

**Key Concepts and Methods in
Ethnography, Language & Communication**

Five-day residential course
Oxford, 7-11 July, 2008

A Researcher Development Initiative
funded by the Economic and Social Research Council

Syllabus

King's College London
Institute of Education
University of Jyväskylä

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Contact

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1. Overview of the course

	Monday 7 July 08	Tuesday 8 July 08	Wednesday 9 July 08	Thursday 10 July 08	Friday 11 July 08
	Introduction to the course	Genre and Micro-analysis		Multi-modal analysis	Trans-contextual analysis
Morning	<p>10:30 Arrival, tea & coffee, participants' posters</p> <p>11:00-11:30 Introductions and house-keeping</p> <p>11:30-13:00 Linguistic ethnography: What and why? – lecture and discussion</p>	<p>9:00-9:45 Clarification questions from previous day, integrated with another introduction activity</p> <p>9:45-10:45 Genre and cognate concepts – lecture</p> <p>10:45-11:15 Morning tea</p> <p>11:15-13:00 Struggles over genres of classroom interaction – data analysis workshop and discussion</p>	<p>9:00-9:45 Goffman lecture</p> <p>9:45-11:30 Comparing research interviews & spontaneous interaction using Goffman</p> <p>11:30-12:00 Morning tea</p> <p>12:00-13:00 Whither the research interview?</p>	<p>9:00-9:45 Why take a multimodal approach? – lecture</p> <p>9:45-11:30 Analyzing multimodal texts I</p> <p>11:30-12:00 Morning tea</p> <p>12:00-13:00 Transcribing multimodal texts – workshop</p>	<p>9:00-9:30 What are micro-analytic methods good for?</p> <p>9:30-10:30 Key concepts for transcontextual analysis – a discussion of Briggs' "Notes on a Confession"</p> <p>10:30-11:00 Morning tea</p> <p>11:00-13:00 Bureaucratic interaction – data analysis workshop</p>
Lunch	13:00-14:00 Lunch	13:00-14:00 Lunch	13:00-14:00 Lunch	13:00-14:00 Lunch	13:00-14:00 Lunch
Afternoon	<p>14:00-14:20 Overview of course</p> <p>14:20-16:00 LE analyses of data: indicative illustration – data analysis workshop (part 1)</p> <p>16:00-16:30 Afternoon tea</p> <p>16:30-18:00 LE analyses of data (part 2)</p> <p>18:00-19:00 LE and your research – pre-dinner small group discussions</p>	<p>14:00-16:00 Gumperz I and II</p> <p>16:00-16:30 Afternoon tea</p> <p>16:30-18:00 Tales from the field - symposium of graduates from last year's course</p>	<p>14:00-16:00 Optional: Participants' data application workshop (emphasis on interview data?)</p>	<p>14:00-15:30 Analyzing multimodal texts II</p> <p>15:30-15:45 Tea break</p> <p>15:45-16:45 Appropriating ELC – small group discussions</p> <p>17:00-19:00 Optional: Participants' data application workshop (emphasis on multi-modal data?)</p>	<p>14:00-14:30 Approaches to power – lecture</p> <p>14:30-15:30 Power in ethnography – methodological implications – small group discussions</p> <p>15:30-15:45 Tea break</p> <p>15:45-17:00 Concluding discussion, graduation ceremony and next steps</p>
Night	19:30 Dinner at St. Anne's	<p>Independent dinner arrangements</p> <p>20:30 Optional guided tour. Collection Point: St Anne's College, porters' lodge</p>	Independent dinner arrangements	19:30 Festive dinner	

2. Theoretical perspective

Why ethnography, language and communication?

Language and communication are central to social science research. They are a key part of the methods and data collected in a broad range of approaches - for example, participant-observation, surveys, interviews, textual analyses, and experimental interventions. How researchers engage with language and communication crucially shapes the rigour and validity of their work.

The perspectives and tools explored in this course will help researchers to avoid the perils of both under- and over-interpretation. Traditional social scientific methods – e.g. interviews and surveys – often take what subjects’ say at face value, skimming the surface of the communicative event, under-estimating the influence of the social and historical context. At the same time, there are other approaches – e.g. critical discourse analysis, cultural criticism – that tend to over-privilege sociological and ideological factors, eclipsing what the specific text or interaction means for the participants involved, and the way they have brought their own agency to bear upon it. At another point of the spectrum, there are micro-analytic approaches, like conversation analysis, which tend to sideline the broader context of communication, thereby omitting significant sources of meaning and insight.

Selecting research methods inevitably involves trade-offs, and the ELC programme is designed to offer researchers from a variety of approaches and disciplines an appreciation of the complexities of language and communication, and a set of ethnographically sensitive tools to complement their current perspectives and methods of inquiry.

How do we approach language and communication?

Meaning involves much more just than the content of the words that are used – interviews, for example, entail more than the reporting of facts and opinions, and much more goes on in communication in classrooms and consultations than the official business of ‘learning’ or ‘diagnosis’. There is a continuous flow of signals about social stances and relationships carried in the small details of language and interaction – e.g. in a momentarily delayed reply, in the emphasis given to one word rather than another. At the same time, the production and interpretation of these signs is profoundly influenced by the participants’ expectations, assumptions and communicative resources, and increasingly often in contemporary conditions of globalisation, these take shape in social networks and prior experiences that are very different from the researcher’s.

In making sense of language and communication, we draw upon a range of disciplinary and methodological traditions, including:

- Ethnography of communication
- Interactional sociolinguistics
- New literacy studies
- Ethnomethodology and conversation analysis
- Linguistic anthropology
- Critical discourse analysis
- Multimodal social semiotics

UK researchers are now linking these in ‘linguistic ethnography’, which holds that

- that the contexts for communication should be investigated, not just assumed.
Meaning takes shape among agents with different repertoires and expectations, in

- specific social relations, interactional histories and institutional regimes, and these need to be grasped ethnographically. At the same time,
- biography, identifications, stance and nuance are extensively signalled in the textual fine-grain, so analysis of the internal organisation of verbal data reveals much of their position and significance in the world.

Focused in this way, linguistic ethnography aims for analyses that are both disciplined and rich.

The Key Methods and Concepts course

This five-day course is designed to introduce advanced research students and recent post-doctoral researchers to a range of perspectives and tools employed in the ethnographic study of language and communication. The course is divided into four sessions. The first day “Linguistic ethnography: What, why & how?” introduces participants to the key ideas and theoretical frameworks upon which the course is based, and to some of the major advantages and problems involved in the adoption of a “linguistic ethnographic” perspective. The remaining days are devoted to investigation of concepts and methods relevant to three different levels of analysis: the micro-interactional, multimodal and trans-contextual.

Sessions include data analysis workshops, interactive lectures and discussions.

3. Tutors

Ben Rampton is Professor of Applied & Sociolinguistics at King's College London, where he is also Director of the Centre for Language, Discourse & Communication.

Jan Blommaert is Professor of Linguistic Anthropology at the University of Jyväskylä, Finland, and Tilburg University, Netherlands.

Carey Jewitt is Reader in Education and Technology at the London Knowledge Lab, Institute of Education, where she is also co-director of the Centre for Multimodal Research.

Celia Roberts is Senior Research Fellow at King's College London.

Adam Lefstein is Senior Lecturer in Education at the Department of Learning, Curriculum and Communication, Institute of Education.

Jeff Bezemer is Research Officer at the Centre for Multimodal Research and the Department of Learning, Curriculum and Communication, Institute of Education.

4. Course contents

DAY 1: Linguistic ethnography: What, why & how?

Date: Monday 7 July 2008

Lead tutors: Professor Ben Rampton & Professor Jan Blommaert

Data foci: Job interview, asylum interview, classroom interaction

Aims/questions:

- To provide an overview of the key theoretical frameworks and analytic methods that will be studied throughout the course.
- To situate the approaches to the study of ethnography, language and communication used in this course in relation to other research traditions and disciplines.
- To discuss the prospects and problems for integrating these approaches in participants' own work.
- To get to know one another, our respective research interests and problems, and expectations from the course.

Programme:

10:30-11:00	Arrival, tea & coffee, participants' posters
11:00-11:30	Introductions and house-keeping Brief introductions to the aims, rationale and organisation of the course, the tutors and participants, and administrative details.
11:30-13:00	Linguistic ethnography: What and why? <i>Interactive lecture and discussion</i> This lecture introduces “linguistic ethnography” – an interdisciplinary space for social science researchers whose work combines elements of both ethnography and the study of language and communication, its intellectual roots, primary methods and empirical foci. The lecture will include ample opportunities to discuss the advantages, problems and limits of this approach.
13:00-14:00	Lunch
14:00-14:20	Overview of course
14:20-16:00	LE analyses of data: indicative illustration (part 1) <i>Data analysis workshop</i> This workshop involves illustrative analyses of data – an excerpt from a job interview – in order to get a taste of the primary methods covered in this course: micro-, multimodal and trans-contextual analyses.
16:00-16:30	Afternoon tea
16:30-18:00	LE analyses of data (part 2)
18:00-19:00	LE and your research <i>Pre-dinner small group discussions</i> An opportunity to become acquainted with one another and our respective research projects, and to discuss expectations from the course (discussions will be based on participant poster presentations).

Pre-readings:

Rampton, B. *Linguistic ethnography, interactional sociolinguistics, and the study of identities*

Further readings:

Blommaert, J. 2005 'Introduction' in *Discourse: A Critical Introduction*. Cambridge: CUP

Blommaert, J. 2005 'Conclusion' in *Discourse: A Critical Introduction*. Cambridge: CUP

Pre-readings:

These are essential readings that have been circulated before the start of the course.

Further readings:

These can be found in the course pack that will be distributed on the first day of training

DAYS 2-3: Genre and Micro-analysis

Dates: Tuesday 8 July 2008 and Wednesday 9 July 2008

Lead tutors: Ms. Celia Roberts, Professor Ben Rampton and Professor Jan Blommaert

Data foci: Interviews

Aims/questions:

- To consider “genre” as a key concept and analytic tool.
- To introduce participants to Goffman’s micro-analytic apparatus, and to Gumperz’s notions of contextualisation and conversational inferencing (analytic frameworks).
- To alert participants to both the specificity & diversity of interview genres (methods of data collection).
- To introduce micro-analytic perspectives on identity in general, and ethnicity in particular.

Programme Tuesday 8 July:

9:00-9:45	Introduction Clarification questions from previous day, integrated with another introduction activity
9:45-10:45	Genre and cognate concepts <i>Lecture</i> We focus on the concept of genre – a key term in the analysis of language, texts and social interaction. Major issues to be discussed include why ‘genre’, underlying assumptions, relation of ‘genre’ to other notions (e.g. activity type, ‘practice’).
10:45-11:15	Morning tea
11:15-13:00	Struggles over genres of classroom interaction Data analysis workshop and discussion
13:00-14:00	Lunch
14:00-16:00	Analysing interviews <i>Data analysis workshop and discussion</i> This workshop will introduce participants to Gumperz’ notions of contextualisation and conversational inferencing, and key issues in transcription as an analytic process while investigating and contrasting different types of interviews.
16:00-16:30	Afternoon tea
16:30-18:00	Tales from the field <i>Symposium</i> Graduates from last year’s course tell about their experiences with appropriating Linguistic Ethnography.

Programme Wednesday 9 July:

9:00-9:45	Goffman & the analysis of situated interaction <i>Interactive lecture and guided data analysis</i> A brief introduction to Goffman's account of the interaction order, followed by application of Goffman's framework to a strip of interaction and discussion of this exercise.
9:45-11:30	Comparing research interviews & spontaneous interaction using Goffman <i>Discussion and lecture</i> Data-focused discussion of the differences between radio-microphone recordings of naturally occurring interaction and interviews with a group of teenage girls, followed by a lecture summarising the linguistic ethnographic approach to identity.
11:30-12:00	Morning tea
12:00-13:00	Whither the research interview? <i>Discussion</i> A discussion of the implications of the preceding investigations for the design, conduct and analysis of research interviews.
14.00-16.00	Optional: Participants' data application workshop

Pre-readings Day 2:

Foley, W. (1997) 'Genre, poetics, ritual languages and verbal art' in W. Foley

Anthropological Linguistics. Oxford: Blackwell

Gumperz, J. 1999 'On interactional sociolinguistics' in S. Sarangi & C. Roberts (eds) *Talk, Work and Institutional Order*. Berlin: Mouton de Gruyter.

Pre-readings Day 3:

Goffman, E. 'Footing' (1981). In *Forms of Talk*. Oxford: Blackwell

Rampton, B. *Some key concepts in Erving Goffman*

Further readings Day 2:

Rampton, B. 2006 'Talk in Class at Central High' in Rampton, B. *Language in Late Modernity: Interaction in an Urban School*. Cambridge: CUP.

Bauman, R. 2006 'Speech genres in cultural practice' in K. Brown (ed) 2006 *Encyclopedia of Language and Linguistics*. Elsevier

Further readings Day 3:

None

DAY 4: Multimodal analysis

Dates: Thursday 10 July 2008

Lead tutors: Dr. Carey Jewitt & Dr. Jeff Bezemer

Data foci: Classroom interaction and print media

Aims/questions:

- To introduce key concepts in social semiotics.
- To explicate multimodal frameworks of analysis.
- To explore a range of different video and print texts multimodally.
- To discuss the limits & possibilities of forms of multimodal transcription.

Programme:

9:00-9:45	Why take a multimodal approach? <i>Lecture</i> In this session we will discuss reasons for adopting a multimodal approach. Key terms will also be introduced, including 'ensembles' and 'affordances' of modes of communication.
9:45-11:30	Analyzing print texts <i>Lecture and workshop</i> In this session we look at multimodality in print media. We discuss frameworks for analyzing the use of image and writing in different genres.
11:30-12:00	Morning tea
12:00-13:00	Transcribing multimodal texts <i>Workshop</i> In this session we discuss the potentials and constraints of different forms of multimodal transcription.
13:00-14:00	Lunch
14:00-15:30	Analyzing video texts <i>Lecture</i> In this session we focus on multimodal analysis of video data. This process is described step-by-step, from the very first viewing of video-recordings, to writing up a modal account, analyzing metafunctions served by the various modes, linking up with social theory and attending to the orchestration of modes.
15:30-15:45	Tea break
15:45-16:45	Appropriating ELC <i>Small group discussions</i>
17:00-19:00	Optional: Participants' data application workshop

Pre-readings:

Goodwin, Ch. (2000) Action and Embodiment Within Situated Human Interaction. *Journal of Pragmatics* 32: 1489-522.

Salway, A. & R. Martinec (2002). Some Ideas for Modelling Image-Text Combinations. Guildford: University of Surrey. <http://www.bbrel.co.uk/pdfs/CS-05-02.pdf>

Further readings:

Hindmarsh, J. & C. Heath (2007). *Video-Based Studies of Work-Pratice*. *Sociology Compass* 1/1, 156-173.

Bezemer, J. & C. Jewitt (forthcoming). 'Multimodal Analysis'. In: L. Litosseliti (ed), *Research Methods in Linguistics*. London: Continuum.

Jewitt, C. (2008). Multimodal discourses across the curriculum. In M.Martin-Jones, A. de Mejia and N. Hornberger (Eds), *Encyclopedia of Language and Education. Volume 3, Discourse and Education*. Springer. (pp. 357-367).

DAY 5: Trans-contextual analysis

Date: Friday 11 July 2008

Lead tutors: Professor Jan Blommaert & Dr. Adam Lefstein

Data foci: Bureaucratic interaction

Aims/questions:

- To look at the possibilities and problems involved in conducting ethnography beyond the event, i.e. multi-sited ethnography, employing historical perspective, looking beyond the immediate contexts of here and now.
- To examine approaches to power in ethnographic research, moving between event and social structure (and back to event).
- To explore ways of analyzing texts in historical and social contexts.

Programme:

9:00-9:30	What are micro-analytic methods good for? <i>Interactive workshop and lecture</i> We return data analysed in previous sessions, and problematise elements previously under-emphasised: time, place, text, and how they shape the meaning of the event. Key concepts and analytic tools are also introduced.
9:30-10:30	Key concepts for transcontextual analysis <i>Critical discussion of a research article</i> In this session we look at a “finished” piece of analysis that more or less follows the logic of inquiry explored in the previous session.
10:30-11:00	Morning tea
11:00-13:00	Bureaucratic interaction <i>Data analysis workshop</i> We apply concepts and tools from the preceding session to the analysis of an asylum-seeker interview.
13:00-14:00	Lunch
14:00-14:30	Approaches to power <i>Lecture</i> This lecture contrasts different perspectives on power (e.g. Fairclough, Bourdieu, Foucault) and their methodological implications.
14:30-15:30	Power in ethnography: methodological implications <i>Small group discussions</i> What approach(es) to power were reflected in the analyses of bureaucratic interactions in the morning session and the Briggs’ article? How might other perspectives provide alternative explanations? What about our own research? How might an appreciation of power relations affect the way we look at the research process?
15:30-15:45	Tea break
15:45-17:00	Concluding discussion, graduation ceremony and next steps

Pre-reading:

Briggs, Charles (1997) 'Notes on a 'Confession': On the Construction of Gender, Sexuality, and Violence in an Infanticide Case', *Pragmatics* 7(4): 519-46.

Further readings:

Mehan, H. 'The construction of an LD student: A case study in the politics of representation' in M. Silverstein and G. Urban (eds) (1996) *Natural Histories of Discourse*. Chicago, University of Chicago Press

5. Poster Presentation: You and your research

It's obviously important that participants and the programme team all get to know each other, and so here's a procedure to facilitate this:

- 1) Please provide information about your research, guided by some or all of the questions listed below, taking up no more than an A4 sheet. (Please feel free to omit and/or add to the questions as you see fit.)
- 2) Email it to rdi-elc@kcl.ac.uk no later than **16th June**
- 3) We'll enlarge the A4 sheet into posters which we'll mount on the walls, so please make it readable (we'd suggest a font size of 14-18).
- 4) At the end of the first day of the course, we'll break up into smaller groups of 4 or 5, each with a programme team member, and we'll take an hour to discuss these descriptions and the issues they raise vis-à-vis ethnography, language and communication.

Your name:

The (current) title of your research

The disciplinary field(s) and/or sub-field(s) where you're working:

- the traditions you'd align with
- 2 or 3 authors or texts that you find particularly relevant and stimulating
- ideas or authors you find a little problematic (and might be arguing against in your dissertation)

The general research questions you're investigating, and how you arrived at them

Your fieldwork and/or data: The kinds of people & situations you're focusing on, and the kinds of data you're collecting.

Your analysis (either planned or being undertaken): What you're analysing, how?

The stage you're reached in your project

Difficulties you've had to contend with (but managed to overcome)

What you're finding tricky at the moment

A/some potential implication(s) of your research

Your institution (department & university) and email address

(Remember not to exceed one A4 sheet, and as we'll turn it into a poster try not to pack it too densely)

6. Training Venue

Department of Education
University of Oxford
15 Norham Gardens
Oxford, OX2 6PY

Seminar Room G

For General enquiries
Phone (0)1865 274024
Fax (0)1865 274027
Email general.enquiries@education.ox.ac.uk



Park and Ride

Pear Tree (North Oxford, Woodstock Road route)

60p a day

Maximum stay 24 hours (unless arranged)

Bus fare one way £1.50, return £1.90

Hours of operation 600 am to 1115pm Mon to Sat, 840am to 645pm Sun

Every 8-10 minutes during the day, every 30 minutes evening

Contact numbers: Oxford City Council parking control tel. 01865 794307

General information tel 01865 252352

Water Eaton (North Oxford, Banbury Road route)

No charge

Maximum stay 72 hours

Bus fare one way £1.50, return £1.90

Hours of operation 700am to 715pm Mon to Sat, no service Sun

Every 15 minutes

Contact number: Oxfordshire County Council parking control tel. 01865 815649

General information 01865 815071

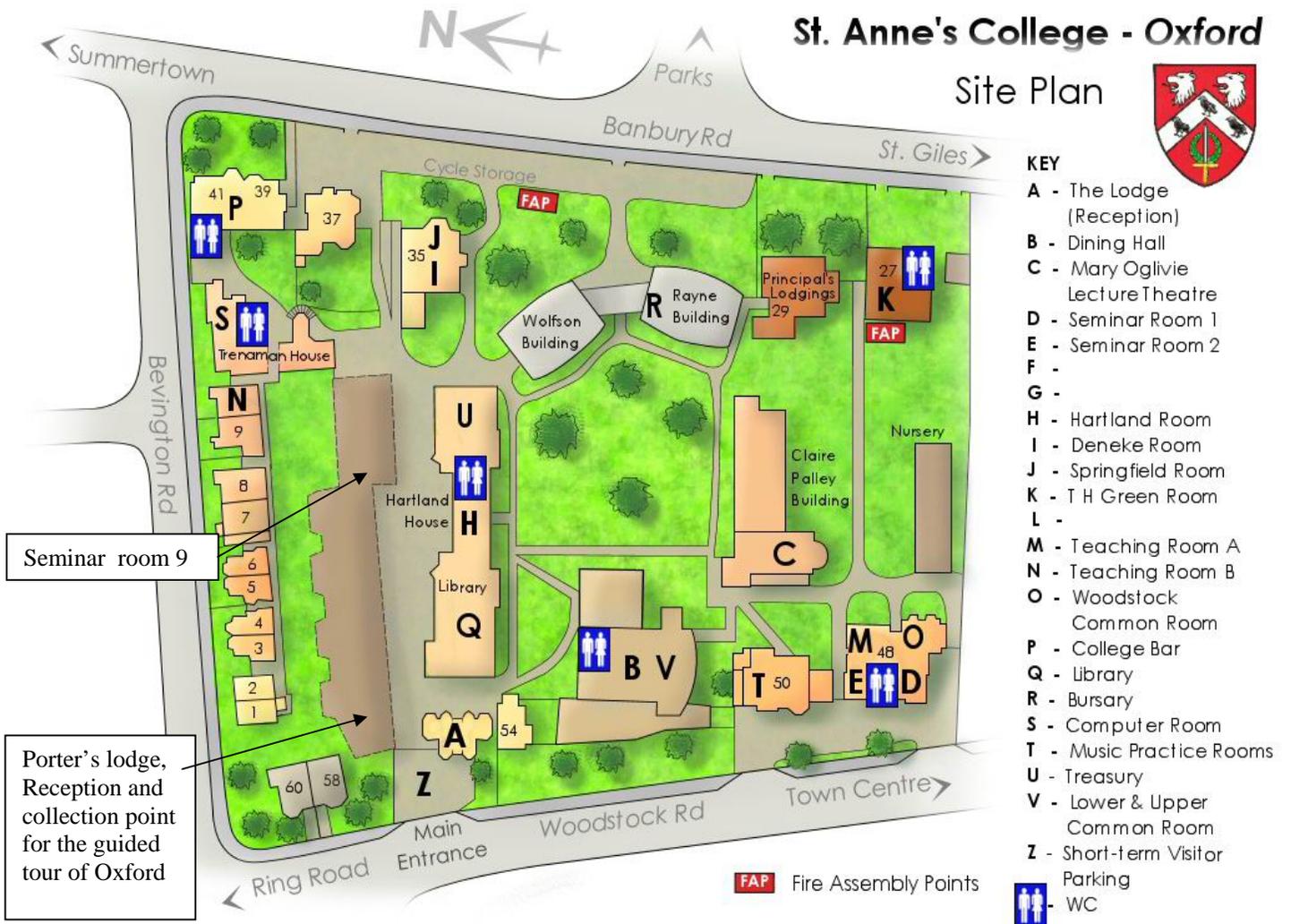
Facilities: heated waiting area and tourist information.

Both car parks have security staff present during bus operating times and continuous CCTV surveillance.

7. Accommodation

St Anne's College
 Wolfson building
 Woodstock Rd
 Oxford OX2 6HS
 UK
 Tel: +44 (0)1865-274800

Check in is from 12noon. On arrival, please report at the Porter's lodge (manned 24hrs/day), where someone will check you into your room.



Accommodation: Important notes

1. St Anne's has a "no smoking indoors" policy and asks that everyone smokes only at the 14 designated points.
2. St Anne's has a no cycling policy within College for Health and Safety reasons.
3. St Anne's asks that all cycles are parked in the area adjacent to the Banbury Road.
4. St Anne's asks that everyone is quiet between midnight and 08.00 am.
5. St Anne's asks that you go to the Fire Assembly Points shown on the site plan p. 19 in the event of a fire alarm.
6. St Anne's asks that all persons follow the instructions of Lodge Porters in the event of a fire or emergency.
7. St Anne's asks you to contact the Lodge if you have any emergency or see something suspicious (the Lodge is 01865-274800).
8. St Anne's recommends that you lock your bedroom door at all times.
9. St Anne's asks you not to divulge entry door codes to anyone you do not know.
10. St Anne's asks request that you vacate your room by 10.00 am on your last day in College. Secure storage is available at the Lodge.

8. Connecting to the Internet in St Anne's College

Internet access is available via wired ethernet connection in bedrooms and via wired and wireless connection in conference rooms. Wireless connection is also available in the Tsuzuki and Mary Ogilvie Lecture Theatres. In order to connect to the internet you will need a registration code – these codes are provided on arrival at the College. Registration is a one-time action and once registered your registration will remain active for the duration of your stay. You may wish to check with your own IT Staff that your laptop is correctly configured for internet and e-mail access when away from your home institution – the most common problems we encounter are;

Internet Problems

By far the most common problem is that the laptop is not configured for roaming access away from your home network. You should contact your IT staff *prior to the conference* in order to ensure that your laptop is configured to connect to a network using DHCP and that your web-browser is not configured to use a local proxy.

E-Mail Problems

Most Companies and Universities now use VPN / SSL / Webmail for users to connect securely to their home e-mail system. The St. Anne's Firewall will allow such traffic to pass through. Connections to unsecured smtp servers are blocked at the University firewall. If your company uses unsecured smtp you may be unable to send e-mail when in College. In this case you should contact your IT staff *prior to the conference* in order to ensure that your system is configured to use the University's outgoing smtp mail-server to send mail for the duration of your stay. The University's outgoing mail server is: smtp.ox.ac.uk

Connecting to the Internet

- *Wired*: Plug your network/ethernet cable into one of the network points provided in your bedroom. If you have forgotten your cable these are available on loan or to purchase from the College Lodge.
- *Wireless*: Search for and connect to any **stanneslib** wireless access point. N.B. access points are 'open access' and no WEP key is required.
- Open a web-browser and attempt to connect to a web-site, e.g. <http://www.google.com> You will be directed automatically to a registration page;
- If you are not automatically redirected to the registration page type <http://192.168.7.253> into the 'Address' bar of your browser and hit return.
- Click on the 'Conference Guest' link and enter the code provided for your group. Following registration you will be prompted to restart your machine.

9. Breakfast, Lunch and Dinner

Breakfast Tuesday 8th July – Friday 11th July

08:00 - 09:00: St Anne's Dining Hall Self Service

Lunch: Monday 7th July – Friday 11th July

13:00 - 14:00: Department of Education Self service

Dinner: Monday 7th July

19:30 - 21:00: St Anne's Seminar Room 9 Buffet

Dinner: Tuesday 8th July & Wednesday 9th July

Independent dinner arrangements

Dinner: Thursday 10th July

19:30 - 21:00: St Anne's Dining Hall Family Service

Reported dietary requirements will be catered for.