

Linguistic ethnography in multilingual classrooms: Focus on visual and participatory methods

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In this talk, I will focus on methodological aspects of linguistic ethnographic research in multilingual classrooms. I draw on two linguistic ethnographies; a study of linguistic practices in and around mother tongue teaching in a Danish primary school (2010-15) and an investigation of linguistic practices in Danish reception classes for newly arrived refugee and migrant youth (2016-17). Both linguistic ethnographies contain an important visual component as well as a participatory element. In the study of mother tongue teaching, I highlight the use of photos and photo elicitation interviews in linguistic ethnography, while I particularly emphasize the use of language portraits in the study of reception classes. From the two examples, I build a case for linguistic ethnographic research that is methodologically inventive and creative and call for us as linguistic ethnographers to continuously strive to stretch our methodological repertoire.