

Institutionen för pedagogik och specialpedagogik

Everyday Language Practices and the Interplay of Ideologies, Investment and Identities

– Language Use and Dispositions
among Young Adolescents in
Multilingual Urban Settings in Sweden

av

Jasmine Bylund

AKADEMISK AVHANDLING

som med tillstånd av Utbildningsvetenskapliga fakulteten vid
Göteborgs universitet för vinnande av doktorsexamen
i ämnesdidaktik med inriktningar framläggs till offentlig granskning

Fredagen den 2 december 2022, kl. 09:00

Kjell Härnqvistsalen, Hus A, Pedagogen, Göteborgs universitet

Fakultetsopponent: *Professor Bente Ailin Svendsen, Faculty of Humanities,
University of Oslo*



Abstract

Title: Everyday Language Practices and the Interplay of Ideologies, Investment and Identities. Language Use and Dispositions among Young Adolescents in Multilingual Urban Settings in Sweden

Author: Jasmine Bylund

Language: English

ISBN: 978-91-7963-115-4 (printed)

ISBN: 978-91-7963-116-1 (pdf)

ISSN: 0436-1121

Keywords: Language use, multilingualism, diversities, language investment, language ideologies, identities

This thesis explores the out-of-school language use of young adolescents in contemporary multilingual urban settings, located in the three largest cities in Sweden. More specifically, the thesis explores the interplay of out-of-school language use, language ideologies, investment in languages and identities. Dimensions of multilingualism have attracted wide scholarly interest, yet the knowledge about the out-of-school language use and encounters among this group of adolescents in connection to language ideologies and identities, is limited.

Employing an explanatory sequential mixed methods design, three different instruments have been used (questionnaire, language diaries and interviews). The study was conducted between 2019–2021 with young adolescents (N=92) aged 11–14 at schools located in Stockholm, Gothenburg and Malmö. Adopting a Bourdieusian approach, the notion of habitus, and the related pillars of capital and field, have guided the integrated analysis of the findings of the young adolescents' practices and dispositions.

Findings reveal patterns of young adolescents' everyday use and encounters with Heritage Languages, Swedish, English and additional languages in different activities and interactions. The findings also demonstrate how participants' out-of-school language use is intertwined in various multifaceted ways with their language ideologies, investment in languages, identity constructions and linguistic sense of placement. The overall findings show how everyday language use and ideologies of languages play a vital role in shaping the young adolescents' investment in languages, sense of placement and construction of identities.

The study signifies the importance of bridging the gap between home and school and the urgent need for education to take seriously how hierarchical relations of languages and dominant ideologies impact young individuals' perceptions of themselves, their imagined futures, and sense of place in the social world.