



Copenhagen Meeting

Thursday 2nd & Friday 3rd
June, 2016

Venue:

University of Copenhagen
Department of Nordic Studies and Linguistics
Njalsgade 120
2300 KBH S

The nearest station is *Islands Brygge* metro station (as shown on the map on page 8). To get to this from the hotel, you can ride one stop with any regional- or S-train going towards central Copenhagen and get off at *Nørreport st.* From here you need the metro line towards *Vestamager*.

2nd of June the meeting will take place in room 22.1.47: Building 22, 1st floor and to the left of the elevator/stairs (with your back to the elevators). The room number is written on the door.

3rd of June the meeting will take place in the 'Rasmus Rask' meeting room: Building 22, 2nd floor and through the glass doors on your left (with your back to the elevators).



Academic Programme



Thursday 2 June 2016

9:15 – 17:00, Room 22.1.47 (Building 22, 1st floor)

9:30 – 9:45 An opening word from the local organizers

Engaging superdiversity: Emergent metaphors for understanding complexity

9:45 – 10:15 **Engaging Superdiversity: An introduction** (Max Spotti, Karel Arnaut & Martha Karrebæk)

10:15 – 10:45 **Arrival infrastructures: Exploring morphologies and normativities of urban becoming**
(Karel Arnaut & Bruno Meeus, KU Leuven)

10:45 – 11:00 Break

11:00 – 11:30 **'A multicultural school - in a French-Danish context': The symbolic organization of linguistic diversity in a high prestige school**
(Thomas Rørbeck Nørreby & Lian Malai Madsen, Copenhagen)

11:30 – 12:00 **Deaf mobilities across international borders: Visualising intersectionality and translanguaging** (Annelies Kusters, Göttingen)

12:00 – 12:30 Considerations and remarks from the morning session

12:30 – 14:00 Lunch

Engaging superdiversity: Emergent metaphors for understanding complexity

14:00 – 14:30 **Classroom conversations exploring race and racism in a tenth grade language arts classroom** (David Bloome, Ohio State University)

14:30 – 15:00 **Repertoires of social identity and navigating classroom life: Work-in-progress**
(Michiko Hikida, Ohio State University)

15:00 – 15:15 Break

15:15 – 15:45 **Storytelling in a culturally diverse school context: Work-in-progress**
(Patricia Enciso, Ohio State University)

15:45 – 16:15 **Sociolinguistic reflexivity and normativity in social media interaction**
(Andreas Stæhr, Copenhagen)

16:15 – 16:45 Considerations and remarks from the afternoon session

16:45 Closing of the working day

19:30 Dinner – Place [TBA]



Business Meeting



Friday 3 June 2016

09.30 - 14.00 'Rasmus Rask' meeting room (Building 22, 2nd floor)

Agenda

9:30 Reception tea and coffee

The timings below are approximate

09:45 – 10:30 Pavlenko's paper: what are the InCoLaS thoughts on it? (Lian and Martha)

10:30 – 11:00 Funding opportunities: what are the opportunities 'on the other side of the pond'? (Max)

11:00 – 11:45 InCoLaS educational activities, implementation and accreditation (Sirpa & Elina)

11:45 – 12:15 How should we spend 5 000 Eur on publications? (Max)

12:15 – 12:30 Update on Copenhagen PhD Summer school (Martha)

12:30 – 12:45 Further activities, forthcoming publications, grants, last meeting planning

13:00 Lunch

Attachments: (1) ERC Starting Grant 2016: MobileDeaf
(2) Pavlenko's text
(3) Minutes InCoLaS meeting November 27, 2015, London – 2nd Int. Hum. meeting

Please take a look at:

http://ec.europa.eu/research/mariecurieactions/about-msca/actions/itn/index_en.htm



Abstracts for the Academic Programme



Engaging Superdiversity

Max Spotti, Karel Arnaut & Martha Karrebæk

Looking back at the time in which Vertovec coined its hyphenated version (Vertovec 2006), it is quite evident that super-diversity has first hinged on a flourishing stream within the anthropology of transnationalism. Despite its clear pertinence to that field, it is only in 2009 – with an ESF funded workshop on the implications of super-diversity in Europe – that sociolinguistics has approached to this term (Blommaert & Rampton 2011), calling for a deep revision of the conceptual and methodological apparatus that had been insofar characterised the field.

Against this background and aware of the critique that the term superdiversity has given way to (Flores *forthcoming*; Pennycook *forthcoming*; Pavlenko *forthcoming*), the present contribution compounds the early and later moments of superdiversity ‘work in progress’. It does so by starting to examine whether superdiversity has an incremental or a transformative potential (Silverstein 2015:7-18) and it proposes intermediary bridging concepts like ‘infrastructure’ and ‘poiesis’ for the grasping of diversity and mobility without falling into the celebration of individuality and hybridity. The contribution concludes with a series of consideration on the advantages and perils that superdiversity may face in the future.

Arrival infrastructures: Exploring morphologies and normativities of urban becoming

Karel Arnaut & Bruno Meeus

Arrival infrastructures are those parts of the urban fabric with which newcomers interact upon arrival and in which their future local or translocal social mobility is negotiated. There is a rich history of theorizing ‘infrastructure’. This paper scrutinizes the theoretical, methodological and political significance of bringing infrastructural thinking into dialogue with migration studies. Arrival infrastructures in the plural opens up the multiple and site-specific politics of arrival and belonging, of transience and permanence while generating questions such as: what normative pathways, what local ideologies of (language) diversity, what forms of belonging, what ‘surfaces to stand on’ emerge in particular arrival infrastructures?

“A multicultural school - in a French-Danish context”: The symbolic organization of linguistic diversity in a high prestige school

Thomas Rørbeck Nørreby & Lian Malai Madsen

While it has been argued that the impact of educational institutions on societal inequalities and opportunities is limited (Moore 2007; Jaspers & Madsen 2016), institutional responses to linguistic diversity still play an important part in constructing links between linguistic repertoires, social hierarchies and prestige. Hence, scholars have shown how the symbolic organization of different language use in and around educational practices to a large extent reproduces wider patterns of social stratification (Collins 2015; Jaspers 2014). Thereby we can learn more about how social stratification is experienced and enacted by investigating such symbolic organization of language in different educational settings.

In Denmark, official approaches to linguistic diversity as well as language ideological beliefs among students in urban public schools are well described (e.g. Madsen et al. 2016). Whereas young people in everyday communication use a wide range of linguistic resources for different purposes, the hierarchical ideological order is clear across institutional and mundane settings; standard Danish dominates when it comes to achieving educational and professional success (e.g. Stæhr & Madsen 2015; Karrebæk 2013). However, we



know little about the symbolic organization of linguistic diversity in international schools with prestigious reputations. Due to their international status and pupil population and the language of instruction different from Danish, these schools are certainly characterized by linguistic diversity, but likely also by sociolinguistic ordering different from that of the urban public schools.

In this presentation we look into linguistic and ethnographic data from a French prestigious private school in Copenhagen. We investigate explicit and implicit beliefs about language and linguistic diversity as they are expressed and enacted among teachers and students and discuss these in relation to dominating language regimes and patterns of social stratification in the wider Danish society.

Collins, J. (2015): Migration, language diversity and education policy: A contextualized analysis of inequality, risk and state effects. *Policy Futures in Education* 13 (5), 577-595.

Jaspers, J. (2014) Stylizations as Teacher Practice. *Language in Society* 43 (4), 371–393.

Jaspers, J. & L. M. Madsen (2016): Sociolinguistics in a languagised world. *Applied Linguistics Review*. [in press]

Karrebæk, M.S. (2013) 'Don't speak like that to her!': Linguistic Minority Children's Socialization into an Ideology of Monolingualism. *Journal of Sociolinguistics* 17 (3), 355–375.

Madsen, L. M., M. S. Karrebæk & J. S. Møller (eds.) (2016): *Everyday Linguaging: Collaborative research in the language use of children and youth*. Mouton De Gruyter.

Stæhr, A. & L. M. Madsen (2015): Standard language in urban rap: Social media, linguistic practice and ethnographic context. *Language and Communication* 40, 67–81.

Deaf mobilities across international borders: Visualising intersectionality and translanguaging Annelies Kusters

Deaf signers' international mobilities are **rapidly increasing**. These mobilities are **unique** in a number of respects: while being biologically deaf leads to certain limitations and to discrimination and inequalities, being skilled in visual language also creates possibilities and opportunities for communication across national and linguistic borders. There are two main research questions in the project. First, within contexts of international deaf spaces, how does the status of being deaf **intersect** with other statuses, particularly ethnicity, nationality, education, religion and gender, and which meaningful connections or accumulated inequalities occur? Second, how do deaf signers in these contexts practice and experience **translanguaging**, by making strategical use of multiple languages and language modalities, and International Sign? **Four subprojects** will focus on structurally different kinds of international deaf mobilities: (1) forced migration, (2) labour migration, (3) professional mobility, and (4) tourist mobility. The research team will be **all-deaf** as to maximise access to various sign languages, access to distinct deaf networks, and insights into deaf ways of living. This is a unique endeavour as most deaf-related research is hearing-led. The methodology will be ethnographic but neither logocentric nor audiocentric as **visual methods** (photography, video, mapping, and the production of four ethnographic documentaries) will be heavily employed, doing justice to the visual nature of sign language communication. By scrutinizing and bridging the concepts of intersectionality and translanguaging, this study will **contribute** to the study of growing complexity in diversity and mobility; the production/delimitation of social spaces particularly through language practices, strategies and ideologies; while engaging with issues of researchers' embodiment, positionality and engagement, concerns which are central to the so-called third wave in deaf studies.



Classroom conversations exploring race and racism in a tenth grade language arts classroom

David Bloome

Especially in urban public schools in the United States, classrooms often have racially, linguistically, and ethnically diverse student populations that often include students from immigrant communities. Despite such diversity and despite current events that have made race a frequent headline, teachers are reluctant to have conversations with students about race and racism. This is a case study of one classroom in which the teacher orchestrated conversations about race across the academic year, embedding such conversations in the teaching of argumentative writing. The purpose here is to explore how argumentation influences understanding and interpreting race while simultaneously exploring how a topic, such as race, influences the nature and process of argumentation. The overall theoretical framing of the study is grounded in micro-ethnographic discourse analysis (Bloome et al., 2005), Critical Race Theory (cf., Crenshaw, 1995) is used to examine how the students used their everyday experiences and stories to interrogate dominant narratives, theories of communicative rationality (Habermas, 1984) and dialogic rationality (Gadamer, 1976) are used to examine the students' argumentation practices, and interactional sociolinguistics (cf., Gumperz, 1986) is used to analyze how the teacher and students interactionally construct definitions of argumentation, knowledge, social identities and social relationships, race and racism. One set of findings concerns "uptake": What responsibilities do students have to each other to make their comments ones that can be taken up by others? What responsibilities do they have to take up what other students have said? Other findings concern the role of abstraction versus historical narratives and local life stories in the dialogic construction of conceptions of race and racism.

Repertoires of social identity and navigating classroom life: Work-in-progress

Michiko Hikida

Within the US, the often-negative educational outcomes for students of color also identified as learning disabled have been long documented and persistent. In response to these long-standing and disproportionate negative consequences, Artiles (2013) called for studies to address "intra-categorical issues" (p. 342), like the "racialization of disability" (p. 342). The aim of this case study (Stake, 1995) is to consider the racialization of disability for one student. I examine the co-construction of the reader identity of one Black boy also labeled with learning disabilities as it emerged in ongoing classroom talk. Theoretically, this paper draws on Lemke (2000) to consider how the focal student's reader identity emerged across multiple time scales. I attend to the influence of longer-term "semiotic artifacts" (Lemke, 2000, p. 275), like Individual Education Plans (IEPs) and multiyear relationships with classmates, and faster, more immediate semiotic processes (i.e., everyday classroom interactions) in the production of an *itinerary of identity* (Bucholtz, Barnwell, Skapoulli, & Lee, 2012), or a well worn ideological path along which individuals seem compelled to travel. The discourse analytic framework of Bucholtz and Hall (2005) provided a tool for examining *how* the focal student's identity emerged in interaction with the classroom community and how longer-term artifacts mediated those interactions.



Storytelling in a culturally diverse school context: Work-in-progress

Patricia Enciso

The aim of my research is to understand how youth, with diverse itineraries of migration, and distinct experiences, beliefs, and knowledge, enter into, evaluate, and animate one another's worlds as they cross through boundaries of normative discourses and imagination during face-to-face storytelling. I address these questions through theories of narrative and imagination developed in the fields of sociolinguistics and critical sociocultural theory. I focus this analysis on an illustrative episode of informal storytelling among myself and six middle school peers, immigrant and non-immigrant, that took place over forty minutes during a lunchtime story club session in May 2010. The youth and I were engaged in telling and interpreting stories of jinns, spirits in the Muslim tradition, that can overwhelm and inhabit someone's body and mind, requiring the intervention of adults who can relieve a victim of the jinn's presence by reciting specific Quranic verses. Such storytellings can be recognized as interactive social achievements reflecting the linguistic and semiotic resources of the storyteller as well as the situated, social knowledge and spaces that organize ideologies and relationships. I point to the ways 'being heard' entails multiple tensions and forms of problem-solving associated with youth cultural resources, contextual constraints, and imagination.

Sociolinguistic reflexivity and normativity in social media interaction

Andreas Stæhr

Though investigation of social media practices among young people from different places in Denmark I will discuss what role social media interaction plays in these young peoples' everyday lives by focusing on the (interrelated) themes of *sociolinguistic normativity* and *linguistic reflexivity*. More specifically I aim to discuss:

1. how spoken face-to-face and digitally mediated written language practices co-contribute to similar processes of enregisterment
2. what insights we can gain about widely recognizable sociolinguistic registers by looking at linguistic practices on social media
3. how social media interaction can be said to foster sociolinguistic reflexivity.

I study this by looking at Facebook data, self-recordings (made by the participants) and interviews collected among young people from Copenhagen and three geographically peripheral places in Denmark.

