BOOK OF ABSTRACTS BELOW

Explorations in Ethnography, Language and Communication 10 – PROGRAMME (Updated on 15th of August v2)

Monday 18th of August	

09:30-10	Registration
10.00-10.15 **4A.0.69**	Welcome
10.15-11.15 **4A.0.69**	Plenary Lecture **Charles Briggs** (US): *Decentering Practices for Producing Incommunicability - From Trump 1.0 to 2.0*
11.15-11.30	Break (outside 4A.0.69)

	4A.0.68 Chair: Anne Larsen	**4A.0.56** Chair: Janus Møller	**4A.1.68** Chair: Andreas Stæhr	**4A.1.60** Chair: Dorte Lønsmann
11.30-11.55	**Natalia Ganuza, Zoe Nikolaidou, & Maria Rydell**: Agentive responses to shifting material and ideological conditions: Heritage language education in Sweden	**Jessica Bradley** & **Sari Pöyhönen**: Arts-based, arts-informed linguistic ethnography: Creative explorations in blurring methodological and epistemological boundaries in research	**Laura Delaloye Saillen, Yulia Kukles** & **Daniel Perrin**: Tackling the digital turn in the linguistics of newsproduction	**Lukas Espenes Kosner** & **Ragni Vik Johnsen**: Exploring Multilingualism in Education: Biographical Approaches
11.55-12.20	**Nicolas Femia:** What we talk about when we talk about language: A narrative analysis of experiences of multilingualism in a Swedish school	**Mari J. Wikhaug Andersen**: Reflexivity and professional affinity in linguistic ethnography: The case of a teacher-turned-researcher	**Janus Mortensen, Sanne Larsen** & **Sam Goodchild**: LE, AI and contemporary academic practices: Challenges and opportunities	**Bunya Suzuki**: A linguistic ethnography from an English language classroom in a Japanese secondary school: Reproduction of power and unidirectional classrooms

12.20-12.45	**Katy Highet**: ESOL, migration and the far-right	**Heini Lehtonen**: From linguistic ethnography to participatory methods in sociolinguistics: Expertise, ownership, and researcher's position	**Rafael Lomeu Gomes**: Generative artificial intelligence and linguistic diversity in Danish higher education	**Xuejie Shen & Yang Gong**: Exploring Translanguaging Practices in a Diverse Background Chinese Language Classroom in Macao: A Transpositioning Perspective
12.45-13.10	**Ingrid Rodrick Beiler** & **Joke Dewilde**: Biography, materiality, and affect in hybrid, bilingual English teaching to adult refugees in Norway	• **Helen Simons & Elena Ioannidou**: Encountering Sensitive Issues: The Practical and Political Art of Democratic and Caring Ethics in Ethnographic and Qualitative Research	**Gavin Lamb** & **Pierre du Plessis**: Tracking Multispecies Intimacies in the Digital Anthropocene	**Ragni Johnsen**: "It is hampering, not helping" – positioning English in language introduction classes in Norway
13.15-14.15	Lunch: Wicked Rabbit, building 6A			
	4A.0.68 Chair: Katja Ø. Jansen	**4A.0.56 Chair:** Martha Sif Karrebæk	**4A.1.68** Chair: Solvej Sørensen	**4A.1.60** Chair: Samantha Goodchild
14.15-14.40	**Luke Holmes**: (Re)thinking irony and ethical discourse: Encountering difference in the internationalising university classroom	**Alexandra Opsimou** & **Elena Ioannidou**: The ethics of non-visibility: Tracing the interaction (and) discourse in ethnographic work between elderly and domestic workers	**Charlotte Sun Jensen**: Collaboration on second language socialisation in a Danish state administration	**Sanna Riuttanen** & **Venla Rantanen**: How to give back in educational ethnography? From homework help to migration policy advice to lifelong friendships
14.40-15.05	**Anne Larsen:** Evaluation of educability in independent project studies	• **Dorte Lønsmann** & **Kamilla Kraft**: Ethnographic focus groups in communities of practice: Varied and emic perspectives	**Blanka Barabás**: "This is also Hungary": the discursive and semiotic colonization of a Transylvanian space	**Rickard Jonsson** & **Anna G. Franzén**: The (laughing) man behind the uniform: Humorous learning encounters between youth and police

Monday 18th of August

15.05-15.30	**Kasper Engholm Jelby**: Generating a disciplin-AI-ry voice? Exploring generative language technology in students' academic literacy practices	**Christina Hedman, Liz Adams Lyngbäck, Enni Paul & Jenny Rosén**: Cripping linguistic ethnography: Reflections from fieldwork	**Elise Alberts**: English as a lingua divina? English-Language ideologies and religious beliefs in a multilingual church in the Netherlands	**Verónica Pájaro** & **María Florencia Sartori**: Chinos y negros. Challenging racializing discourses and the making of contemporary Argentina as a White space
15.30-15.55	**Andrea Renee Leone-Pizzighella**, **Elias Telser** & **Adele Zambaldi**: "Like us": Teaching pride, shame, and authenticity in Italian middle schools	**Helena Holgersson** & **Maria Löfdahl**: The language(s) of segregation: Ethnographic methods in the intersection between linguistics and sociology	**Christina Stein**: Linguistic integration of internationally recruited researchers	**Lavanya Sankaran** & **Constadina Charalambous**: Communicative practices and memory culturalization processes – a comparison across two conflict-affected case studies
16.00-16.15	Break (outside 4A.0.69)			
16.15-17.15 **4A.0.69**	Plenary Lecture **Adrienne Lo** (CA): On decolonial approaches: Dilemmas in the study of language in South Korea			
17.20-18.00 **4A.0.69**	LEF General Meeting			
18.00 -	Food reception/dinner (outside 4A.0.69)			

Tuesday 19th of August

9:30-10:30 4A.0.69	Plenary Lecture **Caroline Tagg** (UK): Post-digital linguistic ethnography – Understanding the role of mobile technologies in everyday lives			
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12.15-13.15	Lunch: Wicked Rabbit, building 6A			
	4A.0.68 Chair: Charlotte Sun Jensen	**4A.0.56** Chair: Sanne Larsen	**4A.1.68** Chair: Joke Dewilde	**4A.1.60** Chair: Marta Kirilova
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13.40-14.05	**Ge Li & James Simpson**: Ideology and investment in Chinese language learning of language minoritized students in Hong Kong	**Stephanie Connor**: Online-offline language policy and planning in the community - the case of Polish in Liverpool, UK	**Piotr Wegorovski & James Balfour**: Researching multilingually meets language awareness: Challenges of interdisciplinary multilingual research teams	**Annie Kangasniemi**: Student perspectives on feedback: Writing processes in L2 Swedish lower secondary classrooms
14.05-14.30	**Pauliina Puranen**: Constructing de facto language policy: Nexus analysis of migrant students' vocational assessment	**Yiran Li**: Digital Communication Practices and Translocal Belonging Among Hong Kong Based Mainland Female Vloggers	**Hilde Sollid** & **Anja Maria Pesch**: Dialogues on encounters in team ethnography	**Scarlett Mannish:** Material constraints on symbolic profit - bartering "basic knowledge" in mother tongue instruction in Sweden

Tuesday 19th of August

14.30-14.55	**Agne Kocnevaite:** Multilingualism in STEM: Insights from Transnational Education	**Sean P. Smith:** Digital ethnography: building methodological coherence in discourse research	**Verena Platzgummer:** Níl mé ach ag foghlaim Gaeilge - an autoethnographic exploration of new-speakerness and researcher positionings	**Aileen Salonga** & **Grace Saqueton:** Centering the Margins: The Affordances and Challenges of English/es in the Regions
15.00-15.15	Break (outside 4A.0.69)			
15.15-16.15 **4A.0.69**	Plenary Lecture **Line Møller Daugaard** (DK): Grievable and ungrievable lives in the language classroom - Notes on the reception of Ukrainian students in Danish schools			
16.15-16.30 **4A.0.69**	Conference closing			

Poster presentations:

Eirini Akavalou: Multilingual Study Mentoring in Greek in Primary School: A Linguistic Ethnographic Study

Linda Baeckman: 'Becoming' and 'making' Finnish-speaking practical nurses

Christina Balaska: Ethnography in times of political instability: an exploration of language ideologies in Arabic-speaking families in Greece

Gabriel Bäck: Multilingual policy as nexus of practice

Nana Clemensen & Narges Ghandchi: Careful communication. Vocational language socialisation among migrant students in the Danish care sector

Bente De Graeve: Ethnographic Study of Democratic Listening at a Climate Assembly

Jaana Kolu & Susanna Hakulinen-Bernard: Minority language speakers and identity positioning - one hundred linguistic life stories from Sweden

Marta Segura Hudson: Where Language Learning and Subject Content Meet

Emma Ahm Fuglesang: Understanding and Performance of Professional Identity

Amanda Fischer: A Linguistic Ethnographic Study of Danes in Fuengirola

Wendong Li: Undoing the "Standard": A sociomaterial investigation of language ideologies and practices at a Chinese language school in Macau

Shuyan Liu: Discursive Construction of Novice Teacher Identity in Communities of Practice in Chinese Public Schools: A Linguistic Ethnography

Elin Furu Markusson: The dissonance between the legal and affective right to learn Sámi

Venla Rantanen: Reimagining social change: How multilingual children challenge normative structures in Finnish basic education

Fatima Reda: Reception of Arabic-speaking students in Norwegian schools

Anja Bols Slåttvik: Verbal Protocol in a Microsoft Teams setting

Shulan Sun: Tastes like Technocracy: Politics and Ideologies of Commodity Value in Contemporary China

Berrak Pinar Uluer: Constructing and Contesting Language Hierarchies: A Case Study of Multilingual Students' and Teachers' Experiences in English Education in Swedish High Schools

Mariken Hedvig Weisser: At the Threshold of the Transition Between Kindergarten and School - the Role of English in Children's Language Use

Yuanyuan Zhang: Production of Space: Urban Linguistic Landscapes as Sites of Linguistic Citizenship in Portugal

10th Explorations in Ethnography, Language and Communication

10th Anniversary Edition – University of Copenhagen

Book of Abstracts

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    - Research Communication
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Charles Briggs – University of California, Berkeley

Decentering Practices for Producing Incommunicability – From Trump 1.0 to 2.0

What special insights can linguistic ethnography contribute to understanding pressing social problems? How, at the same time, can such analyses advance theory building? Here I propose to ask these general questions by focusing on one of the most serious challenges confronting U.S. science and higher education. I seek to demonstrate ways that linguistic ethnography can illuminate how science gained such a negative reputation among U.S. conservatives that Donald Trump is now enacting what he failed to accomplish in 2017-2021.

Rather than simply blaming conservatives, I examine how opposing U.S. actors constructed science in the early months of the COVID-19 pandemic. One focus is on the World Health Organization (WHO)'s declaration of an "infodemic" and its efforts to counter "mis- and disinformation." A "Mythbusters" website presented side-by-side contrasts between seemingly mistaken lay views of COVID-19 and what are taken as scientific "facts." I examine semiotic work (Gal and Irvine 2019) by WHO in March-April 2020 that placed lay accounts of the pandemic in a reductionist—and seemingly infantile—residual category, even as it presented complex, unstable, and sometimes poorly supported scientific propositions in equally simplistic fashion as scientific truth. These slides illustrated claims to scientific communicability—to transparency, clarity, and credibility—even as they transformed lay constructions into indexical icons of incommunicability, statements whose irrationality and falsity required inoculations against their circulation.

Second, I examine White House Coronavirus Task Force daily briefings March-April 2020 in analyzing how the gestures and words of physician/scientist Anthony Fauci projected perfect figure transparency (Agha 2005) through his purported translation of facts and statistics into seemingly clear, non-contradictory statements. Fauci was remarkably successful in transforming still highly speculative data into objectifications of COVID-19 and claiming referential stability for his shifting statements and recommendations. Fauci thereby assumed the mantle of the hero who defended science against misunderstanding, deliberate distortion, and dangerous recommendations. I then turn to how conservative Fox News commentator Tucker Carlson mustered the same sorts of reductionist constructions of science in claiming the figure of the true defender of science in a polemic against what he portrayed as Fauci's politicization of the pandemic. Brief analyses of official policies of the Biden administration in 2021 and Trump's in 2025, each accusing the previous president as undermining science, and popular writings by Robert F. Kennedy, Jr. (who became Trump's chief health official) point to ways that these problematic scientific semiotics—fueled by "liberal" Democrats, far-right Republicans, and scientific leaders alike—paved the way for the current decimation of funding for university-based scientific research.

There is a larger story here that goes beyond U.S. idiosyncrasies and ideologies of science. I previously analyzed a 300-year history of constructions of communicability—projections that speech and writing (ideally) provide clear, transparent, stable mechanisms for exchanging ideas (Locke 1959[1690]; Bauman and Briggs 2003). In

recent work, however, I have rejected communicability as a foundational analytic in favor of tracking how ideologies of communicability and associated practices rather *produce incommunicability* by stigmatizing populations as incapable of achieving communicability (Briggs 2024). WHO, Fauci, Trump 1.0, Biden, Kennedy, and Trump 2.0 adopted highly similar indexical orders (Silverstein 2003) in claiming the mantle of scientific communicability, even as they invoked similar (but not identical) figures of incommunicability in delegitimizing their opponents. I thus suggest that rather than charting how constructions of language varieties, practices, and populations seem to form exceptions to presupposed, seemingly primordial ideals of communicability, we might focus on how figures of incommunicability simultaneously legitimize dominant regimes of communicability and both pillory individuals and populations branded as incommunicable and enable them to craft ways of occupying this stigmatized status.

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Adrienne Lo – University of Waterloo

On decolonial approaches: Dilemmas in the study of language in South Korea

This presentation examines the challenges of implementing approaches that urge us to decolonize research. I look at recent scholarship that aligns itself with language and social justice and decoloniality, broadly speaking, in the context of attempts to reform anthropology, such as action anthropology, applied anthropology, and public anthropology. I consider the ways that researchers from different scholarly traditions. including applied linguistics, sociolinguistics, and language ideologies understand how to treat participants' beliefs, what counts as 'data', and how to situate researchers' understandings.

I examine how these approaches articulate with debates between different scholarly traditions for studying Korea. For example, while research in language ideologies generally takes a skeptical stance towards participants' beliefs about language, other research argues that these should be validated as important forms of theory. Likewise, historians of South Korea have delighted in recent years in pointing out how many things that Koreans themselves think of as emblematically "Korean", including the Korean alphabet, taekwondo, bbq, kimchi, or K-pop, can be understood, from a historical perspective, as accomplishments where foreigners played key roles. This approach has been criticized by scholars who instead orient towards a timescale of the present. These questions of epistemology and ontology impact what kinds of perspectives we take on what is or is not understood as "Korean" as well as what the stakes are in engaging in "description". For example, some would argue that presenting binary oppositions, data that reifies deficit ideologies, or hegemonic understandings of "native speakerism" is to align and support such ideologies. Instead, we should be actively engaged in writing about, giving credence to, and centering other perspectives on language and the social world. For other scholars, an adequate understanding of power requires unpacking its workings; to describe is not necessarily to align. Here too, issues of scaling and perspective comes to the fore, since what counts as evidence of resistance at one scale might be read from another as a form of alignment.

Injunctions to make scholarship relevant and to act ethically are of vital concern these days, when the very purpose of the university and its future as a research institution are under attack. By looking closely at the points of tension that are produced in trying to reconcile pragmatist, historical, and justice oriented approaches to the study of language and social life, this paper points out the difficulties that can arise for researchers trying to chart moral courses of action.

Caroline Tagg – The Open University

Post-digital linguistic ethnography – Understanding the role of mobile technologies in everyday lives

Eva, a 35-year-old Italian Catholic based in the UK, wakes up, opens her bible and sends a passage ("Luke 6, 1-5") by WhatsApp text message to a friend in her parish, before getting up and heading to the station to catch a train to work. While waiting on the platform, she sends a Telegram voice message in Italian to her sisters back in Italy, sharing with them an inspiring story she knows will resonate with their religious beliefs.

This talk puts forward a post-digital linguistic ethnography for understanding the technology-rich lives of contemporary networked individuals like Eva. Eva is not alone in living in a post-digital society which has been transformed by digital technologies and is now characterised by intricate entanglements of the digital and social. Although the implications of post-digitality for language and communication are still being deliberated, it is evident that linguistic ethnography must increasingly contend with what Jan Blommaert calls the "online-offline nexus" – the unfolding of everyday social encounters across digital and non-digital spaces. In this talk, I chart developments in linguistic ethnography towards a post-digital approach from two directions: firstly, as offline ethnographers began to observe the growing importance of the digital in their participants' lives; and secondly, as digital ethnographers moved from a focus on online spaces as constituting their own context to a recognition of the intricate ways in which the online intersects with offline lives. I then focus on my own work, homing in on two projects: the first a multi-sited primarily offline linguistic ethnography which incorporated analysis of participants' digital encounters (TLANG); and the second a smaller project which focused on exploring mobile messaging conversations in the context in which messages were sent and received (MoCo). Through these projects, my colleagues and I developed a 'day-in-the-life' methodology which explores how networked individuals move between multiple online and offline activities and encounters in the course of a typical day.

In this talk, I illustrate this post-digital linguistic ethnography by exploring extended moments taken from days-in-the-life of Eva and Debbie, two mothers living and working in the UK. Both women, who were participants in the MoCo project, were interviewed before and after keeping 'time-use' diaries over three consecutive days and submitting all mobile phone messages sent and received during that time. These datasets were analysed using an interactional sociolinguistics approach which focused on how Eva's and Debbie's mobile conversations shaped, and were shaped by, the parallel activities and encounters in which they engaged. The analysis of their distinct post-digital experiences – as shaped by their lifestyles, media ideologies, and affective responses to digital and mobile technologies – sheds light on the complex entanglements of technologies, relationships, and individual wellbeing typical of contemporary life, whilst raising questions about our current understanding of language and communication. I end the talk by reflecting on potential future developments in linguistic ethnography, including the need for linguistic ethnographers to find flexible, creative and ethical ways to develop work into private, intimate spaces whilst accommodating the increasingly post-digital conditions of contemporary society.

Line Møller Daugaard – Aarhus University

Grievable and ungrievable lives in the language classroom – Notes on the reception of Ukrainian students in Danish schools

When geopolitical tensions on a global scale lead to new patterns of displacement and forced migration, teachers in reception classes in the receiving countries are among the first welfare professionals to meet new groups of newcomers. Reception class teachers thus function as frontline workers (Ceccini & Harrits, 2022) in the educational system and at regular intervals experience drastic changes in the composition of students in the reception classes. This was the case in 2015 when Danish reception class teachers received large numbers of Syrian students, and in the wake of Russian invasion of Ukraine in 2022, Ukrainian students rapidly grew to constitute a significant group of newcomers in reception classes in Denmark.

The Ukrainian newcomers generally received a warm welcome, both in civic society and by the established political system – not only in Denmark, but across Europe. In Denmark, a Special Act (LOV nr 324 af 16/03/2022) accorded Ukrainian newcomers unique rights and privileges in terms of residence and work permits, and in primary and lower secondary school legislation, special provision for Ukrainian students was also made. This included linguistic privileges through authorisation of both Danish, English and Ukrainian as medium of instruction for Ukrainian students (LOV nr 691 af 24/05/2022) – in stark contrast to other groups of newcomers for whom Danish only is authorised as medium of instruction.

The reception of Ukrainian students in Danish schools can thus provide salient insights in the dynamics of language and (in)equality in everyday school life in Denmark. The presentation draws on insights from the interdisciplinary research project Ukrainian children in Danish schools (2022-2024) and presents a linguistic ethnographic analysis of interviews with teachers in reception classes in lower secondary school. The analysis is anchored in Butler's (2009) conceptualisation of grievable and ungrievable lives (Butler, 2009). Building on the concept of differential distribution of grievability, Butler describes how the lives of some groups or populations are consistently framed as worthy and deserving of official mourning, thereby appearing as eminently grievable, while the lives of others remain ungrievable. In the presentation, Butler's thinking is brought to the language classroom and used to shed light on Danish reception class teachers' intense emotional responses and profound feelings of professional inadequacy in the encounter with the Ukrainian students.

Roundtable 1 – Rickard Jonsson, Stockholm University & Lian Malai Madsen, University of Copenhagen

Criticality in Linguistic Ethnography

In this session we invite participants to join us in a discussion of what we are to understand as criticality in research and what challenges it entails to pursue critical research from a LE perspective. Criticality and activism have long been debated in relation to sociolinguistic and ethnographic research and continues to be so as testified by the recently published edited volumes (Del Percio & Flubacher 2024; Cutler, Røyneland & Vrzić 2025). Often, however, rejection of neutrality and objectivity in research is equated with explicitly choosing side. Still, one might also be critical of critical research being equated with one-sidedness. Particularly if the side is chosen already at the onset, shapes the entire research design and results in different analytical procedures being applied to different groups of participants. Some questions it could be more productive to ask instead of 'whose side are we on?' (Becker 1967; Hammersley 2001) are: If research can't be value-free, how do we reconcile this with being analytically 'fair'? How, when or why do we address oppressive tendencies among groups or individuals who, from a larger-scale viewpoint, are themselves subordinated and must be 'given voice'? How do we balance the investigation and dissemination of taken-for-granted assumptions among research participants with securing space for different voices? Answering these questions is certainly not easy, but we will each briefly provide some input to these and open the discussion.

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  radicalism. Qualitative Research, 1 (1), 91-110.

Roundtable 2 – Joke Dewilde, University of Oslo & Maria Rydell, Stockholm University

Working with Stakeholders – tensions and shifting relations

During this workshop, we will invite the audience to a joint discussion on various aspects of working with stakeholders as researchers. Who do we perceive as stakeholders? What role do stakeholders play in different parts of the research process? And how do relationships between researchers and stakeholders shift across contexts and scales – from grassroots levels to state-level policy making?

We will start by an introduction by the convenors who will share experiences and reflections on working with stakeholders in different contexts such as schools, cultural festivals and state agencies. Together with the audience, we are interested in discussing affordances of working with stakeholders, but also the tensions that can arise when researchers and stakeholders hold divergent understandings of the research process, have different goals for the research, and experience discrepancies between the slow nature of research and stakeholders' time constraints, as well as the ethical considerations of being a researcher interested in language and migration and working with stakeholders in times characterized by restrictive migrations policies.

Roundtable 3 – Linus Salö, Stockholm University

Research communication – Impactful scholarship and ideologies of research

communication

Socially interested linguists have ample reasons to grasp reflexively the types of "ideologies of communication" (Briggs) that pertain specifically to science, research and academic knowledge production. A baseline aim of "research communication" is to make scientific knowledge known to various publics, so as to contribute to goals such as general education or entertainment (Fleck et al. 2009). However, insofar as politicians and policy-makers constitute an audience, the objectives of research and research communication relate additionally to notions of societal impact as an effect of how knowledge travels (Howlett and Morgan 2010). In this sense, research communication is a means for making research matter and, as such, worthy of serious consideration (Mattsson et al. 2024). With this opening comment, I accordingly seek to provide input on the topic of research communication as a feature of scholarly impact. I draw on some insights gained from having recently participated in a national evaluation of Swedish universities' so-called samverkan, which is an institutionalized mission of collaborative engagement designed to bolster the role of universities as change agents (Benneworth et al. 2015). This view beckons us to break with the linear and one-dimensional idea that "knowledge is produced in scientific or other expert sectors, disseminated through other spheres, and then assimilated by publics" (Briggs 2005, 274–275) to instead envision knowledge-effects as being co-produced through processes of collaboration. Understanding impactful scholarship in this vein opens up for a meta-scientific discussion on the qualities of actionable knowledge as well as the preconditions of knowledge uptake. It also raises questions about the tasks and raison d'être of research where a set of questions may be pondered. In what ways – and to whom – do we hope that our research matters? How can we act to facilitate such ends? What characterizes the forms of research-based knowledge that travel into policy? What characterizes the processes as such? How do preconditions for mattering change over time and vary across contexts considering, for example, varying degrees of expert trust?

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Elise Alberts – Leiden University

English as a *lingua divina*? English-Language ideologies and religious beliefs in a multilingual church in the Netherlands

This paper explores the role of English as a '*lingua divina*', a lingua franca for religious purposes, in a multilingual, transnational church in the Netherlands. Although the church community consists of a diverse group of nationalities and linguistic backgrounds, English functions as a shared medium of religious expression. Drawing on ethnographic fieldwork and interviews, this paper investigates the English-language ideologies present in the church and how they interacted with religious beliefs and practices. While many of the ideologies within the church reflected broader linguistic ideologies of English as a language of modernity, unity and cosmopolitanism, participants also expressed theological ideologies that influenced and interacted with their language use. The paper examines how the church community draws on a shared ideology of a global Christianity, where English serves both as a means of connection with other Christians transnationally and as a tool for deepening their faith. Many saw the English language as a vehicle for experiencing a broader and more all-encompassing side of God. In addition, participants viewed English as an equalising language, especially in a context with many second-language speakers. Yet, this same dynamic also fostered inequalities between speakers of English as a first language and those for whom it was a second or third language. This paper argues that there is a strong link between linguistic ideologies and religious beliefs, a connection that is especially prominent in multilingual religious communities.

Keywords: language ideologies, language attitudes, language and religion, multilingualism, English as a global language

Mari J. Wikhaug Andersen -Østfold University College, Norway

Reflexivity and *professional affinity* in linguistic ethnography: The case of a teacher-turned-researcher

Reflexivity is a crucial practice in ethnographic research, exploring the position of the researcher vis-à-vis other participants, the field and the research process. In this paper I propose the term *professional affinity* (Author, 2024a) to address essential aspects of teachers-turned-researchers' reflexive practices, specifically related to researcher-participant relationships. I define *professional affinity* as the implicit or explicit familiar connections experienced between professionals in similar positions, roles and fields; connections which are not necessarily temporally constricted (e.g. former and current teachers viewed as aligned, and connections established quickly); connections often based on shared professional histories, experiences and interests; and connections which may serve to create feelings of trust, understanding, and safety in not-previously-established relationships.

I explore *professional affinity* through the lens of my own experiences being a former teacher conducting linguistic-ethnographic fieldwork in a familiar school setting (Author, 2024b), specifically utilizing spoken, audio-recorded fieldnotes from a year-long fieldwork conducted in vocational education programs in Norway.

I argue that while not established or widely used in ethnographic studies, the term *professional affinity* attends to significant aspects of conducting research in researchers' familiar professional settings, and contributes to the examination of deeper nuances of researcher-participant relationships and related reflexive practices. Adjacent perspectives are addressed in various ways in the literature, e.g. in discussions of *insiderness* in sociolinguistic research (Martin-Jones & Martin, 2017; Warriner & Bigelow, 2019) and *participant objectivation* in sociology (e.g. Bourdieu, 2003; Salö, 2018). However, I argue that *professional affinity* contributes a refined facet to such discussions – here, specific to educational settings.

Key words: reflexivity, teacher-turned-researcher, professional affinity, linguistic ethnography, vocational education

Blanka Barabás - Eötvös Loránd University

"This is also Hungary": the discursive and semiotic colonization of a Transylvanian space

The study of language and social meaning has seen an expansion of what is considered to fall under the category of linguistics, as scholars have urged for the interrogation of semiotic and material relations (Bucholtz–Hall 2016, Pennycook 2019), which is only possible through the lens of ethnography. The political agenda of the Hungarian leadership includes the promotion of socio-cultural and economic ties with Hungarians living as a minority in the neighboring countries, in territories that used to be a part of the Kingdom of Hungary before the end of World War I. A culmination of these endeavors is the Tusványos festival, held annually in the Hungarian-majority region of Transylvania, Romania. While the festival's original mission was to facilitate an intellectual dialogue between majority and minority Hungarians and Romanians, Tusványos is now better known as an exclusive political event of the governing Hungarian party. In my presentation, I show how the semiotic landscape of Tusványos echoes the dominant political discourses about the unity of the Hungarian nation, portraying Transylvania as the authentic homeland where a romanticized version of Hungarian is spoken. In addition to what the festival and its political actors communicate, many festival participants contested the geopolitical status quo in interviews I conducted by claiming that Tusványos and Transylvania are part of Hungary. This discursive and semiotic colonization entails the exclusion of anything that is Romanian. Therefore, I will also discuss such practices of erasure I observed during my ethnographic fieldwork at the festival.

Keywords: Hungarian nationalism, political discourse, semiotic colonization, festival

Ingrid Rodrick Beiler - Oslo Metropolitan University & Joke Dewilde - University of Oslo

Biography, materiality, and affect in hybrid, bilingual English teaching to adult refugees in Norway

Adult migrants' linguistic integration is commonly thought to pass through a national language. In Norway, there is evidence that English may also act as a facilitator or, conversely, barrier to educational and vocational (re)qualification. This paper considers the case of Syrian refugees enrolled in Arabic-supported digital English lessons, offered as a supplement to compulsory English courses in adult basic education (ABE). The aim of the study is to investigate the linguistic and affective strategies enacted by the Arabic-speaking online English teacher and the Norwegian on-site English teachers to create investment in language learning among marginalized adult students. The study is a digital linguistic ethnography, which combines one year of online participant observation with six in-person field visits to three ABE centers in geographically disparate suburban and rural municipalities. Data include field notes, screen recordings of online teaching, audio recordings of in-person teaching and of teacher and student interviews, photographs of learning spaces, and teaching materials. The findings show that the teachers' investment strategies are significantly shaped by their cultural and linguistic repertoires and the materiality of teaching arrangements. While the Arabic-speaking teacher uses Arabic terms of endearment and builds solidarity through commonality of background and migration experience, the in-person teachers take advantage of time and co-presence to build trusting relationships, which nonetheless vary based on the teachers' cultural repertoires. The paper sheds light on intersections of multilingual hierarchies, qualification regimes, and digital technologies with forced migration in a Nordic society.

Keywords: English, Arabic, adult basic education, digital teaching, affect

Jessica Bradley - University of Sheffield & Sari Pöyhönen - University of Jyväskylä

Arts-based, arts-informed linguistic ethnography: creative explorations in blurring methodological and epistemological boundaries in research

A linguistic ethnographic orientation has often been described as opening linguistics up and tying ethnography down (e.g. Rampton, 2007). What of, then, linguistic ethnographic research in visual arts contexts, which in themselves are sites for opening up and expansion, as well as collaboration? In this paper we examine our ways of knowing. Both authors draw on their extensive experience as linguists - specifically as linguistic ethnographers - undertaking research in collaboration with creative practitioners in the UK, Slovenia and Finland. We consider the everyday, in the moment, complexities of openness and flexibility in linguistic ethnographic research, in particular openness to the creative practices which are both the focus of and context for research observation. Examining research with visual artists in diverse communities and settings, we critically explore how arts-based research can expand and complement a linguistic ethnographic approach.

Our examples draw on two ongoing research collaborations: one in the North of England and one in Finland, both of which extend across multiple projects. Here, using the concept of productive resistance as a lens on collaborative inquiry, author 1 considers how a collaboration can grow and expand through commitment to being open to ways of knowing as well as an intellectual project with shared questions and concerns. Author 2 explores how art and activism intertwine in the life and arts practice of a visual artist. In both examples, we demonstrate how the linguistic, the ethnographic, and the creative enmesh, and we outline ways forward for arts-based research in linguistic ethnography.

Keywords: arts-based research, collaboration, opening up, methodologies, communities

Stephanie Connor - University of Liverpool

Online-offline language policy and planning in the community: The case of Polish in Liverpool, UK

This paper examines findings from a doctoral research project which employs an online-offline ethnographic approach to exploring Polish (micro) language policy and planning in the city of Liverpool, UK. In the 2021 UK Census data for Liverpool, Poland was the highest reported country of birth after England, and Polish was the third most-spoken "main" language after English and Arabic (ONS, 2021). There are therefore thousands of L1 speakers of Polish residing in the city who require access to public services and information in the Polish language.

Drawing on observations of five Polish community organisations across physical and virtual settings, and semi-structured qualitative interviews conducted with staff members, this paper highlights how micro language planning is implemented in the post-digital era. In this paper I focus on three key themes which have arisen in the data: Access to healthcare, access to housing, and access to language learning.

My findings observe a three-tiered approach to micro language planning whereby the Polish community organisation serves as a medium between Polish residents and local public services. In relation to this approach, I discuss the critical role that digital communicative tools such as social media platforms fulfil. I also highlight the affordances of such tools that enable community organisations to assist in providing language-accessible services to speakers of a community language in an English-majority speaking city. In doing so, I indicate how online communication can be pivotal to micro language planning in the post-digital era.

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Keywords: Language Policy and Planning; Online-Offline Ethnography; Post-Digital; Urban Multilingualism

Irish Joy Deocampo - University of the Philippines-Diliman

(re)mis(sed) encounters: critical reflections on positionality and reflexivity in doing linguistic ethnography

In 2019, I worked with elementary school teachers from a public school to address challenges of implementing the Indigenous Peoples Education (IPED) Curriculum for Sama Bajao pupils. The IPED seeks to guide schools and other related institutions as they engage with IP communities in localizing, indigenizing, and enhancing the K-12 curriculum. Through an NGO, I engaged in a collaborative research project with teachers, whom did not share the same mother tongue language with their Sama Bajao pupils. This prompted an important inquiry into the conceptualization of language policies in multilingual classrooms, and whether the visions of MTB-MLE in their current form can be realized in an archipelagic reality. However, the project did not fully materialize to its intended conclusions due to the ruptures and disruptions that emerged during the fieldwork including the disengagement of the teachers with the project. Thus, I revisit this unfinished/ongoing research as a site of critical reflection in illuminating the complex social relations in fieldwork. I theorize my claims from feminist critical theory and engaged anthropology. Methodologically, I draw from autocritography, a form of autoethnography that is a self-reflexive, self-consciously academic act that accounts for the individual, social, and institutional conditions within professional spaces. I propose that a critical examination of reflexivity and positionality in linguistic ethnography, first, (en)forces greater attention to how unequal social relations are created, enacted, and engendered by existing modes of knowledge production, and second, affords necessary reflections as a broad critique to the hegemonic and restricting practices of doing research.

Keywords: linguistic ethnography, critical reflexivity, autocritography, multilingualism

Nicolas Femia - University of Gothenburg

What we talk about when we talk about language: a narrative analysis of experiences of multilingualism in a Swedish school

Decolonial perspectives have become increasingly influential in research on multilingualism, critically pointing towards problematic approaches that explore multilingualism as "*a* (singular) *phenomenon*", and instead calling for perspectives that take the "*plurality of multilingualisms*" into consideration (Heugh & Stroud, 2019, pp. 6-7). To address this, the current study aims to explore how multilingual youth in a Swedish school environment construct narratives about their experiences of multilingualism, highlighting how different perspectives on language are entangled in their daily lives. Drawing on the framework of linguistic ethnography, which enables a focus on emic understandings of language, and their involvement in social dynamics, the study builds on a one-year ethnographic engagement with students at a suburban school in Sweden. Using data from semi-structured interviews, the study employs a narrative analysis of 'small stories' to show the dialogic involvement of researcher and participants in co-constructing narratives about multilingualism. Thus, this study challenges problematic assumptions about language by pointing towards multilingualisms as multiple realities, underscoring how different multilingualisms are perceived and constructed in a Swedish school context. Furthermore, this study shows how some of the students' experiences become centered while others are relegated to the margins. By doing so, it contributes to develop frameworks in which northern and southern perspectives on language are seen as inherently entangled and grant visibility to a plurality of multilingualisms.

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Keywords: multilingual youth, decoloniality, narrative analysis, linguistic ethnography

Natalia Ganuza - Uppsala University, Zoe Nikolaidou – Stockholm University & Maria Rydell - Stockholm University

Agentive responses to shifting material and ideological conditions: Heritage language education in Sweden

This presentation builds on a case study of a community-run Greek complementary school in Sweden, which has been operating for almost 60 years. For many years, it had access, free of charge, to the premises of a mainstream school. However, at the start of our study, the school's contract was suddenly terminated. After a brief period at a nearby school, followed by a few months of online teaching, the school's parental board was able to find new premises, but now must pay rent.

In the presentation, we critically examine the causes and ongoing consequences of these significant changes, and the agentive responses they have generated. We discuss this in light of recent political developments in Sweden that more broadly affect heritage language education.

Methodologically, the study uses linguistic ethnographic data collected over two years, including interviews with key actors (board members, teachers, parents and students), observations from board meetings, parental meetings and lessons, as well as e-mail correspondence and relevant policy documents. Since one of the researchers has multiple roles in the complementary school, we will also discuss how this affects the project's knowledge production and the school's operation.

Theoretically, the study is anchored in Margaret Archer's *Morphogenetic Approach* (e.g. 1995), which views structure, culture, and agency as separate but interrelated layers of social reality that each have their distinct properties and causal powers. Structure and agency are also discussed in relation to educational governance theory, particularly with respect to bottom-up and top-down approaches to governance (e.g. Thorpe & Karamanidou 2024).

Keywords: heritage language education, Greek complementary school, structure and agency, educational governance, linguistic ethnography

Rafael Lomeu Gomes - University of Copenhagen

Generative artificial intelligence and linguistic diversity in Danish higher education

Text-generative artificial intelligence (genAI) tools have had significant impact on literacy practices in higher education in the past few years. Recent studies employing large-scale surveys have shed light on broader trends regarding different uses of such tools. Yet, in-depth knowledge about the ways in which these tools are used by different actors in academia is still lacking. This linguistic ethnographic study focuses on how multilingual university students make sense of their voice and authorship in academic literacy practices that are mediated by genAI tools. In particular, it investigates (i) the extent to which students perceive that texts composed with the aid of genAI tools reflect the diversity of their linguistic repertoires; and (ii) whether students consider that their multilingual linguistic repertoire enhances/hinders their use of AI tools. This contribution reports on fieldwork engagement with multilingual undergraduate students at a Danish university during the first semester of 2025. The analysis draws on data generated with participant observation of students' group and individual work and follow-up interviews. These methods yield the empirical documentation of students' literacy practices as they engage with genAI tools to complete their academic assignments. Results of this study have the potential to problematize shortcomings of genAI tools identified in previous studies (e.g. linguistic bias) that can often be overlooked in overcelebratory accounts of the use of AI tools in higher education.

Christina Hedman, Liz Adams Lyngbäck, Enni Paul & Jenny Rosén - Stockholm University

Cripping linguistic ethnography

In this presentation, we draw on our experiences from three linguistic ethnographic projects in Sweden, here focusing on what is referred to as Accommodated Language Education for Adults, comprising adult learners with deafness, hearing impairment, post-traumatic stress disorder, migration stress or intellectual disability (see Hedman et al., 2024). From our experiences, we engage with the scholarly debate about "researching multilingually" in relation to a monolingual norm (e.g. Costley & Reilly, 2021), by bringing in studies in *ableism* (Campbell, 2009). We critically discuss our own invulnerabilities in these educational contexts, including how we incorporate (or not) linguistic care work (Henner & Robinson, 2023) in linguistic ethnography. We thus actualize ethical dimensions in linguistic ethnography by presenting examples from our fieldwork, focusing on axiological commitment with the groups we are engaging with. These examples highlight our own reflections from encounters in the field, including entering the uncomfortable, and grappling with the notion of *crip time* in fieldwork. We also discuss academic activism in relation to cripping linguistic ethnography.

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Katy Highet - University of the West of Scotland

ESOL, migration and the far-right

In the summer of 2024, racist, far-right riots took place across England. Migrants and people of colour were assaulted, hotels housing asylum seekers were set on fire, and faith-based and community institutions such as mosques and immigration support centres were threatened and even attacked. This organised violence was not without precedent: it sits within a longer history of racist, anti-migrant hostility in the UK that extends from the brutality of the National Front street soldiers in the 1970s to the everyday violence of bordering (Dear 2018) and securitisation (Khan 2022) of the last few decades. Such violence has always, however, been responded to through diverse forms of organised activism, from the activities of the Anti-Nazi League to pedagogical and scholarly anti-racist efforts (see Cushing & Govender 2024).

Within this context of increasing anti-migrant sentiment, how do ESOL (English for Speakers of Other Languages) practitioners understand their own role? To what extent do they recognise their role as a politicised one, and what consequences does this have on how they envisage their work as contributing to, or possibly resisting, anti-migrant and racist politics? Drawing on ethnographic work at ESOL institutions in Glasgow and across the UK, this presentation locates ESOL within wider histories of racism and anti-racism, asking how the concept of 'activism' in ESOL gets taken up, contested and practiced across colleges and migrant-support institutions in the UK.

Keywords: ESOL, activism, racism, anti-racism, migration

Helena Holgersson - University of Gothenburg & Maria Löfdahl - The Institute for Language and Folklore (Isof)

The language(s) of segregation: Ethnographic methods in the intersection between linguistics and sociology

In the new interdisciplinary research environment The Language(s) of Segregation: Interdisciplinary Perspectives on Spatial, Social, and Symbolic Division in Cities, funded by the Swedish Research Council (2024-2030), connections between multilingualism and segregation are studied on four levels: 1) discourse analysis of national media and parliamentary texts 1975-2025, 2) municipal anti-segregation policy and practice, 3) materialization of segregation and multilingualism in public spaces, and 4) lived experiences of segregation, multilingualism and inequality.
(https://www.gu.se/en/research/segregationenssprak) This paper focuses on the forth level, more specifically on a case study in a secondary school (högstadium) in a territorially stigmatized area in Gothenburg, where the majority of the pupils are multilingual and only 53,8 percent achieve a pass grade in all subjects.

During the spring of 2025 we are conducting ethnographic fieldwork in the school, where we participate/observe Swedish lessons in the 8th grade. The next step is to interview individual pupils, and in this paper we discuss possible methods to use. We are considering using language and place portraits, mental maps and/or walk-alongs as starting points for interviews on their experiences of their area and their school in relation to their linguistic resources, and also in relation to other places and languages in the city. This conference offers us an opportunity to elaborate on how to approach this group of informants and learn more on how young people navigate different socioeconomic and built environments based on their linguistic repertoires and ideologies.

Keywords: Segregation, school, multilingualism, inequality, ethnography

Luke Holmes - University of the West of Scotland

(Re)thinking irony and ethical discourse: Encountering difference in the internationalising university classroom

This ethnography rethinks the character of ethical discourse through a discussion of its irony. It focuses on socially exclusionary discourse in a classroom discussion at a Swedish University, which was, ironically, voiced by a racially marked international participant with a traumatic past. Engaging debates of social justice, diversity, and inclusion, the paper questions the perceived limits of teacher, student, and researcher responsibility towards others, pointing towards the fundamental irony of ethical interaction. Drawing from a linguistic ethnographic study of a highly diverse postgraduate social sciences course, this paper explores teacher, peer, and

researcher responses that both speak to and silence sociolinguistic difference and trauma (McNamara, 2020). It uses audio recordings, interviews, and fieldnotes to exemplify the perceived and real challenges that appear to prevent actors from taking responsibility in response to others' troubling discourse. As a characteristic of contemporary sociality, as opposed to a rhetorical method (see Colebrook, 2004), irony is here reimagined in such a way that disrupts the metaphysics of presence that grounds our field's quotidian understanding of ethics. The paper suggests that irony not only characterises the divide between institutional discourses on and experiences of diversity (Urciuoli, 2018); irony also creates the necessary space for considering the unknown trajectories on which the words and bodies of others are flowing. I conclude by suggesting that without an irony greater than Socrates', researchers and teachers can neither move beyond the Eurocentric ethical traditions in which we work, nor come to terms with ethical interaction with (international) others.

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Keywords: Ethics, responsibility, irony, trauma, internationalisation.

Kasper Engholm Jelby - University of Copenhagen

Generating a disciplin-AI-ry voice? Exploring generative language technology in students' academic literacy practices

The rise of text-generative artificial intelligence (GAI) is fundamentally changing academic literacy practices among university students. From a sociolinguistic perspective, this is significant because writing—and practices related to writing—is not only the primary means by which academics represent their findings, but also how they construct and display their "disciplinary voices" (Hyland 2008). However, there is as yet limited qualitative research to shed light on the situated use of GAI among university students, and its role in their socialization into disciplinary discourse communities—a gap which this study aims to address.

In this work-in-progress paper, I present preliminary findings from a linguistic ethnographic case study conducted as part of the research project "AI and the University" (www.ai-uni.dk) in the spring semester of 2025. The case study focuses on the use of GAI in the academic literacy practices of undergraduate health science students at a Danish university. The analysis is expected to draw on data generated through diUerent research methods, including participant observation of students' group work, media go-alongs and interviews. The linguistic ethnographic approach enables us to explore the role of GAI in the everyday literacy practices of university students at a time when they are learning to use language that indexes their participation in disciplinary discourse communities. In doing so, the study aims to address much-debated questions about what it means to be academically literate in the age of AI.

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Keywords: artificial intelligence, disciplinary voice, literacy practices, discourse community, higher education

Charlotte Sun Jensen – University of Copenhagen

Collaboration on second language socialisation in a Danish state administration

This presentation is based on a linguistic ethnographic study of international employees´ paths to building a professional identity in a Danish state administration. In 2017, the administration began recruiting international employees to their internal workforce due to increased competition for talent. As a result, the administration implemented a Danish language policy to preserve central administration practices and maintain a long-standing tradition internally. As many employees did not speak Danish when they started, the language policy was a major challenge for the employees as well as for the administration. Based on observations and interviews, I have identified three distinct stages in employees´ second language socialisation, which correspond roughly to their first three years of employment. These stages show how investment in language learning, language use, performance of professional identity and the desire to stay are interrelated.

The presentation focuses on the collaboration between employees and Danish-speaking colleagues and managers, i.e. how different employee groups and organisational layers socially navigated in step and, sometimes, out of step to accomplish tasks and make the workplace work. The study shows that international employees´ pathways to not only learning Danish in the classroom, but also to using it as a productive working language did not happen independently of the environment, but involved the entire workplace. In this perspective, second language socialisation was not only a process of international employees adapting to a Danish workplace, but also the workplace socialising to having international employees.

Ragni Johnsen - UiT the Arctic university of Tromsø

"It is hampering, not helping" – positioning English in language introduction classes in Norway

After the majority language Norwegian, English often ranks on top of the linguistic hierarchy in Norway (Dahl & Krulatz, 2016; Hiss, 2023). In educational offers for students and adults with short residency periods in Norway, English skills are often taken for granted (Beiler, 2023), but do not always occupy a clear role in the curriculum, despite English' expansive position in Norwegian society (Dahl et al., 2018). In this presentation, I explore the language ideological tensions that emerge when two prestigious linguistic resources, English and Norwegian, meet in a linguistically diverse classroom, by investigating how teachers and students in an introductory class for newly arrived adolescents position English. The introductory class is a voluntary, temporary offer for students who have recently immigrated to Norway to support learning the majority language Norwegian to transition into mainstream education. The data material comprises field notes from 5 months of classroom observations, photos, language portraits, and interviews with students and teachers. Drawing on nexus analysis as scalar ethnography (Hult, 2016), I analyze instances of linguistic regulation in the classroom, and how English is assessed and discussed in relation to Norwegian and other languages in the data material. The findings indicate that English is positioned as a desired linguistic resource and a lingua franca by the students. While English often forms part of the teachers' linguistic repertoires, it is also often positioned as a possible obstacle to learning Norwegian. In the presentation I discuss potential implications of the findings for the students' future educational trajectories.

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Rickard Jonsson - Stockholm University & Anna G. Franzén - Stockholm University

The (laughing) man behind the uniform: Humorous learning encounters between youth and police

'The Person Behind the Uniform' (Människan Bakom Uniformen, MBU) is a Swedish initiative for young people to be given a voluntary education led by various uniformed professionals (such as police, firemen and ambulance staff). The goal is to increase youth participation, strengthening trust between these professions and "at risk" youth from socially vulnerable areas, and to reduce crime. To achieve this ambition, the program allows the young participants to try out everyday activities and practices of the police, ambulance or firefighters, in order to learn more about the uniformed professions and possibly strengthen the youths' identification with them. This paper draws on data from a video ethnographic fieldwork from a MBU program. Grounded in critical humour studies (Billig, 2005) the paper demonstrates how both self-presentations and humour are integral to learning interactions. The paper highlights how police officers present themselves as soft and supportive and at the same time as willing and able to use their monopoly on violence. The study further explores how the young participants may challenge as well as confirm the police officers' self-presentations through humour practices in this specific educational context. We thereby aim to demonstrate how humour and laughter may convey both social positioning and messages about norms and norm violations (Billig, 2005), and thus that humour often is more prevalent in everyday learning practices than we are aware of at first glance.

Annie Kangasniemi - Stockholm University

Student perspectives on feedback: writing processes in L2 Swedish lower secondary classrooms

This PhD project aims to investigate feedback practices from the perspective of multiligual learners in L2 Swedish lower secondary classrooms. Previous research into L2 writing assessment is frequently informed by a transmission-recipient view on feedback (Carless & Boud, 2018). Aligned with more recent views on language and communication, feedback can be conceptualized as context-embedded events (Gravett & Carless, 2023). In order to explore situated feedback practices in their complexity, the present study will adopt a linguistic ethnographic approach (Copland & Creese, 2015). Classroom observations will be followed by a think-aloud study of students' concurrent thoughts and actions while engaging with teacher feedback (Charters, 2003). Real-time data on student thinking could be valuable both to teachers and researchers as they would likely gain a clearer picture of students' writing strategies and how feedback practices, as well as writing instruction, could be adjusted to better meet multilingual students' learning needs. The findings of this study have the potential to bring new insights into supporting younger L2 Swedish students' writing development.

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Keywords: feedback, L2 writing, student perspectives

David Karlander – Uppsala University

The art and politics of language creation

Critiques of notions like linguistic 'fixity', 'boundedness' and 'code' are omnipresent in critical ethnographic sociolinguistics. Formulated in the mid-2000s as a radical rejection of old linguistic doxa, they soon gained a foothold in the intellectual topology of contemporary sociolinguistics. These critiques, broadly speaking, take their aim at the idea that languages are reasonably delineated or self-contained entities. As an alternative to this point of view, they propose a radical reorientation of sociolinguistic inquiry toward concepts of linguistic 'hybridity', 'fluidity', and 'dynamic' language use (for an orientation, see Pennycook, 2016; Jaspers and Madsen, 2019; Auer, 2022). This critical project has changed sociolinguistics at its very core. Despite the success and pervasiveness of this new sociolinguistics, little attention has however been paid to its intellectual roots, and to the sociological and historical conditions which made possible its emergence. In this talk, I attempt to historicize the contemporary sociolinguistic critique of language by exploring its genealogical connections to the semiological thinking of Roy Harris (1931–2015). I seek to demonstrate that Harris's idea of a 'fixed code fallacy' has significantly informed contemporary sociolinguistics via a complex and largely hidden mediation network. I will also argue that a better understanding of this history is conducive to a theoretical, methodological and reflexive sharpening of ethnographic sociolinguistics.

Agne Kocnevaite - Queen Mary University of London

Multilingualism in STEM: Insights from Transnational Education (Queen Mary Engineering School)

This study explores multilingualism (English, Chinese Mandarin, STEMglish) in the context of STEM transnational education through the lens of interactional sociolinguistics, using Queen Mary Engineering School (QMES) Joint Education Institute (JEI) as a case study. It investigates the complex interplay of various linguistic tools and strategies employed by students and educators in negotiating their roles within an international educational setting. The research highlights how language ideologies influence communication practices and the construction of knowledge, especially through the use of translanguaging strategies. By examining the dynamic interactions among students and educators as well as their interview data, the study reveals that multilingualism serves not only as a means of communication and knowledge acquisition, but also as a vital resource for collaboration and identity formation. The findings underscore the importance of recognising diverse linguistic backgrounds in transnational STEM education, illustrating how these backgrounds shape learning experiences and outcomes. This research contributes to a deeper understanding of the role of language in STEM and emphasises the need for more inclusive educational practices that leverage multilingual capabilities to enhance learning and engagement in STEM. Ultimately, this study advocates for a nuanced approach to multilingualism in STEM, encouraging educational stakeholders to rethink language policies and pedagogical strategies to better accommodate the diverse linguistic realities of multilingual students.

Key words: multilingualism, translanguaging, STEM, inclusion, transnational education

Lukas Espenes Kosner - UiT The Arctic University of Norway & Ragni Vik Johnsen - UiT The Arctic University of Norway

Exploring Multilingualism in Education: Biographical Approaches

This presentation explores the use of participatory, visual, and biographical methods to investigate the experiences of multilingual students in Norway. Our research draws from two distinct sites in a team ethnographic project, each of them consisting of two different groups of multilingual students: 1) students choosing language subjects intended for the Sámi as Indigenous people and Kven/Norwegian Finns as a national minority; and 2) students in introduction classes who have recently arrived in Norway. To explore the affective dimensions of students' multilingual experiences, we have integrated activities such as language portraits (Busch, 2018) into the interviews. These activities complement the insights gained from our fieldwork observations. In this talk, we demonstrate how biographical methods illuminate students' linguistic trajectories, positions, and affective evaluations. In line with Busch (2018), we argue that employing participatory methods in ethnographic research stimulates pupils' self-reflexivity and provides a conversational opening and points of reference.

We build on nexus analysis (Scollon & Scollon, 2004), an action-focused approach to ethnography. Based on the obtained data, we discuss how the intersection of *historical bodies* (e.g. participants' past experiences) and *discourses in place* (e.g. educational policies) enable or constrain the experience of multilingualism as a resource.

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Keywords: multilingualism; education; biographical approaches; nexus analysis

Gavin Lamb - NHH Norwegian School of Economics & Pierre du Plessis - Aarhus University

Tracking Multispecies Intimacies in the Digital Anthropocene

A growing wildlife conservation infrastructure of tracking practices and digital surveillance technologies is revealing the remarkable sensory worlds that attract diverse species to shared landscapes of multispecies co-habitation. From fungi and birds, to sea turtles and whales, much of what we have come to understand about other species' sensory worlds, everyday practices and life projects is primarily made possible through this rapidly expanding conservation infrastructure combining citizen science tracking practices and digital surveillance technologies. Not only are new modes of digitally-enhanced wildlife conservation practices being made possible through such surveillance technologies. These digital infrastructures are also envisioned as democratizing technologies that scramble boundaries between vernacular and expert knowledge about wildlife by allowing laypeople to experience "digital intimacy" with other species they would otherwise rarely encounter. Here, new relations of co-habitation and care, as well as control and commodification, are emerging through affordances these mediated intimacies open up. Drawing on our ethnographic fieldwork on wildlife conservation tracking and surveillant practices in the Kalahari Desert and Hawaiʻi, this paper examines how embodied tracking and digital surveillance practices are entangling people with the lives of truffles, lions, sea turtles, seals, and many other species besides, creating new possibilities for multispecies co-habitation in the 'Digital Anthropocene' (von Essen et al. 2023). In doing so, we argue for the need to attend to the new forms of *multispecies communicability* these emerging wildlife tracking practices make possible, especially in a time when climate change is transforming human relationships with other species in new and unpredictable ways.

Keywords: multispecies methods, tracking, surveillance, conservation, digital practices

Anne Larsen – University of Copenhagen

Evaluation of educability in independent project studies

A significant part of educational success is to acquire competencies in how to behave appropriately as a participant in the educational enterprise (Kress et al. 2021; Gilliam at al. 2017; Wortham 2005). Such competencies can be explicitly described, for instance, in teachers' guides for educational tracking (e.g. attendance stability and cooperative skills) or formal descriptions of evaluation criteria for particular educational activities. Yet, they can also be more implicitly signalled in everyday practice (e.g. valorisation of behaviour). How students align with education more broadly, we argue, relates to constructions of educability (understood as ideas about what competencies and characteristics are required to be considered 'able' for different educational paths).

In this paper, we focus on how educability is constructed and enacted in everyday school life during a period of project studies in two ninth-grade classes in an urban Danish school. During the project week, the students are required to work independently in groups on defining a problem, conducting an investigation and presenting their results in an oral presentation with the integration of a creative product (e.g. a short film, a board game etc.). Based on analyses of the official criteria for assessment and of situated interactions between students and teachers during different phases of the project (from the initial formation of groups to the final grading), we investigate ascriptions and negotiations of identities as more or less competent students among students and teachers and how these relate to different models of educability.

Keywords: Educational identities, educability, project studies

Heini Lehtonen - University of Helsinki

From linguistic ethnography to participatory methods in sociolinguistics

Expertise, ownership, and researcher's position

The presentation is based on two projects in suburban schools in Helsinki: a linguistic ethnography project (finished 2015), focusing on social indexicality of linguistic resources in a community of practice, and a sociolinguistically oriented participatory research project (2016 – 2019). The latter was carried out by linguists, community artists, and a journalist, in collaboration with teachers and pupils. Its general aims were to enhance language awareness, make linguistic diversity visible in the school, and develop pedagogical practices.

Whereas the relevance of ethnography for sociolinguistics is thoroughly described in the literature, the implications of (other) participatory methods are only beginning to show (Bodó et al. 2022). Thus, it is important to explore, how participatory methods contribute to sociolinguistic theory, methods, and applications – and to societal and public engagement (Lawson & Sayers 2016).

In this paper, I will discuss 1) the role of the researcher and other participants, and 2) the dissemination of outcomes in the projects, as well as 3) the impact of the projects. I will explore the benefits and the challenges of ethnography and participatory methods through the concepts of expertise and ownership. I will consider ethical issues and discuss the entanglements of different traditions in participatory methods.

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Keywords: linguistic ethnography, participatory methods, expertise, ownership, researcher's position

Ge Li - The Hong Kong University of Science and Technology & James Simpson - The Hong Kong University of Science and Technology

Ideology and investment in Chinese language learning of language minoritized students in Hong Kong

This presentation reports on a school-based linguistic ethnographic study with secondary school students from South Asian backgrounds in Hong Kong. Our focus is the students' ideologies about the learning of Chinese, and how these relate to their investment in their Chinese language learning (Darvin & Norton 2015). Students of South Asian backgrounds in Hong Kong experience inequitable power relations in education and in society broadly, the extent of their knowledge of Chinese is frequently cited as a factor in their minoritization, and their voices are rarely heard in educational and policy-focused research. Moreover, in a fastchanging political context, the question of Chinese language learning in relation to the status of Cantonese (the dominant language in Hong Kong) and Putonghua (China's majority language) in Hong Kong's educational system is ambiguous. We ask: What are our participants' ideologies about the learning of Chinese? How do these inform their learning experience?

Underpinning our work is a linguistic ethnographic case study of language use in an Englishmedium secondary school in Hong Kong whose students are predominantly from language minoritized backgrounds. The key participants are three upper-year students, and data comprise recordings of classroom interaction, student and teacher interviews, and language policy documents. Our analytical approach combines thematic analysis, interactional sociolinguistics and discourse analysis, enabling the identification of students' ideologically informed understandings of the learning of Chinese, how these index broader ideologies at play in contemporary Hong Kong society, and how they contribute to their investment (or otherwise) in their Chinese language learning.

Keywords: language ideology, investment in language learning, Chinese language learning, Hong Kong, language minoritization

Yiran Li - University of Leeds

Digital Communication Practices and Translocal Belonging Among Hong Kong Based Mainland Female Vloggers

In recent decades, the flow of migrants in the globalizing world has continued to increase despite the lockdowns associated with the Covid-19 pandemic. Hong Kong stands out as a popular destination for migrant workers, including high-skilled female vloggers from mainland China. This study investigates the digital communication practices of these mainland Chinese female vloggers residing in Hong Kong, focusing on how they negotiate identity and foster a sense of translocal belonging through their vlogs on the social media platform Xiaohongshu. Situated within the tradition of linguistic ethnography, this study integrates online and offline data, encompassing three distinct facets: (1) a multimodal interactional analysis of various semiotic resources in online vlogs posted by four mainland Chinese female vloggers based in Hong Kong; (2) a computer-mediated discourse analysis of the discourse within the comments section associated with the vlogs; and (3) a reflexive thematic analysis of interviews conducted with the four vloggers. The study offers insights into the experiences of high-skilled female migrants and the role of digital platforms in facilitating translocal connections. The findings contribute to a broader understanding of digital communication among female migrants and demonstrate how vlogging allows voices that are often unheard to *become* heard, fostering interconnectedness and enriching the public sphere.

Keywords: digital communication, translocal belonging, migration, multimodality, linguistic ethnography

Dorte Lønsmann – University of Copenhagen & Kamilla Kraft – University of Copenhagen

Ethnographic focus groups in communities of practice: Varied and emic perspectives

This paper introduces the method of ethnographic focus groups, arguing for the advantages of combining focus group methodology with an ethnographic component and composing groups based on participants' membership in communities of practice. The paper is based on our fieldwork for a project investigating language ideologies of English in Denmark in eight different communities of practice. Combining the situated and focused interactions from focus groups with the in-depth knowledge gained from ethnographic observations, ethnographic focus groups allow for a multi-sited research design and access to a broad variety of views on a social phenomenon. This research design has several advantages. First, while focus groups are often etically grounded in researcher interests, the ethnographic component of participant observation ensures that researcher interests are balanced with the emic perspective of participants. Second, selecting participants based on their engagement as members of distinct communities of practice ensures maximal variation in that the research covers a range of different perspectives grounded in participants' practices. Third, ethnographic knowledge provides considerable benefits when it comes to building rapport with participants and designing as well as asking ethnographically-grounded questions. In this way, ethnographic focus groups provide ethnographic researchers with a new way of designing fieldwork for projects that require access to a range of communities, but with a tight focus on a particular topic.

Keywords: focus groups, ethnographic focus groups, communities of practice, English in Denmark, language ideologies

Scarlett Mannish - Stockholm University

Material constraints on symbolic profit: bartering "basic knowledge" in mother tongue instruction in Sweden

Following Heller's (2012) sociolinguistic ethnography, this study examines the linguistic market of *mother tongue instruction* (MTI) in Sweden. This heritage and minority language subject is mandated by the national curriculum, but funded and organised municipally according to demand. I compare two organisations administrating MTI teachers within one area; first, a municipal language centre, and second, a for-profit company. Methodologically, the study employed discursive shadowing (Dewilde & Creese, 2016) of four teachers from each organisation as they taught classes and attended meetings over a term, as well as focus group and individual interviews with these teachers and seven co-workers. I expand on Blackledge and Creese (2010) who explored language "as a terrain for competition" (Heller, 2007) by focussing on pride and profit in heritage language education. They describe "profits of distinction" gained through education in legitimate Bengali, which is negotiated by participants and practitioners outside the nation-state within complimentary school contexts. In this case study from neoliberal-era Sweden, material (economic) constraints were especially salient in accounting for the symbolic profit of different languages. Participants in public and private sector organisations displayed different policies towards "basic knowledge"; an eligibility clause in the statutes of MTI that is invoked to exclude ostensibly non-native speakers. As the participating teachers' salaries, employment grade, workload, travel time and career development were dependent on student numbers and hours that schools purchase, they were reluctant to exclude students. Negotiations over "basic knowledge", and (access to) profits of distinction, were thus inexorably tied to the material reality of work.

Sofie van Der Meij - University of Groningen, Jana Declercq - University of Antwerp, Myrte Gosen - University of Groningen & Mike Huiskes - University of Groningen

Oracy in lower primary education in the Netherlands

In the literature, oracy is understood as the ability to understand and use spoken language (Wilkinson, 1964). It is important for literacy development, social-emotional development and learning in general (Mercer, Warwick & Ahmed, 2017). While it has gained attention in Dutch educational policy over the past years, how teachers actually conceptualize oracy in practice, and how it is facilitated in the classroom, remains unclear. Consequently, the current study aims to build an ethnographic understanding of oracy.

In 17 interviews the first author conducted with teachers in the Netherlands, teachers self-report that they make room for oracy throughout the school day in various ways. This includes pre-planned moments such as circle time and/or dedicated speaking- and listening exercises, as well as more incidental attention for oracy during the day. However, there is little understanding of what constructing and facilitating oracy actually looks like in practice. In order to study this, we conducted linguistic ethnographic fieldwork in two schools in the Netherlands, following two Dutch third grade classrooms (6-7 year olds) over a period of six months.

In this presentation, we will present rich points (Agar, 1986) from the fieldwork, showcasing the diversity in both constructing and facilitating oracy in lower primary school. Moreover, we will discuss how the facilitation of oracy is influenced by the affordances of the groups' dynamics. Teachers juggle a multitude of considerations, opportunities and limitations and through that create their teaching practices around oracy.

Keywords: constructing oracy, facilitating oracy, lower primary education

Gilles Merminod - University of Lausanne / Zurich University of Applied Sciences

Title: Linguistic ethnography in convergent newsrooms: understanding how organizational and technological changes affect text production

In 2026, the French-speaking Swiss Public Broadcast Service (RTS) will merge its three media-specific and geographically-separated newsrooms (radio, television and web) into a single multimedia production center. Previous studies on newsroom convergence have observed that bringing together different communities of practice impacts on professional identities, skills, work routines and organizational structures, leading to clashes of culture (Larrondo et al. 2016); but, to date, no study exists on how convergence affects the actual processes of text production. My talk examines how this phenomenon can be studied from a linguistic ethnographic perspective, with a methodology that combines media linguistics with newsroom ethnography (Jacobs 2017). Drawing on both observational data (recordings of production processes, field notes, collection of documents) and elicited data (interviews and retrospective commentaries), this methodology enables researchers to analyze the writing situations, the writing processes and products, as well as the writing ideologies at play in the newsrooms. My talk will be illustrated by a set of data collected during a preliminary fieldwork in the RTS newsrooms between 2023 and 2024.

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Keywords: news, convergence, text production, change, writing

Janus Mortensen – University of Copenhagen, Sanne Larsen – University of Copenhagen &
Sam Goodchild – University of Copenhagen

LE, AI and contemporary academic practices: Challenges and opportunities

Large language models and their application as part of text-generative AI are rapidly

changing the way members of academia – from students to professors – engage with

language in their everyday practices. In the AI-UNI project (www.ai-uni.dk) we aim to

document ongoing change in the way generative language technology is employed as

part of academic practices, critically assess the associated implications for knowledge

production and dissemination and progressively build a theoretical model of human

engagement with generative language technology as a site of sociolinguistic change.

In this work-in-progress presentation, we outline the framework of the AI-UNI

project, using examples from a subset of the project's linguistic ethnographic case

studies (to be conducted in the first half of 2025) to discuss how linguistic ethnography

can be used to explore the use of generative AI in academic practices. We are

particularly interested in the ethical, legal and technological challenges that a research

interest in AI in academia presents to scholars working with LE approaches. But we are

also keen to discuss and highlight the opportunities that linguistic ethnography holds

for exploring and theorising how the availability of text-generative AI affects processes

of knowledge production and knowledge dissemination in academia, and how it

potentially unsettles established links between text, voice and authority in scholarly
discourse.

Keywords: AI, research ethics, academic practices

Alexandra Opsimou - University of Cyprus & Elena Ioannidou - University of Cyprus

The ethics of non-visibility: Tracing the interaction (and) discourse in ethnograpchic work between eldery and domestic workers.

The current paper explores the daily interactions, tensions and negogiations between elderly people and their domestic workers/carers. The research is situated in the context of Cyprus where there is a strong public discourse on the "threats of migration" and at the same time limited discussion on the care and wellbeing of elderly people. In this sense, both groups become in a way marginalized and "invisible" from public discourse. According to Anderson (2000), the instrumentalization of the female immigrant body contributes equally to its construction as an unwanted body, since the public discourse locks them into a culturally recognizable position as a worker and as an immigrant. The same happens in the case of the elderly, since many times the word "old" is used, perpetuating prejudices, stereotypes and negative images about the elderly (Palmore, 2003). Using ethnographic research with long-term participant observation of three "couples" of elderly and their immigrant carers, the current paper seeks to unravel those difficult moments in the data collection process where issues of dominance and opposition between the two groups arose, often bringing various ethical issues on the surface (e.g. verbal abuse on both sides). Within this challenging context where the researcher/ ethnographer faces emotional, temporal, spatial, cultural and social boundaries the current paper focuses on the following: (a) how wider social issues of dominance and invisibility are realised in the daily practices of the participants (b) what is the role of the researcher when difficult moments occur during fieldwork (c) how the researcher can accomplish deep interpretation in such difficult contexts where "staged performances" (Monahan & Fisher 2010), i.e. the way that individuals perceive themselves and how would like to be perceived, occur daily and form a part of their ongoing dialogicality and negotiation.

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Key words: elderly, domestic workers, discourse, ethics, ethnography

Verónica Pájaro - University of Agder & María Florencia Sartori, UNSAM/Conicet, Argentina

Chinos y *negros*. Challenging racializing discourses and the making of contemporary Argentina as a White space

Argentina is often imagined as a White space, an exception in a region otherwise defined by its colonial heritage of indigenous and African oppression, dispossession, enslavement and mestizaje. This fiction of homogenous Whiteness as a constitutive trait of a modern post-colonial nation, has made claiming an Indigenous, Black, African, Asian or even mestizo identity irreconcilable with the idea of the Argentine nation. This myth constructs Argentines as culturally European and racially White, and defines any presence that challenges this narrative as an anomaly and hence not truly Argentine. This is the case of many indigenous, African and Asian minorities in the country, who are either constructed as foreign or inauthentic citizens of the nation.

In this paper, we propose to explore how racial identities are at play in contemporary Argentina by focusing on the discursive work of social activists, feminist movements and influencers, as they challenge racism and symbolic violence mobilized in racialized notions of the nation and belonging. We approach these issues from a critical sociolinguistic perspective that focuses on racialization as technologies of governmentality that naturalize post-colonial violence and oppression. The data analyzed stems from two ongoing ethnographic projects on brown feminist activists, and Chinese descendants in Buenos Aires, and combines digital ethnography and interviews.

Keywords: Racialization, governmentality, Argentina, migration

Andrea Renee Leone-Pizzighella - Eurac Research, Elias Telser - University of Venice, Ca' Foscari & Adele Zambaldi - University of Turin

"Like us": Teaching pride, shame, and authenticity in Italian middle schools

The ideological and interwoven Discourses (Gee 1996) about *being* Italian and *speaking* Italian often draw on widespread tropes (e.g., political scandal, parochialism, culinary superiority) whose (trans)local significance is treated as given (Pontecorvo & Fasulo 1999, Perrino 2015). However, in heterogeneous speech situations—especially where power dynamics are at play—the function of such identitarian talk can be ambiguous.

This paper illustrates how *italianità* (Italianness) is co-constructed by teachers and students at two middle schools in diRerently multilingual and multicultural contexts in Italy. Drawing on a year of ethnographic research, this paper uses the heuristic of "the bridge" between language ideology and social practice (Busch, Spitzmüller & Flubacher 2021) to analyze how tropes on Italianness became constant but ambiguous components of students' academic socialization. An analysis of classroom discourse (including social and personal deixis, turn-taking, and choice of register) illustrates how the meaning of Italianness shifted in light of the real or imagined presence of "other" languages and identities, and the teacher's own social positioning.

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Keywords: classroom discourse, social positioning, language ideology, Italian

Verena Platzgummer - University of Galway

Níl mé ach ag foghlaim Gaeilge: An autoethnographic exploration of new-speakerness and researcher positionings

For about a decade, the term *new speakers* has been employed in sociolinguistics to designate speakers of minoritised languages that do not have historical ties to these languages but have acquired them in the context of language revitalisation or reclamation efforts. This notion has been mobilized to study positionings as legitimate, authentic and/or authoritative speakers (O'Rourke et al., 2015), relating to situated (language) ideological formations and socio-political projects (Jaffe, 2015).

I recently relocated to Galway to conduct ethnographic research in multilingual families in the *Gaeltacht* – officially designated areas in which the Irish language is spoken. In this contribution, I will combine language biographical and autoethnographic approaches to examine how my positionings as a researcher have intertwined with my differential positionings as a (new) speaker of Irish. Drawing from an analysis of autoethnographic vignettes, I will utilise my *lived experience of language* (Busch, 2015) to explore contradictions, ambiguities and potentials in learning a minoritised language for research.

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Keywords: Autoethnography, linguistic minoritization, new speakers, lived experience of language, Irish

Pauliina Puranen - University of Jyväskylä

Constructing de facto language policy: Nexus analysis of migrant students' vocational assessment

While official language education policies are often declared in written documents, de facto language policies become negotiated in everyday practices, e.g., in assessment. Often the language assessment is carried out in becomes valorized in education (Menken, 2008). In this presentation, I explore two migrant students' vocational assessment discussions as language policy negotiations. The data were gathered ethnographically in two vocational education and training (VET) institutes in Finland, in the fields of surface treatment technology and restaurant and catering services. Using a nexus-analytical approach, I scrutinize which kind of language ideologies are at play in these oral negotiations, and how speakers with differing majority language backgrounds take part in these negotiations.

My analysis shows that the majority language plays a central role in these negotiations and the assessed work. As the negotiations were carried out in Finnish, the assessment – aimed at assessing vocational competence – favored a student who was more able to use discursive strategies in Finnish to convince their teacher of their vocational competence. The other student – not as confident with their Finnish yet – stayed as a more peripheral participant in their assessment discussion. Ethnographic exploration of the two assessments allowed me to consider the historical bodies and language ideologies surrounding these assessment events, to deepen my analysis of the assessment interactions. As the demographic diversity of VET students increases, critical language-awareness is needed in vocational assessment to ensure equity between students with differing language backgrounds.

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Keywords: de facto language policy, language ideology, assessment, migration, vocational education and training

Sanna Riuttanen - University of Jyväskylä & Venla Rantanen - University of Jyväskylä

How to give back in educational ethnography? From homework help to migration policy advice to lifelong friendships

In ethnography and qualitative research more broadly, it is widely agreed that the research process should be meaningful and valuable for the informants as well as the researcher(s). This "giving back" is a special concern in projects that deal with vulnerable communities and require long term commitment from the informants, such as ethnographies. However, it is also recognized as a challenging task in the research community due to power hierarchies, limited resources and institutional limitations.

Connecting with the frameworks of critical ethnography, participatory methods and co-creative citizen science, we, two early-career researchers, present some concrete ways how we have attempted to "give back" to our informants during ethnographic fieldwork. The examples are drawn from two research projects in Finnish schools. Study 1, which dealt with epistemic legitimacy and social justice, took place in a school in rural Finland where a multicultural group of adult migrants were enrolled in a basic education program. Study 2 was located in the mainstream primary education context in the Helsinki Metropolitan area, where Researcher 2 worked as a classroom teacher and conducted a co-creative citizen science project on multilingualism with her own students and teaching assistants.

In this presentation, we compare and reflect on moments of giving back during ethnography. Both researchers found engaging in these practices highly rewarding and meaningful, but also challenging at times. To conclude, we invite the audience to discuss what counts as giving back and how or by whom that gets defined in contemporary academia.

Keywords: fieldwork, social contribution, education, participatory methods, multilingualism

Laura Delaloye Saillen - University of Lausanne, Center for linguistics and language sciences, Yulia Kukles - Unil/CLSL & Daniel Perrin – ZHAW

Tackling the digital turn in the linguistics of newsproduction

The linguistics of news production draws on ethnography, media discourse analysis, and interactional sociolinguistics to examine news in its production context. Rooted in transdisciplinary action research, it prioritizes research questions that emerge from the field and directly address the concerns of journalists and news professionals. As journalistic practices and editorial challenges evolve, so too must the methods used to study them.

The adoption of GenAI across professional domains has already prompted applied linguists doing research on professional practices to reconsider their approaches. In fields centered on writing and text production, such as journalism, the impact of GenAI is particularly profound and presents unprecedented challenges for practitioners—not only ethical but also editorial, technological, and managerial.

This presentation explores these challenges from the perspective of the researchers: (1) challenges encountered during newsroom ethnographies in Europe and Central Africa, where resources and security conditions vary significantly, and (2) the methodological adaptations necessary for studying the linguistics of news production in the age of GenAI.

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Keywords: media, newsmaking process, action research, professional interactions, writing practices, GenAI

Aileen Salonga - University of the Philippines-Diliman & Grace Saqueton - University of the Philippines-Diliman

Centering the Margins: The Affordances and Challenges of English/es in the Regions

The study of English, or English Studies, in the Philippines has been critiqued as maintaining and perpetuating American colonial legacy and an elitist orientation, which results not only in linguistic inequalities but social inequalities as well between different groups of Filipinos. This project aims to explore alternative and inclusive approaches to studying English in the country, while also surfacing particular challenges in doing so. First, our project attempts to decenter discussions on English Studies in the Philippines by employing a sociolinguistic ethnography approach (Lou 2006) that involves stakeholders, e.g., chairpersons, program coordinators, and teachers, from English departments of universities in the different regions of the Philippines rather than those located in the imperial center of Metro Manila. Second, we reflect on the challenges that have emerged out of our engagement with the stakeholders such as the difficulty of determining which stakeholders best represent the community, the misalignments between the stakeholders' concerns and those of larger institutional structures, and shifting priorities of funding institutions that tend to disrupt ongoing work. Overall, we contend that moving the discussion away from the center allows for a more on-the-ground and nuanced investigation of English Studies and how it is imagined and taught in the country. It also gives space for alternative, and hopefully decolonized and decolonizing, understandings, framings, and practices of English/es in various English Studies programs in the Philippines. However, it is also imperative to go back and re-examine the very processes and practices by which such an investigation is done, so we do not end up deploying the same traditional, dominant, and (neo)colonial practices and readings that we hope to challenge in the first place.

Keywords: sociolinguistic ethnography, on-the-ground and nuanced investigation of English Studies in the Philippines

Lavanya Sankaran - King's College London & Constadina Charalambous - European University of Cyprus

Communicative practices and memory culturalization processes – a comparison across two conflict-affected case studies

This paper draws on Ethnographic and Interactional Sociolinguistics (EIS) and Memory Studies (MS) to investigate the 'culturalization' of post-conflict memory, i.e. how cultural meanings of conflict legacies take shape through communicative practices. Such an approach pays attention to the set of processes whereby meanings attributed to past events become culturally dominant in particular contexts (Van de Putte, 2024).

Using existing empirical data pertaining to two protracted conflicts; the 1974 war in Cyprus and the civil war in Sri Lanka (1983-2009), we will study how young people (18-35 year olds) talk about, express feelings and form collective memories of past violence. We are especially interested in the formation and circulation of collective memories in the diaspora, paying attention to affective practices, from personal acts of remembering, to ritualisations and commemorations. Each case involves a different spatio-temporal and politico-institutional trajectory, which will allow for a comparison of different stages of culturalization processes, from the early stages of memory formation to more institutionalised narratives. Importantly, this would offer insight into the extent to which these processes transcend specific contexts.

Using conceptual tools and methodologies from EIS for analysis, our approach will look closely at everyday communicative practices, embedding the analysis in ethnography, to reveal how social practices (traditionally examined in EIS) and affective practices associated with trauma, can link to the formation and circulation of collective memories.

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Key words: conflict; memory culturalization; communicative practices; diaspora; affect

Xuejie Shen - University of Macau & Yang Gong - University of Macau

Exploring Translanguaging Practices in a Diverse Background Chinese Language Classroom in Macao: A Transpositioning Perspective

As additional language classrooms become increasingly diverse in terms of proficiency, nationalities, and professions, the challenge of fostering inclusivity and equity in pedagogy grows. Translanguaging, a flexible pedagogical approach, has been proposed as a solution to bridge these divides. However, limited research explores how teachers engage with translanguaging practices and adapt their identities in response to diverse student populations. This study adopts a linguistic ethnographic approach, using participant observation, audio recordings, and interviews, to explore how two Chinese as an Additional Language (CAL) teachers in Macao utilize their linguistic repertoires to navigate their identities in the classroom. Drawing on a transpositioning perspective (which refers to the process where an individual's identity continuously changes in interaction, moving away from default roles and adjusting subjective positions) the study reveals that CAL teachers use multilingual, multimodal and multisemiotic resources, including languages, images, and videos, to collaboratively construct meaning with students, describe, and even invent personal stories, creating a more engaging and inclusive learning environment. Teachers' awareness and ability to leverage and expand their linguistic repertoires, breaking

down established boundaries of identities, is key to adapting to diverse teaching needs. The study further suggests that changes in teacher identity in such diverse settings are highly contingent, with translanguaging facilitating transpositioning, while at the same time, the process of transpositioning creates a demand for the use of translanguaging. In this dynamic interaction, teachers' roles both shape and are shaped by classroom exchanges, emphasizing the fluid and evolving nature of language teaching.

Keywords*: Translanguaging practices; transpositioning; linguistic ethnography; Chinese as an Additional Language (CAL) teachers

Helen Simons - University of Southampton & Elena Ioannidou, University of Cyprus

Encountering Sensitive Issues: The Practical and Political Art of Democratic and

Caring Ethics in Ethnographic and Qualitative Research

The current paper aims to get closer to the reality of ethics as it is lived and practiced in the field. On what grounds do we make ethical decisions, when mutually acceptable principles conflict? Do we have sufficient awareness of cultural norms and the consequences of our actions to ensure we do no harm? Common ethical principles such as informed consent, confidentiality and anonymity, often fail to afford protection to participants, and instituational procedures often serve more to protect the institution than the individual.

Contexts which cause us most concern are those where research is with marginalized groups, disenfranchised by our research language or lack of familiarity with the cultural context. In this paper we explore sensitive issues that have given us cause to reflect whether we have acted ethically. Have we pushed too hard to get people to reveal aspects of their life they wish to keep hidden? Have we realized that 'mutual respect' maybe interpreted differently? Or have we allowed our commitment to a topic to overshadow the impact on people' lives? Using reflective data from our various ethnographic and evaluation projects in different contexts of the world (UK, Cyprus, Poland, Ireland) we will present vignettes of challenging ethical moments during the data collection process in which we encountered strong ethical dilemmas. These examples will be discussed within the theoretical context of caring and democratic ethics bringing forward issues such as the ethical role of the esearcher in situations that are culturally and politically complex.

Keywords: ethnography, ethics, democratic ethics, role of researcher

Sean P. Smith - Tilburg University

Digital ethnography: building methodological coherence in discourse research

Digital ethnography is drawing increasing attention from language and communication scholars and (perhaps especially) students, in a bid for methodological innovation that accounts for the proliferation of networking technologies. Yet much digitally focused research gets called "ethnographic" which is arguably not, even as the importance of digital spaces can be discounted in contexts of ostensibly "offline" communication. This paper aims to develop a coherent framework for using digital ethnography to answer discourse-centered research questions, addressing ambiguity while weighing the method's strengths and weaknesses for language and communication scholarship. Empirical insights are generated from a two-year-long digital and in-person ethnographic project based in the Arabian Gulf country of Oman, investigating how social media and tourism shape discourses of nature and the environment. Developing an emic perspective and nuanced understanding of digital communication demands that researchers actively join a networked public and undertake the practices of the individuals or groups whom they study, and for discourse researchers this entails an attention to platform infrastructures in addition to the norms of communicative practice. Next to outlining this approach, the steps for working with data effectively and ethically in ways that prioritize research participants will be examined, together with the unique challenges and potential ethical pitfalls that digital ethnographers face which pose less trouble for "traditional" approaches. As this paper considers the insights afforded by digital ethnography, it also identifies its limits, situating it in relation to complementary approaches amidst a rich methodological field of language and communication scholarship.

Keywords: Digital communication, ethics, emic, infrastructure, online/offline

Hilde Sollid - UiT The Arctic University of Norway & Anja Maria Pesch, University of Inland Norway

Dialogues on encounters in team ethnography

In the team ethnographic project Multilingualism in Transitions we aim to understand the temporal and spatial dynamics of multilingualism in educational transitions in a time of increasing demographic diversity in Norway. The researchers in the team study different parts of the educational system, and each researcher does fieldwork with participants with either historical minority or transnational background. An overarching goal is to generate knowledge on how encounters of historical and transnational minority languages shape new circumstances for multilingual speakers in education contexts. This requires ongoing dialogues in the team to explore what these encounters might involve.

In this presentation we discuss how we have facilitated dialogues on encounters based on data across the diAerent subprojects. Inspired by Pietikäinen's (2020, 2024) critical assemblage analysis, we acknowledge that the researchers approach the question of encounters from various scales, places and individual experiences. Thus, the data sessions are based on the individual researcher's choice of data, the researchers' reflections on their own data, and the team members reflections on each other's data. Following Deleuze and Guattari (1987), these sessions uncover a rhizomatic network where diAerent forms of encounters emerge, for instance in the participants everyday life of education. An important part of the research team's dialogues is a mutual engagement with the individual voices in the team, regarding linguistic and cultural background, and academic position (Blackledge & Creese, 2023). Our approach to team ethnography makes space for individual subprojects and at the same time assembling experiences across scales of time and place.

Keywords: team ethnography, dialogues, critical assemblage analysis

Christina Stein - Södertörn University

Linguistic integration of internationally recruited researchers

An ongoing dissertation project explores the linguistic everyday life of internationally recruited researchers at Swedish universities applying linguistic ethnography as a methodological framework (Copland & Creese, 2015). The presentation includes a study that aims to identify language ideologies (Blommaert, 1999; Fairclough, 2010) and language hierarchies (Kuteeva, 2020; Hult, 2012) through interviews with researchers and observations of their academic workplace. Increasing linguistic diversity in HEIs and recurring political demands for Swedish language skills among immigrant persons make the topic particularly relevant.

The data include interviews with international researchers and observations of their workplaces. Methodologically, linguistic approaches are combined with ethnographic ones to 'open up' linguistics (Rampton, 2007) for perspectives that might otherwise remain hidden.

The results confirm previous research on language choice in academia and show that needs and expectations for Swedish language skills differ between settings. Swedish is reported to be relevant for social contexts and formal meetings, dominating as official language. It may also be necessary for promotion. The 'one language at a time' norm is found to be strong in the professional context where language mixing is avoided, in contrast to the reported use in private contexts.

Language hierarchies are mainly observed between English – the 'language of science' – and Swedish – the language of social contexts and administration. The presentation highlights the importance of ethnography for understanding the linguistic results. It discusses how the results of the present study can be interpreted, focusing on the researchers' linguistic integration and their need or willingness to use Swedish in professional contexts.

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Keywords: linguistic ethnography, language ideologies, multilingualism in the workplace, language hierarchies, multilingualism in academia

Bunya Suzuki - Takasaki University of Health and Welfare

A linguistic ethnography from an English language classroom in a Japanese secondary school: Reproduction of power and unidirectional classrooms

This session, designed for those interested in the interrelationship of agency and language socialization (Duff & Doherty, 2015), examines the co-construction of a third-year junior-high English language classroom by a Japanese teacher of English (JTE) and students at a large Japanese private boys' secondary school. Although Japan is under government-led educational reforms to construct alternative practices of English learning, how successful language teaching/learning and community membership have been sought through language has been underresearched. In this presentation, I aim to bridge this gap by drawing on ethnographic data collected over seven months, which includes classroom observations with fieldnotes and video/audio recordings, student questionnaires, semi-structured interviews and teaching materials. To analyze how social relations structured and were structured through language use, I draw on the analytical resources of systemic functional linguistics. Analysis showed that, contrary to governmental expectations to transform classroom practices, the JTE's aspirations were for maintaining established Japanese practices and keeping the flow of class. This led to reproduction of power and unidirectional classrooms, in which the conversation was dominated by the JTE and little space was provided for students to make statements. Even when a new practice of six steps that forced students to elaborate was introduced, multidirectionality was still limited, as neither enough information to ask questions, nor enough resources to expand their participation were accessible to students. I conclude with potential implications for professional development, which draws attention to participants' social objectives that link to their choices of available resources and co-construction of classroom practices.

Keywords: agency, language socialization, systemic functional linguistics, multidirectionality

Raghav Venkatesh - University of the West of Scotland

'Living on a Leash': (Un)agentive constructions of identity with an Eritrean refugee

The act of transnational movement has perhaps never been more contested than it is today, with contemporary narratives around migration being inextricably tied to the fallout of the European refugee crisis, discourses of border control and securitization, the rise of populist right-wing governments and movements, and salient tensions pertaining to integration, social cohesion, and cultural identity. The notion of identity is a fraught one; how do individuals with markedly different motivations for and trajectories of migration strive to redefine themselves in their host societies, and what are the mediatory forces – economic, social, and political – that tend to facilitate or impede this process of identity (re)construction and negotiation? Situated within this context, my presentation concerns itself with the ethnographic data collected from the focal participant in my ongoing doctoral research – Afwerki, a young male refugee from Eritrea. In many ways emblematic of the discursively constructed 'Other' that has been interpellated into the public consciousness, Afwerki's experiences are often both representative of and departures from other racialized and gendered discursive categories typically associated with refugees. I discuss excerpts from the fieldnotes taken during my numerous interactions with Afwerki as he navigates the challenges of living in Glasgow under constrained agency as part of his effortful journey of becoming, reflecting on themes such as the ambivalence and slippery solidarities of identity, repositioning himself relative to experiences of racialized anger, the paternalistic symbolic violence of his interactions with state systems, and the double-edged neoliberal commodification of marginalized bodies.

Keywords: Migration and integration; Identity construction; Refugee narratives; Critical ethnography

Piotr Wegorovski - University of Glasgow & James Balfour – University of Glasgow

Researching multilingually meets language awareness: challenges of interdisciplinary multilingual research teams

Linguists often engage in multilingual research and are often attuned to the sensitives of language choice and translation. In fact, the framework of researching multilingually, proposed initially by Holmes and colleagues (2013), invites researchers to critically reflect on language diversity in the research process at its various stages. The calls for reflection about the place of language are of course well founded, but they often target those who have explicit language awareness. For instance, even by suggesting a transdisciplinary approach, Byrd Clark and Roy (2022) use multilingual education as their starting point. Yet, the challenge of multilingual research has been recognised in other disciplines. Squires (2009), for example, identified the language barrier between researcher and participants as a major challenge. However, the issues researchers face can be much more nuanced, as illustrated by Gawlewicz (2014), who tackled the questions of positionality and power imbalance facing migrant researchers working with migrant informants.

In this paper, we present a set of challenges and wider reflections as linguists working on a large international and interdisciplinary project. Through our observations and interviews with selected team members, we interrogate the question of language awareness, particularly in relation to referential transparency. In particular, we consider (1) non-linguists' attitudes to translation tools using AI and (2) the place of English as the de facto only legitimate language of research. We locate our findings in the context of English as the dominant language of research and offer a set of guidelines on how researchers might address the imbalance.

Keywords: researching multilingually; language awareness; translation; team research

POSTER

Eirini Akavalou - Stockholm University, IÄD

Multilingual Study Mentoring in Greek in Primary School: A Linguistic Ethnographic Study.

The present research is based on an ethnographic study of multilingual language learning trajectories among Greek and Albanian-Greek students in Swedish schools, in which the role of Multilingual Study Mentoring (MSM)1 will be considered. MSM is the pedagogical and linguistic support that is offered to newly arrived school students in Sweden. The inclusion of speakers from both groups enables an in-depth study of the sociology of language and language learning, also from a critical perspective, and how the speakers themselves construe the meaning of various language ecologies on a time-space scale. The topic focuses, on Multilingual Study Mentoring in Science and Social Science classrooms, including perspectives from students, Multilingual Study Mentors and classroom teachers, with respect to perceived participation, language and subject learning, and well-being. It is a longitudinal study based on a linguistic ethnographic approach (Blommaert & Dong, 2010; Copland & Creese, 2015; Hammersley & Atkinson, 2019) and its fieldwork will span three semesters. The data consists of language portraits (Coffey, 2015), classroom observations, as well as interviews with all three actors that participate in MSM. The topic draws ideas from the interdisciplinary framework of linguistic ecology (Kramsch & Vork Steffensen, 2008; Kramsch & Whiteside, 2008), pedagogical scaffolding (de Oliveira & Westerlund, 2022; Polias et al., 2017; Vygotskij et al., 1987) as the provision of educational support to newly arrived students is interconnected with, while aspects of well-being rely on the affective turn and emotional aspects of teaching (Zembylas, 2004, 2021). The research considers various aspects of students' migration background and multilingualism. Some preliminary results, that will be presented in form of case studies, show that translanguaging (Cenoz & Gorter, 2021; Fuster & Bardel, 2024) and transknowledging are dynamically present during MSM, and that the role of the multilingual study mentor is appreciated by both students and classroom teachers that consider it as a resource. The social and emotional realities of the newly arrived students is highlighted with focus on how the public system's support welcomes them upon their arrival to the new school. Lastly, the newly arrived students peer-support, interact and socialize in various languages on a daily basis that they consider also them as part of their own repertoire. 1 Studiehandledning is the term used in Swedish.

Keywords: multilingual study mentoring, newly arrived students, multilingual support, peer scaffolding, translanguaging

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POSTER

Gabriel Bäck - Linnaeus University

Multilingual policy as nexus of practice

In this poster I will illustrate findings based on linguistic ethnographic fieldwork from an upper secondary school in a Swedish major city suburb. The setting is marked by demographic and linguistic diversity, and languages with low prestige in Sweden are commonly spoken. The aim of the ethnographic project is to shed light on the complex aggregate of practices and discourses on language and linguistic diversity that make up the practiced language policy of the school.

Viewing the school as a multilayered network with policy actors operating on different social scales spanning from the national (i.e. curricular constructers) to the individual (i.e. teachers and students), the linguistic ethnographic approach has enabled the construction of diverse data – field notes, interviews, recordings, photographs of the linguistic landscape and curricular documents – and thus the scrutiny of social actions taken on multiple scales.

Social actions throughout the multifaceted data have been analyzed in order to identify discourses on language and linguistic diversity that are manifested in the actions. Applying nexus analysis, these discourses are seen as circulating across the different scales. Analyses of the data suggest that discourses throughout the school reflect an ideological divide concerning the view on multilingualism. While discourses connected to democracy and basic values can be seen as opening up a wide ideological space for multilingualism, discourses related to knowledge reflect a monolingual ideology. These findings are discussed in relation to Bakhtinian ideas about heteroglossic struggles between centripetal and centrifugal forces.

 Keywords: multilingualism, language policy, nexus analysis, linguistic diversity, language ideology

POSTER

Linda Baeckman - Migration Institute of Finland

'Becoming' and 'making' Finnish-speaking practical nurses

The demand for healthcare professionals in elderly care has grown in Finland, leading to increased recruitments from overseas. Education is one of Finland's key exports, with explicit strategies (Rönnberg & Hinke Dobrochinski Candido, 2023). Schools and private companies act independently in recruiting students to complete degrees and fill the need for professionals.

This paper draws on data collected over approximately 12 months through ethnographic fieldwork in vocational education classrooms as well as interviews with 28 students and four teachers. The three observed groups were recruited from outside Europe to complete a practical nursing degree in Finnish. While two of the groups took part in online Finnish tuition prior to their arrival in Finland, the third group arrived with no previous knowledge of Finnish.

The paper explores the place of language in the process towards becoming a practical nurse in Finland, through looking at classroom language practices, teachers' language management and students' thoughts on language. For teachers, language choice presents an ethical dilemma, and English is widely used in order to ensure students' understanding. Those opting for a Finnish-only solution emphasize students' agency in learning Finnish outside the classroom. This agency is, however, in many cases restricted by structural factors. For students, language presents a main challenge and cause for stress. The paper suggests ways forward for acknowledging language learning as a continuous process and how it might be taken into consideration in educational programs for overseas students in the healthcare field.

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Keywords: Finnish, healthcare, education, education export, language learning

POSTER

Christina Balaska - University of Liverpool

Ethnography in times of political instability: an exploration of language ideologies in Arabic-speaking families in Greece.

This study investigates Family Language Policy (FLP) in Arabic-speaking families in Greece. This sociolinguistic study follows an ethnographic approach to investigate the interrelation between migration experiences, language ideologies, identity, and language practices in the family domain. The participants of this study are families where Arabic is spoken as a first language (L1) by at least one parent and who currently reside in Athens. Qualitative research methods are employed to study the linguistic practices and language ideologies of the participants, including questionnaires, observations, and interviews. The political context of recent years has affected the migration experiences of the parents and has impacted how they have integrated into Greek society. Investigating the linguistic practices of Arabic-speaking families in Greece is critical in understanding how the political and socio-cultural context influences parents' and children's linguistic practices. While data collection and analysis are still underway, initial findings reveal novel insights into how parental migration experiences in Greece impact family language practices as well as the ethnolinguistic identity of the children. The diverse sample, including mixed-marriage and single-parent families, contributes to new understandings of the complexities parents and children face in transnational spaces shaped by intricate and often traumatic migration trajectories, particularly in light of current political affairs. The study aims to influence current discourses on migration in Greece as well as educational policies and community-generated initiatives for the maintenance of heritage languages.

Keywords: sociolinguistics, migration, family language policy, Arabic speakers, language ideologies

POSTER

Nana Clemensen - DPU, Aarhus Universitet & Narges Ghandchi - DPU, Aarhus Universitet

Careful communication. Vocational language socialisation among migrant students in the Danish care sector

Like other Western European countries, Denmark's healthcare sector increasingly attracts personnel of non-European backgrounds, mainly women and especially from Asia, South-Eastern Europe and the Middle East. The 2+ year-long vocational programmes necessary to attain permanent jobs in the Danish care sector – social care and healthcare helpers/assistants or 'SOSU' – require an advanced documented Danish language proficiency, and most foreign students are well into their 30s or 40s and have spent two years or more in Denmark, including language school, prior to pursuing the SOSU programmes.

This poster presents early findings from a 3-year linguistic-etnographic study of the language barriers and potentials embodied by adult migrant students in Danish healthcare training. Drawing on linguistic-anthropological theories of vocational identity formation and second language socialisation, the paper discusses ethnographic examples of migrant healthcare students 'in action' as they make group presentations on pharmacology, write online visitations, change diapers and build relations with colleagues and elderly citizens, all in a language and cultural system that remains foreign to many.

Through sociological perspectives on migration, education and work, these linguistic-antropological theories are linked to larger concerns of Danish migration policies along with interests and demands of Danish healthcare institutions. Drawing on concepts of global care chains and discursively produced caring subjects, the poster further explores the precarious role of migrant healthcare workers in Danish society, comprising social concepts of gender, ethnicity and class, and how students negotiate such subjectivities.

POSTER

Amanda Fischer – University of Copenhagen

A linguistic ethnographic study of Danes in Fuengirola

This poster presents a project on how Danish national identity is expressed and negotiated in Danish expat communities in the Spanish city Fuengirola through the semiotic resources present within these communities. Drawing on methods from ethnographic fieldwork, the study is based on interviews, fieldnotes, participant observation and digital data from Facebook groups. The theoretical frame combines concepts from diaspora studies, linguistic anthropology, and practice theory—particularly Anderson's imagined communities, Billig's banal nationalism, Wenger's communities of practice and Coupland's concept of authenticity. Through analyses of physical and digital spaces such as Club Danés, local Danish communities of practice and online Danish Facebook groups, this paper shows how national identity is maintained through shared language, traditional foods, and symbolic practices such as flagging and social routines. The data shows that older Danish expats tend to construct identity around nostalgia and cultural artifacts like smørrebrød and the Danish flag, while younger expats tend to form communities around Danish-language workplaces and social media networks. Data shows that the Danish diasporic groups rarely integrate linguistically or culturally into Spanish society. My findings suggest that "Danishness" abroad is not a fixed essence, but a negotiated and context-dependent identity, shaped by generational differences, shared memory of their homeland and everyday social practices.

POSTER

Emma Ahm Fuglesang – University of Copenhagen

Understanding and Performance of Professional Identity

This paper examines how professionals who work with pregnant women understand and perform their identities through language. Using a linguistic ethnographic approach, it analyzes interviews with a midwife and a childbirth preparation instructor. The analysis is grounded in Blommaert's (2005) framework of identity and Goffman's (1979) concept of footing, supplemented by relevant ethical and legal guidelines for midwives. The findings show that both professionals value listening to and meeting the pregnant woman where she is but position themselves differently in relation to the state and institutional frameworks: The midwife relies on the authority of the healthcare system, while the instructor emphasizes her agility outside of it. Identity is also performed through linguistic markers such as dialect and pronoun use, which create either connection or distance to the pregnant women. Finally, the study highlights how the interviewer's own identity as both a mother and a linguistics student influenced the participants' narratives and their selection of information.

POSTER

Bente De Graeve - Leiden University

Ethnographic Study of Democratic Listening at a Climate Assembly

This poster presentation provides an overview of my PhD project, an ethnographic study of the listening practices at the Brussels Climate Citizens' Assembly, a permanent assembly that deliberates on regional climate action. Building on recent work in linguistic anthropology that takes listening to be as productive and agentive a communicative practice as speaking (Connor, 2024; Marsilli-Vargas, 2022; Slotta, 2023), this project asks the following questions: (1) Why has the government chosen this deliberative project to engage with its citizens on climate policy? (2) What do the citizens think will, and should, happen with their voices? (3) How do the participants in the assembly listen? What practices and ideologies of listening can be observed? (4) In a bilingual assembly, does the language a participant speaks shape their role in an interaction? For this research, I conduct ethnographic fieldwork, observing the meetings of the assembly members from their first meeting until the presentation of their recommendations to the government. With this research I aim to illustrate how different listening practices index different ideologies of democratic participation and climate action.

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Keywords: listening; deliberative democracy; citizen participation, climate action

POSTER

Jaana Kolu - University of Eastern Finland & Susanna Hakulinen-Bernard - Tampere University

Minority language speakers and identity positioning - one hundred linguistic life stories from Sweden

The aim of this study is to explore identity positionings of minority language speakers in 100 Sweden-Finnish, Finland-Swedish and Tornedalian linguistic biographies collected through semi-structured interviews in different parts of Sweden.

Since 2000, Sweden-Finns and Tornedalians have been among the five recognised national minorities in Sweden. Finnish and Meänkieli are also national minority languages (Act 2009:724). Finland-Swedish-speakers are estimated to be around 200,000 in Sweden, but they are not considered as a national minority.

According to post-structuralist perspective, identity construction never occurs outside of cultural forces or discursive practices. Thus, identities are dynamic and contextual rather than fixed and essential (Baxter 2016). Drawing on the Positioning Theory (Harré et al. 2009), we examine how the participants discursively construct their identities and position themselves in relation to minority languages and cultures in the interviews.

Our analysis shows that identity positionings of minority language speakers are linked to their experiences of languages and feelings associated with them, for instance, how they have been positioned by others (cf. Busch 2017). On the other hand, identities are linked to culture, 'roots' and ways of being and communicating, which have not always been legitimised by others.

Even though each linguistic biography is unique and individual, the participants share some similar experiences.

The importance of minority language for identity is linked to the motivation to maintain it and therefore it is an important theme to explore.

Keywords: minority language, identity, positioning, Sweden-Finnish, Finland-Swedish and Meänkieli

POSTER

Marta Segura Hudson - Göteborgs universitet

Where Language Learning and Subject Content Meet

Content and Language Integrated Learning (CLIL) is "a dual focused approach" to learning where content and language are both explicit goals, and where successful practice sees integration of these two foci (Mehisto, Marsh, & Frigols, 2008, p.9). The aim of this on-going doctoral project is to explore CLIL practices in Swedish upper-secondary contexts, where English is the primary language of instruction by looking at subject literacy development. This project uses an ethnographic approach to explore the discourse employed by subject content teachers who use English in the practice of teaching History, Social Studies, and International Relations with multilingual learners. Student language use in oral and written production is also considered in the project.

Classroom interaction has been observed and audio recorded with one cohort of students and three participating teachers during their upper-secondary school studies. Semi-structured interviews, lesson transcriptions, and student produced texts are currently being analyzed drawing from analytical frameworks including discourse analysis (Paltridge, 2022), thematic coding, (Braun & Clarke, 2006; 2019) and corpus methods of analysis (Hunston, 2008). Initial findings highlight the importance of iterative classroom content and scaffolding in support of language development and subject literacy, with curricular alignment being central. Further findings illustrate how subject teachers employ methods and patterns consistent with language teaching practices, though they do not self-identify as language teachers. These results have implications for how the competencies, and needs, of multilingual learners may be addressed in CLIL and non-CLIL classrooms in the future.

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Keywords: Content and Language Integrated Learning, Subject Literacy, Upper-Secondary School, Multilingual Learners, Classroom Observation

POSTER

Wendong Li - City University of Macau

Undoing the "Standard": A sociomaterial investigation of language ideologies and practices at a Chinese language school in Macau

Standards have become prevalent in language education, delineating the competencies required of teachers and the proficiency expected of students. However, in an era characterized by complexity and diversity, standardized ideologies are increasingly challenged by the reality that individuals, with access to diverse sociolinguistic norms, may struggle to achieve the expected "purity" of competence. This paper reports on a three-year linguistic ethnography at a Chinese language school in Macau, exploring how local teachers, teaching assistants (TAs), and students interpreted and negotiated standardized language ideologies and practices. Analysis of observational field notes, interviews, and interactional recordings reveals a complex sociomaterial assemblage of human and non-human actors involved in the enactment and negotiation of institutional standards for Chinese language education. It suggests that while standards were established through the formalization of pedagogical materials and the unification of instructional languages, stakeholders critically appropriated these ideologies and practices. Teachers and TAs, through interactions with material and instructional contexts, innovated their teaching practices to adapt or revise existing policies. Additionally, collaborative efforts among teachers, students, and their environments challenged monoglossic representations of the Chinese language and dismantled deficit-based framings of individuals within the institution. The paper concludes with implications for inclusive, equitable, and context-sensitive multilingual education.

Keywords: standard; sociomaterialism; language ideology; language practice; linguistic ethnography

POSTER

Shuyan Liu - University of Oxford

Discursive Construction of Novice Teacher Identity in Communities of Practice in Chinese Public Schools: A Linguistic Ethnography

Much has been written about the centrality of narrative in understanding language teacher identity, yet the nuanced, moment-to-moment interactions through which teacher identities are established and negotiated remain less well-researched. The research focuses on how novice teachers discursively construct their professional identities through talk across diverse social practices in their communities of practice of urban public schools in China. It employs Linguistic Ethnography (LE) to explore the identity construction of five teachers in discursive practices and analyse how the sociocultural issues are played out in their dialogic interactions. The fieldwork took place over five months, from March to July 2023, in two urban public schools in the southwestern region of China. Three qualitative methods were used for data collection: ethnographic fieldwork and field notes, audio recordings of professional practices (e.g., classroom teaching, novice-mentor meetings), and semi-structured interviews. The data analysis was conducted in three stages: (1) fine-grained analysis of dialogic interactions, (2) thematic content analysis of ethnographic data, and (3) integrated analysis of two different datasets. Results find that the novices generally exhibited compliance with the institutionally legitimated and culturally perpetuated ideologies. This micro-level act of compliance was intersubjectively negotiated through daily interactions, indexing wider issues of teacher hierarchy and the top-down imposition of educational reforms in China. The research highlighted the significance of a close-up method that includes subjective detail as well as the larger structures in the formulation and implementation of new educational reforms.

Key Words: teacher talk, identity and agency, novice teachers, communities of practice, discursive construction

POSTER

Elin Furu Markusson - UiT - Arctic University of Norway

The dissonance between the legal and affective right to learn Sámi

In an ongoing ethnographic research project, I investigate how Sámi youth in Norway choose to invest in the subject of Sámi as a second language in their transition from lower to upper secondary school.

This presentation is based on an interview with one research participant about her experiences with learning Sámi as a second language in lower secondary school. Although she as a Sámi has the legal right to learn Sámi language in schools in Norway, she experiences conflicting feelings about her Sámi identity and whether she has the right to learn the language or not.

I propose the concept of *affective right* to describe and analyze this condition by building on Ahmed's (2014) affect theory. As such, I examine how public discourses may negatively impact Sámi youths' identities and their sense of having the right to learn Sámi language, and how social relations and communities may contest these discourses and thus strengthen individuals' affective rights.

I use nexus analysis (Scollon & Scollon, 2004) to map how discourses about Sámi identity and language circulate between individual experiences, social relations, and society at large, and how these come to shape Sámi youths' heritage language learning projects. The data are collected in an ongoing ethnographic fieldwork for my PhD project which is a part of a larger interdisciplinary research project on Multilingualism in Transitions (MultiTrans).

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Keywords: Indigenous language, education, nexus analysis, affect theory, affective rights

POSTER

Venla Rantanen - University of Jyväskylä

Reimagining social change: How multilingual children challenge normative structures in Finnish basic education

The educational system reaches most children in Finland, which is why changes in educational policy and pedagogical interventions are often offered as solutions to societal issues by politicians, the media and researchers alike. However, these approaches are almost always top-down solutions, making children the objects of change, not the subjects.

I turn the setting upside down by asking how the multilingual children challenge and disrupt the distinct oppressive structures of society and thus act as agents for social change in Finnish basic education. The study is based on the preliminary findings of my doctoral dissertation, for which I collected ethnographic data over an 18-month period in two schools in the Helsinki metropolitan area.

The results consist of two sub-studies. In Study 1, I examine how two immigrant children construct identities and find opportunities for empowerment in school. Study 2 focuses on a group of eight-year-olds embodying hegemonic subject positions during a citizen science project. In both studies, children use resources they have acquired outside school to challenge normative practices and create new ways of doing school. I argue the children are already doing the social change in their own terms, despite school's restricting practices.

Besides providing a new perspective for theory of social change and multilingual pedagogy, my dissertation takes a stand on how we talk about so-called "immigrant" youth and children, and what is left unsaid, unheard and unseen in mainstream narratives.

Keywords: social change, children, education

POSTER

Fatima Reda - University of Oslo

Reception of Arabic-speaking students in Norwegian schools

Arabic-speaking students represent a significant group within the Norwegian school system. These students come from diverse educational and linguistic backgrounds, including varying levels of schooling, literacy in Standard Arabic or oral proficiency in regional dialects, adding complexity to the mapping process. Understanding students' diverse backgrounds is essential for teachers to provide adapted education (see Norwegian Education Act, 2023).

My PhD project examines how teachers in Norwegian upper secondary schools identify, map and use the linguistic resources of Arabic-speaking students with short residency, and explores how these students utilize their language repertoires in the classroom. Adopting a linguistic ethnographic approach (Copland & Creese, 2015), the study combines qualitative interviews, observations, and language portraits. Language portraits provide teachers with a visual and nuanced representation of students' linguistic repertoires, and highlight students' attitudes and experiences with different languages (Busch, 2018). Data was initially collected from nine upper secondary schools, with in-depth fieldwork on one school hosting three introductory classes.

Preliminary findings show that the initial mapping conducted by the schools identified significantly fewer Arabic-speaking students compared to the findings from the fieldwork. Additionally, teachers faced challenges due to fragmented and incomplete information about students' linguistic and cultural resources, from the schools´ mapping. Throughout the school year, teachers were found to navigate the role as "detectives" (García, 2017), piecing together insights about their students while fostering opportunities for language development. The teachers expressed frustration when students' actual language proficiency differed from expectations or reported levels, and uncertainty about what forms a prototypical Arabic-speaking student.

Keywords: Linguistic ethnography, Arabic-speaking students, language portraits, mapping, teacher support

POSTER

Anja Bols Slåttvik - DPU, Aarhus Universitet & VIAUC

Verbal Protocol in a Microsoft Teams setting.

This presentation is based on an ongoing PhD project that integrates knowledge about dyslexia, reading and writing, and assistive technologies. It situates these elements within the context of English as a foreign language (EFL) education in Danish primary schools. The project aims to investigate the practices and reflections of both teachers and pupils in EFL education, with the goal of developing a comprehensive guide for foreign language teaching that better addresses the needs of pupils with dyslexia.

This is a linguistic ethnographic (LE) study involving components such as video-recorded observations and interviews. The presentation focuses on Verbal Protocol sessions with eight pupils with dyslexia, during which they explain their approach to using assistive technology while working on English assignments. The objective is to gain insight into their thoughts on how they use technology to tackle reading and writing tasks in English. The sessions were recorded in Microsoft Teams, allowing us to correlate the pupils' verbal explanations with their on-screen activities, as well as their facial expressions and body language captured in the small frame of the Teams meeting.

The presentation addresses the methodology, some preliminary findings, and the ethical implications of this close examination of a vulnerable group of young pupils who are revealing their challenges with reading and writing. It includes reflections on the researcher's presence and prompts during the sessions, and the potential influence these may have on the pupils' responses.

Keywords: Verbal protocol, assistive technology, dyslexia, EFL

POSTER

Shulan Sun - Indiana University Bloomington

Tastes like Technocracy: Politics and Ideologies of Commodity Value in Contemporary China.

Scholars of science and technology in the Chinese context have noted that the leadership of scientists and engineers since the 1980s has turned China into a virtual technocracy run by engineer-politicians (Greenhalgh and Zhang, 2020, 2). While such works critique the inability of science to ”save” China from the human and ecological fallout of four decades of rapid growth (ibid., 15), they often overlook the complex and totalizing ways in which the state maintains ideological coherence among its technocrats, who are central to both the technological and ideological infrastructure of the country. This study examines ritualistic interactions among Chinese state agents–particularly technocrats and ideologues–during fieldwork in tea and coffee production regions in Yunnan, China. It investigates the roles of these state agents in the supply chains of domestically produced coffee and tea, asking: (1) how do such commensal encounters shape the cross-local valuation of commodities in China? And (2) how are certain forms of value privileged over others by these stakeholders who influence supply chain models conceived in a techno-authoritarian context, while reproducing state-sanctioned values across different social domains? Drawing on my dissertation fieldwork, this study builds on insights on semiotic regimentation (Karland 2017, Irvine and Gal 2019) to explore how semiotic and material practices mediate commodity value in contemporary China. By focusing on interactions between state agents, it highlights the entanglement of political ideologies, economic logics, and cultural meanings in shaping value hierarchies, contributing to broader discussions on language, governance, and political economy in modern illiberal states.

Keywords: Commodity Chains, Semiotic Ideology, Political Economy

POSTER

Berrak Pinar Uluer - Stockholm University

Constructing and Contesting Language Hierarchies: A Case Study of Multilingual Students' and Teachers' Experiences in English Education in Swedish High Schools

In recent decades, Sweden has experienced a significant influx of immigrants, many of whom lack the necessary language skills to participate fully in Swedish society. This has made Sweden's classrooms increasingly diverse, presenting multilingual students with the double challenge of acquiring both Swedish and English languages necessary for academic success and participation in society. This research explores how multilingualism is navigated in English language classes in upper-secondary schools, focusing on the perspectives of both teachers and students regarding language use and its implications for language learning. Drawing on theories of language ideologies and language attitudes, the study investigates how these factors influence classroom language practices, educational outcomes and how teachers and students perceive the role of multiple languages in the classroom. Using ethnographical methods, including classroom observations, interviews, questionnaires, and written text analysis, the research aims to provide knowledge about the significance of how multilingual students' linguistic resources are utilized or limited and how both students and teachers perceive these practices.

POSTER

Mariken Hedvig Weisser - UiT - Norges arktiske universitet

At the Threshold of the Transition Between Kindergarten and School - the Role of English in Children`s Language Use

In this poster presentation I will explore the role and use of English as part of the multilingual repertoires of children at the threshold of the transition between kindergarten and school. The research and ethnographic fieldwork are situated in urban areas of Northen Norway.

Official language policy for kindergartens supports a resource-oriented view on multilingualism, particularly the children's mother tongues, as well as a focus on strengthening Norwegian competence. I entered the fieldwork in kindergarten to investigate multilingualism and children's language practices. Preliminary observations reveal that the children show high degree of interest, engagement and competence in English. When presented with contexts which facilitate for a wider range of language resources such as Sámi, Spanish, or German, and openness to any language repertoires the children may have, children show a tendency to opt for English. The children show pride in connection to the use of English language. Against this background, I ask why and how the position of English differs from that of other multilingual resources. Based on ethnographic observation of the children's play and the kindergarten's linguistic environment and conversations with staff and parents, I explore relevant contexts across various scales, including official policies, the kindergarten's pedagogical work, family language practices and child interactions.

This poster presentation is part of an ongoing Phd-project with ethnographic fieldwork commenced in the fall of 2024.

Keywords: Kindergarten, Ethnography, Multilingualism, English, Children's language use

POSTER

Yuanyuan Zhang - University of Coimbra

Production of Space: Urban Linguistic Landscapes as Sites of Linguistic Citizenship in Portugal

When it comes to immigrants, EU language policy intersects with the challenge of integration. It faces complex situations involving immigrants with different linguistic backgrounds. Immigrants are encouraged to learn the national or official language(s) of the host country to facilitate integration and access to social and economic opportunities.There is a growing recognition of the value of maintaining immigrant languages within the larger multicultural landscape (Blommaert 2013, Gorter et al. 2012, Landry & Bourhis 1997, Cenoz & Gorter 2022). Immigrants in European countries have diverse ideological perspectives regarding language policy, including assimilation, multiculturalism and pragmatic bilingualism. Europe's multilingual language policy promotes inclusivity and diversity, but immigrants' linguistic citizenship is a complex matter. Drawing on case study of urban linguistic landscapes in Portugal, the paper explores the concept of urban linguistic citizenship through the lens of the production of space, emphasizing how language in urban environments serves as both a tool for agency and a site of identity negotiation. Based on the theory of the production of space (Lefebvre, 1991), it highlights how linguistic citizenship extends beyond formal rights to include the everyday practices through which people claim ownership over public spaces. Through immigrant languages on public signage, subversive graffiti, and translanguaging (Creese et al., 2018) in daily interactions, individuals and communities engage in acts of resistance that reshape the linguistic and social fabric of cities. These acts challenge hegemonic linguistic norms, disrupt assimilation pressures, such as migration, globalization (Wright, 2004), and the negotiation of linguistic identities, offering new insights into the interplay between language, identity, and urban spatial politics, emphasizing the need for inclusive policies that embrace multilingualism as a form of civic engagement and social justice.

Key words: production of space, linguistic citizenship, linguistic landscape, Portugal

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