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Report

1. A brief presentation of my research.

My PhD research on the transition from primary to secondary bilingual education in Madrid, Spain, follows a critical approach that investigates the relationships between discursive practices taking place in bilingual public school settings and wider social processes related to globalization. Through data analysis of the interactional dynamics within classrooms and interviews with members of the school community, my study identifies representations that surface in the agents' discourses regarding two main aspects: 1) selection processes in the transition to secondary education; and 2) hierarchisation processes among programs (and thus, students) at the secondary level (Martín Rojo, 2013).

A central aspect of my investigation explores the social and political context that gives rise to the proliferation of public schools (primary and secondary) that implement the Spanish/English Bilingual Program as a means for students to become 'New Speakers' (O'Rourke and Pujolar, 2015) of a global community. In this scenario, English is valued a commodity or 'marketable skill' that prepares young learners for better employability and mobility opportunities in the neoliberal job market (Relaño Pastor, 2014). These efforts respond to a larger institutionalisation of multilingualism by virtue of compelling nation states to 'reposition themselves and abandon the uniform 'one state/one culture/one language' discourses.' (Pérez-Milans, 2015: 101)

2. Tasks and activities developed during the Seminar-Assembly of Interaction and Society in Valencia (14th June).

I participated in the *Seminar-Assembly of Interaction and Society* as a member of the organizing committee. My tasks involved assisting with video recordings of 'My Research in a Nutshell' soundbites, which consist of short clips of people talking about their research. I informed the attendees about the content of the soundbites and accompanied them to the video recording room. In addition, I coordinated the stay of the camera operator during the length of the *Seminar-*

Assembly and helped with setting up the camera and microphones. I also participated in a data analysis workshop coordinated by Dr. Lucy Nussbaum and Dr. Júlia Llompарт, presenting my data on classroom language interaction.

3. *An example of the kind of data analysed.*

My data analysis presentation identified inequalities regarding the distribution of language resources in two first year Natural Science classrooms that belong to the high (Sección Bilingüe) and low (Programa Bilingüe) immersion tracks in a bilingual public secondary school. Extracts of classroom language interaction corresponded to the beginning of a unit on chemistry. Short video clips were shown and transcriptions were handed to the participants. The specific aims of the analysis were the following:

1. To classify communication systems in both programs according to different types of “approach” (interactive/non-interactive and dialogic/authoritative), applying A. Llinares, T. Morton & R. Whittaker’s (2012) adaptation of E.F. Mortimer & P. Scott’s (2003) framework of analysis.
2. To pinpoint “asymmetries” (Heritage, 1997) and the ways in which these are negotiated and resisted by the participants in different interactional sequences. I followed L. Martín Rojo’s (2010) adaptation the interactional model of analysis developed by P. Seedhouse (2004).

Conclusion.

The *I Seminar-Assembly of Interaction and Society* served as an invaluable opportunity to advance in my research and, particularly, in my analysis of the interactional dynamics in classrooms and to connect my data with larger social and political processes. Moreover, the feedback provided by the coordinators and participants in the data analysis session on aspects regarding CLIL (Content and Language Integrated Learning) methodology and plurilingual competence in school settings was highly beneficial in this stage in my PhD study.