

PAPER PRESENTATIONS

Klara Abdi, University of British Columbia

Multidirectional language socialization of a Canadian transnational child in a Chinese public primary school

Transnationalism is a growing phenomenon in today's global world. To date, most studies of transnational children's schooling experiences have been conducted in Western settings (Kattan, 2010; No, 2011; Nukaga, 2008). My one-year ethnographic study, however, examines the language socialization of transnational children in a Chinese public primary school after their families' move to China from North America. The children ranged in age from 7 to 11 years, and varied in their backgrounds (3 Chinese and 2 non-Chinese) and length and frequency of time living in North America. In this paper, I focus on the socialization of the youngest child, my son, who is of Canadian background, attended grade 2 at the school, and started school having forgotten all of his Chinese after living two years in Canada. Unlike the other children in the study, Max's Chinese and homeroom teacher created opportunities for him to teach his classmates English once a week during morning recitation time. She then asked him to teach an entire English class in the unexpected absence of his foreign English teacher. I will show how, in this impromptu lesson, Max drew on the practices of both his Chinese homeroom and foreign English teachers to create a kind of hybrid classroom culture. Moreover, during the lesson, he continued to be socialized by both his homeroom teacher and myself. (I was typically an observer but had been assisting during his informal English teaching). I will analyze how the aspects of Max's teaching that we each focused on a) reveal our teaching philosophies, and b) serve to lay bare the most important and non-negotiable classroom practices. Finally I will link the interactional data to my interview with the teacher to show how the presence of transnational children can serve as a catalyst for discussion and possible transformation of classroom practices.

Islam Abuasaad, Ben-Gurion University

Teacher Professional Pedagogical Discourse in Schools in Israeli Arab Education

Staff meetings in schools are often considered to be professional learning communities, which provide opportunities for professional learning through participation in pedagogical discourse and problem-solving (Horn & Kane, 2015). To be effective, the dialogue must provide participants with opportunities to share and discuss problems of practice in a supportive and reciprocal environment (Levine & Marcus, 2010; Horn, 2007, 2012). These ideas reflect Western assumptions about discourse and professional community that privilege equal and reciprocal relationships, collaboration, involvement and transparency. To what extent are these assumptions appropriate in Arab schools? This study aims to characterize the patterns of teachers' pedagogical discourse in staff meetings in Arab schools that are participating in an intervention in teacher collaborative discourse based on Western discourse norms. It examines how these patterns are shaped by the social and cultural context, and their consequences for teachers' opportunities to learn. The study is part of a design-based research study aimed to develop coordinators' pedagogical leadership by improving their professional discourse in schools. It employs

linguistic ethnographic methods in a case study of Arab primary schools. Data was collected by participant observation and audio-recording of weekly staff meetings. Select segments were transcribed and analyzed in detail. Interaction among teachers in staff meetings in Arab and Jewish schools appear to differ considerably. This difference is reflected in the space that is given to teachers to express critical positions and divergent points of view. It is also reflected by different sources of power and authority that are invoked in the discourse.

Thamir Alomaim, University of Birmingham

Language Ideology versus Language Practice: An Ethnographic Study in the Saudi Undergraduate Education

Policy planners may be led by political, educational, and practical considerations to formulate policies that have the effect of changing the status of a particular language or language variety (Hoffmann, 1991). Recent developments in the field of higher education in Saudi Arabia have led to a renewed interest in language teaching and language policy in the Saudi educational system. This study will report research on the implementation of language policy in the preparatory year program in newly established Saudi Arabian universities. The research is studying EFL teachers' language ideologies, and their role in the language practice and policy in Saudi undergraduate classrooms. Language ideologies, based on their social, political and historical contexts, compose the larger social, economic and political systems that contribute to structuring dominant-subordinate, majority-minority relations (Blackledge, 2005; Creese and Blackledge, 2011). Moreover, language ideologies are clearly reflected by actual language practice through how people talk, what they say about language, their language choices, and their socio-political positioning regarding particular languages (Dyers and Abongdia, 2010). An ethnographic approach was adopted to achieve the objectives of this study. Classroom observations, audio recordings and fieldnotes were the research instruments to identify when and why teachers code-switch. Furthermore, the research included interviews with teachers about their perceptions of language policy, language ideology and reflections on their language practices.

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Josep Soler-Carbonell, Stockholm University

Complexity perspectives on linguistic landscapes: A scalar analysis

Linguistic landscape studies (LLS) have become popular tools to investigate multilingual settings; yet they often lack theoretical elaboration. Adopting an ethnographic perspective, this paper tries to contribute to filling this gap by combining the postulates of complexity theory with the concept of ‘scale’. Taking Tallinn as a case study, I conceptualise scales as nodes of complexity, dynamically produced and reproduced by the inter-connection of different agents in interaction. The results show a significant degree of language heterogeneity in Tallinn’s LL, but one that adopts different forms in different places, something that indexes the diverse types of mobility in those settings. What appears as multilingual messiness becomes logically coherent when we look at how different semiotic resources are mobilized to co-construct different scalar frameworks. In conclusion, it is argued that a scalar analysis informed by a complexity perspective can be beneficially exploited for theoretical and methodological purposes in LLS.

Joseph Comer, University of Bern

Event ethnography and ‘messy’ methodology: Participating and observing on the move

Using two corporate events as case studies – an LGBT tourism trade convention and an anti-LGBT discrimination business conference and “initiative” hosted by The Economist – this methodology-oriented paper introduces a new threshold for linguistic ethnography and discourse studies through a discussion of events as texts. In response to a surprising lack of sociolinguistic and discourse-analytical engagement in the multi-scalar production of large events, and only nascent ethnographic engagement within event research (Holloway et al. (2010); Jaimangal-Jones (2014)), this paper exhorts our field to increase the attention paid to the genre of “events”, and suggests innovative approaches for doing so, based on my own attendance at the above events. This paper shows how event ethnography ‘queers’ discourse studies (Thurlow 2016) – encompassing the linguistic, visual, multimodal, but also much more. My approach is grounded in participant observation (or/as well as ‘observant participation’ (cf. Brown 2007), but also combines multimodal discourse analyses of the online material promoting the event and the physical texts distributed there with semiotic landscape analysis of the venue hosting the event and the city outside, and an analysis of the digital communication overlapping and informing the event (e.g. hashtags, tweets). I assert that event ethnography, as a ‘messy’ (Law and Urry 2004) combination of discourse-analytical and ethnographic methods, can attend to the affective, material and entextualizing (Jones 2009) features of discourse and digital practices in the contemporary world, enhance our understanding of contexts like corporate events, as well as account for the increasingly digitised nature of such events – how they may occur simultaneously and interactively across cities and the globe. Responding to the mobile and disordered nature of the events attended, this paper advocates for methods that embrace the new ordinariness of non-fixedness and complexity (Blommaert 2013), explaining how ‘mess’ can best account for a ‘world on the move’.

Giulia Messina Dahlberg, University of Skövde

Languaging and multimodality in the online virtual classroom: methodological explorations

As Technology Mediated Communication (TMC) increasingly becomes a dimension of everyday life in different parts of the globe, human-beings have access to substantially different ways of engaging in learning and instructional practices “on the go”. Logistical issues take on newer dimensions here. Learning gets more clearly framed in terms of ‘semiotic work’ (Kress, 2010; Kress & Selander, 2012) in distributed networks of relationships across both geopolitical and virtual spaces. From a researcher position, this allows for an analytical focus upon externalizing human experiences through a range of practices, inscriptions and technologies. The study presented in this paper has a dual aim: (i) present salient features of virtual institutional spaces where language learning is focused within higher education; (ii) discuss issues of multimodal data and transcription to theorise methodologies that follow participants both across time and space and across language varieties and modalities that are afforded when human-beings communicate in synchronous online-offline spaces. The empirical data focused here is drawn from a large project at the Communication, Culture and Diversity, CCD research group in Sweden which includes 40 hours of naturally occurring interactional materials, generated through screen recordings of online sessions of an Italian for Beginners course offered by a Swedish university (Messina Dahlberg & Bagga-Gupta, 2013; 2014; 2015). Sociocultural framings are deployed with the aim of throwing light upon online language learning and social positionings therein. The analysis suggests that interactional spaces of virtual courses are co-created by members in situated-distributed practices across space and time. Students gather from all over the world to access the virtual classroom in order to participate and learn the target language. Here ‘correct’ languaging is both a means and a goal in itself. The epistemologies of ‘SpaceTime’ in such open-spaces are contingent upon members’ (im)mobility in that they are participants in different constellations distributed in online-offline spaces simultaneously. In the online spaces of the virtual classroom, there is no common locality beyond the local spaces that individuals can enter. This entering shapes the encounters inside the shared space of the virtual classroom. Such disrupted space is what frames (in terms of constraints and affordances) participation and learning in online communities. This paper illustrates how this multifaceted and multidimensional aspect of virtual encounters is crucial in (institutionally framed) TMC and how it empirically challenges the monolithic, monolingual essentialistic tradition of one language, one nation, one culture.

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Line Møller Daugaard, VIA University College

Northern and Southern Somali on the outskirts of Aarhus – a linguistic ethnographic analysis of language and belonging across time and space

In this paper, I present a linguistic ethnographic analysis of how children make meaning of language and belonging across time and space. The empirical starting point is ‘mother tongue teaching’ in Somali in a primary school on the outskirts of Aarhus, Denmark. ‘Mother tongue teaching’ is the official Danish term for teaching of languages such as Somali or Arabic, taking place within public primary and lower secondary schools and targeted at pupils believed to have these languages as their ‘mother tongue’. At the same time a profoundly national construction and an inherently transnational phenomenon, mother tongue teaching provides a privileged site for the exploration of multilingual children’s investment in languages, places and national identities. In the linguistic ethnographic analysis presented in the paper, I draw on Laursen and Mogensen’s conceptualization of ‘timespacing competence’ (Laursen & Mogensen 2016) and Blackledge and Creese’s description of ‘inventing and disinventing the national’ in British complementary schools (Blackledge & Creese 2010) to explore how 9-10 year old children display, negotiate and contest their senses of belonging to languages and nations in multi-layered and ambivalent ways. The paper is based on a linguistic ethnographic study of language teaching across the curriculum in a Year 2 class in a public primary school in Denmark (Daugaard 2015). Using fieldwork as overarching research strategy, I followed obligatory teaching in Danish and English as well as ‘mother tongue teaching’ in Arabic, Dari, Pashto and Somali. The empirical material consists of fieldnotes, photographs, video and audio recordings and texts collected during participant observation in the language classroom, supplemented by interviews with children, mother tongue teachers and school management.

Joke Dewilde, University of Oslo

Investigating a young person's Bollywood inspired poetry writing across spaces

This paper investigates the writing space one young person creates when writing Bollywood inspired poems in and outside of school. The 20-year-old Khushi was born into a Somali speaking family in Somalia, expanded her repertoire by Hindi from watching Bollywood movies while in transit in Kenya, and by Norwegian when she settled in Norway three years prior to the start of my study. To analyse her poems, I use Li Wei's (2011) concept of translanguaging space, which comprises a translanguaging event and the social space it creates. Furthermore, the idea of a translanguaging space embraces both creativity and criticality; creativity in the sense that language users have the ability to choose between following or disdaining language norms, and criticality in that existing views are questioned, problematized and expressed. I am concerned with translanguaging spaces created through multilingual literacy practices. I follow Hornberger's (1990, p. 213) understanding of multilingual literacy as "any and all instances in which communication occurs in two (or more languages) in and around writing." More precisely, I am interested in transnational literacy practices which are practices whose referent and meanings extend across national borders (Warriner, 2007). I will show in which ways Khushi's poems are creative and critical acts and analyse the social spaces they create. The study is a linguistic ethnography in an upper secondary school in Norway. The material consists of fieldnotes, transcriptions and translations from audio-recordings and interviews, as well as texts produced by young people in and outside of school.

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Helene Edberg, Södertörns högskola

Creative writing for learning critical thinking

Creative writing for learning critical reflection The impact of enactments of discursal identity on learning within an academic learning environment such as a course in creative writing is the focus of my writing research. I have studied creative writing as a method for teaching text analysis to increase students' awareness of narrative texts as carriers of cultural prototypes expressed through language. The method takes as a starting point a moral dilemma, where students are asked to frame the dilemma in a narrative text. From data consisting of texts from five groups of student, from focus group interviews, field notes and diary entries, I have selected

as my main data 45 texts where students reflect about their writing about the dilemma. Students report about their thoughts during writing, about the narratives, and about discussions during seminars. In order to describe the learning outcome of the assignment I have adapted the activity theory triangle (Engeström 1987) as a method for text analysis. The impact of enactments of discursal identity turns out to be the focal key to understanding what learning takes place within a university course in writing, and activity theory as a method for text analysis reveals where conflicts between the course as a community of learning and the learner lie. The model reveals text as "a site of struggle" (Ivanič 1998:331f) between students' individual goals, in conflict with those expressed in course objectives, such as learning about cultural prototypes for example. One main result is that writers try out the identities they wish to ascribe to themselves and leave out those that they are uninterested in (Ivanič 2006) with poor learning outcomes as a result. What/who the writer becomes through discursal choices creates a dominant perspective through which the writer views the exercise (Ivanič 1998:33, 2006) and has a decisive impact on what they learn. Who we are and who we become by engaging in a university course seems to account for a lot of the variation of academic achievements amongst students. In this presentation I will present the main results of my study in this respect.

Christina Efthymiadou, Warwick University

Doing trust in cross-border collaboration

Post-modern societies are characterised by fluidity, diversity and boundary-crossing. This applies also in the business domain, where cross-border collaboration is becoming the rule for a growing number of enterprises. This paper reports on an on-going PhD project that investigates the development of trust between Turkish and Greek business partners in a cross-border collaboration context. The presentation draws on preliminary findings focusing on the ways in which participants conceptualise and construct trust. Trust is approached here as a dynamic construct that operates in different scales of social order, social and interactional ones. It is perceived as a situated and negotiated accomplishment, something partners do in interaction either in institutional settings or in their everyday personal lives (Candlin and Crichton, 2013). Trust development in the data is intrinsically linked to perceptions of trustworthiness which in its turn draws on the relationship between the participants. The strong interpersonal relationship and friendship developed over time is related to professional activities and identities the participants foreground. Special attention is paid to a shared regional identity that takes prevalence over national affiliations. The project adopts an ethnographic approach and seeks to capture the ways in which trust is understood and warranted by participants. The data comprise 47 hours of semi-structured ethnographic interviews with business partners and audio and video recordings of natural interaction including formal meetings, dinners, visits and everyday talk. The data were analysed thematically. I close the paper by also reflecting on how my role as the researcher affects the interpretation of the data. Keywords: cross-border collaboration, discourse, trust, identity, ethnography References Candlin, C. N. & Crichton, J. (Eds.) (2013) Discourses of trust. Basingstoke: Palgrave Macmillan

Natalia Ganuza & Christina Hedman, Stockholms universitet

Teaching literacy through religion in Quranic Schools

In this paper we report from an ongoing ethnographic study that focuses on the teaching of literacy through Islamic religious education to children and adolescents of Somali-Swedish background. Many Somali-Swedish children attend Quranic schooling in their extracurricular time, and often spend several hours a week in the formal faith setting. But even though the Quranic schools apparently play an important role in many children's everyday lives, they have not been the focus of much previous research, especially not in a Swedish context. In the current study, we focus on two different Quranic school settings, one which takes place in the premises of an Islamic NGO, which also serves as a Mosque, and one which takes place at home via Skype. In the latter case, the teacher is located in a different country, and does not speak the same languages as the child being taught. In our presentation, we will focus on the teaching of literacy and the use of named languages in religious education. We will discuss the ways in which the observed literacy practices in the Quranic schools have the potential to benefit children's general literacy development, and in what ways they resemble and complement literacy practices in the mainstream school. Through observations and interviews we also consider the role of the Quranic schools in the identity and religious formation of young Somali-speaking children and adolescents in Sweden. Furthermore, we will discuss our experiences of doing team ethnography, with perspectives from both members and non-members of the observed faith settings (cf. Gregory & Lytra 2012).

Kellie Goncalves, University of Bern

Mobile ethnography and global mobility: exploring adventure tourists' performances in Queenstown, New Zealand.

This study regards mobility and diversity as "normal" (Heller 2011: 7) in its exploration of tourist performances (Edensor 2001; Baernholdt et al. 2004; Foster 2009) within Queenstown, New Zealand. With well over 2 million tourists passing through annually, Queenstown continues to experience the effects of transiency and global mobility as a result of the new globalized economy (Heller 2013) within the era of late modernity. The interdisciplinary theoretical framework used in this study draws on the 'new' mobilities paradigm (Sheller & Urry 2006; Cresswell 2006; Urry 2007), the sociolinguistics of globalization (Blommaert 2010; Coupland 2013) and performance theory (Goffman 1959; Butler 1990; Edensor 2001). I employ a mixed methodological approach, which comprises sociolinguistic interviews conducted with tourists, locals, and tourism officials as well as engaging in multi-sited and mobile ethnography (Marcus 1998; Sheller & Urry 2004; Urry 2007; Novoa 2015), which means being involved in various activities with informants as a form of sustained engagement. According to Urry (2007: 40), engaging in mobile ethnography can involve 'walking with', or 'travelling with people'. As a result, the researcher as such is involved in a process of 'co-present immersion' moving around with informants and engaging in methods that include 'participation-while-interviewing' as well as a range of observation and recording techniques. In a recent paper, Novoa states: Mobile

ethnography is a translation of traditional participant observation onto contexts of mobility. It means that the ethnographer is not only expected to observe what is happening, but also to experience, feel and grasp the textures, smells, comforts and discomforts, pleasures and displeasures of a moving life (2015: 99). Using a mixed methodological approach within this study has allowed me to shadow (Czarniawska 2007) informants' days and tourists' experiences during various 'co-present' immersion processes. In this paper, I outline the challenges of engaging in such fieldwork and discuss the ways in which such hurdles can be overcome when utilizing mobile methods by focusing on tourists' performativity within the context of bungee jumping, considered to be the iconic adventure activity in Queenstown.

Lillian Gorman, University of Arizona

Uniting Linguistic Ethnography and U.S. Latino/a Cultural Studies: The Case of mixed Mexican-Nuevomexicano Families in Northern New Mexican Ethnolinguistic Contact Zones

My presentation explores the cultural and linguistic interactions between first generation Mexicans and native New Mexican Hispanics (Nuevomexicanos) in northern New Mexico. Previous ethnographic research (Pugach, 1998; Roberts, 2001) does not emphasize the differences within the Hispanic population of New Mexico. The present study seeks to examine these inter-Latino interactions by exploring what I term "ethnolinguistic contact zones." I use this phrase recalling both Silverstein's (2003) notion of ethnolinguistic identity and Mary Louise Pratt's (1992) concept of "contact zones". I propose the mixed Mexican-Nuevomexicano family unit as an ethnolinguistic contact zone from which to unpack the dynamic meeting places in which Nuevomexicanos, Mexicans, and their children (Mexican-Nuevomexicanos) negotiate their linguistic practices and cultural identities. The theoretical framework of Latinidad allows my analysis to consider the relational Latino/a identities that emerge within these communities, as well as the constant process of inter-Latino knowledge production that occurs alongside the inscription of asymmetrical power relations in these families' everyday lived linguistic and cultural practices. Drawing primarily from the narratives of fourteen Mexican-Nuevomexicanos, I interrogate the multiple and contradictory invocations of identity that flow throughout the interviews with the Mexican-Nuevomexicanos. I explore the specific and explicit ways that the Mexican-Nuevomexicano subjects choose to identify themselves and how these identities converge and diverge with their parents' conceptualizations of their children. These contradictions reveal tensions between nationality, citizenship, ethnicity, and regional identity. The interviews also reveal the key role that Spanish language proficiency plays in constructing identity categories and the ideologies associated with these categories. Notably, this study engages Latino/a cultural studies, and specifically theories of Latinidad, with sociolinguistics/sociology of language. Innovatively uniting these approaches and disciplines allows for language to take a central role in Latinidad and for Latinidad to be utilized as a tool for analysis of language.

Manuel Guissemo, Stockholm University

Authenticity and Localisation in Mozambique Hip-Hop: The Case of MC Two Hustler

Abstract Authenticity and localization in Mozambican Hip-hop: the case of MC Two Hustler
One of the most fascinating elements of the global/local relations in hip-hop is what we might call the global spread of authenticity. Here is a perfect example of a tension between a spreading cultural ideology of authenticity, and, on the other, a process of localization that makes of the ideal of staying true to oneself dependent on local contexts, languages, cultures, and understandings of the real. This tension opens up some significant issues for our understanding of language use and localization in the global era (see Pennycook 2007). Having in mind the tension mentioned above, in this paper, I seek to explore how ideas relating to authenticity and localization can be negotiated for establishing identity in Mozambican hip-hop. Drawing on ethnographic fieldwork, I will analyse the on-stage performance of Two Hustler, a Mozambican rapper. His performance on the stage can be analysed in two dimensions: visually and discursively. Thus, I will argue, through these two dimensions, that there is an authenticity process in Mozambican hip-hop that is characterized by a strong appropriation by Mozambican rappers of some semiotic features acquired due to increasing exposure to the new lifestyles represented in international discourses and media related to hip-hop culture. This appropriation of the global is paired with a progressing localization process characterized by increasing use of local features used for reworking local identity over the world identity dominated by the US hip-hop.

Annaliina Gynne, Mälardalen University

Ethnography as practice: explorations of multilingual young people's ways-with-words in and out of physical-virtual settings

This paper focuses on ethnography as practice in research that explores languaging, learning and identities in and outside of formal educational settings. Using a sociocultural theoretical lens, the project DIMuL (Doing Identity in and through Multilingual Literacy Practices) examines the nature of interactions, meaning-making and identity work among a group of 11-13 year old “multilinguals” across time and space in virtual as well as educational settings with a formal bilingual profile. The project is framed within debates on cultural diversity and linguistic and cultural minorities in historical, present and future perspectives. Furthermore, the project joins a critical vein of research that highlights the fluid, dynamic and hybrid in people's language use and draws upon video and interactional data, field notes, photography, netnography and policy documentation. The empirical materials explored in the project were created during a 20-month period of ethnographic fieldwork. In the paper, three issues are attended to. First, the aims and salient findings of the DIMuL project are presented with the focus on chained interconnectedness of events and practices as well as trajectories of languaging and identity work across virtual and IRL spaces. Empirical examples are provided to support this issue. Second, the paper illustrates and discusses a variety of methodological strategies employed in the project and relates these to both the specific project aims and some of the former and current paradigms of ethnography. In particular, challenges and solutions within multidimensional ethnographic fieldwork and

analyses are addressed here. Third, and related to above, the role of researcher and researcher's voice in representing events and participants is highlighted and critically examined. The paper contributes to an understanding of ethnography as a research practice within fields of sociolinguistics, didactics and sociocultural studies.

Christina Hedman, Stockholm University

Teaching literacy through religion in Quranic Schools

In this paper we report from an ongoing ethnographic study that focuses on the teaching of literacy through Islamic religious education to children and adolescents of Somali-Swedish background. Many Somali-Swedish children attend Quranic schooling in their extracurricular time, and often spend several hours a week in the formal faith setting. But even though the Quranic schools apparently play an important role in many children's everyday lives, they have not been the focus of much previous research, especially not in a Swedish context. In the current study, we focus on two different Quranic school settings, one which takes place in the premises of an Islamic NGO, which also serves as a Mosque, and one which takes place at home via Skype. In the latter case, the teacher is located in a different country, and does not speak the same languages as the child being taught. In our presentation, we will focus on the teaching of literacy and the use of named languages in religious education. We will discuss the ways in which the observed literacy practices taught in the Quranic schools have the potential to benefit children's general literacy development, and in what ways they resemble and complement literacy practices in the mainstream school. Through observations and interviews we investigate the role of the Quranic schools in the identity and religious formation of young Somali-speaking children and adolescents in Sweden. We will also discuss our experiences of doing team ethnography in this context, with perspectives from both a member and non-members of the observed faith setting (cf. Gregory & Lytra 2012).

Stina Hållsten, Södertörns högskola

Writing and learning on a virtual learning platform – student's use of the discussion forum to develop writing and knowledge

This paper reports on a study on the digital and academic literacy within a university course in Sweden. Drawing on research within the field of Academic Literacies (Lea & Jones, 2011), and of digital literacies, the study analyses students' digital discussions, and the design of the virtual learning environment (VLE) on the other.

The method for the study is influenced by so-called digital ethnography (Pink, Horst & Postill 2015), combined with observations, face-to-face interviews and text analyses. The material consists of discussion threads from the VLE, students' written assignments and course

evaluations, field notes from seminars and focus group interviews, combined with e-mail correspondence and students' journals.

Previous research (Blin & Munro, 2007; Hållsten in press, Knutsson et. al. 2012, Lea & Jones 2011) shows that there can be discrepancies between the students' and the teachers' understanding of the academic context, with its demands on writing skills and academic practices. Also there can be discrepancies between the students' and the academic teachers' understanding of the VLE. Both academic and digital literacy must be considered as situated practices. For example, digital literacy should be seen as functional and communicative competencies rather than simply acquiring a set of technical skills (Goodfellow, Morgan, Lea, Petit, 2004; Knutsson, Blåsjö, Hållsten, Karlström 2012).

My presentation will focus on students' written discussions within a teachers' training programme. The students were handed topics for a discussion forum, as a preparation for a forthcoming seminar and the final exam. In interviews, students describe the VLE as easy to master and the discussion topics as relevant and interesting. At the same time they reported on difficulties concerning the relevance for the forthcoming activities (seminars and final exam) – why write about something that will be discussed later, orally? (Hållsten in press). From an Academic Literacies-perspective, the results can be discussed in terms of context knowledge, knowledge of academic practices and learning.

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Carla Jonsson, Stockholm University

Language and literacy practices of multilingual young people in education, in the community, and at home: Affordances and challenges of linguistic ethnography

The paper focuses on the use of linguistic ethnography to collect data about language and literacy practices of multilingual young people in education, in the community and at home. The presentation builds on findings from the transnational research project 'Investigating discourses of inheritance and identity in four multilingual European settings' (European Science Foundation via HERA – Humanities in the European Research Area, 2010-2012) led by Prof. Adrian Blackledge, University of Birmingham. One of the projects' main aims were to develop innovative multi-site, ethnographic team methodologies using interlocking case studies across national, social, cultural, and linguistic contexts. The focus of the presentation will be on a case study within this project that was carried out in a bilingual school in Sweden, where Swedish and Spanish are used as medium of instruction. Data was collected in the school, in the community as well as in the homes of some students. The ethnographic methods used for data collection in the school included: classroom observations, linguistic landscaping, focus group discussions, and interviews with students, teachers, and members of the school board. Data was furthermore collected in the community and in homes by methods such as: self-recordings conducted by students, language diaries, interviews with parents in the homes, shadowing of spare-time activities in which the students participated, e.g. sports, as well as of the students' use of social media, e.g. Facebook. Besides discussing some results of the study, and the value and affordances of linguistic ethnography in these settings, the challenges of ethnography will be discussed focusing on, for instance, the challenges of conducting sociolinguistic ethnography online (Jonsson & Muhonen 2014), and the challenges of doing ethnography in multilingual contexts (Jonsson 2012). References: Jonsson, C. 2012. Doing ethnography in a bilingual and multilingual context. Unpublished paper. Researching Multilingually, Arts & Humanities Research Council funded research network, 22nd – 23rd May 2012, The University of Manchester. Jonsson, C. & A. Muhonen. 2014. Multilingual repertoires and the relocalization of manga in digital media. *Discourse, Context & Media*, special issue: Superdiversity and digital literacy practices, p. 87-100.

Linda Kahlin, Ingela Tykesson, Södertörns högskola & Mihaela-Oana Romanitan Karolinska institutet

Methods for studying foreign-educated physicians' shift of professional language

Foreign-educated physicians have become increasingly important for the Swedish healthcare sector. Our study focuses intensive Swedish courses emphasizing medical language for physicians, offered at a campus in Poland. After about three months of training, the course participants have a job in Sweden waiting for them.

The course participants are already qualified professionals, who have to learn how to express their expertise in a new language. The aim of our study is to investigate the physicians' development of communicative competence needed to function as a physician in a Swedish

healthcare setting. We are interested in the process of transferring professional experiences to a partially new context and want to explore what the change of workplace and professional language can mean. Our study concerns the intersections of professional knowledge, second-language use, interactional competence and socio-cultural factors. Theoretically and methodologically, the study is grounded in ethnography of communication and interactional sociolinguistics.

The various types of collected data are:

- Interviews with the physicians conducted after 6 weeks of the course and some interviews with the physicians in Sweden
- Focus groups conducted at the end of the course where the physicians reflect over their professional communicative competence
- Role-plays conducted after 6 weeks of the course followed up by role-plays after 12 weeks of the course.
- Naturally occurring talk in interaction

In This paper we want to discuss some methodological issues about elicited data versus authentic data, and the possibilities they provide for the analysis of physicians' development of interactional competence.

Caroline Kerfoot, Stockholm University

Constructing invisibility: the interdiscursive erasure of a Cameroonian immigrant learner in two South African primary schools

Although race is still a key marker of privilege in post-apartheid South Africa, the forms of social division, disparity and marginalization are becoming increasingly complex (Mbembe 2014). The new subaltern population includes those whose everyday life is deeply precarious, among them immigrants from elsewhere in Africa who are increasingly positioned as the new 'other'. This paper draws on observations, interviews, and recorded peer interactions to trace complex and contradictory processes of visibilisation and invisibilisation in the trajectory of a 12-year-old multilingual Cameroonian immigrant learner through new social and educational spaces. The paper builds on work on the situated co-construction of micro-interactional identities and macrosocial categories such as ethnicity and race (e.g. Bucholtz 2004, Rampton 1995) using the concept of stance to capture the processes of indexicalisation that link individual performance and social meaning (Jaffe 2009). Findings illustrate how identities came to be 'indexically entailed in-and-by the use of certain language forms' (Silverstein 2014, 153) as well as processes of stance achievement or disbarment in the construction of temporary and more lasting social and interaction orders. In this way they indicate the crucial role of linguistic repertoires in the resignification or sedimentation of local racial and ethnic categories. We end by arguing for the importance of researching absences: pointers to invisibilised processes of cultural and educational production that elude the gaze of much sociolinguistic and sociological research. Methodologically the research is a Linguistic Ethnography which brings together Interactional Sociolinguistics (IS) and ethnography. IS yields insights into the workings of social

processes in asymmetrical encounters (Gumperz, 1982) while Hymesian ethnography as a democratic and antihegemonic science offers voice to its subjects (Blommaert, 2009).

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Magnus Kilger, Stockholms universitet

Talent production in interaction: Performance Appraisal Interviews in Talent Selection Camps

In sport, the practice of identifying young talents has become more important as sports for decades are far more than a leisure activity for children; it is a potential professional career (McGarry, 2010). For decades, systems for identifying and developing young talents at an early age are recurrent worldwide (Fahlström, 2011). One obvious difficulty is the need to, not only evaluate an individual's current ability, but also her ability to develop and make progress in the future. Therefore, different types of performance appraisal interviews (PAIs) are becoming increasingly common in the process of talent selection (MacLean, 2001). These interviews have been regarded as a tool for mapping the interviewee's goals, attitude and potential development. What is said in the interview is considered to say something important about the child's character, identity and future opportunities. Departing from ethnographic fieldwork in two selection camps for the Swedish youth national teams and district teams in ice-hockey and soccer, this study will take a closer look at these PAIs. The empirical material is based on 26 individual PAIs, between the coach and the young participants. This paper takes on a small story approach, emphasizing PAI as a narrative genre with its own particular characteristics, which sets the framework for a specific form of interaction (Bamberg, 2006; De Fina, 2009). The

findings show how talent is performed in interaction through different kinds of narrative practices in order to appear selectable and as a subject under development.

Anna Lindström, Linköping University

Approaching patient-friendly language (use) in medical Swedish L2 education

In Sweden, one approach to assist integration and simultaneously alleviate the labour shortage within healthcare is to offer language courses in medical Swedish. This study is part of a dissertation project, focusing on what constitutes L2 education for migrant doctors, nurses, dentists and physio-therapists and how it prepares them for the workplace (see Newton & Kusmierczyk, 2011). The purpose here is to explore the participants' notion of patient-friendly language and how it is operationalized in language learning activities. The data consists of 20 hours of video and audio recordings from classrooms, ethnographic field notes and teaching materials. The method utilized is termed Communicative Activity Type (CAT) analysis (Linell, 2011). It is defined as an extended CA analysis and amounts to investigating the CAT's a) framing, b) instantiations of interactional patterns and c) its socio-communicative environment. Preliminary results indicate that caregiver-caretaker roleplays offer opportunities in acquiring patient-friendly language use (also referred to as 1177-language, used in the Swedish healthcare-counselling website 1177.se). It might be described as a combination of medical and everyday languaging, including interpersonal aspects. In giving presentations the students are often reminded to take a patient perspective, e.g. regarding how a patient would understand or ask questions about certain information. When negotiating cultural in relation to professional practices in classroom discussions, the participants make healthcare-related norms explicit, such as expectations regarding caregiver-caretaker relations (e.g. to what degree doctors are expected to display authority towards their patients). This study contributes to extend the notion of medical Swedish, by highlighting activities that create opportunities for developing healthcare-related interactional and sociocultural competence. Hence, it shed light on the need to rationalize L2-education in general, suggesting a more experience based and thus more motivating language learning praxis.

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Disha Maheshwari, University of Warwick (Visiting Research Scholar) & University of Delhi (PhD Scholar)

Negotiating identities in the gendered world of India: An ethnographic case study of an Indian school girl

The paper reports on the case study of a young adolescent girl Anita (pseudonym) and explores the complex ways in which she constructs and negotiates her various identities in the gendered Indian society in which she lives. The paper employs data in the form of interviews with Anita, classroom observations, and audio-recordings of her classroom interactions collected over a period of six months. Using discourse analysis and particularly the concept of positioning this paper examines the ways in which Anita positions herself in the period of transition between childhood and adulthood while drawing on various discourses of gender and sexuality available to her in the specific social context of her school in India. The specific focus of analysis is Anita's identity construction in relation to the discourses of victimisation and agency, which are seen to be running parallel to each other. She struggles with the various intersecting and opposing discourses of parental expectations (being a student and a girl), friendship (peer approval and affiliation), sexual abuse and vulnerability (at school and in society), and adolescence (and related expectations for girls). In order to link the various social identities that Anita performs to wider socio-cultural meanings, the paper locates Anita's experience in the specific communities of practice in which she participates (such as being a girl in a mixed-sex classroom and belonging to a specific peer group), while also considering the matrix of socio-cultural identities available to her in the context of Indian society. This paper tries to facilitate an understanding of the complex and often ambiguous ways in which Anita is simultaneously positioned as relatively powerless within a range of dominant discourses of gender and sexuality, but as relatively powerful within alternative and competing social discourses, thereby illustrating how identity takes different forms in different contexts.

Jennifer Martyn, University College Dublin

Beyond the 'Gender-Gap': Exploring Practice and Ideology in Irish Foreign Language Education

This paper adopts a sociolinguistic perspective on the gender-gap in secondary school foreign language education in the Republic of Ireland, where English is the L1 of the majority, Irish the first official language of the state and a compulsory L2 at primary and secondary levels of education, and where 'foreign' European languages such as French and German tend to be studied as L3. The research literature indicates that gender disparities in language uptake and attainment - with girls more likely to take up foreign language subjects and outperform boys - are bound up with situated gender identities, and macro and micro language ideologies (Carr and Pauwels 2006). This study takes a localized approach to gender and language learning, presenting the findings of the only recent investigation of gender and foreign language learning among Irish adolescents. An ethnographic study was conducted in a west of Ireland co-educational secondary school, and data collection included classroom observation and semi-structured interviews with students and teachers. Findings were triangulated according to qualitative sociolinguistic and language and gender research methodologies (Swann and Maybin

2008). The findings of this study indicate that sex-segregation is imposed on students in various ways, leading to their agentive engagement in binary gendered practices. They thus live in a 'binary reality' (Hultgren 2008). Most students displayed negative attitudes toward the Irish language, and demonstrated positive attitudes toward their foreign language of study. They were also found to position themselves within the school's community of practice through their language ideological expression. Many students dichotomized languages and STEM subjects, reinforcing the gendering of language education through a broader educational binary. Broadly speaking, the findings suggest that there exists a constitutive relationship between gender and language learning that influences school practices, language choices and language ideologies, with repercussions for the life choices of all individuals.

Zoe Nikolaidou, Södertörns högskola & Theres Bellander, Stockholms universitet

Online information seeking as a health literacy practice: pregnant couples and parents to children with congenital heart defect

In this paper, we present a study that is part of the Swedish research project *Health literacy and knowledge formation in information society*. The focus lies on parents and future parents to children with congenital heart defect and the study presented here aims to examine online information seeking as a health literacy practice. Parents and future parents who are presented with this diagnosis need to access large amounts of information as quickly as possible and build up knowledge and understanding about the defect and what it is like to live with it. Our focus here is on parents and future parents' who actively chose to look for health information online and on their accounts of their digital health literacy practices in relation to this diagnosis. The material collected is rich and diverse in that it consists of interviews with parents in different stages of pregnancy or parenthood, with different degrees of severity in their diagnosis, with different degrees of acquaintance with the internet and different needs as to the amount of information they want to access. In addition to the interview data, we have analysed blogs that focus on being a parent to a child with heart defect and looked in them for similar accounts of online seeking information. The aim of the study is to gain a better understanding of parents' online information seeking practices at different stages of their role as a parent, as well as to examine parents' attitudes to online seeking information. The results show that there seems to be a pattern in the kind of information parents look for depending on the different stages in their lives as a parent to a child with heart defect. The information sought is not only medical; a large number of these searches focus on other parents' personal accounts, emotions and advice. At the same time, distrust for the information found online seems to be a common theme but nevertheless the same parents who doubt seem to continue using the internet as a major source of information.

Hirokazu Nukuto, Kansai University

Translanguaging in the process of the Acquisition of Communicative Competence for Academic Group Interaction: An Ethnographic Study in a Global Program at a Japanese University

This ethnographic study describes how students translanguage (Garcia and Li Wei, 2014) in the process of achieving academic goals within a multicultural group in a global education course at a Japanese university. As globalization proceeds, Japanese universities have diversified beyond single culture and language. The classroom for this study consists of international and home (Japanese) students; Japanese language is sometime used as the second medium to develop the goal of “communicative competence” (e.g., Hymes, 1972). The data were gathered as a part of the author’s ethnographic fieldwork (Blommaert and Dong, 2010; Hammersley, 1990) over a period of one semester in an English medium class in 2014. The interactions from the target group were recorded in the class. The group consisted of one American TA (an undergraduate exchange student from the US), one Japanese student (an undergraduate student from the university where the study was conducted), one Thai exchange student, and one Indonesian exchange student. In the analysis, it was found that: 1) the participants translanguage and use their lingua franca, Japanese, which is the first language of some students and a second language of others, as a means to accomplish group tasks and to communicate with the lecturer, 2) translanguaging is a process through which the students acquire communicative competence in the course. The main period of their translanguaging was near the middle of the semester, and through this we can see the development of the students’ communicative competence.

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Alicja M Okoniewska, ISIT-CRATIL, Paris

Multicultural political communication in the European Parliament

This paper discusses the multicultural communication through the political discourse in the European Parliament from participant observation perspective. This kind of ethno-linguistically engaged participation is assumed by an interpreter-researcher. It allows the description of this relatively new form of multilingual and intercultural communication between 28 Member States and in 23 languages. An interpreter takes a particular position that combines, on one hand, a profound knowledge of national political, historical and social contexts of participants with a linguistic expertise in multilingual discourse analysis. Conference interpreters are involved in the political discourse analysis without being involved in political decision-making. Therefore, this position offers extensive research possibilities. A relatively new form of communication described in this paper is rooted in my doctorate research and stems from years of experience as an interpreter at the EU institutions. The multicultural and multilingual political discourse in the institutional context of the European Parliament in Brussels is analysed applying a methodology that combines the approach of Critical Discourse Analysis proposed by Van Dijk and the Identity Negotiation Theory proposed by Ting-Toomey. The result is an identification and description of an array of discourse categories in Spanish and Polish MEPs' interventions in Agriculture and Rural Development Committee meetings. They reflect specific strategies of identity negotiation applied by both nationalities in the institutional context of the European Parliament. These strategies build a multicultural political communication in the European Parliament and the paper to show a small part of this intricate construction.

Gary O'Neill, Zayed University

Language & Identity in Super-diverse Dubai

This paper reports findings from an ethnographic study of language and literacy among female graduates and undergraduates of a United Arab Emirates (UAE) national university. It focuses in particular on these women's dispositions (*habitus*), language ideologies and language/literacy practices with regard to Arabic, English and mixed forms such as 'Arabizi' and describes the role these languages play in the construction of identity in a super-diverse middle-eastern city, Dubai, where UAE nationals represent around 10% of the resident population. The study highlights the impact of early home language practices, primary and secondary school medium of study, social networks, and leisure time interests, in the formation of early adulthood multilingual language and literacy practices, and applies Bourdieu's notion of 'cleft *habitus*' to several cases in which issues of language and identity are very salient. The paper argues that super-diversity, while presenting many positive possibilities and opportunities in a city such as Dubai, may also be difficult and uncomfortable for those whose linguistic dispositions and ideologies differ from those of their families or peer groups.

Veronica Pajaro, University of Oslo

Multilingual repertoires in job interviews: how are candidates' multilingual competencies made visible (and invisible) in recruitment processes?

"Candidates with knowledge of other languages than Norwegian are requested to inform about it." The quote belongs to a job announcement for medical resident posts in the Oslo region.

Hospitals are catching up with linguists' long advocated valorization of individuals' multilingual repertoires as a resource. This celebratory discourse of 'multilingualism as a resource' coexists with the discourse of 'multilingualism as a deficit', which problematizes the presence of L2 speakers of the majority language(s) in the workplace. In this paper, I argue that the interaction between these discourses is conducive for the emergence of unstable representations of candidates' multilingual repertoires, by which some resources (e.g.: L2 knowledge of international languages like English and French) are highlighted and valued, while others (L1 knowledge of Russian or Polish) remain invisible at times. I propose to study how candidates' repertoires are represented in institutional texts of the recruitment process, how they are oriented to as relevant topics in the job interviews, and how they are negotiated between candidates and interviewers. In contemporary research, communicative repertoire is conceptualized at an individual scope (Busch, 2012), as a tool for addressing the discontinuities of superdiverse communicative practices (Androutsopoulos 2014; Blommaert & Backus, 2011), advocating for the recognition and valorization of invisible or decapitalized practices. I take a complementary position and argue for the necessity of bringing repertoire back to its original 'community' scope (Gumperz, 1982) in order to address the available discursive representations of repertoires that inform, and have a bearing on, key institutional processes such as job interviews. The data for the analysis stems from a corpus of 147 video-recorded job interviews for medical residents, along with ethnographic observations made before, during, and after the interviews, as well as the official and institutional documents produced during the recruitment processes (job announcements, CVs, reports, etc.)

Roberta Piazza, University of Sussex

Diverse mobile geographies: The impact of unsettled place on individuals' identity

The paper reflects on the relationship between place and personal identity (Durrheim and Dixon 2005) of individuals within marginalised communities (Piazza 2014). This relationship is viewed as a manifestation of how language and social life shape each other (Creese 2008, Rampton et al. 2014), especially within the context of the interview (Dörnyei 2007) through which the data of this qualitative study are collected. The discussion focuses on the impact that the aspiration to a secure place has on the situated self of two untraditionally domiciled individuals: one female Irish traveller in a transient camp in England and an American woman in a London squat. Place is seen from an anti-essentialist 'progressive' view (Massey 1993) and attention is paid to the co-construction taking place during the conversational interview between researcher and interviewees and the important role gender plays in it. Besides an attention to pronominal choices, a lexical search identifies two crucial aspects in the interviewees' discursive self-construction. Firstly, it is possible to notice the relatively strong agency that the two speakers express in similar ways (lexicalised through modals and specialised vocabulary); secondly, both these individuals seem to share an idealised conceptualisation of space and a futuristic projection of their lives that makes it possible to uphold their existence in a constructive way. Both aspects, it is argued, are the result of the interactional event in which the participants are involved. The paper argues for the interview as an opportunity that the study's disenfranchised participants, in particular, have to co-construct a preferred and aspirational self while talking to an engaged researcher.

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María-José Valero-Porras & Daniel Cassany, Universitat Pompeu Fabra,

Participatory research practices in virtual ethnography: potentials and limitations

Current calls for the adoption of participatory approaches in linguistic ethnography argue for the reconceptualization of knowledge as co-constructed by researchers and participants and the reconsideration of the role of participants as research collaborators rather than as research subjects. Participatory research procedures aim to make studies more relevant for the investigated communities, to integrate insider perspectives regarding the role of language within these social groups, and to enhance ethical integrity. The number of ethnographic studies that include participatory procedures is growing, but the majority of them examine offline contexts. Deriving from an ethnographically-oriented multiple-case study on the language practices of four members of online fan communities formed around different interests (i.e. manga, beauty vlogging, videogames and retro cars), this article examines the potentials and limitations of participatory approaches to virtual ethnography. The article describes a set of participatory procedures aimed at the negotiation and support of the participants’ collaboration during the research process and the production of data and artifacts suited for sociolinguistic analysis. These procedures include the use of data collection tools that enable the participants’ self-generation and self-selection of data (e.g. video screen captures recorded by the participants while engaged in digital practices), the continuous discussions between researchers and participants during the research process, and the flexible employment of different channels and modes of digital

communication to meet the participants' preferences for self-expression (e.g. videos, emails, text files or chats). The article concludes with a discussion of several technological, ethical and methodological challenges emerging from the adoption of a participatory approach in ethnographic studies on the Internet.

Natalie Rangel, University of Texas at Austin

Linguistic creativity of Spanish/English bilinguals in South Texas: The linguistic ecology of South Texas borderlands

South Texas is known to be a vastly bicultural and bilingual region. Both Spanish and English are important for every day life interactions in both the public and private domains of South Texans, and in effect the cross-linguistic influences are inevitable in these communities. In these communities the use of code-switching, lexical creativity with neologisms, and Mexican colloquialisms are pervasive. The linguistic choices of bilingual speakers in this region go beyond linguistic motivations and show the social and cultural importance of their usage. The choice of code-switching, a neologism, and/or Mexican colloquialisms may have significant social and discursive meanings to the complex communicative competences of a bilingual border town. Communicative competence can be defined as a system of use that is acquired “regarding persons, places, purposes, other modes of communication, etc. –all the components of communicative events, together with attitudes and beliefs regarding them” (Hymes 1974, 75). Given the highly bilingual setting of the border area of Texas, individuals must constantly negotiate linguistic choices in different settings, situations, and among different individuals in order to communicate their messages successfully and efficiently. In the present study the linguistic choices of bilinguals will be analyzed among bilingual speakers in the South Texas city of Laredo, Texas. In particular, attention will be placed in the use of code-switching, lexical creativity, and Mexican Spanish colloquiums. The following question will guide the investigation: What discursive and social purposes do these linguistic choices serve within interactions? The main aim is to see what is being accomplished with the use of these linguistic choices in every day interactions. Close analysis of these linguistic choices will be observed in relation to the context of the interaction (speaker, listener, and situation) and their correlations to a specific social identity in the bilingual community of Laredo (age, social status, sex).

Hanna Sofia Rehnberg, Södertörn University

Using the concept of keyword to approach a large ethnographic material

This paper investigates how a large material collected through ethnographic methods could be approached and analyzed by using the concept of keyword as an analytical tool. Keyword, a concept originally used in German political semantics and more recently in cultural studies (i.e. Wierzbicka 1997), could be described as vehicles of specific ideas and ideological programs (Gustafsson & Seiler Brylla 2012). The concept, introduced to a Swedish audience by Charlotta Seiler Brylla (i.e. Brylla 2000), has been used to emphasize words which appear to be essential to the participants of communication. At the same time it may imply an observer perspective (Ullman 1962). The general aim of my presentation is to discuss how the concept of keyword – as well as specific keywords – can be used as analytical tools in linguistic ethnographic research projects dealing with large materials.

In my paper I will present a case study where multimodal discourse analysis (Machin & Mayr 2012) combined with the concept of keyword is used in order to analyze issues like organizational culture and identity. The material for analysis has been collected from the Swedish Transport Administration through observations and interviews. Documents and other kinds of texts have also been collected. To arrange and analyze the material a number of keywords were identified and used as analytical entrances (e.g. *modern*, *customer* and *society developer*). The overarching aim of the discourse analysis in question was to identify opinions, concepts and images of the agency held by different organizational members or promoted by the management.

The results of the analysis show that the specific keywords were useful as analytical tools to uncover the existing diversity of opinions, images and ideas within the organization and in deepening the understanding of the organizational culture and identity. From a methodological angle, the analysis shows that the concept of keyword can be used to treat a large material collected through ethnographic methods.

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Melanie Revis, Victoria University of Wellington

The impact of culture and language on methodological design

Conducting fieldwork in intercultural settings poses distinctive challenges to the researcher. Cultural expectations and norms need to be understood in order to avoid misunderstandings and make sense of the data that is created in these encounters. This methodological paper discusses the approaches two researchers have taken to conduct research that is both culturally-sensitive and linguistically-appropriate when investigating language maintenance and shift in four refugee communities in New Zealand. Research shows that when families migrate to another country, it often only takes three generations for them to shift to the majority language (Fishman 1991). The home is typically the most important domain for language maintenance, and we therefore focused our fieldwork on the family level. The first researcher carried out investigations in the Amharic-speaking Ethiopian and Spanish-speaking Colombian communities. The second researcher did fieldwork in the Arabic-speaking and Assyrian-speaking communities from Iraq.

Both conducted participant observations, semi-structured in-depth interviews and obtained recordings of naturally-occurring home interactions between parents and children. We structure the discussion along two dimensions. The first dimension concerns the nature of our data collection. We describe in which ways our approach was tailored to the vulnerable status of our participants as refugees, and outline steps of gaining access to our research communities. The second dimension focuses on interview dynamics. It discusses our responses to our participants' cultural expectation, for example concerning gender roles in the interviewing process and providing compensation. Further, we present the potential shortcomings and benefits of the linguistic choices we made as we encountered "language asymmetries" (Ganassin & Holmes 2013). Our research suggests that culture and language play an integral role within ethnographic fieldwork and deserve more overt discussion to offer a base for new researchers and to increase the transparency of our work.

Jenny Rosén & Boglárka Straszer, Höskolan Dalarna

The question of policy in linguistic ethnography

The aim of the presentation is 'to critically explore methodological and theoretical concerns when integrating policy in linguistic ethnographic research. A number of scholars have juxtaposed the relations between policy and practice in ethnographic oriented education research, using terms such a negotiation of policy or practiced language policy (Bonacina 2011; McCarty 2011). For our presentation the empirical material analyzed was created in the on-going study Mother tongue and Study guidance in compulsory school (Rosén, Straszer & Wedin, 2015–2017), aiming to examine the professional roles and identities of Mother Tongue Tuition teachers and Study Guidance in Mother Tongue assistants in classroom practices and to investigate the interactional patterns in related classroom activities. The data includes national policy materials published by the Swedish National Agency for Education, participant observations, interviews and surveys. Previous studies have highlighted the ambivalence between policy and practice in regard to MTT and SGMT in Sweden (Lainio 2013; Rosén & Wedin forthcoming) and drawing upon examples from our empirical material we problematize the relation between policy and practice and how the actors become active participants in the negotiation and enactment of policy in the every-day activities. Finally, the presentation raises questions of power in the negotiation and enactment of policy.

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Robin Samuelsson, Södertörn University

How a focused ethnography of communication can help us to understand children's play

This paper presentation considers a methodological way forward for exploring a linguistically superdiverse (Blommaert & Rampton, 2011) and multimodal setting, that is the preschool playroom of today. By using a focused (Knoblauch, 2005) and visual (Pink, 2007) approach to data collection, a briefer and more intense route of data collection is employed, in comparison to a traditional ethnographic field study. This approach was used to study the 'free play' sessions of children at a linguistically diverse Swedish preschool. All collected data was inductively coded for emergent play-themes in the children's play. The play-themes appeared in an inherently non-linear fashion, reoccurring both in a play-session, and also over weeks of time. This presentation uses the example of a theme of 'water-shark' that emerges in the specific context of a playroom at the preschool, with its certain contextual cues such as a shark-toy in a blue playroom, that are enacted by the children. This is used as a showcase for a way of doing ethnography of communication, where an intense data collection phase and high context-sensitivity opens up questions about ethnography in the complex settings that we face in our diverse societies of today.

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Annika Norlund Shaswar, Umeå University

Interpreters in qualitative interviews – methodological considerations

Which methodological questions are brought to the fore when conducting qualitative research interviews where an interpreter is included? How does language work as a medium for interaction and how is meaning constructed in interviews where two languages are spoken? In this presentation these questions will be discussed in relation to an ongoing study on digital literacy practices in everyday life and in the educational domain of Swedish tuition for immigrants (sfi). Sfi is a language programme which aims to provide basic knowledge of Swedish to adult immigrants living in Sweden. The study focuses on second language learners

who lack or have very short formal schooling. They are simultaneously learning Swedish as a second language on a basic level and taking part in basic literacy education. The overarching research question of the study is: How can digital literacy practices in the everyday life of adults be mobilised in order to enhance their learning in the educational domain of Swedish for immigrants? The aim is that the findings of the study will help support the literacy and language learning that takes place in the domain of sfi. Data collection comprises a combination of classroom observations and semi-structural interviews with learners as well as teachers. The first phase of the data collection consists of the 'mapping' of digital literacy practices in everyday life and the sfi classroom. The second phase comprises changes in the digital literacy practices in the sfi domain. These changes will start out from the mapping of the learners' digital literacy practices in everyday life and will be designed and developed collaboratively by the teachers and the researcher. Lastly, in the third phase of the study, the changes will be evaluated.

Jeanette Toth, Stockholm University

Why EMI?: Perspectives from an English-medium instruction program in a Swedish primary school

As a global language that is increasingly being used in domains such as business, media and education, English enjoys an especially high status in Sweden. Programs offering English-medium instruction (hereafter EMI) exist at all levels of education and often claim to improve students' English skills. However, a number of researchers have highlighted the potential pitfalls, including a limited development of academic literacy in Swedish. While previous research on EMI in the Swedish context has mainly focused on upper secondary schools, few studies have explored stakeholders' views of such programs at the compulsory school level. This paper therefore aims to fill this gap by drawing on a theoretical framework of second language learning to present stakeholder perspectives on EMI in a Swedish primary school. The following research questions are addressed: 1) What expectations do school leaders, teachers, students and guardians have of the EMI program under study? 2) How do the stakeholders' views on languages and content learning in the EMI program relate to a second language perspective and multilingualism? The present paper is part of a larger longitudinal case study that has investigated policies, practices and perspectives from a class in a Swedish EMI program during grades 4-6, in which multiple methods from linguistic ethnography were employed including classroom observations, collection of artifacts such as instructional materials and student texts, a background survey as well as interviews with a school leader, teachers, students and guardians. Thematic analysis of the transcribed interview data revealed several common perceptions regarding the relative importance of the various available languages as well as strategic choices in terms of future studies. Results indicate that although stakeholders view the EMI program as beneficial for improving learners' English proficiency, there are some reservations regarding the implications for development of Swedish and academic literacy in subjects taught through English.

Karin Tusting, Lancaster University

Writing practices in the academic workplace: disciplinary and institutional diversity

This paper addresses the diversity of writing practices in universities, exploring these as knowledge-focused workplaces. It draws on ESRC-funded research working closely with 16 academics located in different disciplines (sciences, humanities, and professional/applied) and in different kinds of university. The research adopts an ethnographic perspective, focusing on understanding the detail of locally-situated practices and participants' emic experiences, and draws on theories from literacy studies and sociomateriality. We have carried out repeated interviews with our participants to understand their daily practices and life histories around writing and technologies. We have collected detailed real-time data about their writing processes using screencapture, digital pens and keyboard logging technologies. And we are participating with many of them in a focused residential writing retreat including group reflection on writing practices. The project as a whole explores how changes in higher education such as marketisation, massification, accountability pressures, and increasing use of digital technologies are shaping people's everyday workplace writing practices in universities. We are analysing how academics are responding to these changes, and how the dynamics of these processes are influencing knowledge creation and workplace experiences. This paper will focus in particular on identifying the diversity of workplace writing practices we have identified across the range of disciplinary settings and different types of universities in which we have been working. We will show how these larger-scale trends and pressures play out in similar and different ways in these local contexts.

Åsa Wedin, Högskolan Dalarna

Multilingual resources in classroom writing

The importance of using forms of education that include students' multilingual resources has been highlighted by several researchers and in this presentation results will be presented from an action research project where students in grade four and five used their diverse language resources in classroom work. The focus in the presentation is to discuss student engagement and negotiation of identities in relation to the use of multilingual resources in the classroom. The project was planned in cooperation between the researcher and the teachers and carried out by teachers. Through participant observation and interviews material was collected during the project. In interviews students described how they navigate in a multilingual environment outside school and actively try to extend their linguistic repertoire by learning from each other and by the use of digital media. The project showed that changes in classroom practices by including different languages put high demands on teachers, on development of the cooperation between mother tongue teachers and parents, and on organizational support. The multilingual writing increased students' engagement, and offered students opportunities to negotiate identities in the classroom, by giving them possibilities to show earlier knowledge and also opportunities

to claim expertise. The multilingual practices that were developed here made students' varied linguistic competence more visible while simultaneously increasing linguistic awareness among students and teachers.

Piotr Węgorowski, Cardiff University

“We need to sit down and discuss royalties for this programme”: Research participants' orientations to being researched

While linguistic ethnographic research does not prescribe any data collection tools (Copland and Creese 2015: 29), the focus on “linguistics tying ethnography down” (Rampton et al. 2004) often makes use of audio or video recordings indispensable. Going beyond the problem of observer's paradox a number of researchers have looked into the ways research participants orient to recording devices, either treating them openly as a resource (Gordon 2013; Hazel 2015), or in a non-overt manner (Heinrichsmeier 2015). And while the validity of the distinction between natural and contrived data has been called into question (De Fina and Perrino 2011; Speer 2002), a lot of attention has been paid to interviews as interactional encounters. The variety of data sources in ethnographic research, however, allows for a more nuanced understanding of participants' orientation to research activity. Drawing on data from my doctoral research investigating linguistic practices of Police Community Support Officers (PCSOs), I will demonstrate how research participants perform their participation in a number of contexts and for different audiences. PCSOs form a part of the police force do not have the same police powers but rather are tasked with being “visible, accessible and familiar” to the public, and I audio recorded both encounters with members of the public as well as number of chats during go-alongs. In this paper I will show how participants orient not only to the recording device but to the situation of being researched as a whole. In doing so, I will problematize the notion of performance for research, and suggest that researching performance instead reveals a lot about the nature of the relationship between the participants and the researcher as well as participant practices more broadly.

Karolina Wirdenäs, Stockholm University

"The mobile phone is like a horse" On learning resources used by a non-professional teacher

The presentation is based on an analysis of learning situations where, a self-nominated non-professional teacher, a senior citizen, teaches other senior citizens how to use a mobile phone. The primary results indicate what traits are the most salient and frequent. The self-nominated teacher organises the learning situation by alternating monological explanations and more dialogical question-answer sequences (IRE, control questions, B-questions and open questions). Overall, the interaction is clearly dominated by the teacher. The learning resources that the teacher makes use of have been studied at two levels (Gibbons 2002), scaffolding on a macro level (i.e. organisation of time, space, plans, tasks, study guides) and on a micro level (organisation of interaction). The former level constitutes the frames and shows that the teacher

has an articulated plan and a consistent idea of how the participants should learn. This is confirmed by himself during an interview. The teacher is probably less aware of the latter level. In the study some interactional initiatives stand out as typical: Narratives, cautionary narratives and advice are common and the teacher is a frequent user of pictorial language like metaphors, similes and analogies when he explains; mobile phones are compared to horses or cooks for example (e.g. Kress et al 2011). This presentation will highlight the ways in which pictorial language and cautionary narratives are used as learning resources in the interaction between the teacher and the learners. The theory and method of the analysis is influenced by Conversation Analysis (e.g. Sacks 1996 [1984]), but attention is also given to differences in interactional roles and social constructions. The latter perspective comes from interactional sociolinguistics (Gordon 2011), and here it is connected to the result of a detailed interactional analysis. The composition of the data (video recordings, texts and artefacts) allows multimodal analyses.

Harriet Zilliacus, University of Helsinki & Bethanne Paulsrud, Stockholm University

Explicit and implicit discourses on multilingual education in Swedish and Finnish national curricula

Harriet Zilliacus, University of Helsinki and BethAnne Paulsrud, Stockholm University While Finland and Sweden are internationally known for having education systems promoting equity and equality, recent societal and political changes linked to increased immigration have created new challenges in efforts to support diversity in these contexts. Concepts such as multilingual education and intercultural education commonly aim to promote equality in education and are well established in the Nordic educational field. However, these concepts have been subject to constant re-conceptualizations and shown to be vague both in theoretical and practical use. The present study aims at clarifying the conceptual frameworks in the two countries, with a focus on the discourses on multilingual education in the respective national curricula. This study represents one part of the larger research project, MINTED (Multilingual and Intercultural Education in Sweden and Finland), investigating national policies, teacher training and teaching practice. The comprehensive school curricula from Finland (2014) and Sweden (2011), together with other selected relevant policy documents, were analyzed using discourse analysis. In the Finnish curricula there is an explicit discourse of a pluralist-oriented education, which places multilingual education and social justice issues at the forefront. While language is key in the Swedish curricula, multilingual and intercultural education are not explicitly covered, but may be gleaned from the focus on human rights and democracy. Thus, the analyzed education policies create different implementational and ideological spaces for multilingual education. These spaces are key to our possibilities as educators to promote linguistic diversity and social justice in the schools of today's global societies. Therefore, the next step in the MINTED project will be an ethnographic study of classroom practices, investigating how teachers re-contextualize current national policies in diverse education settings.

Anna Åhlund, Stockholms universitet

Peruvian meatballs? Constructing the Other in the performance of an inclusive school

In Swedish schools, newly arrived refugee and immigrant students are provided with a language introductory program, designed for integration into the mainstream school system. Drawing upon ethnographic fieldwork on classroom conversations in one such introductory program, this study analyzes how Swedish as second language (SSL) students are positioned in everyday discursive practices as the Other. The participants strive to qualify for mainstream programs through performing a "regular" student identity. At the same time, their schooled identities emerge in and through a cluster of performative effects surrounding how they are addressed by the school as "ethnic" students, and how these students manage to handle and contest those very positionings. Although educational aim and the students' investments coincide, in doing the inclusive, democratic school, the institution calls for the students to perform ethnicity. Paradoxically, an institutional construction and reproduction of a benevolent, inclusive school thus require a perpetuation of Otherness. Keywords: Second language education; identification; inclusive school; the (ethnic) Other; school ethnography

Henning Årman, Stockholm University

Language ideology, urban registers and social space in a Stockholm inner city high school

In Sweden, as elsewhere, the processes of globalization entail new and diverse linguistic practices and an omnipresent multilingualism. This has given rise to a surge of interest in issues relating to the linguistic topography of Sweden and a growing awareness of the role of language ideologies in processes of inclusion and exclusion in different societal domains, communities and spaces. A case in point being language use among urban youth and school segregation (Bunar, 2011; Jonsson, 2015; Kallstenius, 2010). The focus for the present paper is negotiation of local language ideologies and proper language use in an inner city high school. Such negotiations are inseparable from the production of a social space where "different interactions and identities is possible" (Stroud & Mpendukana, 2009) and structuring of gendered, queer and racialized identities. The fast developing field of Linguistic Landscape (Landry & Bourhis, 1997) has proven to offer useful tools to deepen our understanding of the complex relationship between language, space and identity. Stroud & Jegel's (2014) analysis of narrations of place, Milani's (2014) incorporation of queer theory in his analysis of banal sexed signs and Peck & Stroud's (2015) work on tattoos as a part of a mobile semiotic landscape, are recent examples of this. Acknowledging that "life takes place, not just in place but with it" (Hall, 2009:579) I explore the linguistic landscape in the high school, not as a backdrop or stage on which the student performs identity work, but rather as a performative landscape. The posters, scribbles and stickers in the school materialize discourses that the adolescents draw on when discussing proper and authentic language use.