

On Saturday the 14th of April we celebrated the seminar on “Linguistic Ethnographies of children and youth” at the School of Psychology of the *Universidad Autónoma de Madrid*. The goals of the seminar were to present and discuss work focusing on empirical, theoretical or methodological issues arising from linguistic ethnographic research that have children and youth as participants. The seminar was jointly organized by members of the Department of Developmental and Educational Psychology and the Department of Linguistics and attempted to combine an established interest on children and youth as topics of investigation with the more recent incorporation of linguistic ethnography as a research approach to these fields of study.

The seminar was attended by about 25 researchers more or less evenly distributed between participants from abroad and UAM or other Universities in Madrid. A majority of the non-local participants came from the United Kingdom and among the local participants there was a visible group of doctoral students in Psychology. It was the first time a seminar of these characteristics focused on linguistic ethnography was organized at the *Universidad Autónoma de Madrid* so the opportunity offered for new students to come into contact with a varied group of researchers and the diversity of possibilities offered by linguistic ethnography was one of the most valued outcomes for the local organizers.

During a full day of work eight presentations from researchers from different continents were presented:

Peer culture, identity, and language at a Korean language school
Jinhee Kim, The University of Georgia (USA)

“She’ll tell” : dilemmas of doing longitudinal linguistic ethnography with young immigrant children
Shoshana Blum-Kulka, Hebrew University (Israel)

Developing a linguistic ethnographic analysis of children’s conversational narratives
Janet Maybin, The Open University (United Kingdom)

A multimodal approach to sign language interpreter's role in storytelling events
Laura Pulido, Universidad Autónoma de Madrid (Spain)

Interaction of ethnographic and other methods in investigating language change among Australian indigenous children
Patrick McConvell, Australian Institute of Aboriginal and Torres Strait Islander Studies and Carmel O’Shannessy, University of Melbourne (Australia)

A critical sociolinguistic ethnography in high schools: When transcribing hidessome students’ voices
Esther Alcalá and Luisa Martín Rojo, Universidad Autónoma de Madrid (Spain)

“Eso no es español”, constructing legitimate language in a bilingual school
María Dolores Pérez Murillo, Universidad Complutense de Madrid (Spain)

The development of the grammar of emotion
Jaya Nagpal, University of Alberta (Canada)

These works presented a variety of approaches and disciplinary backgrounds (Psychology, Linguistics, Education, Anthropology) in which linguistic and ethnographic analysis were combined in different ways. The presentations showed a balance between reports of findings from established research programs and emergent and on-going work. All papers were well received and generated a number of topics for discussion particular to the research projects and that are also connected to recurrent questions in linguistic ethnography and research on children, such as:

- a) The role of transcription as an analytical tool used to selectively represent different features of discourse, such as the social position of different participants or the role of different modes and media in interaction.
- b) The role played by naturally occurring discourse or elicited linguistic data in the formulation and examination of different research questions.
- c) The social relationships involved when conducting ethnographic research with children.
- d) 'Intervention' or 'description' as research goals that present particular dilemmas for linguistic ethnographic research on children and youth.

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