

REPORT FOR COST

Seminario - Asamblea: Interacción y Sociedad

14 de Junio de 2016 – Universitat de València

1. Presentation of research and how it is located in the field of the studies of discourse and society, in particular how integrates the new speaker's concept.

My actual PhD research focuses on the relationships between language policy and language ideologies embedded in classroom practices and discourses regarding the concept of “bilingualism” and the so-called “bilingual programmes” currently implemented in most schools in Castilla-La Mancha (Spain), which are widely labelled as “elitist” thanks to the native teachers' support.

Particularly for this EDISO seminar, in my presentation called *Rethinking Team Teaching with Native Language Assistants (NLA) in Bilingual Schools in La Mancha*, I discussed the role of teacher partnerships in Spanish/English bilingual schools implemented in the most prestigious semi-private school in La Mancha City (pseudonym). These partnerships between “native” teachers of English and subject specialists of Science, Technology, Arts and Ethics pose emerging tensions and dilemmas regarding the range of language socialization practices legitimated in the bilingual classroom. This CLIL team teaching with native language assistants plays a central role in the reconfiguration of the category of “new speakers” of English (including both students and teachers in such bilingual school) within the local community, which has traditionally been considered as monolingual.

For this purpose, I presented a set of data collected in San Teo's School as part of an ongoing sociolinguistic ethnography in La Mancha CLIL schools. This data come from classroom interactions in Biology and Religion classes taught in English to third and fourth year students of Compulsory Secondary Education (3rd ESO and 4th ESO), respectively. In addition, I included data from interviews conducted with teachers involved in these bilingual programs. The aim is to analyse them in order to account for the construction of native teachers' role in bi/multilingual schools as legitimate speakers and source of cultural knowledge for those “new speakers”, as well as what language ideologies circulate among teachers' discourses and interactional practices, and how they shape participation frameworks in this school.

2. A detailed summary of the tasks and activities developed during the assembly-seminar ediso

The activities developed during the assembly-seminar EDISO were really fruitful for my research and, particularly, for the analysis of the data presented. The event started with the general assembly, where they were discussing about different issues related to annual report about the presidency and the economic report of the association.

After that, there were several simultaneous workshops on interactional data analysis, where participants and coordinators could share and discuss about their own research and data, thus offering an open space for reflexivity and debate which definitely enriched my knowledge about my own data, the analytical methods and techniques used and other possible strategies that could be used when analysing interactional data.

Apart from that, a meeting with all the research groups took place in order to share and develop different proposals for the third symposium EDISO 2017 and any other projects that could be carried out among all the teams. The event concluded with a round table dealing with interdisciplinary approaches and the role of interaction and interactional analysis (Conversation Analysis) to understand social contexts. The issues that were discussed dealt with indexicality, performance, social categorization, power relations and social inequality.

3. Example of the kind of data analysed, the group's activity developed or the workshop coordination.

Among the data I presented in the workshop to be discussed and analysed, one excerpt from the interactional data was about a Biology class in the 3rd grade of ESO, where the native language assistant (Sandra) and the Biology teacher (Ricardo) hold certain participation frameworks and turn-taking interaction. Sandra actually plays the main role in the classroom and Ricardo only attends his Biology classes twice a month to revise some concepts in Spanish, but he is also supposed to support the non-bilingual students out of the ordinary classroom, since they chose not to follow the CLIL classes at this school.

In the following excerpt, Ricardo drops in the classroom to take the two non-bilingual students out of the classroom when Sandra was explaining the endocrine system, and he intervenes in Spanish to make some remarks about the concepts being explained at that moment:

SAN TEO'S. Extract 3: “¿Os puedo decir una cosilla?”. Biology class 3ESO. ((Sandra explains the endocrine system by playing a video on Youtube. She pauses it to explain the concepts and, suddenly, Ricardo enters the room to take the two non-bilingual students with him. He looks at the screen and intervenes)). 28.52 – 29.32
 SR (Sandra) NLA; R (Ricardo) Biology teacher; J (José) student

| | | | |
|----|---|----|--|
| 1 | ((door opens)) | | |
| 2 | SR: the anterior (.) due to a gland produces growth hormone (1.0) vale? | 12 | R: Ese tiene hipotiroidismo [por eso] |
| 3 | (2.0) | 13 | S3 [es verda:d] = |
| 4 | ((Ricardo enters the room)) | 14 | R: = cuando hace deporte (.) y Özil >que tiene los ojos saltones< |
| 5 | R: A ver (.) os puedo decir una cosilla? | 15 | hipertiroidismo↓ |
| 6 | SR: [sí↓] | 16 | Ss: ((whispers and laughter)) |
| 7 | R: [es que] >he visto una cosilla de la tiroides y digo< (.) os acordáis de | 17 | R: ((Ricardo leaves the room along with the two non-bilingual students)) |
| 8 | Ronaldo el del Real Madrid? Cristiano [Ronaldo] | 18 | (4.0) |
| 9 | J: [sí:↓] = | 19 | SR: Eh:: (2.0) eh:: (.) eh:: well (.) AH growth hormone (.) no? |
| 10 | R: = el otro [día↓] | | |
| 11 | S2: [sí] | | |

From the analysis in the workshop, we could discuss the power relations emerging in their turn-taking negotiation within the classroom, which lead to Ricardo being de-skilled - despite being the official content teacher - and Sarah being up-skilled thanks to her language expertise. Therefore, the different shifts in the participation frameworks between Sandra and Ricardo show which and how language practices legitimate certain speakers and how teachers’ discourses are shaped towards CLIL team teaching.

4. Conclusion about how the seminar has contributed to the development of your research and analysis.

All in all, this seminar has significantly contributed not only to widening my analytical knowledge about interactional data, but also to enriching the data analysis I had previously worked on thanks to the discussion and reflection on new methods and techniques provided by the coordinators and the participants attending the workshop. Therefore, this event has meant one step forward in my data analysis stage and the development of my PhD thesis with future implications on the concept of “new speakers” in La Mancha.