

## Kurslitteratur/Course literature

### US544F - Lingvistisk etnografi i utbildningssammanhang, 7,5 hp Linguistic Ethnography from an Educational Perspective, 7,5 credits

#### Handböcker/Handbooks:

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

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* (S. 161–178). New York: Routledge. (17 s.)

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

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

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

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

Tusting, K. (2019). *The Routledge Handbook of Linguistic Ethnography*. Routledge. (Kapitel 5, 8, 11, 13, 14, 17, 19, 20.) (110 s.)

#### Empiriska studier/Empirical studies:

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

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 s.)

Creese, A., Blackledge, A., with Baraç, T., Bhatt, A., Hamid, S., Wei, L., Lytra, V., Martin, P. Wu, C-J. & Yağcıoğlu, D. (2011). Separate and flexible bilingualism in complementary schools: Multiple language practices in interrelationship. *Journal of Pragmatics*, 43(5), 1196–1208. Kan laddas ned från: <https://www-sciencedirect-com.ezp.sub.su.se/science/article/pii/S0378216610003243> (12 s.)

## Institutionen för språkdidaktik

2 (3)

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 s.)

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 s.)

Ganuza, N. & Hedman, C. (2017). Ideology vs practice: Is there space for pedagogical ‘translanguaging’ in mother tongue instruction. I B. Paulsrud, J. Rosén, B. Straszer, & Å. Wedin (Eds.), *New Perspectives on Translanguaging and Education* (S. 208–226). Bristol: Multilingual Matters. (18 s.)

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 s.)

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

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

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 s.)

Karrebæk, M. & Charalambous, C. (2017). *Superdiversity and linguistic ethnography: Researching people and language in motion*. Kan laddas ned från:  
[https://www.academia.edu/32527293/WP212\\_Karreb%C3%A6k\\_and\\_Charalambous\\_2017.\\_Superdiversity\\_and\\_linguistic\\_ethnography\\_Researching\\_people\\_and\\_language\\_in\\_motion](https://www.academia.edu/32527293/WP212_Karreb%C3%A6k_and_Charalambous_2017._Superdiversity_and_linguistic_ethnography_Researching_people_and_language_in_motion) (13 s.)

Kerfoot, C. & Bello-Nonjengele, B. O. (2016). Game Changers? Multilingual Learners in a Cape Town Primary School. *Applied Linguistics*, 37(4), 451–473. (20 s.)

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

Pérez-Milans, M. (2015). *Language and identity in linguistic ethnography*. Kan laddas ned från:  
[https://www.academia.edu/11920584/WP158\\_P%C3%A9rez-Milans\\_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 s.)

## Institutionen för språkdidaktik

3 (3)

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 s.)

(Totalt ca 700 sidor.)

**Rekommenderad litteratur/Recommended literature:**

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