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Course Literature

US544F, Linguistic Ethnography from an Educational Perspective, Second Cycle, 7.5 ECTS credits

Handbooks

Copland, F., & Creese, A. (2015). *Linguistic Ethnography Collecting, Analysing and Presenting Data*. SAGE Publications Ltd. (289 pp.)

Copland, F., & Creese, A. (2016). Ethical Issues in Linguistic Ethnography: Balancing the Micro and the Macro. In P. I. De Costa (Ed.), *Ethics in Applied Linguistics Research. Language Research Narratives* (pp. 161–178). Routledge. (17 pp.)

Creese, A., Takhi, J. K., & Blackledge, A. (2015). Metacommentary in linguistic ethnography (pp. 266–284). In J. Snell, S. Shaw & F. Copland (Eds.), *Linguistic Ethnography*. Palgrave Macmillan. (18 pp.)

Goffman, E. (1981). Footing. In *Forms of talk* (pp. 124–159). University of Pennsylvania Press. (35 pp.)

Heller, M. (2013). Gumperz and Social Justice. *Journal of Linguistic Anthropology*, *23*(3), 192–198. (6 pp.)

Hymes, D. (1973). Speech and Language: On the Origins and Foundations of Inequality among Speakers. *Daedalus*, *102*(3), 59–85. (26 pp.)

Tusting, K. (2019). *The Routledge Handbook of Linguistic Ethnography* (chapters 1, 9, 11–14, 16–17, 20). Routledge. (110 s.)

Empirical Studies

Blackledge, A., & Creese, A. (2017). Translanguaging and the body. *International Journal of Multilingualism*, *14*(3), 250–268. (18 pp.)

Canagarajah, S., & Matsumoto, Y. (2017). Negotiating voice in translingual literacies: from literacy regimes to contact zones. *Journal of Multilingual and Multicultural Development*, *38*(5), 390–406. (16 pp.)

Department of Teaching and Learning

Creese, A., Blackledge, A., with Baraç, T., Bhatt, A., Hamid, S., Wei, L., Lytra, V., Martin, P. Wu, C-J., & Yağcioğlu, D. (2011). Separate and flexible bilingualism in complementary schools: Multiple language practices in interrelationship. *Journal of Pragmatics*, *43*(5), 1196–1208. Available online. (12 pp.)

De los Ríos, C., & Seltzer, K. (2017). Translanguaging, coloniality, and English classrooms: An exploration of two bicoastal urban classrooms. *Research in the Teaching of English*, *52*(1), 55–76. (11 pp.)

Dewilde, J., & Creese, A. (2016). Discursive shadowing in linguistic ethnography: Situated practices and circulating discourses in multilingual schools. *Anthropology & Education Quarterly*, *47*(3), 329–339. (10 pp.)

Hedman, C., & Mannish, S. (2021). Student agency in relation to space and educational discourse. The case of English online Mother Tongue Instruction. *English in Education*, *56*(2), 160–173. https://doi.org/10.1080/04250494.2021.1955618 (14 pp.)

Hedman, C., & Magnusson, U. (2021). Constructing success and hope among migrant students and families. A mother tongue teacher's didactic narratives. *Language & Communication*, *77*, 93–105. (12 pp.)

Hedman, C., & Magnusson. U. (2020). Student ambivalence towards second language education in three Swedish upper secondary schools. *Linguistics and Education*, *55*, 1–12. (12 pp.)

Jonsson, R. (2018). Swedes Can't Swear: Making Fun at a Multiethnic Secondary School. *Journal of Language, Identity & Education*, *17*(5), 320–335. (15 pp.)

Karrebæk, M. S. (2012). "What's in Your Lunch Box Today?": Health, Respectability, and Ethnicity in the Primary Classroom. *Journal of Linguistic Anthropology*, *22*(1), 1–22. (20 pp.)

Karrebæk, M., & Charalambous, C. (2017). Superdiversity and linguistic ethnography: Researching people and language in motion. In A. Creese & A. Blackledge (Eds.), *The Routledge Handbook of Language and Superdiversity* (pp. 73–88). Routledge. (16 pp.)

Kerfoot, C., & Bello-Nonjengele, B. O. (2022). Towards epistemic justice: Transforming relations of knowing in multilingual classrooms. *Working Papers in Urban Language & Literacies*, (294), 1–23. (23 pp.)

Kerfoot, C., & Bello-Nonjengele, B. O. (2023). Towards epistemic justice: Constructing knowers in multilingual classrooms. *Applied Linguistics*, *44*(3), 462–484. https://doi.org/10.1093/applin/amac049 (22 pp.)

Kerfoot, C., & Tatah, G. J. (2017). Constructing invisibility: The discursive erasure of a black immigrant learner in South Africa. In C. Kerfoot & K. Hyltenstam (Eds.), *Entangled Discourses: South-North Orders of Visibility* (pp. 37–58). Routledge. (21 pp.)

Pérez-Milans, M. (2015). *Language and identity in linguistic ethnography*. https://www.academia.edu/11920584/WP158_P%C3%A9rez-Milans_2015._Language_and_identity_in_linguistic_ethnography (14 pp.)

Straszer, B., Rosén, J., & Wedin, Å. (2020). Imagining the homeland: mother tongue tuition in Sweden as transnational space. *Journal of Multicultural Discourses*, *15*(1), 42–60. (20 pp.)

(Approximately 710 pages in total.)

Recommended Literature

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2019). *Writing Ethnographic Fieldnotes*. University Chicago Press. (approx. 300 pp.)