Being, belonging or performing? Rethinking the notion of historical bodies in nexus analysis.

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The study presented here draws upon the ongoing work in project-CIC, Categorization of Identities and Communication. Project-CIC (http://www.oru.se/projekt/cic/) which explores the social practices and the discourses framing a tailored language learning program for adult immigrants in Sweden (Rosén & Bagga-Gupta, 2013). The aim of study is to explore the notion of historical bodies (Scollon & Scollon 2004; Nishida 1998) in relation to a post-structuralist perspectives on identities (e.g. Butler 1997; Weedon 2004). Using nexus analysis as a point of departure, the study illuminates how historical bodies can be analyzed in interactional data from adult language learning classrooms. The empirical material analyzed in the study encompasses historical archive material including national curricula, commission reports and public inquiries, approximately 95 hours of audio and video materials as well as ethnographic field notes from classroom settings at an institutional arena called Swedish for immigrants (SFI). The analysis shows how identities, including narratives about belonging (the historical bodies), are negotiated and constructed among the participants in the "here and now" in the classroom. Thus, the study aims to address both theoretical and methodological issues in regard to the understanding of historical bodies and identities in doing nexus analysis.


Keywords: "classroom interaction", "identity", "nexus analysis".