activity, guided by a questionnaire, increases students' awareness of the different languages they encounter and, when students present their linguistic landscape observations in class to their peers, this brings different cities to the class. As Solnit (2010) affirms, "no two people live in the same city. Your current surroundings exist in relation to your other places, your formative place and whatever place shaped your ethnic heritage and education" (p. 5). London presents itself differently to each student and, depending where they live and travel, Spanish can have a strong presence for those living in areas such Elephant and Castle or Seven Sisters (see Figure 13.3); while for others it might be barely noticeable.

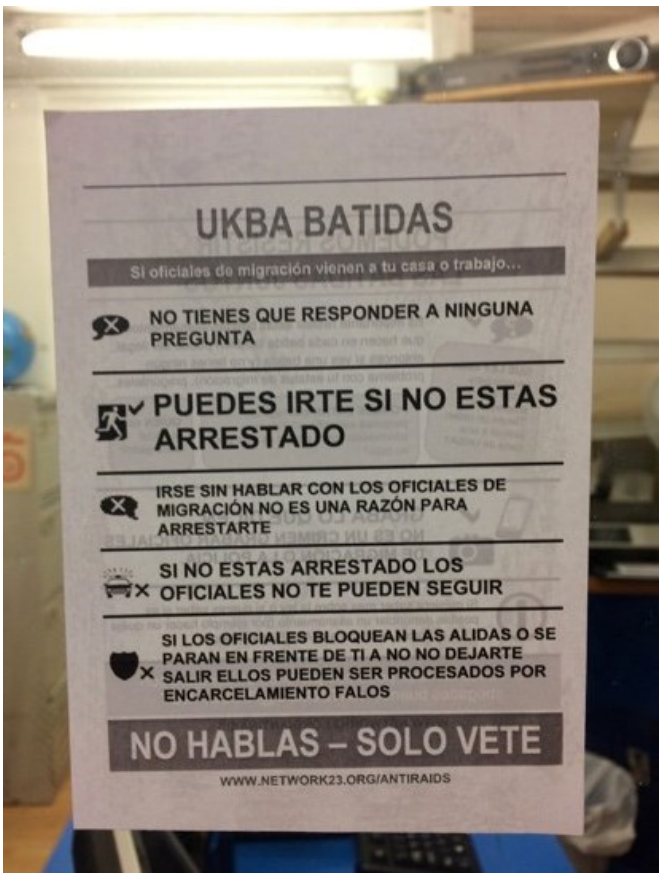


Figure 13.3 Picture by Mandana Ghanadzadeh (student of LN122/2017) taken in Seven Sisters area in North London where there is a Latin American market, Pueblito Paisa. In the picture we can see a poster in Spanish explaining the rights of migrants in case of being stopped by the police. The note allowed for comments, in the classroom, on the different nature of the status of Spanish- speaking migrants, and on the use of Spanish in the poster.

As part of this activity, students are asked to pay equal attention to the linguistic soundscape. Some of the speakers of Spanish have a very thin visual presence in the city. However, their soundscape in public spaces is noticeable depending on which areas of the city you move. As mentioned in Section 3.2, this is the case for the Spaniards who came to London in the aftermath of Spain's most recent economic depression from 2009 onwards. Activity 1 takes place at the beginning of the project in week 4 (out of 22 weeks) of the course. For this reason, the tasks are essentially descriptive, and the results are delivered in the form of oral student presentations. For this initial activity, we realised that it is important for students to explore their own neighbourhoods and journeys while they get used to activities taking them outside the classroom. As many of our students are not from London, it is also a good opportunity for them to become more familiar with their own surroundings.

Activity 2 ("Walks online") involves exploring the virtual linguistic landscape of Spanish-speaking communities, including social media such as Facebook (see Figure 13.4) and Twitter. The students wander online and thereby gain information and get into contact with groups, activities or issues which would be difficult to find during their exploration of on-land landscapes. Examples include reports on a football match between Spanish-speaking teams or the fight against gentrification by the Latin American communities mentioned earlier. Occasionally, online data may replicate and reflect information obtained during on-land journeys, but it regularly leads to the collection of new evidence, for example, on the presence and activism of Spanish political parties in London.

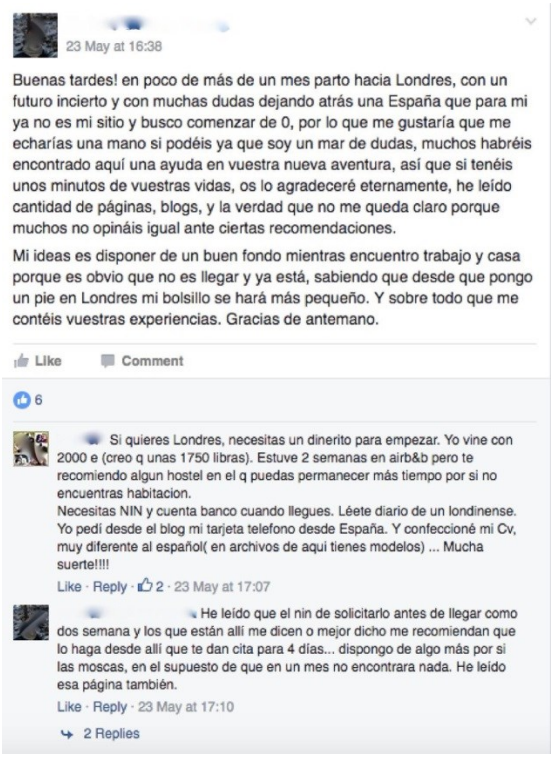


Figure 13.4 Screenshot of a Facebook conversation by Lauri Ojala (student of LN122/2017). In the exchange, the first post is from a person explaining her intention of migrating to London and asking for advice. The reply provides advise on where to stay, how to write a CV for the London market, etc. Lauri became interested in the group of Spaniards who arrived from 2009 onwards very early in the project. His individual piece deals with this group[4] (see later Section 3.4.3)

Activity 2 is essentially a research activity. After a general "walk" online, each student chooses an area of his/her interest. The aim is to develop a section of the web page entitled "Walks on-line" where students document different aspects (associations, political parties, meet up groups, schools, religious events, cultural activities, history, etc.) of the Spanish speaking communities. This section of the web page is co-constructed with the teacher of the course.

3.4.2 Contextualising: knowledge to interpret the Spanish linguistic landscape

For this phase, we designed three activities (Activities 3-5) to enable students to learn about the origins of the different Spanish-speaking groups, their migration (hi)stories and reasons for coming to London, and their current socio-economic situation and impact on the city. The

[4] In Spanish, at https://enunlugardelondres.wordpress.com/2016/11/24/no-nos-vamos-nos-echan-y-que-pasa-entonces/#more-1156

three activities are based on the premise of sharing knowledge among the members of the LN122 group.

In Activity 3 ("Local press in Spanish") students, in class and in groups, undertake an analysis of two local Spanish newspapers published in London, *El Ibérico* and *Express News*. Among linguists and discourse analysts there is an increasing acceptance that meaning is communicated not just through language, but also through the visual language of images and signs (Kress and van Leuwen 1996; Kress 2010; Machin and Mayr 2012). For that reason, we asked our students not only to focus on the content of the texts, but also to reflect on the use of pictures and types of advertisement in the publications, and specifically on the interaction between text and images. This activity is designed to allow students to gain a better understanding of the variety of social profiles of Spanish speakers in London and to make students aware of their practices and their needs in the city. This activity also offers learners an excellent tool for observing some uses of London Spanglish in writing.

In Activity 4 ("In detail") students are asked to research different aspects of the migration histories and presence of Spanish-speaking communities in London (numbers, time of arrival, reasons for migration, places of settlement in the city, challenges, social and political participation, etc.). In groups, LN122 students prepare oral presentations which they present to their peers in class. Video interviews with experts on and from Spanish-speaking communities were carried out to provide students with audio-visual material adapted to their linguistic needs and with the basic information and content students need for this activity. Students are also provided with a basic bibliography which includes some pieces written by previous LN122 students (see later Section 3.4.3). Students are also encouraged to enhance the given material with their own research.

For Activity 5 ("Guest speaker in the classroom"), experts on Spanish-speaking communities or members of those communities are invited to the classroom. The activity may be a talk

followed by Q&A or an interview of the speaker by the students. The format depends on the timing of the activity (before or after the workshop on interview techniques, see below Workshop 2).

By the end of these three activities, students are required to write their first reflective piece following a questionnaire which focuses on the interesting aspects learnt, their reflections of Spanish as a "foreign language", and their opinion on the inclusion of the project in the LN122 course. At this stage, students are also asked to propose topics reflecting their personal interests.

3.4.3 Awaking the "ethnographic eye": Visiting and interviewing the people behind the Spanish linguistic landscape

During this stage of the project, the activities encourage students to pursue "pragmatic ethnography" as a way of meeting the people behind the Spanish linguistic landscapes in London.

Workshop on Documentary Photography, and the Visit

In London, there are few areas where Spanish-speaking communities have a strong and noticeable presence (see Figure 13.5), so if we were going to ask students to undertake one or more visits, it was necessary to establish practices which were not "invasive." On the other hand, some of the places Spanish-speaking communities have settled in London are marginalized areas and we were aware of the ethical debates about researching marginalized people and places, notably the debate between doing ethnography versus "poverty tourism" (Mah 2014, p. 3). Therefore, ethnographic practices of observation, field notes and reflexivity were extremely useful in drawing up the guidelines for this activity.

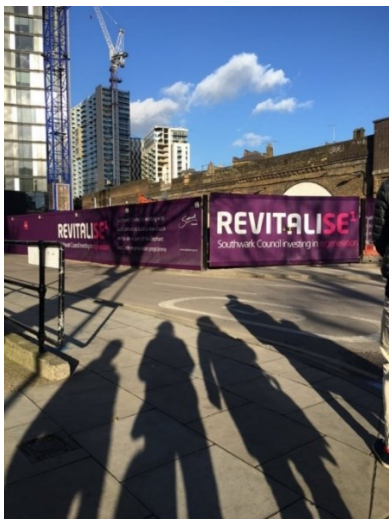


Figure 13.5 Group visit to the area of Elephant and Castle in South London. Elephant and Castle is the site of a vibrant Latin-American community threatened by the process of gentrification in London. Picture by Rupi Thin (student of LN122/2017)

During their visit (or visits), students are encouraged to use a notebook to collect field notes including not only information about what they witness "but even more important how they witnessed it- amazed, outraged, amused, factual and neutral, puzzled, curious, not understanding, confident about their own interpretations" (Blommaert and Jie 2010, p. 37). Students are encouraged "to be subjective and impressionistic, emotional or poetic; to use the most appropriate ways of expressing what they want to express. They do not need to write for an audience. Their field notes are private documents and they will decide what they want to release from them to their peers" (ibid, p. 38).

It is important that students record the elements which amaze, surprise or make them feel out of their comfort zone during the visit(s). Agar (1996) called these moments the "rich points" in ethnography and they could be seen as "the boundary of what is really understandable" for them, the boundaries of their cultural and social conventions (Blommaert & Jie 2010, p. 40-41). For LN122 students who undertook true ethnography, those instances could be the start of their ethnographic investigation and sometimes marked the beginning of their individual projects. One such moment is depicted in Figure 13.6 below.

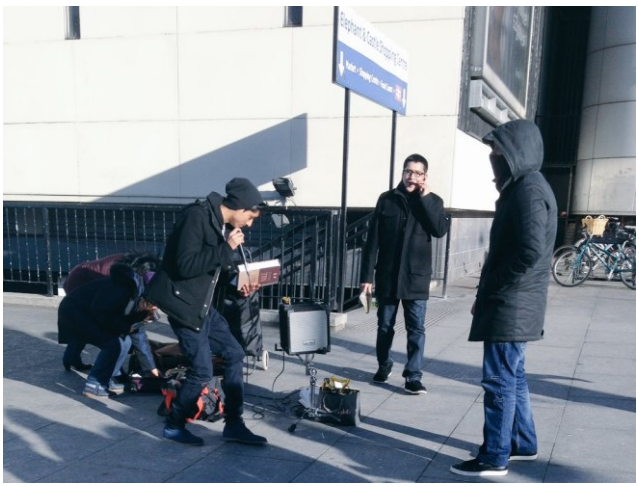


Figure 13.6 In this picture, we can see some young people speaking and singing in Spanish in the area of Elephant and Castle. They were preaching. This picture was taken by Waqar Yunus (student of LN122/2017) who observed the scene and took notes about it to share them later, in the classroom, with the rest of his peers and the teacher. The role of religion in social integration would be the topic chosen by Waqar for his individual piece (see later Section 3.4.3) which brought him to attend a mass in Spanish in Southwark Cathedral and to interview the Chaplain of the Latin American community.[5]

The students are also encouraged to take photographs. We consider that in ethnographic research the camera may act as a "can-opener," while taking up the role of a photographer "can put researchers in an ideal position to observe the culture or groups they are researching. And, although it is not always appropriate to use photography, ethnographers often find that photographing and photographs provide a useful method of communicating with informants at the early stages of fieldwork" (Pink 2007, p. 73). For this reason, a workshop in Spanish on documentary photography was integrated in the project. The workshop takes place before the visit and students learn the basis of a "good picture" together with the necessary permissions to photograph spaces and people in the UK. The workshop allows us also to present to students some ethical considerations to be borne in mind when working "in the field".

Workshop on field work and interviewing, and the interview

During their visit(s), students get to know members of Spanish-speaking communities and their task is to design and conduct an interview om a topic chosen by themselves. Some

[5] In Spanish, at https://enunlugardelondres.wordpress.com/2017/04/26/la-iglesia-como-plataforma-de-integracion-social/

students will choose from issues raised in class, but others bring new ideas which will be integrated into the project the following academic year. In this way, students contribute to the development of knowledge about London's Spanish-speaking communities and linguistic landscapes.

Figure 13.7 Some of the people behind the Spanish linguistics landscape interviewed by LN122 students.

Before conducting their interviews, the students take part in a 2-hour workshop in Spanish on working outside the classroom and interview techniques. Ethnographic (Blommaert and Jie 2010, pp. 42-58) and oral history (British Library 2016) practices form the basis of this workshop in which students learn how to initiate contact with informants, use different interview types, structures and questions, and how to organise and prepare the actual interview, including dealing with technical issues involved in the interview process. The workshop is also an opportunity for students to learn more about the ethics of field work. This element is particularly important because, on some occasions, students have chosen individual projects which are based on participatory observation practices (see Figure 13.8).

Following the interview(s), students are required to produce in Spanish a piece of writing of their choice (e.g. opinion, interview) or a multimedia essay for the blog on the project website. The publication of the students' pieces in the public domain has had a positive

impact on students' motivation. The participants know that the blog entries are going to be read by others, and they themselves read entries by students from previous academic years at different stages of the project.

Figure 13.8 Elliot Emery (student of LN122/2016), instead of an interview, decided to spend the day with members of the *Podemos* (political party in Spain) branch in London. Elliot attended the first demonstration in his life with members of the branch, and this is also one of the aspects he analysed in his published piece.

Since the interview and writing processes are an individual activity, it is important to run some group activities, such as the peer review of the first draft of the piece to continue the practice of producing shared knowledge. Since students are working independently, one-to-one meetings with the teacher are offered to give adequate support to each student.

The project ends with a reflective piece based on a questionnaire in which students are asked to consider how the project has changed their perceptions of the Spanish language and London, and to come up with proposals and suggest changes concerning the different activities they have undertaken during the project.

4. Results and discussion

4.1 Results

After running the project for three years, we can claim that it has fulfilled many of its original aims linked to language acquisition, enhanced research skills as well as increased sociolinguistic and political awareness.

Our students have left the classroom for the city and for many of them it has been an opportunity to discover unknown aspects of London: "as someone who does not originate from London, I always knew that it was an international city but not to the extent that it truly is superdiverse. Our exploration and study have given me a whole new outlook and appreciation of the city." [6] In their reflective feedback, students also commented on their discovery of Spanish in the linguistic landscape of London and their encounters with Spanish-speaking individuals and communities. As one student noticed, "I have lived all my life in London, but I did not know that there are so many Spanish speakers in Elephant and Castle." They have also become aware that "the geography of their presence is fascinating. Depending on the area of London you visit, the Spanish language and its speakers exist or are totally absent."

Many students have begun to reflect on the role and status of so-called foreign languages in a multilingual city like London: "I think Spanish should not be considered as a foreign language, especially in the context of such a multilingual city as London where there is a mixture of people from different cultures. Due to the number of Spanish speakers in the city, we should recognise their language as part of the city culture." For another student, "Spanish is a foreign language because it is not considered official in the United Kingdom. However, even if it is foreign, it has a great impact on the culture and on the politics of the city."

[6] All comments have been translated from written feedback given by students at the end of the project, from their reflective pieces, and from texts published on the website. Currently, we are carrying out a qualitative analysis of those materials looking for themes related to the core aims of the project (awareness about Spanish and Spanish-speaking communities, language categories, second language identities, language and citizenship, etc.)

The use of Spanish in authentic communicative contexts has given students increased motivation to work on their fluency and structural knowledge of Spanish. One anthropology student decided to do his individual piece for LN122 and his ethnography coursework for an anthropology course in *Pueblito Paisa*, a Spanish speaking market in Tottenham, North London. In his account he tells us how apprehensive he was before his first visit: "I had read a lot but did not feel ready for the real experience." At the beginning of the visit, he only wanted to observe but not to talk. However, at the end of the visit, he became engaged in a conversation in Spanish with a Colombian lady. However, he left frustrated: "My problems with the past tenses created some confusion." Before the second visit, he worked on the linguistic issues he had had faced during his first visit and arrived with solutions. "I went back to the market with questions, I had prepared phrases and had reviewed the past tenses. I arrived with a new attitude. I decided to talk to everyone in the market."[7]

Regarding the link between the linguistic quality of student production and motivation, it was found that the consideration of personal choices, e.g. in letting students choose their own individual projects, as well as the prospect of publishing their work online on the project website, resulted in pieces of considerable quality and originality. Commenting on their engagement and sense of achievement, one student observed that he completed "three drafts [only two are required], and between the interview, revision, and drafts, spent quite a lot of hours on the individual part of the project. I am excited to see it published,"[8] while another stated that "I really like the idea of having an individual project as it gives the student a way to direct their learning in an area that interests them." Topics chosen by students included the gentrification of London and its impact on the Spanish-speaking communities, working rights of Latin Americans in London, the history of the Spanish community in London through a football team, theatre in Spanish in London, Spanish political parties in London, a web-series

[7] Published in its original Spanish at https://enunlugardelondres.wordpress.com/2018/02/13/mi-diario-de-campo-en-seven-sisters/#more-1837
[8] https://enunlugardelondres.wordpress.com/2018/11/15/el-trabajo-de-podemos-en-londres/

portraying the fate of Spaniards in the city, the work of NGOs such as the Indoamerican Refugee and Migrant Organization (IRMO) or of the Latin American chaplaincy. This wide variety of themes demonstrates the strong link between the study of urban linguistic landscapes and socio-political issues.

Through their visits and interviews with Spanish speakers, students have been able to participate in authentic communities of practice, thereby leaving the role of "learners" behind and taking up the role of "speaker/social actors" themselves (cf. Liddicoat & Scarino 2013, p. 29). Their interactions with authentic speakers also exposed them to a variety of real-life linguistic repertoires and abilities in Spanish complementing the idealised competence presented to them in textbooks. The interviews and engagement with Spanish speakers and communities active in political organizations and in social struggles, e.g. to resist gentrification or to defend the rights of migrants, has also led students to an understanding and critical appreciation of some of the wider social and political issues of the city in which they study and where many of them will go on to live and work.

As shown above, our positive evaluation of the project has been reflected in the feedback received from students. In their responses, all students have expressed their support for continuing the project and for keeping the different activities. Different students have enjoyed different activities such as "the workshop and getting us to go explore London" or "browsing websites about the Spanish-speaking communities, reading and analysing Spanish newspapers, and engaging with the Spanish-speaking community in areas." However, all students expressed that all activities should remain part of the project because "all the activities bring knowledge from different [perspectives] and there has been a notable takeaway from each activity." Students have highlighted, inter alia, the positive links between their ethnographic research on linguistic landscapes and language acquisition, as exemplified by the experience of one student who expressed that the project "showed me how to apply my

knowledge of the language in the real world and gave me a field in which to practice doing this through activities outside the classroom."

Another tangible result of the project is its website which documents the work completed by project participants together with the teacher throughout the years. It has also been conceptualised as an opportunity "to give back something" (Pink 2007, p. 57) to the members of the Spanish-speaking communities which helped us. No comparable online resource for Hispanic London exists currently, and it has become a resource used by Spanish speakers in London as well as other researchers and activists. At the moment, the web page documenting *En un lugar de Loñdres* consists of three key sections:

- *Paseos en la red* (Walks online): a collection of resources relevant to the Spanish-speaking communities in London with a brief explanation for each of them. These pages are collected through the Activity 2 ("Walks online") and Activity 4 ("In detail") of the project. Each academic year, students curate particular areas of *Paseos en la red*.

- *Video interviews* in which members of Spanish speaking communities or experts provide topical information and thus help students understand the history communities, their political and social situation and impact on the city, etc. The videos are produced by the teacher and are used for the research part in Activity 4.

- A *main page* where the work of students is published alongside further contributions by experts.

4.2 Limitations and issues of implementation

Replicating projects designed in one institution and, in this case, in a particular multilingual context needs to be thought through carefully. In this section, we would like to consider some

practical issues which should be taken into consideration if the project is to be implemented in other contexts.

En un lugar de Loñdres was conceived, from the beginning, as an extended project. As mentioned before, after having run for several years another long-term project, we did not want to lose the experiences we have gained when students invest time and dedication to a topic. However, due to syllabus constraints, it is not always possible to implement longer projects, and we have also experienced these constraints in our institution. When we decided to include *En un lugar de Loñdres* in shorter courses, we were unable to include all activities. Therefore, we decided for a partial implementation and we selected some activities depending on the duration of the course and the linguistic level. Students in these programmes do not reach the same knowledge and understanding as students of LN122, but they do become aware of the presence of Spanish in London and of some of the issues related to the Spanish speaking communities in the city.

The idea behind *En un lugar de Loñdres* can be translated to other multilingual contexts and to the teaching of other language present in those contexts. However, the design of *En un lugar de Loñdres* was based on the presence of the Spanish-speaking communities in London, and not all activities might be relevant for other contexts and languages. In this light, the activities of *En un lugar de …* (In a certain place of…) should be always adapted.

Another consideration concerns the type of course for which the project is implemented. LN122 is a degree course and the students´ productions are part of the continuous assessment which contributes 40% to the final mark. For that reason, it was essential to pilot it before full implementation. We needed to adjust the designed activities to the linguistic level of an Intermediate course, and the timing of the activities (particularly those outside campus) to fit with other students´ commitments.

Finally, we also needed to produce, criteria of assessment for activities which are less present in traditional teaching such as Twitter entries, reflective diaries or online blogs. Research and consultation with other colleagues[9] were an essential part of this process.

5. Concluding remarks

In the UK and elsewhere, the curricula of the majority of tertiary language courses continue to be based on textbooks and curricula focusing on the teaching of "foreign" languages and the linguistic practices of "native" speakers living in nation states where these languages are official, national languages (cf. Pauwels 2014; Duarte and Gogolin 2013). And while we acknowledge that Spanish can and should also be seen and taught as a language spoken in "foreign" countries and societies, we believe that there are several distinct advantages and benefits in going beyond traditional foreign language pedagogies by integrating the observation and understanding of the local linguistic landscape into language teaching and learning practices.

In our introduction, we posited that the linguistic diversity of the contemporary global(ised) city poses a challenge for a tertiary language teaching community still used to conceptualising the languages they teach as well-defined bounded entities primarily linked to foreign national or ethnic communities. In this chapter we have tried to demonstrate that studying multilingual diversity, and in particular the urban linguistic landscape, is an opportunity for enhanced language learning which may inspire language learners to become more socially and politically aware of their immediate environments. In an article on the "Open City," Sennett (2018) observed that

> Today's city which is big, filled with migrants and ethnic diversities, is a city in which people belong to many different kinds of community at the same time. […] the problem of

[9] We would like to thank Dr.Reyes Llopis-García, from Columbia University, for sharing the activities and criteria of assessment of her project ÑYC

> citizen participation is how people can feel connected to others, whom, necessarily, they cannot know. […] The problem of participation cities face today is how to create, […] [a] sense of relatedness among strangers. (p.71)

While Sennett talked about the physical design of urban spaces, taking the foreign out of language teaching and opening the classroom to the multilingual linguistic landscape of the contemporary city and the speakers behind it, is contributing to the creation of relatedness and understanding amongst strangers in the multilingual city.

Appendix 13.1: Overview of project activities

FIRST TERM

Phase 1: Observing linguistic landscapes online and on-land: Discovering Spanish and the Spanish-speaking communities in London

Title	Description	Location, format & duration	Material provided	Activities & formative/ summative assessed productions
Setting up the context: London as a global and "super-diverse city"	Students learn about the demolinguistic profile of the city. They familiarise themselves with different concepts.	In class Pairs/ small groups and whole group 120 minutes	Available demolinguistic statistics and descriptions, literature on concepts (Census 2011, Skrandies 2015, Sassen 2001, Vertovic 2016)	None Students start a journal where they collect reflections relevant information throughout the year.
Activity1: Your linguistic landscape of London	Observation and reflection on their linguistic landscapes outside campus. Students create a map of their movements and they collect evidence by taking notes and photos. The activity asks students to look and listen, focusing on their encounters with Spanish.	1. Outside the class Individual	Worksheet	1. Individual notes and written reflection, photos
		2. In class Individual and whole group 60 minutes		2. Oral presentation and whole group conversation

Activity 2: Walks online	Students explore the presence of Spanish-speaking communities in London on the internet and in social media. Students start using Twitter as an archive for the pictures of the Spanish linguistic landscape (#LN122)	1. In class Small groups and whole group 60 minutes	Worksheet and instructions for the use of twitter	1. Research in groups, oral presentation of collected data and then whole group conversation
	Students become familiar with the section *Paseos en la red* on the project webpage	2. In class/Outside class Individual/Pairs 2 weeks		2. Curating "Paseos en la red" What is missing? Do we need to add something new?

Phase 2: Contextualising: knowledge to interpret the Spanish linguistic landscape in London

Title	**Description**	**Location, format & duration**	**Material provided**	**Activities & formative/ summative assessed productions**
Activity 3: Local press in Spanish	Students analyse local newspapers (*Express news; El Ibérico*): type of news, organisation, format, pictures, use of language, etc.	1.In class Small groups and whole group 60 minutes	Worksheet	1. Taking notes and whole group conversation.
	Then, individually, analyse the online version of the other newspaper.	2.Outside the class Individually		2. Written analysis of *online* or print newspaper
Activity 4: In detail	Students research, read and prepare an oral presentation on the Spanish-speaking communities in London. They are asked to	1.Outside the class 2 groups 2 weeks	Worksheet, initial bibliography and video-interviews created for project	1. Preparation of an oral presentation

	focus on the past and present of those communities.	2. In class 2 groups and whole group 60 minutes		2. Oral presentation in groups and whole group conversation
Activity 5: Guest speakers in class	Members of the Spanish-speaking communities or experts on different areas come to the classroom to present or to be interviewed by students in Spanish.	1. In class Whole group 60 minutes		1.Talk and Q&A or interview
		2. Classroom Whole group 15-20 minutes		2. Summary of the talk or interview
		3.At home Individually/Pairs or small groups		3. Depending on the nature of the talk or interview, e.g. a joint text or an online blog
Activity 6: Reflection	Students reflect on the knowledge they acquired about the use of Spanish in the city, the Spanish-speaking communities and the place of Spanish in the linguistic landscape of London. They start to reflect on their individual interviews/topics of interest (Activity 9)	1.In class Individually and Whole group 60 minutes	Worksheet	1. Written piece and whole group conversation
		2. Outside classroom Individually During end-of-year break		

SECOND TERM

Phase 3: Awakening the "ethnographic eye": visiting and interviewing the people behind the Spanish linguistic landscape in London

Title	Description	Location, format & duration	Material provided	Activities & formative/ summative assessed productions
Workshop 1: Documentary photography	Workshop on documentary photography which includes techniques and the ethics of taking pictures in public spaces in UK.	1.In class Whole group 60 minutes	Video and worksheet	
Activity 7: The visit	Visiting meeting and getting to know members of London's Spanish-speaking communities	1 .Outside classroom Individual, pairs/small groups	Worksheet The guideline includes a letter from the teacher explaining the project and release forms for the pictures (if needed)	Taking pictures + publishing 3 or 4 pictures and captions on Twitter. Pictures to be used later on the webpage.
		2. In class Individually and Whole group 120 minutes		2. Oral presentation of one picture and whole class conversation
Workshop 2: Interviewing outside the classroom	Students become familiar, with: research ethics outside the classroom, interview techniques and consent form.	In class Whole group 120 minutes	On research ethics, interview techniques, form consents, etc.	1.Practice of interviewing among students 2. Transcribing
Activity 8: Interview proposal		1.Outside class Individual 2.In class	Worksheet	1.Written text

		Individual and Whole group		2.Presentation in class and then whole class conversation
Activity 9: The interview	Students make contact with, meet and interview their chosen interviewee/s	Outside class Individually		
Activity 10 First draft of blog entry		Outside class Individually		Written text
Activity 11 Review of first drafts		In class Pairs/Small groups	Worksheet	Notes to be handed to other students. The first draft is also reviewed by teacher
Activity 12: Second draft of blog entry		Outside the classroom Individually		Second draft is reviewed by teacher
Activity 13: Final production of blog entry	The final product including: • all necessary consent form to be published in the blog evaluation questinnaire	Outside the classroom Individually	Questionnaire	
Activity 14: Closing the circle	Final reflection	Outside the classroom and classroom Individually and the whole group	Worksheet	Multimedia piece and whole group conversation

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