

1. Aims of this study

- To analyze the linguistic landscape connected with linguistic biographies in order to show the socio-spatial distribution of multilingualism and the role of the LL in the scalar reconstruction of new social spaces;
- To design and implement classroom-based metalinguistic awareness activities that will involve the analysis of the community linguistic landscape and linguistic biographies;
- To describe communicative practices and reproduction of identities and linguistic ideologies in these classrooms and compare them with communicative practices in classrooms in metropolitan contexts, such as Madrid (Martín Rojo, 2010) and New York (García, 2014);
- to analyze how social actors negotiate frames of participation and indexicality, and what roles these strategies play in the scalar projection of the hierarchical, polycentric and translocal distribution of languages in these new multilingual ecologies;
- To detect interactional mechanisms of social exclusion and inclusion connected with the

2 .Methodology

Multimethodological approach:Emic qualitative
Critical Ethnographic Sociolinguistics,
Linguistic Landscape
Metalinguistic awareness
development analysis

3. A case study

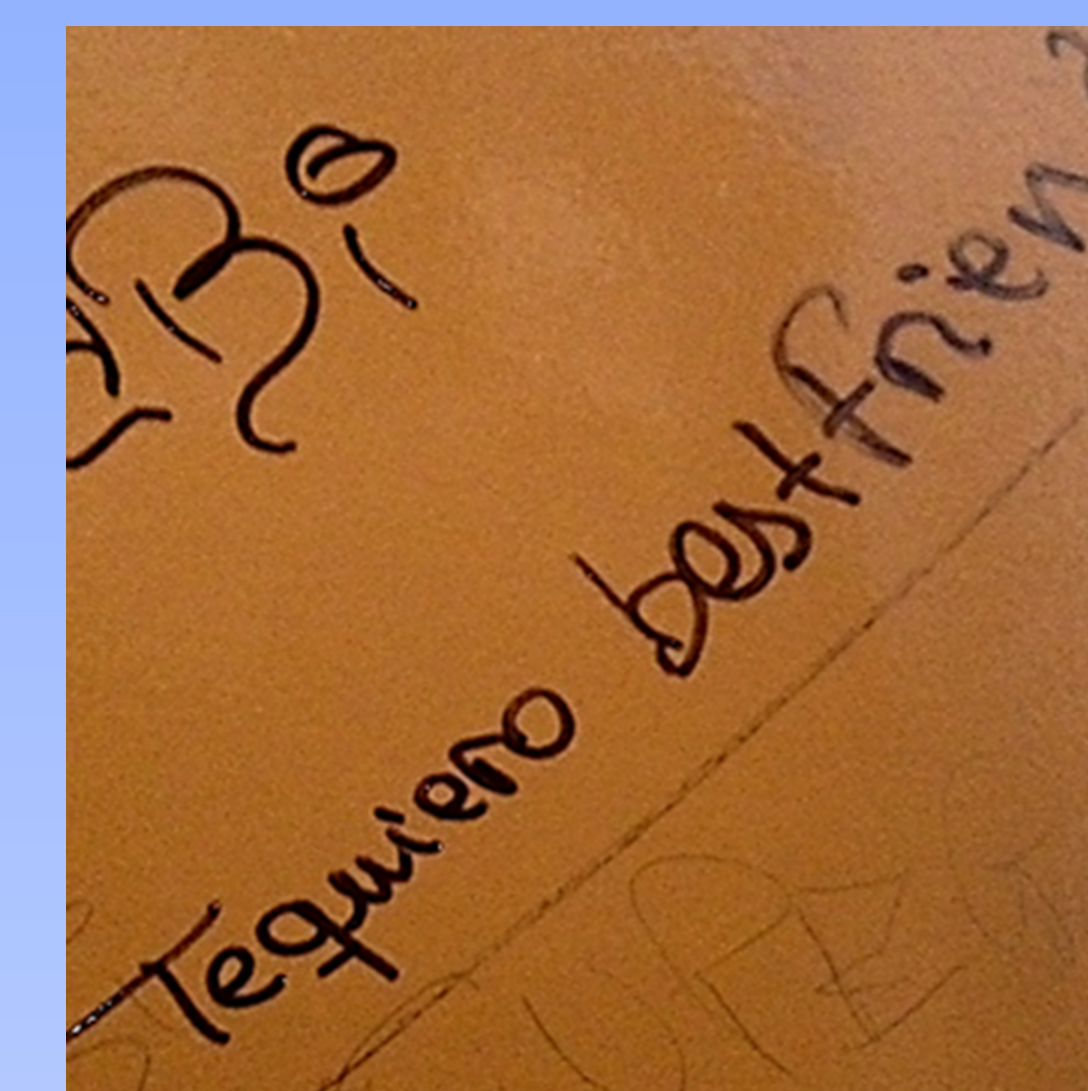
3.Linguistic Landscape and Critical Language Education

The new multilingual ecologies connected with migration and globalization (re)produce linguistic and social inequalities, and they are thus particularly relevant to adolescents (Wang et al. 2014). These social changes must be addressed as part of an inclusive and ethical language education that responds to the multilingual, multimodal, and technological conditions of postmodernity.

Our interdisciplinary methodological approach combines an analytical Linguistic Landscape (LL) focus with the pedagogical approach referred to as 'Critical Language Awareness' (CLA). We've developed a research method that permits us to analyze how young people perceive the linguistic landscape of super-diversity in the new multilingual ecologies that have developed at the periphery. We have conducted this action-based research project in the context of obligatory secondary education so that this critical perspective might help to achieve a language education that responds to new multilingual realities/speakers.

We have observed that the distribution and commodification of languages in the LL corresponds to the hierarchy of values established by the youth themselves with respect to the community language repertoire. Linguistic prejudices toward local language varieties and migrant languages are deeply rooted in a community that has naturalized the de-capitalization of local and authentic voices. English hegemony and the capitalization of standard language varieties is visible in the local LL and have shaped youth language ideologies, as can be gathered from their meta-pragmatic comments as they carried out the activities proposed.

Activities focusing on analyzing the local LL became, in this project, a resource for encouraging students to value linguistic diversity. Carrying out these activities in the classroom showed us how they can serve as a tool for reflecting critically on cultural and linguistic diversity in the local environment and in the community's public spaces. By examining the ways in which different languages and varieties can be found in public space, students can reconstruct a critical vision of super-diversity and become aware of linguistic inequalities in their own surroundings.



The action research responded to the following key questions:

- (1) Are students' languages represented in the classroom, school, and neighborhood LL?
- (2) How are international languages, linguistic varieties, and migrant languages valued?
- (3) Is there a correspondence between the ways in which super-diversity is represented in the municipal LL and the values and prejudices of the youth?
- (4) How do teenagers perceive their community LL?
- (5) What is gained, or may be gained, by these kinds of metalinguistic activities in postmodernity?

The activities included:

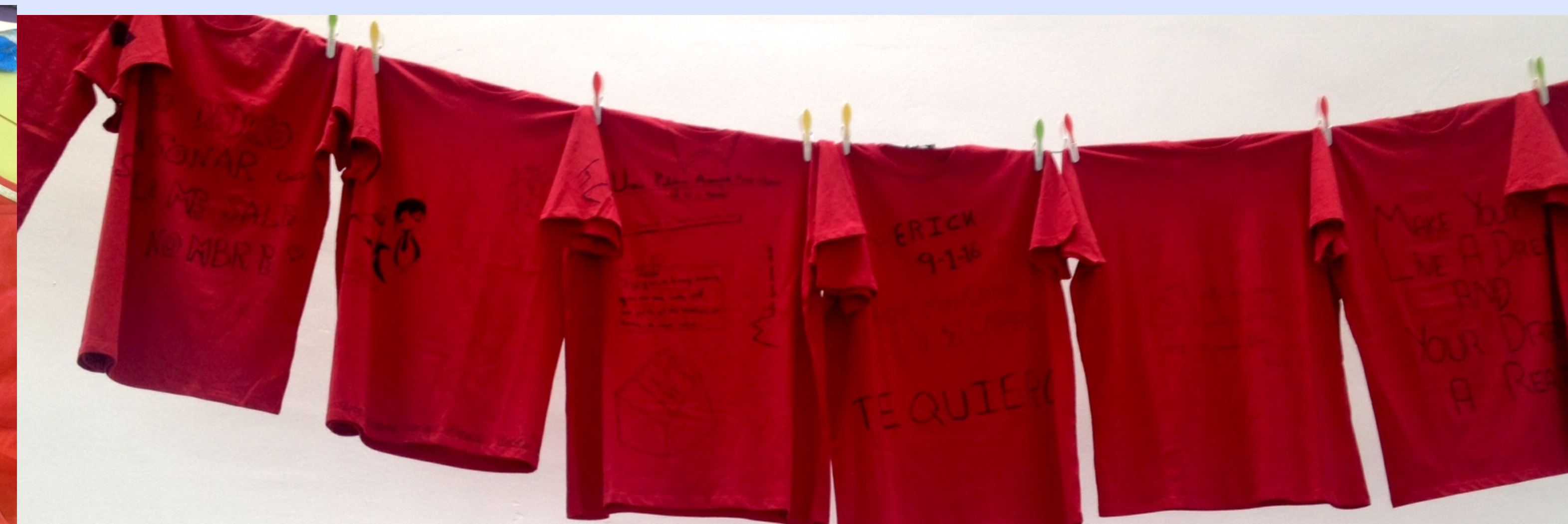
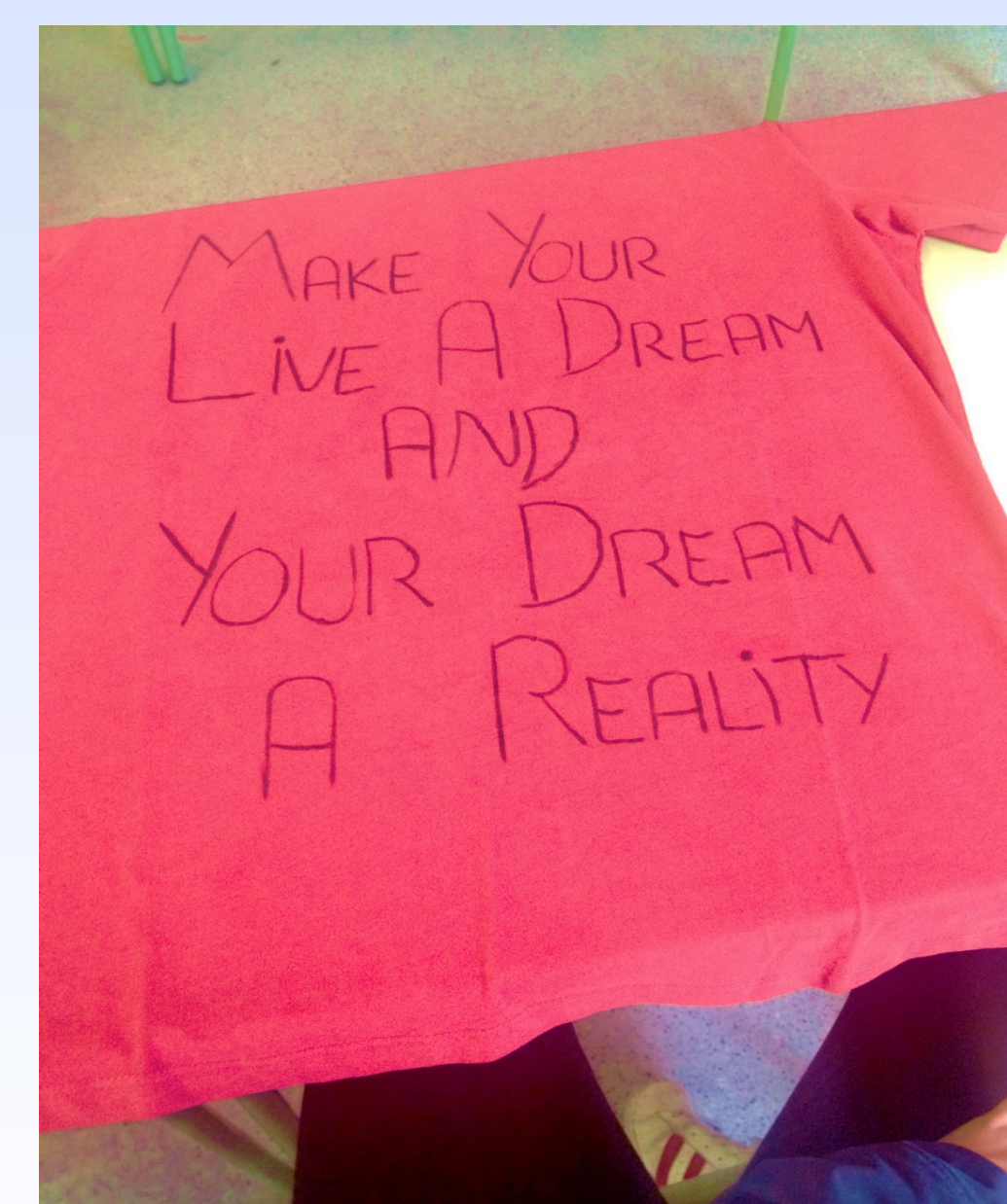
- (1) A critical exploration of the classroom, school, and neighborhood LL.
- (2) Collection, analysis, and discussion of materials.
- (3) Preparation of a script for participation in the weekly school radio program.
- (4) Proposal for a workshop entitled 'Lets Make Landscape: Labeling our own T-Shirts.'

These activities allowed students to become aware of the visibility and invisibility of the different languages in their school and its neighborhood.

This (in)visibilization corresponds to the values and prejudices held by these young students toward these languages and varieties. Standard varieties of English, French, Spanish,

and Galician were considered to be more prestigious than local varieties of Spanish and Galician.

We also observed that students barely recognized migrant languages as part of the new community repertoire, while English, a language not spoken among any migrant groups in the area, had a strong presence in the local LL and was highly valued by the participants. English hegemony has had a profound effect on this society



4. Applications: ITC RESOURCES

1. Language Landscape app: periurban voices
2. Creation of an innovative ITC resource - AVEL (The virtual atlas for language education in superdiversity). AVEL will include digital educational content-based on the activities implemented in the classroom and on the action research with examples of good practice for social inclusion.
3. Transfer AVEL to the international educational community.

Acknowledgments

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