

Title of event: MultiLing Summer School 2016 - Narrative, discourse and interaction

Country: Norway
Venue: The Centre for Multilingualism in Society Across the Lifespan (MultiLing),
University of Oslo
Organizer: Pia Lane and Anne Golden, MultiLing, University of Oslo

Exact dates beginning and ending and start times and end times each day

Monday Sep 5: 9:15-16:30

Tuesday Sep 6: 9:15-16:30

Wednesday Sep 7: 9:15-16:30

Thursday Sep 8: 9:15-16:30

Friday Sep 9: 9:15-14:30

Number of participants: 19 (15 PhD students)

Number of participants to be reimbursed: 3

Names of participants to be reimbursed, country, and membership to particular WG or not:

Anne Reath Warren, Sweden - not a member of any WG

Facundo Reyna Muniain - Germany, member of WG8

Bernardino Tavares, Luxembourg - not a WG member, but has participated at the *2nd International EDiSo Symposium Discourses and Societies on the Move*, University of Coimbra

Pia Lane presented the New Speakers network with an emphasis on the work of WG8, showed the participants the network's webpage and encouraged the participants to submit proposals to ISB11 as the theme of the conference is New Speakers.

Short general report: PhD Summer school - Narrative, discourse and interaction

15 PhD students from 13 different universities attended the summer school co-organised by MultiLing and the New Speakers network. The topic for the summer school was *narrative, discourse and interaction*, and through their week in Oslo, the PhD students were introduced to the main frameworks within discourse and sociolinguistic studies. The instructors for the summer school were two of the leading researchers in the field, Professors Anna De Fina (Georgetown University) and Alexandra Georgakopoulou (King's College London). It was a week filled with interesting lectures and fruitful discussions, and the participants also got training in narrative analysis.

The aim of the course *Narrative, discourse and interaction* was to familiarize the participants with the main frameworks within discourse and sociolinguistic studies for the analysis of stories and identities.

How we tell stories and what our stories reveal about us, our lives and our relations with others has attracted the attention of numerous strands of social scientific inquiry. It is notable that narrative research interviews constitute the main qualitative method for identity analysis. Discourse and sociolinguistic studies of storytelling have drawn on this diversity of social scientific work but they have also infused it with vital insights into how everyday life stories are told in interaction with other people and in specific contexts. Narrative analysis has been particularly useful and instrumental in studies of multilingual/multicultural individuals and groups.

The summer school was of particular relevance to members of Working Group 8 Speakerness: Subjectivities, Trajectories and Socialisation. One of the key foci of this group is 'language trajectories'. This refers to the language-based journeys taken by individuals or groups, both in the process of becoming new speakers, and also in moving beyond the new speaker category. Language trajectories can be very complex and intersect with other kinds of life trajectories which imply movements and transitions in time and space. Two of the goals of WG8 are to identify and investigate critical life moments for different types of new speakers and explore how new speakers experience and portray language trajectories and their experience of new speakerness, and explore how speakers get shaped by multilingualism and how people conceptualise themselves as multilinguals. Narratives are privileged sites for the study of identity, positioning, emotions and experiences, narratives are well suited for analyzing language trajectories, subjectivities and socialisations – concepts at the heart of research carried out by WG8 members.

How does my research fit in with the COST New Speakers network?

In what way was the summer school beneficial to my research?

By Anne Reath Warren

My Ph.D. project looks at two contexts in which 'mother tongues' are studied in educational settings in Sweden and Australia. A striking aspect of my research is the complexity of the linguistic resources with which students, teachers and parents work in the linguistic ecologies I have explored, including tensions between conceptualisations of 'mother tongues', tied to spatially and culturally distant territories, and more fluid linguistic practices in the same setting. The students I have spoken to and observed in classrooms in Sweden and Australia are mostly new speakers of the languages they are studying, often taught by traditional speakers (Hornsby, 2014).

The Multiling summer school gave me analytical tools for teasing apart the complexities of interactions in classrooms and interview material, to examine how different stakeholders position themselves in these learning environments. These 'new speaker' perspectives on multilingual language education programmes, can help to abate the 'contradictory and paradoxical effects' of entrenched language ideologies (O'Rourke & Pujolar, 2015, p. 145) in those environments.

References

- Hornsby, M. (2014). The “new” and “traditional” speaker dichotomy: bridging the gap. *International Journal of the Sociology of Language*, 107–125. <http://doi.org/10.1515/ijsl-2014-0034>
- O’Rourke, B., & Pujolar, J. (2015). New speakers and processes of new speakerness across time and space. *Applied Linguistics Review*, 6(2), 145–150. <http://doi.org/10.1515/ijsl-2014-0032>

Short Report for the Summer School MULTILING

By Facundo Muniain

During near a week last summer (5 to 9 September 2016), I took part at the Summer school: *Narrative, discourse and interaction* organised by the Centre for Multilingualism in Society Across the Lifespan (MultiLing) at University of Oslo, Norway. This course provided a terrific opportunity to have a very deep contact with a qualitative method for identity analysis that is really useful for my PhD research (“Language and Identity in Diaspora Context in Argentina”). The course was also a chance to get very critical academic feedback from two really relevant scholars on the field: instructors Anna De Fina -Georgetown University, Washington DC & Alexandra Georgakopoulou - King’s College London. Interesting feedback was also provided by fellow researchers working on different contexts (South Africa, Corea or many European Countries).

My research focuses on Sociolinguistics, especially in Migration Linguistics. It deals with the new generation of Galician speakers of Argentine origin. I believe that this summer course was an invaluable opportunity to enrich my doctoral research experience and contribute to COST Action IS1306’s investigation about the processes implicated in the ‘new speaker’ concept in different contexts. During my visit in Norway I took contact with the Narrative analysis as a useful tool for my research data. I could learn about the main frameworks within discourse and sociolinguistic studies for the analysis of stories and identities. This experience was so relevant that I decided to adopt this perspective as a main part of the development of my PhD Project.

Bernardino’s report on MultiLing Summer School,

University of Oslo,

5-9 September 2016

My research is about language and migration from Lusophone West Africa (Cape Verde and Guinea-Bissau) to Luxembourg. Besides of researching on minorities, I'm myself a "new speaker". Thus, my research fits in with the COST New Speaker network because I am

working with multilingual immigrants and explore their migration trajectories, their language life and histories, and how they learn new languages (develop their linguistic repertoire) to navigate their life, and re-adapt socially in the official trilingual Luxembourg. Most of my data contain narratives, stories about migrants' trajectories and their repertoire and the summer school was very beneficial for me for it gave me new insights about how to theorize and do narratives analysis, paying more attention on how stories can be co-constructed by the researchee and the researcher and on the importance of reflexivity in research. It raised my knowledge on my role as a researcher, in my case researching in my own community (Cape Verdean migrants in Luxembourg). Now, I have gone back deeper into my interviews but with a nuanced lens, not only concentrating on what the participants say but also focusing on how they say it, and the linguistic and other communicative tools drawn on during our interactions. In addition, the Summer School made me expand my network by the sharing of our projects with other researchers and professors working on similar topics. It was a very productive week and I am also definitely using narrative analysis as part of my methodological framework.