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FAMILY NARRATIVE IDENTITY OF POLISH EMIGRANTS IN THE GREAT BRITAIN

Summary of the doctoral dissertation

The research of this dissertation was oriented around the process of (re)constructing a family narrative identity in the context of biographical experiences related to emigration. The subject of my research is the family narrative identity of Polish emigrants in Great Britain. Autobiographical narratives of emigrants (i.e. married couples) about the history of their life and family history, containing descriptions of the subjective perception of the world and themselves in the world, have been the source of data and the subject of the analysis. Human development is a lifelong process. Similarly, (re)constructing identity is a lifelong process. There is a close relationship between narrative and human identity. The author tried to show that the content of the narrative is significantly influenced by the fact of leaving the country. The basic assumption of my research was the thesis that the emigre context plays an important role in shaping the narrative about the course of life of a given person and their family, it is also important in the process of constructing the narrative identity of family emigrants. The purpose of my research was to learn about the life history of Polish emigrants in Great Britain and their families and to explain the process of (re) constructing their narrative family identity. Numerous life experiences inscribed in the biography of man constituted the context, and sometimes also an excuse, for (re) definition of own and family identity. This change was expressed through narration.

The author also emphasizes the educational dimension of emigration itself. Emigration as a significant life event provokes a learning process that allows adaptation to new living conditions and development and self-creation. In this context, the author of the study draws attention to the close relationship between biography, learning, and family narrative identity.

The work consists of an introduction, theoretical, methodological, and empirical part as well as research discussions. The first chapter is an introduction to the issues of emigration, a theoretical reflection on what emigration is, and a definitive distinction between

concepts related to migration phenomena. The first chapter also presents the scale of the phenomenon of Polish emigration to Great Britain after 2004 and the socio-cultural context of the functioning of Polish families in Great Britain. The second chapter concerns the concept of identity and its understanding both in the classical perspective and, what is important from the point of view of the research - narrative. Particular attention was paid to family identity and family narrative identity. The third chapter of the work is an attempt to reflect on the educational significance of emigration in the biographies of the surveyed people and the role of the emigration situation in (re)constructing the family narrative identity of members of the studied families. The fourth chapter presents the methodological foundations of the research, the research project paradigm, and research problems. Chapter five was a presentation of the biographies of Narrators conducted based on Ewa Dubas's (2011b) proposal adapted for the needs of the conducted research. Chapter five presents the lifelines of individual Narrators and lifelines of marital diadems. The presentation of Narrators was an introduction to chapter six, in which an attempt was made to explain how the emigration situation and experiences connected with it can contribute to the reconstruction of the narrative about oneself and one's own family. As a result of the in-depth narrative analysis, the following elements of the family narrative identity of immigrants were distinguished: time (history, present, and future of the family), national identification, language, family traditions, place/home, homeland, significant persons, religion, and values and symbols. Based on the material analysis a typology of emigrants' family narrative identities was developed. The empirical part was an attempt to present the family microcosm of Polish emigrants and the educational sense of emigration. The considerations were based on the floating concept of Agnieszka Bron's and the concept of lifelong learning by Peter Jarvis and biographical learning by Peter Alheit.

Keywords: emigration, identity, family narrative identity, lifelong learning, biographical learning, existential learning.