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).
