

# CASE STUDIES

Teaching and Learning Centre Case Studies

## In-house video production for *En un lugar de Loñdres*: Researching Spanish-speaking communities in London

The city of London offers an amazing mixture of languages, but many of us are too caught up in our own lives to really look into the richness and meanings of this linguistic landscape. But the students studying LN122 Spanish Language and Society (Intermediate level) at the Language Centre, are supported to map and research the lives and language of some of the 300,000-400,000 members of London's Spanish-speaking communities through a project called *En un lugar de Loñdres (In a certain place in London)*. This project gets the students out of the class and encourages them to learn about and experience Spanish-speaking London.



Students' visit to Elephant and Castle



Interview with Paco Robles, refugee from Spanish Civil War



Meeting of political party *Podemos*

Photos by Rupi Thind, Gabbie Gee and Elliot Emery<sup>1</sup>

<sup>1</sup> These are pictures from students' individual projects (i.e. interviews, opinion articles or photo-essay) and they are published in the website of the project.

# CASE STUDIES

The project is divided into two stages (Preparatory and the Student's Individual Project) over a period of 15–20 weeks and involves generation of an informative website in Spanish, created by teacher and students about these communities where readers can discover links, photographs, articles and videos.



<https://enunlugardelondres.wordpress.com/>

In our Case Study #4, we focus on one of the elements that educators might want to explore in more detail which is the production of videos for this project. Lourdes Hernández-Martín, project designer and course coordinator for LN122, developed these videos as a means of supporting her students in a variety of different ways. Up to now, four videos have been produced.

Three of them are video-interviews with members of the Spanish-speaking communities or experts on the subject. Lucila Granada, spokesperson for CLAUK (Coalition of Latin Americans in UK) tells the history of Latin Americans in London and explains why the ethnic recognition of this group is of paramount importance today; Lala Isla, writer and oral historian, provides an overview of the presence of Spaniards in London since the 19<sup>th</sup> Century, while Prof. Cathy Mcilwaine comments on the findings of her 2011 and 2016 reports on the Latin Americans in London ( <https://enunlugardelondres.wordpress.com/video-entrevistas/>)

# CASE STUDIES

## Lucila Granada, coordinadora de CLAUK

Entrevista con Lucila Granada, coordinadora de la [Coalición de Asociaciones Latinoamericanas en Gran Bretaña \(CLAUK\)](#). En ella, nos cuenta cuándo y por qué se creó CLAUK, cuáles son los objetivos de esta Coalición y quiénes son los grupos de latinoamericanos que viven en la ciudad de Londres.



Seguir En un lugar

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<https://enunlugardelondres.wordpress.com/>

Lourdes explains that it was difficult to find pre-existing materials to meet the specific purposes of the project: there are very few resources on the Spanish-speaking communities in London in English, almost none in Spanish. So developing a set explicitly for this project was necessary. It also meant that she could have full oversight regarding the content she wished the students to focus on. She wanted students to know the origins and history of these communities but also for them to learn about some of the current issues affecting them (the impact of the gentrification processes, ethnic recognition, labour rights, etc.).

The video interviews also work as tools that support language teaching and learning activities. They are each about 20 minutes in length and are divided into 4 or 5 questions. In this way, the videos can be used in class, for listening or vocabulary building activities or, outside the classroom, for mediation activities (translation or summary) or as the basis for the preparation of oral presentations and debates. The video interviews can also be used for a range of different levels because the questions are graded. The first interview questions are

## CASE STUDIES

always relatively simple, allowing their use not only in LN122-Intermediate but in lower levels. Questions 2 to 5 are more challenging in both content and language.



Workshop on documentary photography by photographer Catarina Heeckt

The fourth video is different in nature, being a workshop on documentary photography delivered by photographer Catarina Heeckt. As part of *En un lugar de Loñdres* students are required to visit places where the Spanish speaking communities live and work and to document that visit. The pictures are shared via Twitter and later students are asked to present their findings and reflections to their peers in the classroom. Speaking in Spanish, Catarina conducted a workshop on the

history of documentary photography and on the creation of good pictures to the 2016 cohort. The workshop was recorded and edited. The video is now part of the materials of the project <https://enunlugardelondres.wordpress.com/2016/02/17/taller-de-fotografia-documental/>.

Although creating video is time-consuming, the initial investment leads to long term rewards; as Lourdes reminds us, “*videos can be used and re-used*”. The videos created for *En un lugar de Loñdres* are now used by other teachers of the Spanish section in various Degree and Certificate courses. They are also open resources which can be accessed from the website of the project or from YouTube. For their production, Lourdes has collaborated with film maker Valeria Coizza, and has received financial assistance from the Teaching and Learning Centre.

As mentioned, the videos developed and used in LN122 are part of a bigger project that documents and celebrates a largely overlooked community in London. There are aspects of the *En un lugar de Loñdres* project in which teachers might be interested or which they might wish to adapt for their own work. For those who are not Spanish speakers, there is an English summary on the website <https://enunlugardelondres.wordpress.com/que-es/about-eull/>. Even monolinguals will be able to see a variety of learning and teaching tools on offer! It is hoped that teachers visiting this site will be inspired to develop their own range of learning resources and to think of the possibilities that their own courses might offer for taking advantage of LSE’s location in London. If you want to know more about this project, you can contact Lourdes at [l.hernandez-martin@lse.ac.uk](mailto:l.hernandez-martin@lse.ac.uk), or contact the Teaching and Learning Centre on [tlc@lse.ac.uk](mailto:tlc@lse.ac.uk) to discuss similar funding opportunities.