

WORKSHOPS

How do ethnographic methods help us capture social practices generated across online and offline social spaces?

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In this workshop, we want to discuss the concepts of “connective ethnography” (Leander 2008) or “virtual ethnography” (Hine 2000) in the study of language and literacy. Both terms describe an orientation to internet-related research that seeks for connections between online social spaces and offline social practices. In order to discuss these connections, we draw on data from the project “Health literacy and knowledge formation in the information society” that focuses on the health literacy practices of pregnant couples and parents to children with congenital heart defect. Aim of the study has been to capture whole communicative chains that are created in the process of practicing health literacy, such as talking with doctors, nurses, relatives and other parents, while at the same time looking for online information, participating in discussion forums and closed groups in social media, starting blogs and becoming members of health foundations. A particular methodological difficulty with this project has been that the parents in the study are not active in only one specific digital platform, but on one theme that can take various expressions in the digital and in the real world.

In this workshop, the participants will be presented with diverse data from our project, consisting of extracts from doctor-patient interaction, parents’ blogs, interaction in discussion forums and research interviews with the parents. Using this material as a starting point, we want to discuss how we can show the connections between people’s online and offline practices. In order to do this, we discuss some of the following questions:

- How can we capture digital literacies that cannot be observed in real time?
- How can we expand our ethnographic methods in order to capture digital spaces that are fractured and fuzzy?
- How do we as researchers avoid the possible bias connected to approaching informants via different pathways (e.g. as writers of online texts or as actors in offline spaces).
- How does the combination of text analysis and ethnographic research contribute to an understanding of the links between online and offline spaces?

References

Leander, K. M. (2008). Towards a connective ethnography of online/offline literacy networks. In: Coiro, J., Knobel, M., Lankshear, C. & Leu, D. J. (eds.) Handbook of research on new literacies. New York: Routledge.

Hine, C. (2000). *Virtual ethnography*. London: Sage Publications.

Linguistic ethnography: interdisciplinary explorations uncovered (colloquium)

Fiona Copland, University of Stirling: Learning to do linguistic ethnography

Sara Shaw, University of Oxford: Ethnography, language and healthcare planning: the influence of linguistic ethnography

Julia Snell, University of Leeds: Linguistic ethnographic perspectives on children's use of regional dialect at school: challenging discourses of deficit

Karin Tusting, University of Lancaster Workplace literacies and audit society.

Since 2004 when the Linguistic Ethnography Forum (LEF) published its position paper, there has been a growing interest in how linguistics and ethnography can work together to develop theoretical understandings of situated interactions and texts in a range of settings. In 2012, a group of researchers aligning with linguistic ethnography (LE) met at the EELC conference in Copenhagen to discuss and plan an edited collection to showcase this work and to highlight the challenges of bringing together linguistic and ethnographic approaches to data collection and analysis. To draw out (and being to address) these challenges, contributors agreed to answer three questions: In what ways did LE enable you to get to parts of the process you study which other approaches couldn't reach? In what ways has appropriating LE led to changes in your work and the methods you use? How has your own discipline influenced the concepts and emphases within linguistic ethnography? This colloquium will present four of the chapters published in the final edited collection: *Linguistic Ethnography: Interdisciplinary Explorations*. Papers have been deliberately selected to reflect a range of LE work in the areas of health, education and professional discourse.

Linguistic anthropology: Stockholman directions

Organizers:

David. Karlander, Stockholm University

Linus Salö, Stockholm University

Linnea Hanell, Stockholm University

Maria Rydell, Stockholm University.

Discussant:

Jan Blommaert, Tilburg University.

Linguistic anthropology can broadly be conceived as 'the study of language in culture and society [which] analyzes linguistic practices as culturally significant actions that constitute social life' (Gal 2006, 171). Throughout the last few years, this particular field of inquiry has become

increasingly entrenched in the language sciences across Europe (e.g. Blommaert 2005, 2009, 2015). To many, this tradition has proved to be fruitful for grappling with language as an integrated part of the social. More recently – and increasingly so – scholars in Sweden have contributed to this orientation to language in society. A driving force in this epistemic progression has been the launch of a network interested in social, anthropological and semiotic theory. Its aim of grasping and furthering the social study of language in a Scandinavian context has yielded a significant publishing output (e.g. Hanell & Salö in press; Karlander 2015; Rydell 2015; Salö 2016). Likewise, it has materialized in a series of workshop collaborations, launched under the banner of the Stockholm Roundtable in Linguistic Anthropology. Drawing on this body of individual and collective efforts, this panel seeks to provide an inroad to a handful of central topics and tools that originate in the linguistic-anthropological field and that have accordingly lingered in our research trajectory. Through the lens of the concepts employed in the presenters' recent research, the panel thus deals with matters pertaining to symbolic exchange, non-denotational aspects of meaning, the force of social order, and embodiment. The workshop contains an introduction and three paper slots, followed by a commentary by Prof. Jan Blommaert. In the papers, we shall draw attention to 1) the philosophy of language in ethnographic studies of language practices (D. Karlander), 2) the place of social theory in linguistic anthropology (L. Salö), and 3) people's lived experience of language as a burgeoning research interest (L. Hanell & M. Rydell). In this agenda, we seek to highlight the ways in which linguistic anthropology invites us to expand our tool-kit for exploring language in society. Accordingly, between the papers, we invite the audience to interact actively in a way which facilitates international dialogue between scholarly traditions relevant to Swedish scholarship on language.

Micro-discourse analysis data workshop: older – and other – identities in tales of busy lives

Rachel Heinrichsmeier, King's College London

Micro-Discourse Analysis: Are you looking for principled ways of making connections between singular instances of discursive phenomena and wider social processes like identities, institutions or culture? If you are researching such social processes but are unsure about how to analyse the discourse data from your field-work, then why not give this micro-discourse analysis data workshop a try? What will we do? Working with what Silverman (1998: 186-88) refers to as the Conversation Analytic aesthetic of slowness and smallness, and building on a tried-and-tested approach used at King's College London, we'll work in detail through a piece of audio-data with accompanying transcript. The focus will be on repeated listening, and on sharing both individual and group analysis and insights. Rather than leaping too soon to make connections with big processes, we'll use the tools of Conversation Analysis, Membership Categorization Analysis and other useful frameworks to ground our assertions in the here-and-now of the unfolding interaction. We'll then draw on the ethnographic data available to examine how these enable us to make those elusive connections between the local moments of talk and those wider social processes. What are the data? The audio-recorded data extract is a sequence of talk between a client in a hair-salon and her stylist. We'll look at what's going on turn-by-turn, and what we can say from that turn-by-turn analysis about the identities, roles and other macro processes being

orientated to in the talk and being made relevant and consequential to the ongoing interaction (Schegloff 1992, 1997). The ethnographic data comprise background on the setting and participant profiles and practices derived from nearly two years observation in the field, audio recordings of talk in the salon, and interviews.

Reconsidering ethnography: Digital communication as cultural production

Diane Dagenais, Simon Fraser University

Margaret Hawkins, University of Wisconsin

Kelleen Toohey, Simon Fraser University

Gail Prasad, University of Wisconsin

Saskia Stille, Simon Fraser University

New digital interaction and cultural production forms are increasingly used in various contexts, and are fundamentally reshaping communicative practices. At the same time, globalization, lingering colonialism, population flows and armed conflicts have led to ‘super-diversities’ in language and literacy practices globally, making common the use of assemblages of linguistic as well as other resources, unconstrained by distinctions made among languages, knowledge and other material forms. In this two-hour workshop, we present four selected excerpts of ethnographies of communication among children and youth in in- and out-of-school contexts in Canada, the U.S., India, Uganda, China, Mexico and France, in which various digital technologies for video-making, photography and book-making were made available to plurilingual participants. Our analyses draw on recent spatial and ‘new material’ theoretical articulations that take account not only of human personal, social and discursive interactions, but also examine how the bodies of adult and youth participants, their spatial environments, technologies, language policies, assessment practices, political, educational and economic policies, and so on, are ‘entangled’ and perform together to create events or phenomena, and to shape meanings. We also consider the role of the participant observer in digital production, especially in the realm of transcultural/transnational/plurilingual communications. We illustrate our studies presenting child- and/or youth-created multimodal productions, and invite audience comments and questions about them. After four 15-minute presentations (with 5 minutes after each for clarification questions), we will engage the audience in considering the following questions: 1. How do new communication technologies reshape communicative practices, and how might we reconceptualize linguistic ethnography in light of these technologies/practices? 2. Do the role and ethical responsibilities of the ethnographer change when new communication technologies are part of the landscape investigated? 3. What tools are available, or can be (re) imagined, to support analyses of digitally mediated communication?