UiO : University of Oslo
Department of Teacher Education and School Research
Center for Multilingualism in Society across the Lifespan
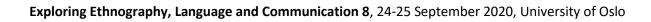
Exploring Ethnography, Language and Communication 8

24-25 September 2020, University of Oslo

Day 1: 24 September 2020

10:00–10:30	Welcome and how we will work: Ass. Prof. Joke Dewilde (chair), Prof. Rita Hvistendahl (Head of Department, Department of Teacher Education and School Research), Prof. Elizabeth Lanza (Director of MultiLing), and Prof. Karin Tusting (convenor Linguistic Ethnography Forum)				
10:30–11:30	**Plenary: Keynote 1 : Being with multilingualism: Deep hanging out with "language technicians" in a post-national South Africa** Quentin Williams (University of the Western Cape)				
11:45–13:15	**Panel 1**	**Panel 2**	**Paper Session 1**	**Paper Session 2**	**Paper Session 3**
	Language practices and participation in early childhood: Linguistic ethnographic perspectives from Denmark and Spain Organisers: Line Møller Daugaard and Rianne Helena Slingerland	**Linguistic ethnography and organisations: Developing the dialogue** Organisers: Karin Tusting, Robert Sharples and Anne Murphy	*Chair: Constanze Ackermann-Boström* 1. **Youth identity, Basque identity?**, by Miren Artetxe Sarasola (University of the Basque Country) 2. **Participation in situated meaning-making. Disentangling languaging, identiting and processes of access**, by Sangeeta Bagga-Gupta (Jönköping University) and Giulia Messina (University of Gothenburg) 3. **Out of context: Studying young people's discursive reconstructions of learning in everyday life**, by Antonio Membrive (University of Barcelona) and Alfredo Jornet Gil (University of Oslo)	*Chair: Sarah Degano* 1. **Då är jag happy: Languaging and translanguaging at workplace meetings**, by Carla Jonsson (Umeå University) 2. **Incorporating the ethnographic linguistic landscape into LE: How and why**, by Peter Brannick (Free University of Bozen-Bolzano) 3. **Language practices in a multilingual English classroom: Student attitudes to monolingual, bilingual and multilingual practices**, by Marie Källkvist (Lund University), Henrik Gyllstad (Lund University) and Pia Sundqvist (University of Oslo)	*Chair: Giovanna Battiston* 1. **Communication for equal healthcare: Transcultural healthcare educators' practices**, by Kathrin Kaufhold and Karolina Wirdenäs (Stockholm University) 2. **Constructing health literacy in Norwegian social welfare institutions**, by Ingvild Badhwar Valen-Sendstad (University of Oslo) 3. **Researching multilingually, collaboratively, responsively: Insights and challenges in decolonising linguistic ethnography**, by Colin Reilly, Nancy Kula and Tracey Costley (University of Essex)
13:15–14:00	Lunch				
14:00–15:00	**Plenary: Keynote 2: Going back to school: A critical and reflexive ethnography of multilingual children's literacy practices in a Freinet classroom in France** Christine Hélot (University of Strasbourg)				

15.00–16.00	**Poster session** - **Exploring teachers' support culture and cognition in a L2 Chinese study-abroad program**, by Chun-Mei Chen (National Chung Hsing University) - **Dance between men: Borders and open spaces in the collective (de)construction of masculinity**, by Jaime Crisosto (Universidad de Conseptión) - **Collaboration with multilingual staff towards more inclusive pedagogical practices in superdiverse preschools**, by Katrine Giæver, Elena Tkachenko and Marcela Montserrat Fonseca Bustos (Oslo Metropolitan University) - **The creation of a linguistically diverse sitcom through improv**, by Annelies Kusters (Heriot-Watt University) - **What can linguistic ethnography contribute to practice-led research in organisations?** by Anne Murphy (Lancaster University) - **'They see them all as English language learners': College professors, social change & the multilingual communication needs of youth refugee and international students**, by Shelley Taylor (Western University) - **Across national and regional borders. Sociolinguistic analysis of Hungarian migrants in Catalonia**, by Gergely Szabó (Eötvös Loránd University and Open University of Catalonia)			
16:00–16:30	Break			
16:30–18.00	**Panel 3**	**Paper Session 4**	**Paper Session 5**	**Paper Session 6**
	Developing utopian methodologies for sustaining hope and embracing change from within education Organisers: Anna Pauliina Rainio and Antti Rajala	*Chair: Guri Bordal Steien* 1. **Exploring far-right ideologies and 'redpilled' identities on 4chan.org's 'politically incorrect' discussion board**, by Wesley Wilson (University of California Los Angeles) 2. **Whiteness and the politics of participation in Indigenous language learning in Argentina**, by Lauren Deal (Brown University) 3. **Participants' capabilities realisation within a deaf multiliteracies project: A linguistic and ethnographic perspective**, by Eilidh McEwan (University of Central Lancashire)	*Chair: Rickard Jonsson* 1. **Ethnographic reflections on the different roles of English in Flemish higher education - Economic English and economics taught in English**, by Kirsten Rosiers, Julia Valeiras-Jurado, and Geer Jacobs (Ghent University) 2. **Language, academic labour and the making of a professional in late capitalism**, by Yu Shi (UCL Institute of Education) 3. **Monitoring ethical decision-making in classroom linguistic ethnography**, by Ingrid Rodrick Beiler (University of Oslo)	*Chair: Stavroula Tsiplakou* 1. **The role and the expertise of the interpreter in three different institutional domains**, by Marta Kirilova and Martha Karrebæk (University of Copenhagen) 2. **An ethnographic exploration of informal interpreters on construction sites**, by Morwenna Fellows (University of Reading) 3. **The fragmented narrative: Co-construction of asylum narratives in interpreter-mediated asylum interviews**, by Zoe Nikolaidou (Södertörn University), Hanna Sofia Rehnberg (Södertörn University) and Cecilia Wadensjö (Stockholm University)
18:00–18:30	LEF Annual General Meeting			

Day 2: 25 September 2020

10:00–11:00	**Invited talk 1** **Language ideologies in the classroom: From research to practical intervention**, by Julia Snell (University of Leeds)		**Invited talk 2** **Linguistic ethnography in the nursery,** by Line Møller Daugaard (VIA University College)		**Invited talk 3** **Co-designing for social change across institutional and organizational boundaries: Principles and methods**, by Mariëtte de Haan (Utrecht University) and Alfredo Jornet Gil (University of Oslo)
11:15–12:45	**Paper Session 7**	**Paper Session 8**	**Paper Session 9**	**Paper Session 10**	
	Chair: Samantha Goodchild 1. **Language diaries in the study of language use and language choice: the case of Flemish Sign Language and Scottish Gaelic**, by Maartje de Meulder (University of Applied Sciences Utrecht) and Inge Birnie (University of Strathclyde) 2. **Re-framing (Sign Language) Interpreting Studies as linguistic ethnography**, by Jemina Napier (Heriot-Watt University) 3. **Access, acceptance and assurance: Negotiating researcher identities in linguistic ethnographic fieldwork**, by Disha Maheshwari (G. D. Goenka University)	*Chair: Marie Källkvist* 1. **Translanguaging at school: Students' perspectives on using multiple languages**, by Sarah Degano (University of Luxembourg) 2. **Translanguaging as an ideological and pedagogic response to superdiversity: The case of Japanese as a heritage language (JHL) schools in England**, by Nahoko Mulvey (University of Stirling) 3. **Language and communication: Performing identities in the Macanese community in Macao - A preliminary study**, Linda Lam Virecoulon Ho (University of Leicester)	*Chair: Judith Purkarthofer* 1. **German diaspora in Sweden: Migration and multilingualism in Stockholm**, by Anna Mammitzsch (Stockholm University) 2. **Investments in heritage language: A comparative case study of Turkish speakers in Sweden and France,** by Berrak Pinar Uluer	*Chair: Karin Tusting* 1. **Voice and textual identity in marketing practice**, by Giovanna Battiston (Sheffield Hallam University) 2. **Linguistic tensions and negotiations. The unexpected complexity of backstage bad news writing and text production**, by Barbara Pizzedaz (Vienna University of Economics and Business) 3. **Evangelical discourse and communication in the eye of a participant observer**, by Magdalena Grabowska (University of Gdańsk)	
12:45–13:30	Lunch break				
13:30–16:15	**Panel 4**	**Paper Session 11**	**Paper Session 12**	**Paper Session 13**	
	New Explorations in multilingual Stockholm Organisers: Constanze Ackermann-Boström and Rickard Jonsson	*Chair: Rafael Lomeu* 1. **The fear of the slippery slope: Conscious suppression of modality in family language policy**, by Annelies Kusters (Heriot-Watt University), Maartje De Meulder (University of Applied Sciences Utrecht) and Jemina Napier (Heriot-Watt University)	*Chair: Robert Sharples* 1. **The promise of an 'internationalisation' to come? Towards the transformation of racial and language ideologies in contemporary university life**, by Luke Holmes (Stockholm University) 2. **Political and linguistic borders among Romeika speakers in Cyprus: Language contact,**	*Chair: Seyed Hadi Mirvahedi* 1. **Sanctioning body: Text, embodiment, and affect in instructional practices**, by Alfredo Jornet Gil (University of Oslo) and Ivana Guarrasi (University of California San Diego) 2. **Cosmopolitan London: Talk about space and place in the interactional construction of an international**	

2. **Teasing and playfulness in translingual family interactions**, by Ragni Vik Johnsen (The Arctic University of Norway) 3. **Listening carefully: The student experience as the impetus and means of social change**, by Andrea Leone-Pizzighella (University of Pennsylvania) (Break) 4. **Critical literacy despite diglossia? Data from Cypriot schools**, by Stavroula Tsiplakou (Open University of Cypros) 5. **"I know it's not as simple as that, but ... that's what the law says": conflict talk in "translating" the law to clients in asylum legal advice provision**, Judith Reynolds (Cardiff University)	language shift and language maintenance in politically sensitive areas**, by Elena Ioannidou (University of Cyprus) 3. **Language across time and space: Following UN-refugees from the DRC to Norway**, by Guri Steien (Inland Norway University of Applied Sciences) (Break) *Chair: Magdalena Grabowska* 4. **Linguistics in drama: Exploring collaborative working processes in drama rehearsals**, by Andrea Milde (Nottingham Trent University) 5. **Arts-based methods to understand multilingual lived language experience of children**, by Judith Purkarthofer (University Duisberg-Essen)	community of Spanish speakers**, by Hannah King (Birkbeck, University of London) 3. **Semiotic landscapes from emic and etic perspectives**, by Anja Pesch and Hilde Sollid (The Arctic University of Norway) (Break) *Chair: David Poveda* 4. **Tuning in: Toward sensory, attuned sociolinguistic ethnographies**, by Sabina Vakser (University of Oslo) 5. **"Our nation trying for a rebirth right now": transformative walking through Crimean Tatar 'spaces of otherwise'**, by Natalia Volvach (Stockholm University)

16:30–18:00	**Plenary: Keynote 3: Citizen sociolinguistics and ethnography – Different, but the same? Critical perspectives** Bente Ailin Svendsen (University of Oslo) Farewell

Abstracts

Day 1: 24 September 2020

10:30-11:30: Keynote 1

Being with multilingualism: Deep hanging out with "language technicians" in a post-national South Africa
Quentin Williams (University of the Western Cape)

The challenge of contemporary South Africa is that of building a post-nation of postracial equity in a fragmented world of a globalized ethical, economic and ecological meltdown. For some time now, young multilingual speakers have sought to contribute to such an endeavour through practices of reinvention and the ontological refashioning of multilingualism in order to challenge linguistic fixities in the present and advance an internalization of new epistemologies of language for a non-racial South Africa.

In the first part of this talk, I take this background into consideration by outlining a post-national communication framework that will help us depart from colonial, apartheid experiences of multilingualism, and towards ones that account for the redesigning of new multilingual futures. This framework, I argue, will enrich linguistic ethnography research since it considers the development of new forms of relationality and practices of reinventing language. I set on this path to further argue that our tasks as linguistic ethnographers are not to only capture, adequately, the links between new forms of multilingualism, but to pay attention to the creative processes of language reinvention and emerging relationalities among multilingual speakers.

In the second part of this talk, I move on to demonstrate the post-national communicative framework I outlined by reporting on a case study of language reinvention by "language technicians" (multilingual speakers who seek to reinvent language). For the last ten years, I´ve hung out deep with multilingual Hip Hop artists, deeply invested in the creative performance of multilingualism, and the reinvention of language. Immersed in the local Hip Hop culture of Cape Town, and with the methods of ethnographic fieldwork I deployed, I report on how I have followed a process of deep hanging out to document the emergence of Afrikaaps language technicians advancing the reinvention of Afrikaans for a non-racial, multilingual South Africa. On the one hand, I will demonstrate how the Afrikaaps language technicians employ a critical historical process in an attempt to reinvent Afrikaans by highlighting the unique, creative and dynamic stylizations of being *with* multilingualism instead. As they demonstrate what it means to undergo an ontological refashioning of multilingualism, these technicians employ a bottom-up process of selection, codification, and elaboration to remix multilingual voices and recast marginal forms of Afrikaans from the periphery to the

centre. On the other hand, and much more consequential, their attempts to *retool* Afrikaans into Afrikaaps imply that to reinvent Afrikaans both as a *target* of 'change' and as a *medium* for social transformation holds great benefits for multilingual speakers in South Africa.

In the final part of this talk, I propose a trajectory for linguistic ethnographic research along the principles of deep hanging out: that is, to advance egalitarian-methodological methods to study the work of language technicians in global North and South societies. This trajectory, I argue in closing, could offer important inroads into what it means to be *with* multilingualism today. Such a trajectory, I will further suggest, could also open up meaningful dialogue around bottom-up notions of relationality and the reinvention of language across global North and South research contexts.

11:45–13:15: Parallel Sessions

PANEL 1
Language practices and participation in early childhood: Linguistic ethnographic perspectives from Denmark and Spain
Organisers: Line Møller Daugaard and Rianne Helena Slingerland

This panel focuses on language practices and participation in early childhood. The panel combines insights from Spain and Denmark and from family as well as institutional settings in order to shed light on small children's language practices in a linguistic ethnographic perspective. The panel consists of three individual papers and an open discussion following the papers. In the opening paper *Babies' multimodal participation in affective practices at home in four Spanish contemporary families*, Nieves Galera focuses on family language practices and describes the interactional patterns used by babies and caregivers in Spanish families. The following two papers present linguistic ethnographic analyses of everyday language practices in two different institutional settings in Denmark. Danish early childhood institutions are either nurseries targeted at 0-2 year old children, kindergarten catering for 3-5 year old children or integrated daycare institutions covering the entire age range. In the second paper *Afternoon snacktime languaging in the nursery,* Line Møller Daugaard focuses on 0-2 year old toddlers in a nursery setting and explores a routine situation in the nursery, namely the afternoon snacktime, which is presented as a privileged social and communicative space for toddler languaging. In the third paper *Kindergarten as a place for languaging*, Rianne Helena Slingerland focuses on a specific place in the kindergarten, namely the cloakroom, and through investigation of language practices in the cloakroom explores the local 'doing' of kindergarten language in peer talk.

The three papers are followed by an open discussion in which the audience is warmly invited to participate. The audience is invited to draw parallels to both family and institutional early childhood settings in their national contexts and to engage in joint reflection on the potentials as well as limitations of linguistic ethnographic knowledge production in early childhood research.

Paper 1

Babies' multimodal participation in affective practices at home in four Spanish contemporary families
Nieves Galera (Universidad Autónoma de Madrid)

 This paper explores a range of affective practices and participation frameworks, deployed between babies and their caregivers in mundane family activities. Here, affective practices refer to the combination of gestures, prosody, language, body posture, etc. that work to express affect, and constitute an organization of attention focused on the baby vs. an attention distributed among different family members and tasks. That is, it examines how multimodal resources are incorporated into the management of daily routines, as well as ongoing affective socialization.
Data comes from my fieldwork with four Spanish families with babies during the first two years of their lives in the metropolitan area of Madrid (Spain). Ethnographic fieldwork consists of monthly video recordings of everyday interactions, participant observation at home and other family spaces, as well as interviews and informal conversations with adults in families. The criteria for selecting videos has been based on episodes of emotional expression with physical contact (Cekaite, 2016), in order to start the analysis of the multimodal family practices. To address these practices, the analysis is guided by concepts of modal intensity and complexity (Norris, 2004) and also de Leon's (2015) analysis of interactional ecologies in infant socialization practices. The analysis reveals how babies participate in different structures in which they interact with other family members and sometimes objects (books, mobiles...).
These structures have revealed six different interactional patterns in which there is gradation focused on babies and their participation, depending on the elements involved and how attention is distributed. From a broader socialization perspective, the diverse patterns converge in suggesting that babies act with a type of agency that we have called "emergent practical consciousness" (Giddens, 1995), which consists in the appropriation and reproduction of semiotic skills that permit infants to co-shape and "move on" in their diverse immediate social contexts.

Paper 2
Afternoon snacktime languaging in the nursery
Line Møller Daugaard (VIA University College)

Meals constitute a significant and structuring activity in everyday life in early childhood institutions (Alcock 2007, Mortlock 2015). This paper focuses on a specific meal situation, namely the afternoon snacktime as it unfolds among toddlers and professionals in Danish nurseries targeted at 0-2 year old children. The paper draws on a linguistic ethnographic research project exploring language practices in Danish nurseries. The project is based on multi-sited fieldwork conducted by the three members of the research team in three different nurseries in two different cities in Western Denmark. During 10 months of fieldwork in each of the nurseries, a multi-facetted empirical material consisting

of fieldnotes, photos, audio and video recordings has been produced and supplemented by interviews with professionals and exploratory interview-like conversations with the eldest toddlers.

The analysis in this paper draws primarily on empirical material from one of the three nurseries and focuses especially on language practices connected to the afternoon snacktime. Taking White's conceptualisation of the toddler as "a competent yet vulnerable communicator of and with many voices" (White 2011:63) as a theoretical point of departure, a Bakhtin-inspired analytical lens is used to shed light on afternoon snacktime languaging in the nursery as a privileged social and communicative space.

Alcock, S. (2007). Playing with rules around routines: Children making mealtimes meaningful and enjoyable. *Early Years*, 27(3), 281-293. DOI: 10.1080/09575140701594426

Mortlock, A. (2015). Toddlers' use of peer rituals at mealtime: Symbols of togetherness and otherness. *International Journal of Early Years Education*, 23(4), 426-435. DOI: 0.1080/09669760.2015.1096237

White, E.J. (2011). 'Seeing' the Toddler: Voices or Voiceless? In E. Johanssen & E.J. White (eds.), *Educational Research with Our Youngest. International Perspectives on Early Childhood Education and Development* (pp. 63-85). New York: Springer.

Paper 3
Kindergarten as a place for languaging
Rianne Helena Slingerland (VIA Unviersity College)

This paper presentation is based on an exploration of children's language practices in peer talk as it occurs throughout the day in the kindergarten section of an integrated daycare institution in Denmark. During their institutional everyday life, children in kindergarten participate in different types of *speech events* (Hymes 1974). This presentation sheds light on children's speech events in the cloakroom of the kindergarten section of an integrated daycare institution. The cloakroom is a practical 'passing through' setting, where children's outdoor clothes, objects from their homes, children groups and communication between home and institution are organized.

By combing *relocalization* (Pennycook 2010) with speech events as theoretical framing, the presentation unfolds how a kindergarten can be analyzed as a social and linguistic place where children creatively relocate ways of 'doing' kindergarten language. For example, peer-talk in a kindergarten cloakroom can differ from peer-talk on the kindergarten's outdoor swing. The analysis shows that linguistic competence among kindergarteners can been sees as (re)localization processes integrated in social and spatial practice (Laursen & Mogensen 2015).

The paper draws on empirical material from an ongoing PhD project where I through a linguistic ethnographic approach study children's peer talk adopting a children-orientated practice perspective. The participating children are aged 3 to 6 years. The fieldwork's duration is 4,5 months in total conducted over a year, and the empirical material consists of fieldnotes, video recordings, photos, video-stimulated accounts with children and semi-structured interview with professionals.

Hymes, D. (1974). *Foundations in Sociolinguistics*. *An Ethnographic Approach*. Philadelphia: University of Pennsylvania Press.

Laursen, H. P. & N. D. Mogensen (2015). Language competence in movement: a child's perspective. *International Journal of Multilingualism* 13(1), 74-91. DOI: 10.1080/14790718.2015.1023308.

Pennycook, A. (2010). *Language as a Local Practice.* London and New York: Routledge

PANEL 2
Linguistic ethnography and organisations: Developing the dialogue.
Organisers: Karin Tusting, Robert Sharples and Anne Murphy

Paper 1
Linguistic ethnography and organizations: Developing the dialogue
Karin Tusting (Lancaster University), Robert Sharples (Bristol University) and Anne Murphy (Lancaster University)

Building on the conference theme of developing perspectives across disciplinary borders, this colloquium explores synergies between the fields of linguistic ethnography and organisational studies. It continues the discussions begun at the "Linguistic ethnography and organisations" event held at Lancaster University in April 2020, which sought to develop perspectives on how linguistic ethnography can be used to study the workings of organisations, particularly in understanding the role of language and interaction in coordinating their operations and sustaining their existence. The colloquium will take the form of a workshop developing and deepening the themes which emerged from the first event, including the relationship between enduring structures and power relationships in institutions and the dynamic language practices which sustain them, and how individuals navigate and negotiate tensions when they find themselves situated within multiple different institutional frameworks. We will be asking how linguistic ethnography and organisational studies can inform one another theoretically, and seeking to make connections between these theoretical perspectives and changes in practice. Examples from a broad range of empirical sites will be drawn on in the discussions, including educational institutions, development and charitable organisations, and the arts, as well as corporate settings.

Paper 2
Linguistic ethnographic research on modern corporations: An expanding research agenda
Tom van Hout (University of Antwerp) and Els De Maeijer (Hogeschool Fontys)

Defined loosely as "any organizational setting where people define themselves to be at work" (Sarangi & Roberts 1999: 4-5), workplaces constitute obvious research settings for linguistic ethnography. Workplaces offer intensely semiotic environments which, at least partially, (re)produce power-saturated organizations and institutions. The modern workplace is multilingual, intercultural, intertextual, and mediated by digital technologies. Moreover, under conditions of neoliberal capitalism and service sector expansion, language itself has become a labor commodity (Urciuoli & LaDousa 2013), a resource with market value. In spite of these inherent qualities, linguistic ethnography, now in its second decade, has been slow to embrace workplaces, and especially those in corporations, as natural research settings.

We make a case for linguistic ethnography in corporations, distinct from linguistic ethnography for corporations (Urban & Koh 2013), as the study of communicative practices, genres, encounters, and outcomes in relation to the management of workplace identities, boundaries and access, interaction, literacies, and management. Empirical examples drawn from a recent study of open innovation collaboration between high-tech firms and university spin-offs (De Maeijer et al. 2016, 2018) illustrate how linguistic ethnography can shed light on elite decision- and meaning-making in contemporary corporate environments.

Paper 3
Organizational change and school culture
Emre Engin (Bilecik Şeyh Edebali University)

Organizational change is important for school improvement but change attempts usually fail. Before initiating a change process at a school, its organizational culture must be understood because it shapes academics, students and administrators' attitudes to change. School culture is a negotiated order created by symbolic power which includes artefacts, values and underlying assumptions. This paper reflects on a linguistic ethnographic study which aims to define the organizational culture and its effects on change in the Foreign Language Department of a Turkish University with 180 students, 15 academics and 4 administrators where the researcher works as an EFL lecturer.

Paper 4
Linguistic ethnography meets organizational studies: Language and institutional logics
Piotr Wegorowski (University of Glasgow)

Organisation studies is a field which brings together various research paradigms and methods. One prominent theoretical orientation, gaining traction in recent years, has been an institutional logics perspective. Institutional logics are defined as 'the socially constructed, historical patterns of cultural symbols and material practices, including assumptions, values, and beliefs, by which individuals and organizations provide

meaning to their daily activity, organize time and space, and reproduce their lives and experience' (Thornton and Ocasio 1999: 84). Although organisation studies scholars have paid some attention to way in which these patterns are realised linguistically, Thornton, Ocasio and Lounsbury (2013: 149) note that 'the mechanisms by which language mutually constitutes practices and symbolic constructions have not been clearly articulated.' In this talk, drawing on my linguistic ethnographic project investigating language of community policing, I will demonstrate how discourse analytic approaches can inform the institutional logics perspective. I will consider how logics, which are typically seen as distinct parts, do not necessarily map easily onto actual language use. The tension between the profession and community logics will be explored, as particularly relevant to the context of community policing.

Thornton, P.H. and Ocasio, W., 1999. Institutional logics and the historical contingency of power in organizations: Executive succession in the higher education publishing industry, 1958-1990. *American Journal of Sociology*, 105(3), pp.801-843.

Thornton, P.H., Ocasio, W., and Lounsbury, M., 2013. *The Institutional Logics Perspective: A New Approach to Culture*, Structure and Process. Oxford: Oxford University Press.

PAPER SESSION 1
Chair: Constanze Ackermann-Boström

Youth identity, Basque identity? Co-construction of identities of young Basque oral improvisers.
Miren Artetxe Sarasola (University of the Basque Country)

In the Basque Country, more and more young people are able to speak Basque, but at the same time, the use of Basque seems to be decreasing, especially among youngsters. Therefore, the question that often arises is often this one: why don't young people speak Basque? The purpose of this study is to answer the opposite question: why do youngsters actually speak Basque?
In some Communities of Practice (CoP) of the Northern Basque Country (NBC), young people speak Basque with their pairs, in a context in which less than 2 out of 10 young people are bilingual. That's why I based my work on an ethnographic methodological design in order to study the language practices related to a specific social activity: the *bertsolaritza,* a kind of oral improvisation in which a group of improvisers create measured and rhymed discourses. For six years I have been looking into linguistic practices and identities of young improvisers in the NBC, through participant observation and in-depth interviews.
In the *bertsolaritza* workshops, young people learn to take the floor, and as they have to create discourses, they feel the responsibility to think critically and they discuss about many social and political subjects. They also tend to participate in activist organizations, often related to leftist movements or the movements for the Basque culture and language recovery. And the participants relate those characteristics to youth

identity. But youth identity is not constructed in an isolated way. In fact, in this CoP, the construction of participants' youth identity is related to practices related to the *bertsolaritza* itself, but also to linguistic practices, and that allows young improvisers to integrate youth and Basque identity. Furthermore in the CoP of *bertsolaritza*, being part of the youth culture is articulated with being considered as agents of the recovery of Basque language.

Participation in situated meaning-making. Disentangling languaging, identiting and processes of access
Sangeeta Bagga-Gupta (Jönköping University) and Giulia Messina (University of Gothenburg)

This abstract presents an ongoing conceptual study that attempts to make visible the entanglements of theory, methods and analysis when scholars engage with multi-scalar ethnographic/netnographic data. It showcases relationships between languaging or languageuse, people's positionalities or identiting and inclusion as these play out in both peoples as well as analyst's participation in terms of the flow of everyday life within and across physical and digital spaces and within and across different societal settings. Such a stance acknowledges the mobile yet situated, partial and limited nature of contemporary human existence and that of knowledge (re)production within the research enterprise. Drawing on data from two projects, the study illustrates the complex nature of participation in and across the wilderness of contemporary human life. The data includes video/picturerecordings of social activities in different physical-digital settings (including social media arenas), fieldnotes, texts used by participants, digital and analogue policy documents at local, regional, (inter)national levels, and conversations with participants. Collation activities from theater settings wherein the named-languages Swedish Sign Language, Swedish and English are deployed and where named-positionalities in relation to audiology are in interaction will be focused upon, as will social activities form settings where purportedly only one namedlanguage and homogenous named-positionalities are in interaction. While securing project funding (from the Swedish Research Council and the Ministry of Culture) was contingent upon focusing upon "named groups" that are considered marginalized in specific ways in society, the individuals who are part of the projects emerge as very heterogenous, defying essentialized labels such as "functionally disabled" or "migrant". By engaging with socioculturally framed decolonial theorizing generally and a "second wave of southern theory" more specifically, peoples languaging, identiting and the processes by which access is accomplished can be understood in terms of (non)affordances of different settings for participation in situated meaning-making.

Out of Context: Studying young people's discursive reconstructions of learning in everyday life
Antonio Membrive (University of Barcelona) and Alfredo Jornet Gil (University of Oslo)

In the knowledge society scenario, learning is understood as a fluid process that is distributed across multiple settings, where the metaphor of learning trajectories has gained relevance. Ethnographic research has contributed identifying learning experiences in a wide range of contexts

and documenting learning (dis)continuities thereof. However, both learning and continuity tends to be defined by reference to the (formal, informal, non-formal) contexts across which learners are studied. How learners themselves conceive, value or discursively construct notions of learning and continuity is less often studied. In this study, we argue that, to understand young people's learning trajectories, it is important to pay attention the ways learners identify and make sense of their own experiences of learning through discourse. We present findings from a pilot study exploring how young people construct their personal learning trajectories in conversation. Semi-structured interviews with four 16 years old participants from suburban areas in Spain were conducted. The findings show how, when learning is approached from the perspective of the learners, in addition to accounts that fit traditional narratives of (formal, informal) learning, there emerge accounts of learning experiences that are, so to speak, "out of context", often relating to personal development and identity construction. These two types of account coexist, sometimes in contradictory ways. Moreover, we identify narratives of activities of personal relevance oriented towards well-being that the participants, nonetheless, see as unrelated to learning. The study contributes to theoretical work to studying learning trajectories from a learning lives perspective, and suggests a double need: for educators to recognize otherwise invisible, yet valuable forms of learning, and for learners to be supported in reflection processes to gain agency over their own learning.

PAPER SESSION 2
Chair: Sarah Degano

Då är jag happy: Languaging and translanguaging at workplace meetings
Carla Jonsson (Umeå University)

In international workplaces in Sweden, professionals are expected to use both Swedish and English in speech and writing. The aim of the paper is to analyze language practices, including translanguaging practices, in different types of meetings at such international workplaces. The research questions are: ▯ How are different languages and other semiotic resources used in meetings? o How is translanguaging used? ▯ How can communicative practices in the workplace be linked to language ideologies and language policies?
Theoretically the article builds on the notions of translanguaging (García & Li Wei 2014), language ideologies (e.g. Kroskrity 2004), and language policies (Spolsky 2004).
The data were collected by linguistic ethnographic methods, e.g. observations at meetings and semistructured interviews, at two companies in the Stockholm area. The data of particular relevance for this study are different types of meetings, e.g. formal business meetings, information meetings, planning meetings and informal meetings. The language practices in the meetings are analyzed in relation to interview data and other ethnographic data where participants discuss their own and other people's language practices, language ideologies and languages policies in the workplace.

The results show how professionals use their languages both in a separated manner and in an integrated manner (i.e. translanguaging) in meetings. Their choice depends on which participants are present at the meeting, and the objectives of the meetings etc.
The data comes from the research project 'Professional Communication and Digital Media: Complexity, Mobility and Multilingualism in the Global Workplace' (Marcus and Amalia Wallenberg Foundation, 2016-2019).

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Incorporating the ethnographic linguistic landscape into LE: how and why
Peter Brannick (Free University of Bozen-Bolzano)

Although there is growing interest in the analytic value of the linguistic or semiotic landscape, such data is often treated as stand-alone or not of central/direct significance to analysis in many LE research projects. Geosemiotics (Scollon & Scollon 2003) offers LE theoretically and methodologically coherent ways of including semiotic data and making them integral to unpacking the discourses that circulate and the social space (Lefebvre 1991, Loew 2016) they construct. Emphasising social action and deep ethnographic understandings of context, geosemiotics facilitates the tracing of discourses across diverse genres, displaced by time and space, allowing triangulation across genres.
Geosemiotics achieves this by paying close attention to social actors' interactions with signs, the visual semiotics (as discourses) and, most significantly, where the sign is in the geographical and social world. In doing so, it can reveal the interrelationships of language and other social semiotic resources in discourse, and how these are represented and understood in the present, by those who align (or not) to the ideologies that circulate contextually.
To illustrate, I present examples from a nexus analysis (Scollon & Scollon 2004) in South Tyrol, Italy, one of Europe's many borderland regions, in which historical ethnic-national tensions and global geopolitics have impacted and are contested in the daily lives of residents into the present. In this complex multilingual context of research, geosemiotics reveals how ideologies are mobilized across discursive genres to contest ownership of geographic place and the right to make social space.

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Language practices in a multilingual English classroom: Student attitudes to monolingual, bilingual and multilingual practices
Marie Källkvist (Lund University), Henrik Gyllstad (Lund University) and Pia Sundqvist (University of Oslo)

A pressing issue in education is when to use students' multilingual repertoires to enhance learning and promote equity (Cummins 2017). Research through the lens of translanguaging (García, 2009) reveals cognitive and social benefits associated with multilingual practices (e.g. García & Kleyn, 2016). There is little research in secondary-school contexts, however, and none in mainstream English-as-an-additional-language (EAL) classrooms in Sweden. International research in secondary schools also suggests beneficial effects of 'target-language-mainly' practices (Corcoll López & González-Davies, 2016; Lee & Macaro, 2013) in combination with multilingual strategies, although this research involves cases where students and teachers shared the same L1. The present study breaks new ground by researching a language-diverse, secondary-school EAL classroom, using mixed research methods to understand the multi-causality nature of classrooms (Baker & Wright, 2017). We combined linguistic ethnography (Copland & Creese, 2015) with a pseudo-experimental intervention in an urban, multilingual secondary school. The intervention entailed three different language-practice conditions: monolingual (English only), bilingual (English and Swedish) and multilingual (English and all students' home languages). Participants were the teacher, her students (N=27, aged 14-15, 11 different home languages) and two researchers. Data include participant observation, audio and video-recorded lessons, photography, classroom learning materials, questionnaires and interviews. In analysis, we applied concepts rooted in multilingualism research: 'language dominance', 'age of onset', 'home language', 'majority language' and 'school language' (Baker & Wright 2017) and the Nexus Analysis (Scollon & Scollon, 2004) concepts of 'historical body', 'discourses in place' and 'interaction order'. Most students expressed positive attitudes toward English-mainly multimodal practices involving the judicious use of Swedish for explaining vocabulary, grammar, knowledge requirements and grading criteria. Some students welcomed opportunities to use their home language in addition to Swedish. Results are explained by students' need for bilingual English-Swedish language practices to support their developing academic literacy in both these languages at school.

PAPER SESSION 3
Chair: Giovanna Battiston

Communication for equal healthcare: Transcultural healthcare educators' practices
Kathrin Kaufhold and Karolina Wirdenäs (Stockholm University)

This paper explores pedagogic practices of healthcare educators who advocate equal access to healthcare for migrants. Research on transcultural healthcare communication has often focused on intercultural mediation in doctor-patient situations (e.g. Baraldi, 2018) or multidisciplinary team work. Little is known about transcultural awareness raising as part of continuous professional development. This paper investigates how transcultural healthcare educators in Sweden contribute to equal access to healthcare by empowering healthcare professionals who receive patients with migration backgrounds. We explore how the educators navigate contrasting discourses and how they construct the notion of equal access to healthcare in interaction with healthcare professionals.

The study derives from a collaboration with a Swedish state-funded centre specialized in transcultural training. Our data comprise interviews with educators, observations and recordings of workshops on migration and human rights, and collaborative data analysis events. Drawing on nexus analysis (Scollon and Scollon 2004), we trace how various discourses are mobilized and revoked in the workshops we observed. The discourses concern moral, cultural, legal and financial issues related to the professions or the healthcare system. In the workshops, these discourses interact with changing power relations that relate to hierarchies between healthcare professions, the recency of healthcare experience, legal knowledge and moral engagement. The analysis provides insights into how these factors influence how narratives are evoked, constructed or rejected. Problematizing these processes can support educators in handling various types of general narratives introduced by healthcare professionals who participate in the continuous professional development programmes.

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Constructing health literacy in Norwegian social welfare institutions
Ingvild Badhwar Valen-Sendstad (University of Oslo)

The Norwegian government's recent strategy on "health literacy" denotes personal abilities to obtain information, utilize resources, and navigate services and interactions. It also indicates institutions' potential to adapt to individuals' health literacy (Ministry of Health and Care Services, 2019). Crucially, this paper argues that health literacy implies more than individual capacities; rather, it is co-constructed, relational, and processual, organized in a nexus of events and responses. Aligned with the increasing digitization of the Norwegian Labour and Welfare Administration (NAV), clients are frequently referred to their website to apply for sickness benefits or interact with social welfare providers. All interactions are archived on, and accessible to clients on their personal nav.no profile. This presentation reports from ethnographic fieldwork at public offices and the workplace, including interviews and participant observation of face-to-face and digital health interactions between clients (employees and patients) with minoritized language backgrounds, their employers, and NAV and health professionals. The analysis

explores this online-offline welfare infrastructure as an emergent communication environment, configuring novel modes of power-knowledge (Foucault, 2003). In particular, it traces multimodal communication as it moves from cyberspace to physical locations and back – between online form submissions, face-to-face meetings, and the subsequent production of meeting records. The generation of meeting records is not neutral, but written by someone, from somewhere; these texts are generated and systemized in line with the state's bureaucratic principles and language ideologies, normalizing and legitimating how activities ought to be, or not to be, reported, discussed, and classified. Text have agency to perform what Aasdal (2015) has called "modifying work". While offering descriptive accounts of face-to-face, phone, and cyber encounters, records simultaneously transform the reality of these interactions. These "material-semiotic" (Haraway, 1988) artifacts enact, construct, and define the health literacy of clients, transforming embodied actors' capabilities, social relationships, past communication activities, and future trajectories.

Researching multilingually, collaboratively, responsively: insights and challenges in decolonising linguistic ethnography
Colin Reilly, Nancy Kula and Tracey Costley (University of Essex)

Linguistic ethnography acts as a valuable resource for understanding individuals' lived multilingual reality. It can also increase understanding of communication within institutional settings through providing insight into the relationship between local actions and wider social, political and historical contexts (Unamuno 2014). This talk highlights three principles which have been developed during team linguistic ethnography research investigating multilingualism in education in Botswana, Tanzania, and Zambia. The three principles are: researching multilingually; researching collaboratively; and researching responsively. These principles provide the underpinning theoretical foundation for conducting this multi-sited team ethnography involving multiple partners from the Global North and Global South. The talk will highlight the rationale behind these three principles and discuss how they can be practically implemented throughout a project's life cycle, including in methods training, developing research designs, conducting fieldwork, and data analysis. We will illustrate how these principles contribute towards decolonising linguistic ethnography and also discuss the challenges and key learning points which emerge when attempting to take a decolonial approach towards linguistic ethnography research in a variety of contexts, operating against a backdrop of inequitable global power structures, both historical and ongoing.

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13:15-14:00: Lunch

14:00-15:00: Keynote 2

Going back to school: A critical and reflexive ethnography of multilingual children's literacy practices in a Freinet classroom in France
Christine Hélot (University of Strasbourg)

My main concern in this contribution is to question the unequal norms of language in French classrooms and to ask how we can redesign educational spaces so that language does not constitute a barrier to full and equal participation (Piller, 2016). First, I will address the obstacles to carrying out ethnographic fieldwork on multilingualism in French classrooms, where the prescriptive and hierarchical language regime silences minority language speakers and invisibilizes their plurilingual competence. Second, I will explain my choice of ethnographic monitoring as a paradigm for researching multilingualism in support of social justice in one primary classroom of 8-year-olds in a poor suburb of Strasbourg where the teacher has been engaged in Freinet/institutional pedagogy for 20 years.
Then I will describe a multiliteracy research project designed collaboratively between the teacher and the researcher. Based on observations, field notes and feedback discussions with teacher and pupils, I will attempt to analyse and interpret the children's lived experiences of using their family languages in class to learn to read and write. I will conclude with questions relating to the impact of the researcher's presence in the school and whether the ethnographic monitoring of the multiliteracy project carried out in one class did counter unequal and exclusionary multilingual practices at the level of the school.

15:00-16:00: **Poster Session**

Exploring teachers' support culture and cognition in a L2 Chinese study-abroad program
Chun-Mei Chen (National Chung Hsing University)

This study examines how activities and outcomes in relation to teachers' community of practice can support the shared norms and values of their cognition on the tasks in a Chinese as a second language curriculum for study-abroad program. Teacher communities and community of practice have been widely studied in teacher education literature (Brody & Hadar 2011; Hadar and Brody, 2010).) Little is known about how the communication in workplace shapes teacher development and professional curriculum in the context of teaching Chinese as a second language. The exploratory study on Chinese as a second language (L2 Chinese) teachers' support culture and cognition provides an empirical evidence for collaboration formulation process directed at the compilation of language curriculum for a summer program. The data reported here are based semi-structured interviews with L2 Chinese teachers, 24 hours of classroom observations, and 30 hours meetings and interactions of L2 Chinese teachers in Taiwan. This paper demonstrates how teachers' support culture and cognition emerged interactively affected the outcomes of the L2 Chinese curriculum. Results found that prior experience in teaching intercultural classrooms and their perceptions of classroom reality led to innovations of the task-based curriculum. Multiple placements of L2 Chinese teachers in a program can support collaboration culture and initiated a directionality for and expansive learning. L2 Chinese teachers' support culture and cognition on

tasks of curriculum are interrelated as continuous process of professional development. Teachers' professional identity and cognition can be reinforced and valued in the supportive cultural contexts. L2 teachers' cognition on tasks and their support culture in the community of practice had a vital impact on the development of the task-based L2 Chinese curriculum for the study-abroad program.

Dance between men: Borders and open spaces in the collective (de)construction of masculinity
Jaime Crisosto (Universidad de Consepción)

Considering that Western culture has led men to virtually separate themselves from their bodies, seeing them as instruments or objects separate from themselves (Seidler, 2007; Connell, 2005) and, at the same time, the existence of associations of masculinity with selfcontrol, reasoning and intellectuality (Risner, 2001), it is interesting to observe how the masculinity of men is understood, verbalized and experienced in contexts in which the body is the central axis of a shared experience designed for men only. The research was carried out in the context of a dance workshop aimed exclusively at men. This was held between March and June of 2019 in Santiago, Chile. The call was open to all who identified themselves as men and was made mainly within artistic circles and through Facebook. The objective of the study is to determine what are the discourses associated with masculinity among the attendees and how they are projected and placed in the body practice of the participants, both inside and outside the workshop. The analysis shows how attendees participate in hegemonic masculinity prohibited practices and how fraternity is built on the basis of verbal expression of fears and shared experiences. Factors such as gender expression, gender identity and sexual orientation are noted as characteristics that may have some influence on the establishment of nonverbal communication as a channel and expander of the critical discourses of masculinity and a virtual openness to experiment with other expressions of masculinity, those that generally remain outside the common shared space between men.

Collaboration with multilingual staff towards more inclusive pedagogical practices in superdiverse preschools
Katrine Giæver, Elena Tkachenko and Marcela Montserrat Fonseca Bustos (Oslo Metropolitan University)

Norwegian preschools, especially in urban areas, are characterised by superdiversity (Vertovec 2007). Following Blommaert (2013, p. 6), in a superdiverse society, language does not reproduce patterns through definable "speech communities", rather they can be seen as dialectic and dynamic. The Norwegian Framework Plan for Kindergartens (2017) highlights linguistic and cultural diversity as a valuable resource, and calls for recognition and support for children's different languages and cultural identities. Moreover, it obliges preschool practitioners to ensure that cultural and linguistic diversity "becomes an enrichment for the entire group of children". Although such statements formally embrace superdiversity and promote dialogical approaches (Bakhtin, 1986), everyday practices in early childhood education still remain monologic; kindergartens tend to be cultural spaces where majority perspectives dominate (e.g. Bundgaard 2006).   In our paper, we explore how

superdiversity is played out in practice in interaction between monolingual and multilingual/multicultural staff in one kindergarten in an urban and superdiverse area. Through ethnographic and participatory action research methodology, we analyse how practitioners with multilingual and multicultural backgrounds experience the dilemmas and mismatches between policies and practices in their everyday work. We also discuss to what extent their multilingual and multicultural competence is made visible and can be used to enrich the pedagogical practices in the kindergarten and make them more inclusive.

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The creation of a linguistically diverse sitcom through improv
Annelies Kusters (Heriot-Watt University)

Small World is an online sitcom, created by two deaf actors (Brian Duffy and Ace Mahbaz), featuring a range of characters: there is a strict sign language teacher, a deaf person who does not sign fluently, a deaf migrant, a lowly educated deaf person, and an aspiring actor. These characters differ through their use of British Sign Language (BSL), e.g., the use of regional variants from Leeds and Scotland, the degree of influence of English on BSL, the degree to which signers follow prescriptive ideals, the use of signs from foreign sign languages such as Italian Sign Language, American Sign Language or International Sign, and the extent to which they use poetic BSL. For this sheer diversity, the sitcom is unique in the British deaf TV landscape. To portray this linguistic diversity within the British deaf community, the creators behind the sitcom engaged in a collaborative creative process: the dialogue was produced through improv with the actors. Through this process, everyone had input in decisions on how different language varieties may be associated with different characters.
The creators, the main actors and the team's BSL advisor were interviewed, discussing footage of the programme to track the process by which different identities are moulded from rehearsal to screen. For the creators, one of the key aims of the sitcom was to show/promote "natural" signing, which for them means linguistically diverse signing as used by deaf people in everyday life. According to them, the method of improv and from there creating a BSL script was ideal to produce a linguistically diverse sitcom. However, creators and actors experienced a tension between producing "natural" signing and the limitations of the medium (eg camera positions), and the need to make the signing humoristic. An audience reception study confirmed this tension.

What can linguistic ethnography contribute to practice-led research in organisations?
Anne Murphy (Lancaster University)

Practice-led research which takes an ethnographic approach and focuses on linguistic aspects of organizing can offer fresh insight into some important ways organizations themselves are sustained (Nicolini, 2012; Raelin, 2016). Identifying linguistic and conversational patterns that characterise particular operational realities can illuminate taken-forgranted organizing processes and the patterns of activity that sustain them. A linguistic frame provides a rare glimpse into assumptions on which the process of organising depends. This allows organizational members to recognise - almost afresh - how organisational processes are produced, sustained and very occasionally disrupted.
In this paper I explore how linguistic ethnography might be used in organisations as a tool for understanding organisational problems and for shaping opportunities for change. Drawing on the analysis of linguistic and ethnographic data collected in the context of a professional learning network over a two and a half year period, I will share examples of linguistically informed organizational understandings which may provide an alternative to psychologically informed approaches to organisation behaviour and change. This work in progress tries to map conversational patterns which although frequently the object of change efforts, are also widely shared and relatively stable across sites.
I hope that linguistically framed insight into the processes of organizing can inspire new ways of thinking about change interventions.

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'They see them all as English language learners': College professors, social change & the multilingual communication needs of youth refugee and international students
Shelley Taylor (Western University)

For displaced youths (aged 15-24) that have fled persecution and war, and experienced gaps in schooling, finishing high school after being accepted as youth refugees is far from a given (Gunderson, 2004, 2007; Shapiro, Farrelly & Curry, 2018); fewer still go on to enrol in tertiary education. They may enrol in English language/degree 'bridging' programs alongside international students, as well as in diploma programs after completing bridging programs, but the two groups' learning trajectories differ significantly. Bridging program specialists have suggested that disciplinary specialists do not distinguish between the two; instead, viewing them all as 'English-language learners.' While experiencing English medium-instruction (by virtue of enrolling in an English-medium diploma program) is new to both groups, international students do not

share the gaps youth refugees have experienced in literacy development—gaps that have implications for their learning experience. Thus, there are fundamental differences between the two groups. This talk focusses on how youth refugees fare in diploma programs from the viewpoint of whether college professors differentiate between international students' needs, the needs of other domestic students schooled in English in Canada, and youth refugee students' needs; it also focusses on how professors navigate social change in institutions that became multilingual workplaces in under a decade. It addresses questions such as: How do professors frame international and 'domestic' students, including youth refugees? What literacy expectations do professors for different groups? Do they structure instructional spaces and places for 'English-only' or for multilingual communication, with what consequences for youth refugees' needs? Answers to these questions are drawn from findings of an ethnographic case study involving classroom-based observations, professor and student interviews, and artefacts drawn from students' (multi-) literacy practices. It is part of a pan-Canadian project on youth refugees' linguistic and literacy development (Blommaert & Dong, 2010; Bronfenbrenner, 1979; González et al., 2005).

Across national and regional borders. Sociolinguistic analysis of Hungarian migrants in Catalonia
Gergely Szabó (Eötvös Loránd University and Open University of Catalonia)

Scholarship on the intersections of language and migration often emphasizes that linguistic practices in the contemporary social world cannot be described merely by the bounded categories of named languages (Blommaert 2010). However, we cannot ignore that these categories are still vivid conceptualizations in the speakers' perspective as we live in a languagised world (Jaspers & Madsen 2016). The literature on languaging rarely endeavour to reconcile the dialogic and boundary-breaching models of speaking with the importance of named languages as markers of belonging. Based on a linguistic ethnographic study of Hungarian migrants in the bilingual autonomous community of Catalonia, this presentation considers how several speech modes, repertoires, and social meanings associated with the heritage language and local languages appear in the participants' metalinguistic narratives and practices. The current Hungarian ethnic politics peculiarly supports Hungarian speaking activities in the diaspora led by the discourse of the inextricability of state and language (Pogonyi 2017). By contrast, language policies in Catalonia are not based on Spanish state ideologies; immigrants are encouraged to learn and become new speakers of Catalan (Pujolar 2019). Thus, while participants cross national and regional borders they may face tension between the ideologies of integration (by acquiring autochthon languages) and the ideologies of origin (by "preserving" the motherland's language).

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Jaspers, J. & Madsen, L. M. 2016. Sociolinguistics in a languagised world: Introduction. *Applied Linguistics Review* 7(3): 235–258.
Pujolar, J. 2019. Linguistic *mudes*: An exploration over the linguistic constitution of subjects. *International Journal of the Sociology of Language* 257: 165–189.

Pogonyi, S. 2017. *Extra-Territorial Ethnic Politics, Discourses and Identities in Hungary*. Chan: Palgrave Macmillan

16:00-16:30: Break

16:30-18:00: Parallel Sessions

PANEL 3
Organisers: Anna Pauliina Rainio and Antti Rajala

Developing utopian methodologies for sustaining hope and embracing change from within education
How can educational research contribute to sustaining optimism, hope and the envisioning of alternatives while at the same time staying critical and analytical concerning current practices and systems? How can educational research support practitioners in various educational fields in their local efforts to change their current circumstances and ways of working, including through discourse? The possibility to develop alternative activities and discursive approaches often requires working from within, being embedded in potentially quite dominant and no-alternative mainstream systems.
Our symposium addresses these questions and brings together scholars who work with participatory ethnographic and transformative/intervention methodologies to study educational change in the field of cultural-historical activity theory (CHAT). The symposium particularly addresses the concept of utopia (see i.e., Levitas, 2013; Moss, 2014) and develops the idea of utopian methodologies (see Brown & Cole, 2001) as a positive, critical and inclusive way of doing educational research in close contact with educational practice. Utopian methodology provides critical and analytic tools for envisioning and building possible futures. In contrast to positing utopia as a blueprint, utopian methodology gives priority to reflexivity, provisionality and democratic engagement (Levitas, 2013). It also involves critical analysis of how human needs and human flourishing are conceived in those possible futures.
The motivation to study and develop utopian methodologies in the field of educational research stems originally from an international collective effort to re-generate CHAT, a research tradition that originated five decades ago from bringing together Russian cultural-historical theory with Western educational literature. Since then CHAT has developed into a widely recognized research paradigm in education. Despite its important legacy of critical and politically aware educational theory and research, there is a need to revive the tradition to meet the challenges of today's world to be able to contribute in creating a more just and sustainable societies. There is also an opportunity to bridge across relevant fields of inquiry, including linguistic ethnography. The Re-Generating CHAT project offers a platform for critical dialogue between scholars from different generations (see https://re-generatingchat.com/).

In our panel we have invited papers from scholars in the field of CHAT, from North American and European universities, who address the issue of educational research as utopian from different perspectives and contexts of research: the first paper focuses on early childhood education and deal with the concept of compassion. The second paper focuses on adult-child joint imaginative play spaces in educational settings as utopian and transformative. The third paper addresses issues of social and political polarization in education. All papers critically discuss the concept of utopia and its usefulness for studying transformative practices in education.

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Levitas, R. (2013.) *Utopia as Method. The Imaginary Reconstitution of Society*. Palgrave Macmillan.
Moss, P. (2014). *Transformative change and real Utopias in early childhood education: A story of democracy, experimentation and potentiality*. London: Routledge.

Paper 1
Playworlds as utopian methodologies: Investigating adult-child joint play spaces as a form of radical inclusion
Anna Pauliina Rainio (University of Helsinki), Beth Ferholt (Brooklyn College City University of New York), Robert Lecusay (University of Jönköping)

Inclusion, a basic principle of equal education set by The UNESCO Salamanca Statement in 1994, can be seen as an only rarely realized utopia. The principle that no child should be excluded from any early childhood classroom activity (V. Paley in Armstrong & Dawson, 2004), is often considered by teachers to be difficult or even impossible to achieve in today's early childhood and childhood classrooms. In this paper we examine adult-child joint play spaces called "playworlds" (Lindqvist, 1995; authors et al., 2011) as potentially inclusive spaces in the field of education. Playworlds are adult-child joint play activities in which children and teachers create, enter and exit fantasy worlds.
We argue that playworlds can be thought of as 'real utopias' (Wright, 2010; Brown & Cole, 2001) that aim to develop inclusive practices and communities within an institution (preschool or school) that in most cases relies on exclusive practices. We investigate, with two case studies, one from U.S. early childhood elementary school classroom and one from Finnish childhood elementary school classroom, how two playworlds functioned as radically inclusive settings, seemingly bypassing institutional even physical barriers to inclusivity through the logic of play. We discuss the potentials and challenges of creating these "as if" imaginative worlds that are located within regulated and controlled institutions such as schools (other & author, 2019). We also examine doing educational research through playworlds as a utopian methodology (Brown & Cole, 2001): What is required of researchers in supporting these alternative spaces?

Paper 2
Breaking the climate of no alternatives: An utopian analysis of compassion and care in early childhood education
Antti Rajala (University of Helsinki), Moises Esteban-Guitart (University of Girona) and Michael Cole (University of California San Diego)

Compassion and care are foundational to being human. Compassion is a basic sentiment of a democratic community without which people lack the motive to respect others and protect them from harm and suffering (Nussbaum, 2014). However, there are concerns about the persistent individualism and atomism characterizing Western education systems and societies at large where individual achievement and independence from others are often promoted as key values (Moss, 2014; Tronto, 2013). It is within this context that we propose utopian methodology (Levitas, 2013; authors) as a means to break the climate of no alternatives in early childhood education. Here, the concept of utopia refers to prefigurative practice of social transformation. The aims of this presentation are: 1) to critically review and discuss existing educational programs for promoting compassion and care in education (incl. OECD PISA socio-emotional skills framework), 2) to design and examine alternative practices for promoting compassion and care in early childhood education, building on the cultures of compassion framework (authors). We use three intertwined aspects of a utopian methodology to structure our investigation (Levitas, 2013): (a) utopia as archeology (critical analysis of existing educational initiatives regarding underlying models of good society and good educational institutions), (b) utopia as ontology (critical scrutiny of claims about desirable subjectivity and possibilities for human beings), and (c) utopia as architecture (design and examination of alternative futures and educational practices). We argue that utopian methodology can provide a useful tool for mobilizing a consensus over ways in which we might attempt to shape the future. It also provides a critical tool for exposing the limitations of current educational practices and policy and for envisioning alternative practices.

Paper 3
Addressing social and political polarization through transformative methodologies in education
Alfredo Jornet (University of Oslo), Mariëtte de Haan (Utrecht University)

We live in increasingly polarized societies, where existing opposition, inequity and segregation have become more salient, and bipartisan positions in the political spectrum have lead to more visible and politicized divisions among citizens. This situation has important implications for both education and for our roles as researchers of educational practice. One implication is that education and schooling itself is becoming more politicized.
Examples include opposing truth claims of students related to current divisions in society with respect to socio-scientific issues, such as global warming, with studies showing that citizens' believes about the issue are more accurately predicted based on political affiliation than on

scientific literacy, or conflicting views on historical and current political issues emerging in multicultural classrooms intersecting with often-racialized, polarizing discourses. In all cases, educators and students are confronted with oftenconflicting challenges. This situation that demands a new approach to both traditional citizenship education and a re-evaluation of the concept of school in democratic societies. At the same time, there is a need for a re-evaluation of methodologies in educational research. For instance, in this context, educational research that examines how polarization is dealt with through discourse and social interaction in education is important, but also limited. By contrast, intervention-oriented transformational methodologies provide a framework for participatory co-design in which the goal is not just to examine how polarization is dealt with, but also contributes in building the conditions for educators, learners, and other stakeholders to engage in co-designing how polarization could be dealt with. In this contribution, we present empirical material from two such transformative intervention studies, one focusing on supporting teachers in generating democratizing dialogue in multi-ethnic schools, and another one supporting schools and out-of-school stakeholders to address issues of sustainability and environmental justice in the local community. From these experiences, we reflect on how increasingly polarized societies, urge us to reflect on how the increasing politicization of education can and should be reflected in our scientific methods, and how this again is able to contribute to the valorization of educational research.

PAPER SESSION 4
Chair: Guri Bordal Steien

Exploring far-Right ideologies and 'redpilled' identities on 4chan.org's 'politically incorrect' discussion board
Wesley Willson (University of California Los Angeles)

This paper explores the ideological interplay of language and media in the discursive realization of 'self' and 'other' identity-formations on 'Politically Incorrect' – simply, /pol/ – the politics and world news-centric discussion board on larger website 4chan.org. Using data collected from online fieldwork between 2017 and 2018, I describe how anonymous users – known colloquially as 'Anons' – cultivate highly oppositional and contrastive stance-work in accordance with transgressive social and political subjectivities anchored in far-right cultural narratives. These stances resonate against the perceived uncritical and socially progressive doxa of leftist modes of thought. In cultivating these stances, 'Anons' highlight discursive forms that aim to subvert or 'transgress' the norms ascribed to this 'other' – ranging from highly offensive and facethreatening forms of talk to a valorization of figures aligning with the interests of these hyperconservative movements. I will document the three ideological regimes that primarily inform these discourses: race, gender and sexuality, and anti-Semitism. Through this, I suggest that 'Anons' often foster a pervasive sociopolitical consciousness made salient here through the culturally resonant metaphor of the 'redpill' – anchoring far-right and conservative stances with a 'true' understanding of the conditions of objective reality. Being 'redpilled', in this case, is to authenticate a set or series of conservative experiences as having possessed a status of 'natural' legitimacy – that is, a heightened

positionality 'liberated' from the particular interests of 'others'. To employ these forms is to index one's ratified participation status in a morally righteous yet 'marginalized' counterpublic. I lastly argue that the kinds of stance-work and meaning-making recognized here operate within indexical fields of opposition, contrast, and juxtaposition that can shift in accordance with the particular structural qualities of 4chan's own user-interface.

Whiteness and the politics of participation in indigenous language learning in Argentina
Lauren Deal (Brown University)

Linguistic anthropologists have written on the role of non-indigenous experts in revitalization projects, exploring the complex role of linguists and anthropologists in research, advocacy and education (Hill 2002, Debenport 2010, Shulist 2014). They have also discussed how academic and popular rhetorics surrounding language vitalities can affect communities (Errington 2003, Perley 2012, Suslak, 2014). This paper brings together literatures on raciolinguistics (Flores & Rosa 2015, Alim, Rickford, & Ball 2016, Rosa & Flores 2017) with research exploring the politics of indigenous language learning outside of heritage communities (Grammon 2017, Weinberg & De Korne 2016). It does so through by it examining the politics of participation for non-heritage learners in intercultural indigenous language programs in the city of Buenos Aires, Argentina and surrounding metropolitan area. Located at universities, language institutes, and cultural centers in Buenos Aires, intercultural language programs offer courses in indigenous languages (such as Quechua, Guaraní, Toba-Qom, and Mapuche) spoken by indigenous communities in Argentina's interior provinces as well as neighboring countries. They emerge from recent Argentine cultural policy that seeks to address the nation's contemporary and historic problems of racism, discrimination, and xenophobia through the recognition and celebration of Argentina's cultural and linguistic diversity. By and large, students are not heritage speakers of the languages or members of the communities whose languages they study. This paper asks: How do participants' status as non-heritage learners shape the ways they construct themselves as new speakers of a language? And, How do linguistic ideologies of diversity and revitalization intersect with racial ideologies of indigenous hypervisibility and erasure within the intercultural framework?

Participants' capabilities realisation within a deaf multiliteracies project: A linguistic and ethnographic perspective
Eilidh McEwan (University of Central Lancashire)

A study of deaf participants' experiences within a Deaf Multiliteracies capacity-building project across three global South contexts of India, Uganda and Ghana drew on ethnographic methods (Carmel and Monaghan 1991) and the human capabilities approach, with access to ten core capabilities tracked: life; bodily health; bodily integrity; senses, imagination and thought; emotions; practical reason; affiliation; other species; play; and control over one's environment (Nussbuam 2000).

When participants realised one of their capabilities, they were likely more able to access a 'basic minimium' in living standards, known as *functioning* (Nussbaum 2000, Sen 1998, Ibrahim and Alkire 2007). Capability sets, personal means and conversion factors had the potential to enable or constrain participants' realisations of these capabilities. Disabling factors were addressed both through deaf participants' personal means and through conversion factors created by the project e.g a broader definition of multiliteracies, the use of deaf peer tutors and access to deaf networks and to deaf sociality (Friedner 2015).

Deaf peoples' access to other forms of literacies in a sign-language inclusive educational environment meant the project facilitated a space for capabilities realisation. It's clear how a project focused on Deaf Multiliteracies encouraged access to capabilities such as senses, imagination and though by fostering accessible education. Participants' abilities to fulfil other human capabilities such as social affiliation, emotion, play and political participation were also positively affected. Participants' socio-emotional development in a classroom context was not negatively affected by fear or anxiety that lack of linguistic access could create (Nussbaum 2000: 79). Arguably, the project actively supported processes of affiliation, by fostering a greater sense of inclusion and social belonging; play by encouraging interactive and fun methods of learning for learners, and skills development by placing leadership responsibilities in the hands of peer tutors.

PAPER SESSION 5
Chair: Rickard Jonsson

Ethnographic reflections on the different roles of English in Flemish higher education - economic English and economics taught in English,
Kirsten Rosiers, Julia Valeiras-Jurado and Geer Jacobs (Ghent University)

Universities in Flanders have seen an increase in the use of English as a medium of instruction (EMI) in recent years. The context of Flanders is particularly interesting for its location, considering the reported European north-south divide in terms of use of English in higher education (Dimova, Hultgren & Jensen, 2015), and also in view of the limited amount of research focusing on this area (Rosiers & Vogl 2019).

Our research enquires into the use of EMI at one particular university in Flanders and its coexistence with English language courses. We focus on the second bachelor year of the degree of Economics, which combines English language courses (Economic English) with content courses offered in English. In line with Lasagabaster (2015) and Dafouz & Smit (2016), we are interested in the attitudes of lecturers and students towards the use of English in the content and language classroom. Our research is ethnographically informed and combines classroom observations with semi-structured interviews, follow-up interviews and focus groups. In this presentation we will reflect on the added value of these different ethnographic methods. Specifically, we suggest that their combination is particularly suitable to the study of language use in our setting, since it enables researchers to compare and connect reported opinions and attitudes of different stakeholders with real classroom practice.

We believe that the insights obtained through ethnographic research can be of great use to improve the quality of education and cover specific needs of both students and lecturers. Our final aim is to translate the results of our ethnographic research into recommendations to turn challenges into synergies and opportunities for a fruitful use of English in higher education.

Dimova, S., A. Hultgren & C. Jensen (2015). *English-Medium Instruction in European Higher Education*. Berlin: Mouton De Gruyter.

Language, academic labour and the making of a professional in late capitalism
Yu Shi (UCL Institute of Education)

This paper examines the professional trajectories of doctoral students who move from China to the UK's higher education. In contrast to much of the existing literature where attention is paid to how social actors mobilise various forms of capital to engage in 'transnational education migration' (Allan & McElhinny, 2017), I focus here on what these trajectories do and how they help constitute specific infrastructures of labor. In so doing, I draw on critical scholarship of space (Lefebvre, 1991) and global circuits of knowledge and labor (Sassen, 2001; Esterling, 2016) in order to describe the semiotic arrangements that not only constrain PhD candidates' ability to move in space but also shape how moving impacts on their relationship with larger regimes of citizenship (Ong, 2006). Adopting an ethnographic sociolinguistic perspective, I follow two PhD candidates at a prestigious university in London. By documenting their language use in a range of institutional settings, I aim to provide a nuanced account of the negotiation of meanings and contradictions in higher education through close exploration of their discursive/semiotic practices and the models of personhood indexed by them. Data analysis will focus on the enactment of a professional persona in situated communicative events through the acquisition of a specific set of discursive registers, with language also being considered as a mediating tool when the participants reflexively talk about their transnational experiences. I argue that for these participants becoming a professional is mediated by a process of semiotic "scripting"(Cameron, 2000) in which (English) academic standards play a crucial role in the moral evaluation of their performance. This process requires continuous English learning that is aligned with the formation of a self-improving subject and which enables global circuits of transnational academic labor and the forms of social hierarchisation that come with them.

Monitoring ethical decision-making in classroom linguistic ethnography
Ingrid Rodrick Beiler (University of Oslo)

Regulatory procedures for research ethics tend to be modeled on medical and experimental research in ways that at times constitute a poor match for the evolving nature of linguistic ethnographic research (Copland & Creese, 2015). A more fitting model can be found in an 'ethics of

care' approach, which emphasizes complexity and contextualization of ethical norms in relation to concrete situations that arise in the research process (Edwards & Mauthner, 2012). In this vein, the current presentation considers the need for ongoing monitoring of ethical considerations in linguistic ethnography, drawing on a study in five secondary-level classrooms in Norway that included participants who were both minors and recent immigrants from a variety of language backgrounds. Ensuring truly informed and voluntary consent was therefore one issue that required particular consideration. The presentation draws on field notes from participant observation and other ethnographic data, including interviews with students and screen recordings that students themselves controlled. Based on close analysis of "ethically important moments" (Guillemin & Gillam, 2004) in these data, I highlight some challenges of navigating informed and voluntary consent with adolescents with diverse linguistic repertoires. These challenges include providing students with real opportunities to regulate researcher access, remaining sensitive to indirect forms of declining access, and recognizing the limits of communicating what research entails, even with basic measures such as translation of information and ongoing contact. I conclude with some concrete suggestions for providing linguistically diverse groups of adolescent students with opportunities for regulating access and discuss the particular responsibility and potential for linguistic ethnography to contribute to an ethics of care through reflexive record-keeping.

PAPER SESSION 6
Chair: Stavroula Tsiplakou

The role and the expertise of the interpreter in three different institutional domains
Marta Kirilova and Martha Karrebæk (University of Copenhagen)

In an era characterized by human mobility, public sectors are increasingly confronted with the linguistic diversity of the citizens. To fulfill their various functions regardless of assumed and actual mismatches between the linguistic repertoires of citizens and the institutional representatives, institutions make use of interpreters. The expectations to the interpreter are detailed and complex, often dependent on the context and the domain the interpreter works within. Yet, regardless of the context, the role of the interpreter as a professional co-participant continues to be undervalued as an essential contribution to the meaning-making process (Hale et al 2009, Wadensjö 2008, Angermeyer 2005, Angelelli 2000).

In this presentation, we draw on various types of ethnographic data from a large project on interpreting in three public domains (police, court and health) in Denmark. We use field notes, group and individual interviews with psychotherapists, police officers and prosecutors as well as recordings of interpreted interaction in therapy sessions and in court. We analyze the differences in the evaluations of the role of the interpreter in each domain and compare these evaluations to the actual practice of interpreting. Drawing on the notion of (communicative) expertise (Sarangi 2018, Weinstein 1993) we suggest, that the 'expert' interpreter is never a neutral participant but a skilled collaborator,

valued and used differently in the different contexts. While interpreters may sometimes function as the police officers' extended arm in the process of getting evidence, their role in therapy sessions seems to be of a more mitigating and supporting character. We end our talk by discussing how the institutional goals of the different institutional domains as well as the structural organization of each domain-specific interaction shape the requirements towards the role and the expertise of the interpreter.

An ethnographic exploration of informal interpreters on construction sites
Morwenna Fellows (University of Reading)

Ensuring clear communication on construction sites is paramount to worker safety and well-being. Given the extensive employment of migrant workers on construction sites, this communication is necessarily multilingual and multimodal. The literature on onsite communication points to the prevalence of informal interpreters and their role in facilitating communications between site workers. However, the communication practices of these interpreters are not well understood. This study uses the theory of translanguaging to conceptualize interlingual communication. The theory emphasizes the flexibility and multimodal nature of languages in use. Using this theoretical lens to explore the role of informal interpreters helps to explain existing onsite communication practices, which have been shown to include gestures, drawings etc.as well as speech. The role of the informal interpreter is explored using linguistic ethnographic methods; these include informal interviews, observations, and video recordings, which will be interpreted using multimodalinteraction analysis. Data from the pilot study suggests that these bilingualworkers frequently have to interpret conversations,videos and documents. The analysis of the interview data has also revealed the ubiquitous role of mobile phones and gestures in the facilitation of onsite communication. This study aims to contribute to best working practice around the use of informal interpreters on construction sites.

The fragmented narrative: Co-construction of asylum narratives in interpreter-mediated asylum interviews
Zoe Nikolaidou (Södertörn University), Hanna Sofia Rehnberg (Södertörn University) and Cecilia Wadensjö (Stockholm University)

In this talk, we present findings from the project "Migrants' narratives in the asylum process" that seeks to examine the co-construction and the recontextualization of narratives in asylum interviews in Sweden. The data discussed here is collected as part of ethnographic observations, document collection and recordings of two asylum interviews and follow-up interviews with the asylum-seekers, case-officers, interpreters, and public counsels. For this presentation, we focus on the first part of the interview in which the asylum-seeker is expected to give a free account of their asylum grounds. The question we ask is how this interpreter-mediated, elicited narrative is unfolded in a context that is highly asymmetrical, not least because the participants have access to different kinds of knowledge (see also Baynham 2003, Maryns 2006, Jacquemet 2005). Based on an analysis of the narratives in interaction, we show that the narratives ascribed to the asylum-seekers are, in fact,

the product of a common enterprise between the asylum-seeker, the case-officer and the interpreter. We argue that the narratives do not unfold in harmony but are instead constructed as a result of continuous disruptions, negotiations of meaning and misunderstandings. We also examine the role of the simultaneous report writing, performed by the case-officer, as an additional important factor in the fragmented nature of the narratives. Our final claim is that interpreter-mediated interviews in institutional settings run the danger of resulting in unfocused, deficient and fragmented narratives that do not fully capture the asylum-seeker's grounds for asylum.

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18:00-18:30: LEF Annual General Meeting

Day 2: 25 September 2020

10:00-11:00: Parallel Invited talks and discussions

Invited talk 1
Language ideologies in the classroom: From research to practical intervention
Julia Snell (University of Leeds)

Linguistic ethnographic analyses of classroom data help us to understand how language attitudes and ideologies manifest in situated interaction and how these influence teachers' practice, pupils' identities, and learning processes. But what role can this research play in challenging (indeed changing) negative attitudes and misconceptions about language that often circulate in the educational domain?
For example, in the UK, there has been increased focus on the link between regional dialect and educational underachievement. Some schools have attempted to 'ban' the use of regional dialects in pupils' speech with the (erroneous) assumption that this will improve literacy rates (e.g. Fricker 2013, Williams 2013). Such high-profile attempts to police nonstandard speech in schools have reinvigorated UK linguists' interest in tackling dialect prejudice. Some linguists have continued to make the longstanding argument that nonstandard dialects are as systematic, logical and rule-bound as standard varieties (following Labov 1969; Trudgill 1975), while others have advocated for a 'repertoire' approach that

foregrounds the social and interactional dynamics that give rise to nonstandard forms (Snell 2013). Nonetheless, negative perceptions of nonstandard dialects persist in educational contexts, and recent work has criticised linguistic research for being ineffectual in bringing about social change (Block 2014; Lewis 2018).

In this session, I will give a 30 minute talk in which I reflect critically on the role of the linguist in educational debates and suggest possible avenues for future work, focusing, in particular, on how linguistic ethnographic work on language diversity in the classroom might connect with educational research on talk-intensive pedagogies. This will be followed by guided discussion of key questions in smaller groups (using the zoom breakout room function) and, finally, a joint general discussion of the ideas, issues and questions that emerge. For example, we will ask:

- How can we use linguistic ethnographic analyses of classroom data to challenge teachers' assumptions and implicit biases without alienating them?
- How do we speak to teachers in ways that they can relate to and find useful, while also remaining committed to nuanced theoretical accounts of complex linguistic practices and ideological processes?
- How can we provide descriptions and guidelines that are helpful for educational practitioners without reifying categories such as 'standard language' and associated power structures?

Invited talk 2
Linguistic Ethnography in the Nursery
Line Møller Daugaard (VIA University College)

Nurseries, daycare centres and kindergartens constitute important societal institutions – and both interesting and challenging fields of linguistic ethnographic exploration. The point of departure for this talk & discussion is one of two often quoted tenets in linguistic ethnography:
"Analysis of the internal organisation of verbal (and other kinds of semiotic) data is essential to understanding its significance and position in the world. Meaning is far more than just the 'expression of ideas', and biography, identifications, stance and nuance are extensively signalled in the linguistic and textual fine-grain" (Rampton 2007:585)
The talk & discussion explores what this entails when linguistic ethnography takes places among toddlers and young children in nurseries and other early childhood institutions. Investigating early childhood institutions poses a series of challenges to the linguistic ethnographer: How do we negotiate access to young children's everyday life in the institution? How can we as linguistic ethnographers engage in dialogue with toddlers and young children? How do we make sense of young children's communication? And how can we represent young children's communicative repertoires in meaningful and adequate ways when writing up our linguistic ethnograhies?

Theoretically, the talk & discussion is inspired by Whyte's conceptualisation of the toddler as "a competent yet vulnerable communicator of and with many voices" (White 2011:63) and of 'toodler voice' as a plural concept including "any sound, gesture, movement or word that has the potential to be recognized by others in social exchange" (White 2011:64). Using empirical material from a recently finished linguistic ethnography on language practices in three Danish nurseries as a case, we will discuss potentials and challenges in doing linguistic ethnography in early childhood settings, focusing especially on representational issues arising from toddler language and communcation.

The talk & discussion will be conducted in real time on zoom and will consist of a brief introduction to the theme followed by guided discussion of representation of interactional data from the nursery in smaller groups (using the zoom breakout room function) and finally a joint general discussion of linguistic ethnography in early childhood settings.

Invited talk 3
Co-designing for social change across institutional and organizational boundaries: principles and methods
Mariëtte de Haan (Utrecht University) and Alfredo Jornet Gil (University of Oslo)

In a context of growing challenges to democracy as well as to the environment, there is an increased need for forms of inquiry that not only inform but also foster social transformation and innovation, which often demands crossing institutional boundaries and engaging in trans-disciplinary collaboration. The purpose of this workshop is for participants (from junior to senior scholars and practitioners) to learn about, practice with, and jointly develop principles and methods aimed at facilitating collaborative inquiry across institutional boundaries, with a particular focus on—but not limited to—collaborations between schools and out-of-school institutions and organizations, such as cultural centers and museums, industry stakeholders, and non-governmental organizations.

The workshop takes as point of departure the notion of social design experiments (SDE), an interventionist form of research that uses democratizing, collaborative design as a means to both foster and analyze social transformation across social and institutional boundaries. SDEs build upon participatory ethnography and design-based approaches and adds a focus on social change and social justice. In SDE, participants with different backgrounds and from different organizations join together to address collective objects of concern in their community.

In the workshop, the organizers will present the approach's premises and concepts by grounding them in empirical materials from two research projects aimed at social change: a project focused on transforming teaching practices to deal with issues of polarization in The Netherlands, and a project focused on transforming the role of schools in fostering climate action and sustainability. These materials will be mobilised in hands-on activities in which workshop participants will have the chance to explore concepts and tools for engaging in collaborative design aimed at remediating social inequity and injustice.

11:15–12:45: Parallel Sessions

PAPER SESSION 7
Chair: Samantha Goodchild

Language diaries in the study of language use and language choice: the case of Flemish Sign Language and Scottish Gaelic
Maartje de Meulder (University of Applied Sciences Utrecht) and Inge Birnie (University of Strathclyde)

This presentation discusses the rationale for using language diaries as a method to evaluate language use and language choice in multilingual contexts, as well as the benefits and limitations of this approach vis-à-vis other research methods. This is illustrated using examples from two contexts: Flemish Sign Language signers in Flanders and Gaelic/English bilinguals in the Western Isles of Scotland. In this presentation the term language diary will be used to describe a method of ethnographic data collection where participants are asked to self-report on their linguistic encounters for a period of time. In both cases, the language diaries were part of a larger mixed-method linguistic ethnographic study which aimed to evaluate language use and language choice in contexts in which the majority language is in almost all instances the unmarked choice. Language diaries provide a new perspective on individual language practices as they allow for an evaluation of contextualised examples of language use, and give insight into the factors that drive language and modality choice, and language ideologies. Language diaries give participants ownership over the information shared with the researcher and provide access to a number of different domains. Despite being based on self-reported practices, their situated nature demonstrates how language use can change through personal circumstances. This in turn contributes to a greater understanding of the use of Flemish Sign Language and Gaelic in the wider sociolinguistic contexts in which these languages exist.

Re-framing (Sign Language) Interpreting Studies as linguistic ethnography
Jemina Napier (Heriot-Watt University)

The term linguistic ethnography is an umbrella term for research by scholars who combine linguistic and ethnographic approaches in order to understand how social and communicative processes operate in a range of settings and contexts (Creese, 2008; Shaw, Copland & Snell, 2015). The core goal of linguistic ethnography is to examine language use in context, so by that very definition, various qualitative research conducted within Interpreting Studies could be considered as falling under this umbrella.

By 'crossing the disciplinary border' into Linguistic Ethnography, Interpreting Studies scholars can draw on complementary theoretical frameworks to explore interpreter-mediated communication in different contexts. To date, however, only Inghilleri (2006) and Dickinson (2017) have framed their research on interpreted interaction as linguistic ethnography.

First, I will give an overview of and how linguistic ethnography can be used to examine interpreter-mediated communication, and will highlight existing interpreting research that could be considered within this framework. I will give examples from my own recent and current research examining experiences of professional and non-professional interpretermediated communication with signing deaf communities within a linguistic ethnographic framework.

I will also propose the affordances of examining interpreter-mediated communication through the theoretical lens of translanguaging (Garcia & Li Wei, 2014; Li Wei, 2018), which is widely used by linguistic ethnographers to examine direct communication. Translanguaging has only recently been considered in relation to translation (Creese, Blackledge & Hu, 2018; Baynham & Lee, 2019), but there is also scope, as yet largely unexplored, to explore translanguaging practices in relation to oral/signed mediated communication.

Finally, I will explore how re-framing our approach to interpreting studies through linguistic ethnography may also lead to a re-framing of what we mean by mediated communication.

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Access, acceptance and assurance: Negotiating researcher identities in linguistic ethnographic fieldwork
Disha Maheshwari (G. D. Goenka University)

In an ethnographic approach to research, the researcher must provide the reader a glimpse of the complexity of the situation, while at the same time situating observations in a "coherent and accessible framework" (Duff 2006: 79). This paper asserts that the issue of complexity can be addressed thorough a better understanding of the issues and processes involved in the negotiation of access, acceptance, and assurance by the linguistic-ethnographic researcher. This paper aims to address some of the methodological challenges faced by the researcher in a research project situated within the post-structuralist discourse-analytic paradigm. It is based on the eight month long ethnographic fieldwork in a school in Delhi India in order to understand the negotiation of gender identities in discourse.

 Burgess (2002, p.70) writes, while citing Schatzman and Strauss (1973), that "Research roles are constantly negotiated and renegotiated with different informants throughout a research project". Since as a researcher I inevitably became an unofficial participant in the data by my mere presence in the setting, it became important to consider the effect my presence on the unfolding interactions, activities and behaviours, if any. I adopted several roles, consciously or unconsciously, throughout the fieldwork. This paper also explores researcher subjectivity and reflexivity in research to consider the ways in which researcher's identities, positionalities, beliefs and biases affected data collection and analysis. The paper suggests that a key part of ethnographically driven research studies is the recognition of researcher's voice in the construction of the stories from the research data and thereby explores the researcher's role and identity as the main instrument of social investigation in ethnographic research.

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PAPER SESSION 8
Chair: Marie Källkvist

Translanguaging at school: students' perspectives on using multiple languages
Sarah Degano (University of Luxembourg)

Numerous scholars advocate for translanguaging pedagogies to increase participation and learning opportunities for all students, in particular students with a migration background (Rosiers, Van Lancker, & Delarue, 2018). Conversely, critics argue that translanguaging can contribute to reiterate unequal participation dynamics and question the equitable access to curricular resources (Hamman, 2018). While most qualitative studies draw on observations of classroom practices of the teachers and/or the students, only few consider the students' perspectives on these practices. The present paper aims to address this issue. While my doctoral project explores the translanguaging practices of six fourth graders

of different backgrounds and their development over time, this paper investigates their perspectives on translanguaging. From January to December 2018, I observed the students' interactions with their peers and teachers in Years 4 and 5 and identified and recorded key events. Subsequently, selected events were shown to and discussed with the students. Findings based on recordings from discussions and stimulated recall interviews revealed, first, that translanguaging was the default mode of communication of all six students and was perceived as a common practice. Second, the newcomers reported that they translanguaged to communicate quicker and that translanguaging was particularly frequent in students who were not yet proficient language users. Similarly, students with more experience in the education system perceived translanguaging as an inferior practice and indicated using their home language as a scaffold with other students, but not with their teachers. The students' self-monitoring connects to the classroom practices and questions to what extent newcomers can participate and activate knowledge in teacher-centred learning activities.

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Translanguaging as an ideological and pedagogic response to superdiversity: the case of Japanese as a heritage language (JHL) schools in England
Nahoko Mulvey (University of Stirling)

This paper investigates teachers' practice and ideological beliefs at Japanese as a heritage language (JHL) schools in England in response to superdiversity occurring among Japanese emigrants. JHL schools emerged in the 1990s in the US (Doerr & Lee, 2009, Douglas, 2005), and also in England (Mulvey, 2015) as an alternative to *hoshuko*, supplementary schools supported by the Japanese government and created originally for the children of Japanese temporary sojourners. Due to the nature of mobility, however, more and more Japanese-parents overseas have no clear intention of returning to Japan. Superdiversity is "a range of changing variables surrounding migration patterns, which amount to a recognition of the complexities of societal diversity" (Blackledge & Creese et al, 2017, p.4: Meissner & Vertovec, 2015). I argue that the development of JHL schools reveals processes of superdiversification in the expatriate Japanese community.
My research is a linguistic ethnography (Copland & Creese, 2015), using discourse analysis to focus on the pedagogy and language used in the classroom. I visited 10 JHL schools in England in 2015, and between January and July 2016 conducted ethnographic fieldwork at two different types of JHL school selected from the ten. *Kokugo* textbooks appeared to reinforce a language separation policy in which authenticity meant keeping languages separate from one another. Teachers associated *kokugo* with their own childhood experience at school in Japan, where *kokugo* classes create a sense of linguistic and social homogeneity. However, this ideology was not enforced in the communicative

environment of the classroom. My observations showed that experienced teachers used translanguaging to respond to students' diverse linguistic practice. They allowed students to learn Japanese flexibly across languages. They themselves also crossed the border between languages as a pedagogic technique. It is argued that translanguaging was employed as both an ideological and pedagogic response to superdiversity.

Language and communication: Performing Identities in the Macanese Community in Macao - A Preliminary Study
Linda Lam Virecoulon Ho (University of Leicester)

Macao, an autonomous territory of the People's Republic of China since 1999, has formed its unique culture and identity through its Portuguese colonial influence from 1557 to 1999. The Macanese community in Macao, which is an endangered minoritised community, demonstrate various ethnic identities in different historical periods. The estimated population of the Macanese in Macao ranges from 3000 to 7000, depending on the definition of the "Macanese". Language proficiency is a major marker of identity in this community. Most Macanese are multilingual, speaking fluent Portuguese, Cantonese and English. The use of the Portuguese language distinguishes the Macanese from other ethnic Chinese in Macao. This study aims to examine the organisation of common-sense knowledge that the Macanese in Macao employ in accomplishing their activities in and through talk in such a minoritised community context. It focuses on how identities-in-talk are performed by adopting methods such as sequential analysis and membership category devices from Conversation Analysis (CA) and Membership Categorization Analysis (MCA) toolkits. The data include ethnographic interviews, participant observation, and recorded naturally-occurring conversation. The data are transcribed according to Jefferson's (2004) system. My research hopes to contribute to offer analytical implications to investigate how the Macanese community members in Macao engage jointly to perform their identities in talk-in-interaction.

PAPER SESSION 9
Chair: Judith Purkarthofer

German diaspora in Sweden: migration and multilingualism in Stockholm
Anna Mammitzsch (Stockholm University)

A significant minority within Sweden are ethnic Germans, who are not only one of the biggest skilled immigrant groups in the country, but also display a long-intertwined history and tradition within Sweden (Statistiska centralbyrån 2019). Despite a high interest in qualitative studies of transnational and multilingual identities, none of them has been applied in a Swedish-German context. Instead, current literature considers

mainly migrants from outside central Europe (Emilsson et al. 2014; Baser and Levin 2017) and German migration is only researched to countries other than Scandinavia (Schulze et al. 2008; Stevenson and Carl 2008).

Therefore, this ongoing PhD project focuses on narratives of migration by and reported language practices of the German diaspora, specifically from members of multiple generations, who engage in German interest groups in Stockholm that facilitate contact between Germanspeaking migrants. By applying participant observation, semi-structured interviews, explorations of language portraits and focus group discussions, the aim of this project is to contribute, from a linguistic ethnographic perspective, to the study of discursive identity construction of transnational individuals and examine the interrelation of time and place in context of migration and multilingualism.

The leading questions are: "How do German migrants narrate their experiences of migration, language and identity and position themselves in relation to social categorizations?", "To what extent do public discourses influence these narratives and are addressed during storytelling?" and "How do multilingual repertoires of German migrants impact their identity formation and migration experiences?"

At the time of the conference, I will present first findings of two data sets: ethnographic field observations of key participants and narrative interviews including the discussion of language portraits. These preliminary results will allow the reassessment of social identity constructions and the production of meaning through discourses and ideologies in the context of transnational mobility and multilingualism in Sweden.

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Investments in heritage language: A comparative case study of Turkish Speakers in Sweden and France

Berrak Pinar Uluer

This study investigates the experiences and perspectives of Turkish heritage language speakers' investment in using and learning the language as well as their reasons to attend heritage language courses by considering the influence of host societies' ideologies and acculturation patterns. The study is conducted through semi-structured interviews and language portrait methods on 11 immigrant descendant participants: 6 living in Sweden and 5 in France. The learners were expected to have acquired enough experience with heritage language and heritage language classes to determine the investments and expected benefits to be obtained. The results illustrated that the investments in Turkish HL were made considering the value of multilingualism in the world and for belonging to the imagined community of Turkish speakers in Turkey but with slightly different desires between two groups. It is found that in Sweden, participants invested in HL to see Turkish as a resource in their multilingual capital and reflected flexibility to choose and use HL which mirrored Sweden's and Swedish society's pluralist ideology about languages. Whereas in France, HL investments are found to be based on claiming heritage identity which is seen important for the private spheres of participants, but in the public sphere the monolingual norm was adapted as the assimilationist ideology requires. Findings showed that when minorities' heritage values and languages are recognized and credited in the society, the attachment to heritage language and heritage language identity gets less significant compared to the assimilationist language ideology. This study illustrated the potential that how majority societies' ideologies and the countries' acculturation patterns might have an impact on immigrant descendants' own language ideologies.

PAPER SESSION 10
Chair: Karin Tusting

Voice and textual identity in marketing practice
Giovanna Battiston (Sheffield Hallam University)

This paper reports on the findings from my EdD thesis into the writing experiences of individuals engaged in the marketing of a university. The rationale for the thesis was to take a lens to the 'inside reality' (Cook, 2006) of the marketing discipline as social practice and reveal aspects of the backstage work that produces the externally-facing texts that make and monitor the identity of the organisation. From a critical perspective, this is important because it helps to illuminate how market making is shaped by the discursive practices of its actors. A university was an appropriate site for this field study because the global higher education sector is increasingly subject to a marketisation agenda which works to re-position knowledge production as a commodity and applies the logic and rules of market competition to what previously was primarily part of public sector provision. The thesis is based on the findings from a six-month linguistic ethnographic field study that investigated the experiences of nine marketing practitioners who wrote regularly in their jobs. Linguistic ethnography is an interpretive approach to socio-linguistic research that studies situated practices from the perspective of the actors involved. It is aligned with social

constructionism which holds that social realities and identities are created and maintained in communication with others and not in pre-existing structures (Berger & Luckmann, 1967). The study took a cyclical 'talk around texts' (Lillis, 2008) approach to exploring marketing writing as social practice in the relational exchanges between stakeholders. The findings conclude that marketing writing emerges through a dynamic interplay of four textual selves. In view of the humanistic management movement that calls for a re-thinking of business practice, I argue that it is time for a marketing literacy that recognises the relational and responsible aspects of marketing writing, as well as its agentic possibilities.

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Linguistic tensions and negotiations. The unexpected complexity of backstage bad news writing and text production
Barbara Pizzedaz (Vienna University of Economics and Business)

Service providers frequently send private customers unpleasant news concerning changes in contracts, rejection of insurance claims, and so on. Post-purchase communication plays a crucial role in maintaining relations with existing customers in the long term. However, limited access to companies means that little ethnographic research has been done yet on how such bad news is formulated by service providers in practice (Stahl/Menz 2014), and on what happens behind the scenes of the text production process, especially with regard to who participates in it and to what extent.   This paper draws on ethnographic fieldwork and interviews with corporate managers and lawyers in domestic and multinational companies, as well as in-house authors and external language experts. It describes and analyses the text trajectories (Silverstein/Urban 1996, Woydack 2018) of a corpus of real, unmanipulated bad news communications regularly sent to non-business clients of insurance and telecommunications companies in Austria, Germany and Italy. Preliminary findings reveal that no single department within a company is responsible for bad news communications. Indeed, in many cases the process of creating these communications involves a complex and dynamic interplay of various authors, some internal, whether professional or otherwise, others external (e.g., customers, national regulatory authorities). Moreover, all these authors work within (institutional) frameworks (e.g., corporate communication and language guidelines, legal requirements, content specifications). During the entextualisation and recontextualisation process, this can result in linguistic

tensions resolvable only through linguistic compromises consist in the adoption of various text production strategies, such as collaborative writing, text incorporation and editing, as my examples will show.

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Evangelical discourse and communication in the eye of a participant observer
Magdalena Grabowska (University of Gdańsk)

Evangelical Christianity is a rare notion in Poland, a country where more than 90% of the population declare attachment to the Roman Catholic religion. However, to find a community here or there is possible. In 2010 I joined the Baptist Church and after a couple of years I began to notice interesting for a linguist communication-based mechanisms. This reflection brought me to a point where I decided to do research on language and communication of Evangelical communities in Poland. I noted certain peculiarities related to the role of speech there. I realized that this is a crucial factor sustaining each service or church activity. This statement should be understood against the background of common Polish religious experiences which are strongly affected by the institutional, liturgical Roman Catholicism where a significant amount of visual signs, including gestures and symbols take the burden of responsibility for sustaining believers' sense of identity. The participant observation became an opportunity to discover and understand the hallmarks of evangelical communication which could be subsumed under such terms as: orality, spontaneity vs. formulaicity, imagery and relationality.

12:45-13:30: Lunch

13:30-16:15: Parallel Sessions

Panel 4
New explorations in multilingual Stockholm
Organisers: Constanze Ackermann-Boström and Rickard Jonsson

Linguistic practices employed by young people in multilingual settings have been the target of much sociolinguistic research during the past decades (see Nortier and Svendsen, 2015). This is also the case in Sweden where youth, often those of migrant descent, and their multilingual practices in the suburban areas (förorten) of the three major cities (Stockholm, Gothenburg, Malmö) has been studied intensively (see Jonsson, Årman and Milani, 2019).

Taking its cues from the earlier examinations of the urban spaces in which young multilingual speakers live and (trans)language, this session aims to re-contextualize multilingual urban spaces in a Swedish context. By presenting current research examples from the Swedish capital, the symposium will explore the potential and significance of 'new' multilingual urban areas as important spaces for young people where they construct, challenge and negotiate identities. The panel also aims to highlight multilingual youth who have been rendered invisible in contemporary sociolinguistic research in urban spaces so far. Furthermore, the panel also wants to encourage broad discussions and collegial exchanges around new ways in multilingualism research in urban spaces between presenters and attendees.

A variety of common themes related to linguistic ideology, positioning theory, linguistic practices and the idea that space is socially produced through verbal and non-verbal practices and therefore significant for identity construction runs through all five papers in this panel.

Paper 1 shows how young people between 13 and 15 years at five secondary schools use the word 'orten' (suburb) for positioning themselves and others in a school-context. Also paper 2 focusses on a school-related context by discussing negotiations of local language ideologies and proper language in an inner city high school in Stockholm through the lens of linguistic landscaping. Paper 3 investigates how a contemporary urban vernacular called Ortensvenska is used for social positioning at a prestigious inner-city Stockholm school, a space where these linguistic practices might not be expected in first place. In paper 4 linguistic practices at a detention home for young men are explored. The focus here lies particularly on humorous stylizations of Swedish dialects and urban youth styles as linguistic resources for positioning activities. Paper 5 discusses the significance of both urban and rural spaces for identity constructions of young Tornedalians, members of an autochthonous national minority, living in Stockholm.

The panel begins with a brief introduction by the panel-organizers, introducing the themes of the panel. This is followed by five 20-minute paper presentations and a 10-minute discussant commentary. The session will conclude with a whole-panel discussion with the audience.

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Jonsson, R, Årman, H, and Milani, T M, (2019), Youth language. In K. Tusting (Ed.) *The Routledge handbook of linguistic ethnography*. 259-272.
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Paper 1
Orten as a category used to define who's who in a local school context in the Stockholm region

Mirjam Hagström (Stockholm University)

This paper discusses the use of the word 'orten" in interviews, with youths between 13 and 15 years of age, in five secondary schools in two municipalities in the larger Stockholm region. Orten is an abbreviation of the word förorten and its literal translation is 'the suburb'. As the definite form implies, it does not imply any suburb, but suburbs that, through processes of socio-economic marginalization and racialization, are portrayed as problematic (Waquant 2008). Besides pointing to a specific place, the term orten is used to describe a youth style of language, 'ortensvenska', as well as a category of youths, 'ortenbarn' (Loudiyi 2016). In this sense, it relates to other racialized labels and categories that take form in intersections of unequal class, gender and spatial relations, such as 'Rinkeby Swedish' and 'suburban boys' (Jonsson 2015). However, orten differ from these to some extent, since it is also a symbol for a collective political resistance and a reclaiming of the suburb by its inhabitants (Sernhede et al 2019). With this backdrop, the aim of the paper is exploratory and analyzes how young people use the term orten when talking about themselves and others in the school context, and focuses on how notions of place, race and class is invoked in their talk (Jonsson 2015).

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Paper 2
Speaking Ortensvenska in prestigious spaces: Contemporary urban vernacular and social positioning in an inner-city Stockholm school
Mari Kronlund (Stockholm University)

This article investigates how a contemporary urban vernacular (CUV) (Rampton, 2015) called Ortensvenska is used for social positioning at a prestigious inner-city Stockholm school. Previous studies have indicated that CUV is often a feature of those on the societal margins, but little research has focused on prestigious spaces where high-achieving students challenge these stereotypes. Drawing on linguistically oriented ethnographic fieldwork among students at a prestigious school, we show how Ortensvenska is used to construct space, class, and identity in everyday school life. It was found that the use of Ortensvenska maintains social asymmetries between class, ethnicity, and place among

students at the school. The paper also shows how these linguistic practices blur a fixed separation between languages, styles, and places. We suggest, therefore, that space plays an important role in the analysis of youths' language practices.

References
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Paper 3
"A THIIIEF!": Stylization, humor and representing the Other at a detention home for young men
Anna G. Franzén and Rickard Jonsson (Stockholm University)

At a detention home where young men are held in custody because of, mainly petty crimes and drug abuse, many areas of commonality between the detained youth are problematic for staff members to draw upon. This paper shows how various linguistic styles make up important recourses and are readily drawn upon humorously as means of creating rapport, as well as alleviating a boring and tedious everyday life at the detention home. Through humorous stylizations (Coupland, 2007) of (a) various Swedish dialects and (b) urban youth styles, staff and youth are "doing ridiculous" (Jaspers, 2005) together, and thus construct various subject positions including that of the "thief". Drawing on critical humor studies (Billig, 2005) we highlight the ambivalent aspects of humorous stylizations, as well as their intrinsic connection to social order. Being able to successfully and humorously tease others by stylizing various linguistic styles is highly valued in the local masculine order (Evaldsson, 2005) at the home. Humor also serves to convey disciplinary messages and simultaneously constructing rapport across authority lines in a highly unequal context. Furthermore, with help of humorous stylization of the other's voice the participants can both make fun of, criticize or embrace the imitated position. This plethora of meanings allows the audience to laugh at the Other, at the same time as humor may disrupt and challenge established stereotypes. However, also unlaughter, or what Ahmed (2010) calls the killjoy–the one who does not laugh–may be an equally powerful social tool in the interactions. Through the combination of urban youth style and stylized dialects, the "thief" is constructed as a simultaneously laughable and admirable position in the detention home.

Paper 4
 "Sometimes I wonder whether I am allowed to learn Meänkieli" – Linguistic ideology and identity construction of young Tornedalians in Stockholm
Constanze Ackermann-Boström (Uppsala University)

In 1999, Meänkieli (also known as Tornedal Finnish) as well as Finnish, Sami, Romani and Yiddish were declared official minority languages in Sweden. This political decision marks an important shift in Swedish minority politics as these languages were now considered to be part of Swedish cultural heritage and therefore they must be protected and promoted within Swedish society. Consequently, these new legal frameworks also opened additional spaces for minority and indigenous language use. Meänkieli has traditionally been spoken in Northern Sweden, especially in the Tornedal region near the Swedish-Finnish border. Due to long assimilation politics by the Swedish officials and domestic migration to Southern parts of Sweden the number of Meänkieli speakers has been decreasing dramatically during the 20th century.

This paper explores how young "new speakers" (O'Rourke et al. 2015) of Meänkieli in Stockholm are negotiating multilingual spaces for language use. Drawing on small stories and positioning analyzes (Bamberg & Georgakopoulou 2008) the study shows how language practices and ideologies of the young Tornedalians are intertwined and have an impact on language revitalization processes and their identity construction. The study reveals that multilingual Meänkieli spaces are influenced both by interpersonal relationships as well as their language beliefs and language attitudes. In addition to this, the analysis also shows how legal frameworks and regulations regarding national minorities in Sweden impact on young Meänkieli learners' linguistic ideologies and how their language awareness shapes and influences the language revitalization process.

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PAPER SESSION 11
Chair: Rafael Lomeu Gomes

The fear of the slippery slope: Conscious suppression of modality in family language policy
Annelies Kusters (Heriot-Watt University), Maartje De Meulder (University of Applied Sciences Utrecht) and Jemina Napier (Heriot-Watt University)

This presentation examines 'family language policy', more specifically the language practices and language ideologies of three multilingual deaf/hearing families. Using data from videorecorded family interactional data, field notes, language biographies, interviews and language portraits, our analysis focuses on the use of the modalities of signing and speaking in these families.

In their everyday lives, most of the deaf parents and grandparents in the families do not only sign, but also use speech at times, depending on context. However, even if deaf parents/grandparents do speak, they may not be able to sensorily access the speech of others' – primarily hearing children or grandchildren. This is one of the reasons each of the families made a conscious choice to sign with the hearing children. This decision about modality was more important than the decision which (sign) language(s) to use.

Underlying this decision was the fear that if speech or signspeaking (signing and simultaneously speaking with voice) is used (too much), it means going down a slippery slope with the spoken modality gradually taking over, both for hearing family members who don't feel comfortable with/proficient in signspeaking, and for deaf family members who find it difficult to access some forms of signspeaking (because of the spoken language grammatical contamination of the signed output).

Within these signing families' language policy, there thus exists a conscious suppression of modality (in the sense of prioritizing signing over speaking or signspeaking). Yet when analysing the interactional data, we found that the extent to which voices were used was higher than we expected. Still, the parents in the families felt their use of speech or voice was generally "under control". In the presentation we discuss examples of language practices, strategies and ideologies in relation to modalities, and they are mutually shaped in family language policy.

Teasing and playfulness in translingual family interactions
Ragni Vik Johnsen (The Arctic University of Norway)

Despite a consistent interest in multilingual families and "family language policies" during the past decade (cf. King Fogle and Logan-Terry 2008) there is still little research on multilingual family interactions and on how family members from different generations use their multilingual resources, and to what ends (but see e.g. Said and Zhu). This presentation focuses on how multilingual family repertoires are used by adolescents in family interactions. It investigates the cases of three multilingual families living in Northern Norway. The families have in common that they have adolescent children (13-19 years old), that one of the parents has emigrated from a Latin American, Spanish-speaking country and Spanish is one of the linguistic resources the family members share. Employing a close, interactional sociolinguistic analysis of mealtime interactions and metalinguistic commentaries, the paper investigates how the adolescent family members relate to, and make use of their multilingual resources in teasing and playful talk (cf. Lytra 2008). The paper argues that such playful and creative verbal activities play a vital part in multilingual family interaction: Through their metalinguistic talk and playful translingual practices, adolescent family members challenge and negotiate family roles and identities, exert agencies, and demonstrate metalinguistic awareness and sociolinguistic control. Based on these findings, the paper discusses how interactional analyses of everyday interactions contribute to our understandings of how social and linguistic norms are negotiated in multilingual families.

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Listening carefully: the student experience as the impetus and means of social change
Andrea Leone-Pizzighella (University of Pennsylvania)

Narrative is a crucial means for developing a more complete picture of a given phenomenon in linguistic ethnographic research. In the case of one school in central Italy, student and teacher narratives not only provided a foundation for better understanding classroom interactions; they also raised important questions about the social underpinnings and consequences of the tripartite Italian education system. In this system, parents of middle school students are advised by teachers about which secondary school their child should attend (college preparatory, technical, or vocational), making the child the object of evaluation by teachers who often rely on stereotyped or idealized conceptualizations of these schools in order to make their recommendations. This is a tradition shared by school systems around the world, but in the 21st century it is important to ask: What does it mean for children's socialization when they arrive at secondary school "prepackaged" as a particular "type" of student? What are the alternatives? And, importantly, (how) can teachers manage the ongoing identity work that occurs in such education spaces?
This presentation draws on narrative and discourse data from a ten-month linguistic ethnography in the Fashion specialization of a vocational school in central Italy. Via weekly classroom observations and unstructured interviews, I recorded several hours of talk about students' school experiences and teachers' readiness to mediate them. These talks also raised questions about the effects of dividing the secondary school system into separate and often distant forms of schooling, both as this pertains to the student experience and to teachers' professional formation. In this presentation, I argue for the value of incorporating student voices in teacher education programs (in Italy), and I argue that teacher-led social change and school reform are needed in order to better prepare students for participation in a democratic society.

Break

Critical literacy despite diglossia? Data from Cypriot schools
Stavroula Tsiplakou (Open University of Cypros)

The Greek Cypriot speech community is diglossic; Cypriot Greek is the naturally acquired variety and Standard Greek is the superposed variety. Past education policies dictated strict adherence to the language curricula of Greece, with no reference to linguistic variation, which resulted in further stigmatization of Cypriot Greek and increased linguistic prescriptivism (Hadjioannou et al., 2018). Through the presentation of two pedagogical interventions (AUTHOR et al., 2018), we show how nonstandard varieties can become a useful tool for fostering metalinguistic awareness and critical literacy. The two interventions took place in a Grade 4 and a Grade 5 elementary school class, one in an urban and one in a rural school, with typical populations of 30 students each; each intervention lasted 2 teaching periods, and authentic teaching materials were used. Data from classroom interaction were collected with ethnographic tools (participant observation and audio recordings). In these interventions, contrastive analysis between Cypriot and Standard Greek was deployed in order to foster metalinguistic awareness not only of grammatical structure and lexis but, crucially, of sociolinguistic / register / stylistic variation. The data showed increased awareness not only of the extent of the students' linguistic repertoires but also of appropriateness of use depending on register, genre, tenor, etc.; crucially, standard and dialect features in different genres were consistently commented on by students in terms of their in dexicalities . The interventions were therefore instrumental in honing awareness of the social-semiotic dimension of language, which is central to fostering critical literacy skills in the face of diglossia and a linguistically prescriptive educational context.

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"I know it's not as simple as that, but ... that's what the law says": conflict talk in "translating" the law to clients in asylum legal advice provision
Judith Reynolds (Cardiff University)

This paper critically interrogates the metaphors of the lawyer as translator and mediator between legal and lay perspectives (Maley et al., 1995), by analyzing conflict talk in the context of an immigration lawyer delivering legal advice to refused asylum applicants. It focuses on instances of legal advice concerning the principle of internal relocation in asylum law, i.e. ineligibility for asylum where a person is able to escape persecution by relocating within their home country.

The paper analyses interactions from immigration legal advice meetings, drawing from a linguistic ethnography of lawyer-client communication within a UK city-based not for-profit advice service. Instances of conflict talk (Grimshaw, 1990), realized in the data as lawyer-client exchanges in which advice about the internal relocation principle is contested by clients, are examined.

The analysis reveals negotiation between two conflicting perspectives, each informed by different cultural norms, in these episodes of conflict talk. The norms of interpretation and enforcement of international refugee law in the UK – a politico-legal culture influenced by UK cultural norms - are invoked in the lawyer's talk. As these are confronted by the different cultural realities of the clients seeking advice, discursive conflicts arise. Whilst the lawyer interactionally manages these conflicts using a range of relational strategies, the immigration law perspective is also imposed as the dominant frame. Although the lawyer does function as a mediator between perspectives, this mediation activity is constrained by the hegemonic status of the law, a structural agent of power (Block, 2013).

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PAPER SESSION 12
Chair: Robert Sharples

The promise of an 'internationalisation' to come? Towards the transformation of racial and language ideologies in contemporary university life
Luke Holmes (Stockholm University)

The set of administrative and policy processes termed 'internationalisation' is increasingly turning universities across the globe into border-crossing spaces, drawing students and staff from evermore diverse geographical locations. Moving beyond work that focuses on the sociolinguistic effects of such transnational academic mobility on student identities, this study takes the experiencing subject as its starting point. From there it draws on poststructural and interactional perspectives that reveal how speakers constitute themselves and others through language (cf. Busch 2017). In order to illuminate these 'on-the-ground' practices and processes, this linguistic ethnography uses interview and interactional data gathered inside and outside of classrooms in a social sciences department in a major Swedish university and focuses on the lived experiences of one key participant. With such an approach I have been able to pinpoint circulating monolingual and racial ideologies, i.e. of "languagelessness" (Rosa 2019), as well as the ways in which these ideologies come to be transformed through certain interactions that go

beyond the affirmative and enjoyable and which I here characterise as 'blissful' (see esp. Barthes 1989). It is in such instances whereby the always present, differential vibrations of multiple voices are heard, felt and legitimised, I argue, that the promise of a certain blissful 'internationalisation' of HE can be delivered.

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Political and linguistic borders among Romeika speakers in Cyprus: Language contact, language shift and language maintenance in politically sensitive areas
Elena Ioannidou (University of Cyprus)

The current paper presents an ongoing ethnographic study of the linguistic community of Romeika speakers in Cyprus, i.e. Turkish Cypriots who spoke or still speak Cypriot Greek as a home language. The unique characteristic of this group is that they have Cypriot Greek, and not the language of their affiliated group (Turkish), as a home language. After the de facto partition of the island in 1974 and the violent separation of the two communities, there was limited contact between the Romeika speakers and the rest of the Greek-speaking populations, creating in this way local linguistic enclaves. With the opening of the border in 2003, the Romeika speakers re-established contact with Greek.
The aim of the current paper is to present data from this longitudinal ethnographic study on issues of,
 (a) language maintenance and language shift among the Romeika speakers
 (b) expanding/shifting linguistic repertoires in relation to the concept of border as a discursive category (Urciuoli, 1995)
 (c) issues of language values and language norms especially in relation to speaking the language of the "other" and speaking a "basilectal" form of Greek.
The project employed the approach of social networks (Milroy, 2002) where eight networks of speakers were created, based on social and family networks: "key informants" were located and an expanding network of friends and family was built. The main data collection methods were ethnographic interviews, life histories and participant observation of the speakers situated in their natural setting.

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Language across time and space: Following UN-refugees from the DRC to Norway
Guri Steien (Inland Norway University of Applied Sciences)

In 2018 and 2019 Norway hosts about 2000 UN-quota refugees from the Democratic Republic of Congo. Most of these have been refugees in Uganda before being resettled to Norway. In this paper, I present an ongoing project where I follow 12 of these individuals through their migration process. I met them for the first time when they attended Cultural Orientation, conducted by the International Organization of Migration (IOM) in Kyangwali refugee camp in July 2019. I then visited them when they just arrived in Norway (August-September 2019) and after they started mandatory the Introduction Program for refugees in Norway (October-December 2019). My data consist of ethnographic interviews with the participants and other actors (social workers, teachers) and observations from Cultural Orientation and Introduction Program classes.

I will focus on the participants' narratives about language with emphasize on how time and space influence and shape their experiences, from their imagined identities as speakers of Norwegian while in Uganda; to their encounters with linguistic barriers while arriving in Norway and though their processes of learning Norwegian both formally and informally. In the analysis, I will draw on Norton's (2013) notion of *Investment*, which offers an approach to language learning that takes into account the changing and dynamic nature of individual identities and the relationship between language learning and power relations. I will show how the participants' investment in learning Norwegian changes across time and space in relation to the changing realities to which they are confronted and which they are themselves shaping

Break

Chair: Magdalena Grabowska

Linguistics in drama: Exploring collaborative working processes in drama rehearsals
Andrea Milde (Nottingham Trent University)

What is going on in drama productions? How do theatre groups work, learn and perform? Drama processes such as drama classes and theatre rehearsals are complex and rely on the spoken communication between the participants. Linguistic-communicative research has rarely been carried out on theatre practice and its authentic discourse, which constitutes part of the everyday working process for theatre practitioners and drama educators. In this paper I will present the general approach and method I have developed for analysing drama working processes and explain how it can be applied in the various fields of communication in drama such as in drama education. This method allows me to break drama processes down into phases and analyse them using linguistic-communicative categories.

The communication in drama processes can vary a lot, depending on the participants, a group's particular way of working, individual directing style, the rehearsal space, and other factors. I regard it is as essential to investigate the communication in artistic working processes in order to find out what is actually going on in those processes and how are they embedded in the wider context. Drawing on video-ethnography the filmic medium enables me to look at the wider context of the creative discourse.

This paper is based on a new approach to applied linguistics and drama (and to other performing arts) that uses a linguistic-communicative perspective to look at rehearsals and other preparational interactions involving a spoken artistic text production process (XXX 2007; 2012; 2019). This approach draws on a combination of spoken discourse analysis (e.g. Cameron 2001; Jaworski and Coupland 1999; Schiffrin 1994), and an adapted version of critique génétique (Grésillon 1999; Deppman, Ferrer and Groden 2004), a contemporary critical movement in France.

Arts-based methods to understand multilingual lived language experience of children
Judith Purkarthofer (University Duisburg-Essen)

Thinking about connections of space and language, Lefevbre (1991, 16) asks whether "language – logically, epistemologically or genetically speaking – precede, accompany or follow social space? Is it a precondition of social space or merely a formulation of it?" This question is interesting when looking at different forms of multilingualism or multilingual contexts, located in the Global North, Global South or in third, potentially translocal spaces. Lived language experience is in focus of this contribution, and it is seen as closely linked to speakers, happening in local environments while at the same time connected to global discourses and contexts. Drawing on earlier research with multilingual families, the aim is to present a new research design for research with school-aged children across several European countries.
Collaborative drawing and writing activities are used with school-aged children and these visual methods served as tools along with interviews and longitudinal interactional data to understand the connections between intentions, policies, experience and practices regarding language use and the spaces they inhabit. Adding to earlier projects, an online exchange platform is integrated into the research design to enable the

children to communicate with each other across national borders, making use of their school languages, e.g. German or English, but also their family languages as well as earlier school languages, e.g. Arabic, Polish or French. Arts-based methods are investigated and their use to explore private and personal experiences is reflected upon. Creative practices provide a welcoming window into the subjective realms of emotion, thought and desire. Using these tools to go beyond students' surroundings and to share experiences across classrooms, may be challenging but can also strengthen the expressive power of public display and shared discussions and they might even be successfully used to explain, exhibit and evoke responses from other students and teachers.

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PAPER SESSION 13
Chair: Seyed Hadi Mirvahedi

Sanctioning body: Text, embodiment, and affect in instructional practices
Alfredo Jornet Gil (University of Oslo) and Ivana Guarrasi (University of California San Diego)

Traditional approaches to learning and instruction tend to focus on cognitive, intellectual aspects, often characterizing ideal instruction as one in which formal, rational control is cultivated and achieved. More recently, however, attention has begun to shift towards better understanding the way affective and pragmatic aspects may be not just peripheral ornaments of what it takes to achieve competent practice through instruction. With the aim to contribute to the later body of literature, in this study we conceptualize and empirically examine affect and embodied interaction as being not just peripheral, but rather central to instructional practice. More specifically, we study the pragmatics of text interpretation in two types of reading practice. The first type of reading practice involves learning to read scripts in readers' theater at a primary school. The second type of practice examined in this study involves reading clinical case scripts for the purpose of performing simulated patient in medical training. In both these practices, there is embodied instructional work to move from text (script) to instructed action. In contrast to other forms of reading, the two cases explored demand that readers achieve particular ways to exhibit affective engagement through demonstrably affective performance. Contrasting the two cases allows us to discuss the ways in which achieving such affective performance, which involves the sanctioning and modelling of non-textual aspects of reading, involves itself forms of embodied, affective, instructional relation.

Cosmopolitan London: Talk about space and place in the interactional construction of an international community of Spanish speakers
Hannah King (Birkbeck, University of London)

In today's globalized world, increased mobility has had significant effects on multilingual and multicultural communication. London is a particularly diverse urban center and hosts a large, heterogeneous, and understudied Spanish-speaking population. Existing research focuses on Latin Americans, but neglects more geographically diverse groups, with few studies that consider Spanish-language interactions.
The Spanish Language Group (SLG) at the center of this study represents an understudied, yet increasingly common research context, which reflects heterogeneous socialization common in urban settings. Existing studies on language groups have a pedagogical and English-language focus, neglecting sociolinguistics within language-driven social groups. This study considers the interactional relevance of talk about a multiplicity of spaces and places and adds to current debates around fixity and fluidity of languages and identities. It also expands the scope of previous work on discourse and identity in voluntary associations (e.g, a Taekwondo group, Malai Madsen, 2015) and seeks to understand how "superdiversity produced through migration complexifies space through layers of space and place relations" (Higgins, 2017, p. 113). Following Linguistic Ethnography, naturally occurring conversations were recorded alongside ethnographic observations and semi-structured interviews. Interactional analysis has explored talk about space and place, focusing on the local, Spanish-language places, and other global locales. Crucially, "talk about place becomes talk about identity" (McCabe & Stokoe, 2004, p. 2).Preliminary findings suggest that through talk about space and place participants orient towards a range of spatial identities to construct themselves as an international community of Spanish speakers.

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Madsen, L. M. (2015).*Fighters, girls and other identities: Sociolinguistics in a martial arts club*. Bristol: Multilingual Matters.
McCabe, S., & Stokoe, E. H. (2004). Place and identity in tourists' accounts*. Annals of Tourism Research*, 31 (3), 601-622

Semiotic landscapes from emic and etic perspectives
Anja Pesch and Hilde Sollid (The Arctic University of Norway)

Our paper discusses methodological opportunities and challenges in the study of semiotic landscapes in educational institutions. Theoretically the study of semiotic landscapes is based on the concept or schoolscape (Szabó 2015, Brown 2012), which is related to the concept of linguistic landscapes, but places these in an educational and institutional context. Schoolscapes can be understood as linguistic landscapes that include

educational aims as well as pedagogical ideologies. As part of the institutional context, they project ideas and messages about what is officially accepted, legitimized and supported or not. The term schoolscape implies an idea of formal schooling, which differs from the pedagogical approaches in early childhood education and care institutions in Norway. Therefore, we have chosen the term semiotic landscape to cover the idea of a landscape involving various and multimodal semiotic resources.

The importance of including both synchronic and diachronic, emic and etic perspectives in the study of schoolscapes has been emphasized (Brown 2018), and a growing body of ethnographic research has focused on the combination of methods (Laihonen and Szabó 2017, Szabó 2015, Szabó and Troyer 2017, Brown 2012). In our current study, we discuss opportunities and challenges involved in this form of research. From our epistemological perspective, semiotic landscapes are changing from day to day (cf. Gorter 2006, 2018, Blommaert, 2013), while the research process and main methods of documentation (pictures and interviews) create frozen representations. In our studies, we aim at integrating the different perceptions. To achieve this, we have collected data in dialogue with teachers. In the analysis, we view the landscape with our etic and synchronic perspective and then combine these with the teachers' emic and diachronic perspectives. This approach gives the opportunity to interpret complex discourses and to show some of the dynamics included in the practices connected to the semiotic landscape.

Break

Chair: David Poveda

Tuning in: Toward sensory, attuned sociolinguistic ethnographies
Sabina Vasker

This paper presents an interdisciplinary methodological approach to investigating migrant family experiences of adaptation and shift. It reports on the data collection phase of my research with multilingual families in Oslo, drawing on sensory methodologies (Coleman, 2017), rhythmanalytic approaches (Alhadeff-Jones, 2016; Lyon, 2018), and mobile methods (Buscher et al., 2018) to illustrate how sociolinguistic ethnography could benefit from a more diverse methodological toolkit. In so doing, I embrace the notion of 'attunement' in research design and data collection – the need to adapt to unfolding circumstances and coconstruct methodology in situ in order to achieve a sense of 'flow'. I also comment on the participatory research design, noting the importance of engaging participants as researchers and therefore co-creators of meaning and method.

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"Our nation trying for a rebirth right now": transformative walking through Crimean Tatar 'spaces of otherwise'
Natalia Volvach (Stockholm University)

In geographically, economically and politically peripheral, yet central spaces (Pietikäinen & Kelly-Holmes, 2013), individuals rely on certain multilingual practices to create their own normativities and to manifest their own identities. Crimean Tatars, an ethnic group pushed out to the peripheries, 'exercise their agency' and live 'what is important to them' (Stroud, 2018: 5) through creating 'spaces of otherwise'. This paper builds on Linguistic Citizenship (Stroud, 2018) and utilizes the walking tour as an inclusive research method within the linguistic landscape tradition (Szabó & Troyer, 2018) to understand space-, place- and sense-making practices and their transformative force during an ethnographic practice. Being primarily introduced as a 'trip to beautiful places', the walking tour transforms into a narration about deep-rooted intergenerational sense of loss, pain, and displacement, where the locals use various strategies to resist the larger system of social inequality and injustice. This paper analyses some of those strategies, specifically the spatial practices of land squatting, place (re)naming, graffiti spraying, but also the shifting of normative functions of certain places, such as cafes or religious sites. Examination of material artefacts through the linguistic landscape lens, together with a careful analysis of participants' narratives during a walking tour, helps to reveal how the locals use their multilingual resources and contingent materialities to create 'spaces of otherwise', i.e. differential cultural, religious, and political spaces, in the context of the Crimean Tatar layered history of displacement.

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16:30-18:00: Keynote 3

Citizen sociolinguistics and ethnography – Different, but the same? Critical perspectives
Bente Ailin Svendsen (University of Oslo)

Recently, Citizen Science (hereafter, CS) and its offshoots, such as Citizen Sociolinguistics, have gained momentum (e.g. Golumbic et al., 2017; Kasperowski et al., 2017; Rymes & Leone, 2014; Svendsen, 2018). CS involves citizens in doing research and has at least a 200 year-long tradition within the natural sciences, dating *inter alia* back to Linné's engagement of lay people in his work on the typology of animals and plants in the mid-18th Century. Citizen Sociolinguistics is defined as engaging lay people in carrying out sociolinguistic research, in collecting, registering, analyzing, and interpreting data relative to the levels of citizen involvement and collaboration, research questions and design of the CS-project (Svendsen, 2018, p. 139). CS is particularly highlighted as a feasible method for collecting quantitative or big data (e.g. Lewenstein 2016).

In this paper, I argue that CS is a feasible method to collect qualitative data as well and allows us to collect data in situations and from people that might otherwise be difficult to access. As such, Citizen Sociolinguistics resembles ethnographic methods, particularly the use of field workers. Based on a Norwegian CS-project where all pupils in a Norwegian school were invited to be language researchers, this paper presents some of the data the citizens collected and discusses them in light of today's language education policy in Norway. Moreover, it discusses the relationship between Citizen Sociolinguistics and linguistic ethnography and the advantages and challenges of Citizen Sociolinguistics.

The paper addresses recent political calls for democratization of research, where CS and crowdsourcing are highlighted as preferred methods (e.g. Memorandum by the White House: Executive Office of the President, 2015; EU draft for FP9). The paper discusses whether CS can contribute to such democratization processes, as well as to solve some of the grand societal challenges of today.