

## **Report: Emilee Moore**

*a. A brief presentation of your research and how is located in the field of the studies of discourse and society, and in particular how integrates the new speaker's concept.*

My current postdoctoral research involves the collaborative production of knowledge between myself, youth and volunteer mentors in a Youth Spoken Word (YSW) poetry organisation based in Leeds, UK. I first initiated ethnographic research within with the organisation 6 months ago, as I was interested in understanding the socially transformative potential of YSW, as both a powerful artistic practice and as a lesser-known transnational youth culture connecting diverse young people. YSW organisations aim to empower youth to use their ideas, their words, their voices, their bodies and their emotions as catalysts for social change (e.g. Yanofsky, van Driel, & Kass, 1999). As a teacher-educator, my goal was to draw on experiences and expertise developed outside of mainstream education settings in contributing to socially transformative pedagogical practices in schools. Some of the participants in the YSW group might be socially categorised as new speakers of English.

One of the key conceptual notions framing my research is that of translanguaging, as I pay particular attention to fluid practices that span oral, visual, embodied, and spatial modalities. Following García and Li Wei (2014), such fluidities provide new ways of thinking about language in contexts of diversity and are opportunities for transforming subjectivities and social and educational structures. Through fine-grained analyses of multimodal data, my research aims to advance the theoretical and methodological bases of translanguaging studies and to offer a deeper understanding of how resources available in language, bodies and spaces combine to construct meaning.

García, O. & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. New York: Palgrave Macmillan.  
Yanofsky, D., van Driel, B. & Kass, J. (1999). "Spoken Word" and "Poetry Slams": The voice of youth today. *European Journal of Intercultural studies*, 10 (3), 339-342.

*b. A detailed summary of the tasks and activities developed during the assembly-seminar EDiSo in Valencia.*

I was part of the organising committee for the EDiSo seminar in Valencia. In this regard, one of my roles included organising and facilitating data sessions for young researchers, who shared their interactional data with us (some of it relating to the new speakers concept) in order to jointly construct analyses.

*c. An example of the kind of data analysed, the group's activity developed, or the workshop coordination conducted.*

The data session I helped coordinate included the following presentations:

- A presentation of interview data by Milin Bonomi, in which emerging linguistic ideologies in relation to the Spanish varieties and Italian spoken by Latin American informants in Milan were traced.
- A presentation of narrative data by Verónica Cubedo, from which we explored how secrets in relationships are discursively dealt with by different couples.

- A presentation of classroom interactional data by Alicia Fernández Barrera, José Ulpiano Losa Ballesteros and Ana María Relaño Pastor, based on which we analysed how teachers and students construct languages and their speakers as ‘international’.

Approximately 15 people participated in the session. The format was as follows: researchers contextualised and then shared a short fragment of audio/video data, after which the participants in the session discussed their own interpretations in pairs. We then came back together as a whole group to share our analyses, which were finally contrasted with the analyses being put forward by the researcher sharing the data.

*d. Finally, a conclusion about how the seminar has contributed to the development of your research and analysis.*

The whole seminar, and the data sessions in particular, helped young researchers such as myself to develop and to contrast our approach to the study of interaction and society. It also helped us to broaden our network in engaging with young and more senior researchers working on discourse studies from across a range of disciplines.