

A linguistic ethnography of multilingual young people as writers in and outside of school

Few large studies have addressed second language writing as a social practice in a Scandinavian context. To address this knowledge gap, I conducted a linguistic ethnographic study with fieldwork in a transition class for newly arrived students across a school year. In the process, I wrote fieldnotes, collected student texts written in and outside the classroom, audio-recorded classroom interactions and conducted semi-structured interviews over time. The analyses of the classroom data showed how the teachers advocated strong “Norwegian-only” and “independent” discourses for classwork in general and writing in particular. The students were found to both challenge and reinforce these discourses. I will show how bringing their out-of-school writing to school proposed alternative discourses, feeding into the debates and understandings of translation and plagiarism for language and literacy learning (see also Dewilde, 2017, 2018).

Dewilde, J. (2017). Translation and translingual remixing: A young person developing as a writer. *International Journal of Bilingualism*. doi:10.1177/1367006917740975

Dewilde, J. (2018). “It’s just in my heart”: A portrait of a translingual young person as a writer of poetry. In T. O. Engen, L. A. Kulbrandstad, & S. Lied (Eds.), *Norwegian perspectives on education and diversity* (pp. 103–120). Newcastle upon Tyne, UK: Cambridge Scholars Publishing.