The presence of spanish in the interaction between teacher educators and students in the elte classroom

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FACULTAD DE CIENCIAS DE LA EDUCACIÓN

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Trabajo de grado presentado como requisito para optar al título de Licenciado (s) en

Lengua Castellana, Inglés y Francés

Director

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Abstract.

This research study investigates the presence of Spanish in ELTE classroom interaction. Additionally, this study shows how the presence of Spanish in the interaction between teacher educators and students in the BA program of Spanish, English, and French, Education Sciences Faculty, La Salle University. This study identifies the instances when teacher educators in charge of first-semester classes combine English and Spanish during the interactional events of content presentation and comprehension. The goals are to identify and describe the moments where the presence of Spanish, in the interaction between teacher educators and students, appears in English Language Teacher Education (ELTE) classroom, and finally to analyze how that presence takes part in the students’ comprehension of the content topic. This phenomenon can happen by code-switching or code-mixing. Under the Conversation Analysis methodology, we analyzed those instances to grasp the manner in which classroom interaction occurs when English and Spanish are combined for the presentation and comprehension of the lesson topics. Findings unveil varied combinations of a simultaneous use of Spanish and English in the interaction between teacher educators and students for the indicated purposes. Both languages are used under the premises of translating and transferring. These situations may foster and hinder students’ comprehension of the content topics of the lesson. Also, results indicate the influence of Student’s comprehension of the topic and the simultaneity of Spanish-English in each interactional event.

Key words: English-Spanish combination, interaction patterns, teacher educators, ELTE classroom.

Resumen

Este estudio de investigación indaga la presencia del español en el aula de ELTE. Además, este estudio muestra cómo es la presencia del español en la interacción entre docentes educadores y estudiantes del programa de pregrado de Español, Inglés y Francés de la Facultad de Ciencias de la Educación de la Universidad de La Salle. Este estudio identifica las instancias donde los docentes educadores a cargo de las clases del primer semestre, combinan inglés y español durante los eventos interaccionales de presentación y comprensión del contenido. Los objetivos son identificar y describir los momentos en los que la presencia del español, en la interacción entre docentes educadores y estudiantes, aparece en el aula de ELTE. Finalmente, analizar como dicha presencia participa en la comprensión de los estudiantes en el contenido del tema. Este fenómeno puede ocurrir por conmutación de código o mezcla de código. Desde la metodología de Análisis de Conversación, analizamos aquellas instancias para captar la manera en que se produce la interacción en el aula cuando se combina inglés y español para la presentación y comprensión de los temas de la lección. Los descubrimientos revelan variadas combinaciones de un uso simultáneo de español e inglés en la interacción entre los docentes educadores y los estudiantes para los fines indicados. Ambos idiomas se utilizan bajo las premisas de traducir y transferir. Estas situaciones pueden fomentar e impedir la
comprensión de los estudiantes sobre los temas de contenido de la lección. Ademáis, los resultados indican la influencia de la comprensión del tema por el estudiante y la simultaneidad del español-inglés en cada evento interactivo.

_Palabras clave:_ Combinación Inglés-Español, patrones de interacción, docentes educadores, clase de ELTE.

_Résumé_

Cette étude recherche sur la présence de l'espagnol dans la classe ELTE. De plus, cette étude vise à analyser la présence de l'Espagnol dans l'interaction entre enseignants-éducateurs et élèves du programme de Master 1 en Espagnol, Anglais et Français de la Faculté des sciences de l'éducation de l'Université de La Salle. Cette étude identifie les instancias où les enseignants-éducateurs sont chargés de l'enseignement des premières années de cours, quand ils combinent l'Anglais et l'Espagnol pour la présentation des événements interactifs et la compréhension du contenu. Les objectifs sont d'identifier et de décrire les moments où la présence de l'espagnol, dans l'interaction entre les formateurs d'enseignants et les étudiants, apparaît dans la classe d'enseignement de l'enseignement des langues anglaises (ELTE) et, enfin, d'analyser comment cette présence participe à la compréhension des élèves de Le contenu. Ce phénomène peut se dérouler par la commutation du code et la mélange du code. À partir de la méthodologie de l'Analyse de Conversation, on a analysé les différents cas pour trouver la manière dans laquelle l'interaction se produit dans la salle de classe, quand on combine l’Anglais et l’Espagnol pour la présentation et la compréhension des thèmes du cours. Les résultats révèlent diverses combinaisons d'utilisation simultanée de l'Espagnol et l'Anglais dans l'interaction entre les enseignants-éducateurs et les élèves aux fins indiquées. Les deux langues sont utilisées pour : traduire et transférer. Ces situations peuvent favoriser ou faire obstacle à la compréhension des étudiants sur les sujets du contenu des cours. En outre, les résultats indiquent l'influence de la compréhension de l'élève sur le sujet et la simultanéité de l'espagnol-anglais dans chaque événement d'interaction.

_Mots-clés:_ La combinaison entre Espagnol et Anglais, les modèles d'interaction, les enseignants-éducateurs, le cours d’ELTE.
The Presence of Spanish in the Interaction between Teacher Educators and Students
In the ELTE Classroom

Introduction

English language teacher educators in BA programs need to be aware of the interlanguage process in classes to help students’ comprehension of language knowledge and use. In the BA program of Spanish, English, and French, Education Sciences Faculty, La Salle University, at varied levels, teacher educators usually encourage students to use English (as the L2) as much as possible in the corresponding classes, whereas students seem to be initially more comfortable with Spanish (as the L2) in the transit towards English. Teacher educators may use various methodologies, such as direct instructions, inquiry-based learning and cooperative learning, to develop students’ English language knowledge and use. Regardless the methodology and students’ use of English, Spanish, as the first language in this context, will always be present in the English language classroom interaction of this major.

The purpose of this research study is then to understand how the presence of Spanish occurs in the interaction between Teacher Educators and Students in the ELTE classroom, firstly by identifying and describing the moments where the presence of Spanish in the interaction between teacher educators and students appears in English Language Teacher Education (ELTE) classroom; and secondly by analyzing how that presence takes part in the students’ comprehension of the content topic. This research study then focuses on the teacher educator-students turn-by-turn interaction in the first subjects of the BA program. Both teacher educators and students need to comprehend how and why the presence of Spanish (as the L1) happens in their interactions, mostly when the focus of English vocabulary, English grammar, and students’ previous knowledge are prominent in
the presentation of the lesson topic. That comprehension may help demystify Spanish language presence in the English language classroom (Pan & Pan, 2010; Carson & Kashihara, 2012).

This part may be challenging for English language students since, initially, their brain mostly associates English patterns with similar ones in Spanish. Students may initially understand familiar objects, then their connections with the L2 and the construction of further tenses. By using various techniques at different levels, teacher educators not only need to maintain the interest of the student in English but also give them a slight encouragement towards learning it.

It is well known that the use of the L1 may help understand the target language. Regarding Selinker (1972), L1 can be an aider in the L2 acquisition whenever learners adapt their L1 knowledge with the new one. Likewise, in English language classes of the BA in Spanish, English and French, Education Sciences Faculty, La Salle University, the study of this situation may demonstrate that, when teacher educators explain a topic by using the L1 (Spanish henceforth), they might do it with the certainty that it is necessary for the students’ comprehension of a fundamental concept or topic in the L2 (English henceforth).

Therefore, this research study seeks to identify those moments in the English language classroom when teacher educators in charge of teaching English language courses at the first levels of the BA program utilize Spanish in the presentation of a topic in order to make their students comprehend it. This phenomenon can happen by code-switching or code-mixing. On one hand code-switching is the alternation between two or more languages but in an unconscious way (Crystal, 1987; Romaine, 1992). On the other hand
code-mixing refers to the fact of mixing two or more languages in speech, in this case, the transition focus on the use of words, phrases, etc. but from one language to another (Kachru, 1978; Myusken, 2000; Senaratne, 2009). This is why our research study use both of them to analyze the presence of Spanish in teacher educator-student interaction in the ELTE classroom.

The presence of English and Spanish in student’s comprehension is a phenomenon among bilingual individuals. The motives of code switching or code mixing include cultural and cognitive issues in particular languages. Subsequently, it is always essential to identify the variances between members, the way in which they learn the knowledge and the surroundings in which they are. With this in mind, the role of teacher educators in the process of teaching English has the purpose of determining the factors and incidences that cooperate to this process. The process of learning English can favor better outcomes regarding code-switching and code-mixing.

**Conceptual Framework**

This section draws on studies that account for different insights in regards to the concepts that give foundation to the content presented in this article. The first is interaction patterns, followed by an explanation about interlanguage. Further, a brief description of code switching and code mixing as part of interlanguage will help clarify and distinguish the difference between them.

**Interaction patterns.** It refers to the different organization and structure of conversation in different contexts. According to Sinclair & Coulthard (1975) interaction patterns are repetitive sequences of turns in the interaction between two speakers in a context. Specifically, in educational context, interaction patterns can be defined as the
different ways students and teacher educators interact among them in class. Lucero and Rouse (2017) say about it that “...Interaction patterns in EFL classes have only the purpose of teaching, correcting, and practicing English for general uses, patterns in the ELTE classes have also the purpose of opening spaces for learning and practicing how to teach and correct this language...” (p. 14). This means that interaction patterns in ELTE classes are used by teacher educators for sharing information or open conversations with the students. This act increases the understandability among teacher educators and students and about the content topics of classes.

**Interlanguage.** It refers to the process L2 learners use as an intermediate system between the L1 and L2, being this the target language (Selinker, 1972). This communication strategy serves to fortify and complete their comprehension and L2 learning process. According to Selinker (1972), interlanguage contains six principles:

1. A system of rules viewed as a “mental grammar,” it happens when L2 learners create a “new linguistic system” based on understandings and experiences with the L2.
2. It is possible to filter the learners’ grammar, either from an external or internal influence. The omission, overgeneralization, and transfer errors are part of this other principle.
3. L2 learners change their grammar as they increase the complexity of their L2 knowledge. The results are a continuous interlanguage process, as learners have added, deleted and restructured rules of the L2 whole system.
4. The system that L2 learners construct contains variable rules. That is, L2 learners are likely to have competing rules at any stage of development. This variability
reflects the mistakes learners make when they try to use their L2 knowledge to communicate.

5. L2 learners use different learning strategies to develop their interlanguage. Every mistake, whether omission, overgeneralization, and transfer, suggests in some way the process that each learner is carrying.

6. The fossilization in the grammar of L2 learners prevails (production of errors) when they develop the L2 mental grammar ability.

Those principles, if well used, can be useful for a complete development of L2, in terms of which each indicated principle can be the explanation and the theoretical reinforcement to the results obtained in this research work.

Application to Teaching. In the interlanguage process; all kind of errors, grammatical, spelling, fluency among others, are both acceptable and inevitable. Errors within a constituent or a clause affect the comprehension of a sentence far less than errors which are made in a major constituent or across clause boundaries.

According to this, the interlanguage process is significant to our research study on account of the different moments while teacher educators use English as a foreign language to interact with the students. Also, the interlanguage process is important because as teacher educators or students, it allows a better understanding of the content topic, and last but not the least, we as researchers want to contribute with our research study to grasp through mistakes or errors students may learn.

Code Switching. Code switching can be described as the use of more than one language, variety, or style by an orator within an utterance or discourse, or between different interlocutors or situations (Romaine, 1992). People who speak more than one
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Language are recognized for making language mixtures in their speeches, usually called code switching. As Aranoff and Miller (2003) indicate, linguists have stressed the point that switching between languages is a communicative option available to a bilingual member of a speech community, on much the same basis as switching between styles or dialects is an option for the monolingual speaker. Crystal (1987) summarizes the reasons speakers use code switching into two ideas. The first is when speakers change the language in which speakers are speaking, either because speakers are annoyed, tired, distracted or unable to find the necessary terms to continue communicating; implicitly forcing the other speakers to change their language. The second idea comes when speakers wish to show their solidarity with a group of people or community. Similarly, it can be presented to exclude people from some interaction.

As Skiba (1997) comments, code switching is not a language interference, on the basis that it supplements speech. Where it is used due to an inability of expression, code switching provides continuity in speech rather than presenting an interference in language. This concept is useful in our research study to recognize, initially, the presence of Spanish in the teacher educators’ presentation of class topics. Suddenly, the impact of the use of Spanish in an English class interaction focuses on how it is perceived positive or negative in the students' L2 learning process; furthermore, if the use of Spanish is indispensable of not in the interaction between students and teacher educators.

_Code Mixing._ It refers to the change of one language to another within the same statement or in the same oral/ written text. In Myusken’s words (2000), code mixing is the result of the use of lexical and grammatical features and peculiarities of two different languages included in the same phrase. Besides, Kachru (1978) defined code mixing as the
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ability of transmit linguistic units from one language to another. More than that, Senaratne (2009) manifests that code mixing is dissimilar to code switching because the first one is a product of turnabout from one language to another one, but the usage is only in a particular linguistic unit. The second one is a product of a turnabout from one language to another, but in this case it is possible to be evident in sentences.

Research Methodology

This research study was done under the principles of Conversation Analysis (CA). CA examines minutely, rigorously, empirically and formally natural interactions that people have in conversations in social contexts (Sacks, Schegloff & Jefferson, 1974; Seedhouse, 2005). CA comprises the frame of this research since our interest is the interaction patterns of students and teacher educators in the ELTE classroom when both Spanish and English are present turn-by-turn in the same interactional event.

The context of this research study is La Salle University, in the BA undergraduate program in Spanish, English, and French, Education Sciences Faculty, in the subjects of Introduction to English, Interaction and Anglophone Society I, and English Phonetics and Phonology. The notion of English as an official subject in La Salle University’s curriculum is a reflection of the pedagogical purpose of the university about the huge challenge of their undergraduates to be competitive in a globalized, ever changing world.

This research work was carried out with students majoring in foreign language teaching (Spanish, English, and French) but especially in English classes that involved a population of men and women aged between 18 and 23 years old. The participant teacher educators are both male and female who, at the time of the study, had an average of two to ten years of work experience in the program. Moreover teacher educators used activities
while giving magisterial classes by using photocopies, guides, English grammar books, exercises, debates, group activities, and English grammar online exercises. The environment within the different courses was friendly; the relationship between the students and the teacher educators was kind and respectful.

**Instruments for data collection.** For data collection, we used video recorded observations and transcriptions. Six video recorded observations were done to catch information for the study. As Smith (1981) posits, recording equipment are useful in reference to give a widest versatility than observations done by writing. The video recorded observations took place in the indicated subjects of first and second semesters of English courses of the program. Complete sessions were registered to capture the presence of Spanish and English in classroom interaction between teacher educators and students.

As an additional instrument for data collection, we used transcriptions of the recorded observations at the moments when English and Spanish were present interchangeably turn-by-turn. All these transcriptions draw into close analysis of data through repeated careful listening (and/or watching), or in Psathas and Anderson (1990) words, “made after these are to be seen as a convenient form to represent the recorded material in writing, but no as a real substitute” (p. 75).

After identifying the moments when the presence of Spanish in the English interaction, a process of finding patterns of simultaneous Spanish-English use began. We follow a systematic pattern categorization by following what Edward and Westgate (1987) lay out, categorization of the data is a result of setting up the information by itself which is determined from analysis without an imposed intention on it. Table 1 explains the CA process in more detail.
### Results

The analysis under the CA methodology unveiled varied turn-combinations of the simultaneous presence of Spanish and English in the transcribed teacher educator-students interactions in the English language courses observed. Those combinations were separated into eleven diverse types (see Figure 2 below). In each type, we deeply analyzed the use given to Spanish by either the teacher educator or the students. From this Spanish-English combination types, it was possible to identify the description of the moment (English class), the classification (Combination between Spanish and English), the influence (Student’s comprehension of the topic) and finally the simultaneity of Spanish-English in each interactional event.

**Relation of results.** The findings show the initial results of the simultaneous turn-by-turn combination of English and Spanish in the ELTE classroom interaction in first and second semesters of the undergraduate program. In the recorded sessions, the following turn-by-turn combinations seem to happen:

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<table>
<thead>
<tr>
<th>6 video-recorded sessions and their transcriptions</th>
<th>CA Stages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matrix of analysis</td>
<td>1. Unmotivated Looking: observations and transcripts to identify interaction patterns. The use of Spanish and English in the ELTE classroom</td>
</tr>
<tr>
<td></td>
<td>2. Inductive Search: Establishment of instances when the interaction patterns emerge</td>
</tr>
<tr>
<td></td>
<td>3. Establishing Regularities and Patterns: Description of interaction patterns in terms of the moments when Spanish is used in English interaction.</td>
</tr>
<tr>
<td></td>
<td>4. Detailed Analysis of the Phenomenon: Explanation of the emergence of interaction patterns and their characteristics (when and why the presence of Spanish in English interaction.</td>
</tr>
<tr>
<td></td>
<td>5. Generalized Account of the Phenomenon: Determining the incidence of the use of Spanish in the interaction patterns in ELTE classes.</td>
</tr>
</tbody>
</table>

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*Figure 1: CA Stages*
Spanish-English combinations were identified in the transcribed interactions. To classify each interaction, the intervention of each actor and the description of either language presence were considered. Common patterns were categorized taking into account the most relevant and repetitive turns to explain the evidenced combination of English and Spanish while the interaction among the teacher educator and student. For this reason, we analyzed the moments by giving results of the behavior, comprehension and interaction during the observed classes.

As a consequence of this classroom sessions observed, it is possible to understand the use of the turn-by-turn combination of English and Spanish in the teacher educator-student interaction in the ELTE classroom. We will present the results with the similar examples attached to each instance and the detailed explanation.

**Combination 1: Teacher educator’s use of English – Students’ use of Spanish.**

We can observe different events of the combination between English and Spanish in teacher educator-student interaction in the ELTE classroom. The first instances happen
when the teacher educators are using English and the students incorporate Spanish in the interaction.

**Promoting language-processing laziness.** This instance shows the process while the teacher educator foments the give up on English while the student tries to use the second language to continue with the interaction in the ELTE classroom. The following excerpt evidences this fact:

Excerpt 01

<table>
<thead>
<tr>
<th>Promoting language-processing laziness</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 TE: Number 7?</td>
</tr>
<tr>
<td>02 S: Sitting...Position</td>
</tr>
<tr>
<td>03 S: No puedo, no puedo....</td>
</tr>
<tr>
<td>04 TE: Ok, alright.</td>
</tr>
</tbody>
</table>

In this excerpt, the teacher educator is checking the homework by asking the question “number 7”. After this, a student tries to respond, by giving simple verbs, such as “sitting, position”. Furthermore, the student is showing the unsuccessful attempt towards the answer. Also, the teacher educator is accepting that the student cannot respond to the question in English by saying, “ok, alright,” without helping the student, or trying to encourage a further student answer.

This example demonstrates the manner in which the teacher educator is, possibly subconsciously, promoting interlanguage processing. Also, the teacher educator, in our point of view, is likely promoting the acceptance of laziness in the students’ action in the interaction by sending a hidden message of “it is ok not to participate, provided you cannot”. Moreover, this interaction shows that the student uses Spanish to express the mood
and feelings at that moment. The presence of Spanish evidences the limited vocabulary that students may have for answering this question. Besides, the teacher educator did not help the student construct a new sentence or try to understand what the student wanted to say.

The teacher educator answers in English, probably, because, due to the context, it is possible to train the students to familiarize with English for clarifying the question. On the other hand, the teacher educator answers in English because this is a bilingual class, and it is important to involve the students in the classroom context. Furthermore, when the teacher educator answers in English without keeping in mind that the student has been speaking in Spanish can be a reflected act of classroom interaction, the student asks the teacher responds.

**Introduction of Spanish in an English interaction.** This instance shows the process while the teacher educator uses the turn-by-turn combination of English and Spanish in the teacher educator- student interaction in the ELTE classroom. A teacher educator can do this by demanding the student the employment of the first language to continue with the interaction. The following excerpt evidences this fact:

Excerpt 02

| Introduction of Spanish in an English interaction / Correlation of Spanish in an English interaction |
|----------------------------------|----------------------|
| 01 TE1: What is an exception? In Spanish what is exception? |
| 02 S1: **Exepción.** |
| 01 TE2: What is the meaning of mattress in Spanish? It is a component of the bed. |
| 02 S2: **Colchón.** |

The first sample in Excerpt 02 displays how the teacher educator asks for an exact word “exception,” by asking what that is. Then the teacher educator requests for the
Spanish equivalent of that word. Finally, the student replies the question in Spanish as the teacher requested. In the second sample, the teacher educator is asking for the Spanish equivalent of the word “mattress”. By giving a small explanation of the use of that object and where it is possible to find it, the teacher educator made emphasis on the bed, as a “component of the bed.” After this, the student asks the question made by the teacher by saying a word in Spanish “Colchón.” These two samples give evidence that teacher educators also tend to ask for the meaning in Spanish of English lexical items for the pedagogical purpose of the comprehension of the topic, also to guaranty the understanding of a word meaning in a particular context by using a precise equivalent that is going to be useful for a further activity or maybe because the student has to use it for coming classroom tasks.

In the students’ point of view, when the teacher educator asks for Spanish equivalent of an English word, they just follow the instruction by answering the question. Consequently, the student cannot notice the intention (asking for the Spanish meaning of an English word for a better understanding of the topic) of the teacher because the student is not showing that the topic is not understandable and also the student is showing that this vocabulary is not new or unknown.

*The Combination of English and Spanish for a grammatical explanation.* This instance shows the use of Spanish by the teacher educator while focusing on grammatical explanations and also by focusing on the translation (English- Spanish) in the teacher educator- student interaction in the ELTE classroom. The following excerpt evidences this fact:

Excerpt 03
The Combination of English and Spanish for a grammatical explanation in an English session

01 TE1: For example, with things is nice I like it.
02 S1: Pero ahí no se utiliza el “his”.
03 TE1: For but doesn’t possessive, my market, his market, this is different, that is important to clarify, one thing is possessive, my market, her glasses, their chairs, that’s possessive but here we have subject of the object.

01 TE2: Is this class is very important that we know how the translation is, so the first one, I don’t know those verbs do you know them? How do you translate that in Spanish?
02 S2: No conozco esas líneas, y la pregunta es... ¿las conoces?
03 T2: Exactly so if you see in Spanish we use (las, los, les), that is different right? So in English we put after verb, so you need to be careful with that.

In the first sample of this Spanish-English turn-by-turn combination, the teacher educator is giving an example and putting it into a context. After this, the student expresses the confusion that the example generates in him by asking for the use of the possessive adjective “his.” Eventually, the teacher educator explains the requested issue by introducing another example; the teacher educator defines the difference between possessive and subject pronouns in a sentence. The second sample shows how the teacher educator clues a question to recur for the translation into Spanish for a better understanding of a sentence or word in English. After this, the teacher educator asks for the translation in Spanish. Moreover, the student gives the translation of the phrase as the teacher educator requested. Finally, the teacher educator exposes the grammatical use of (las, los, les) and their correct equivalent in English.

These two samples demonstrate that the teacher educators promote the relationship between English and Spanish equivalents. This can happen because the teacher educators likely want the students to avoid the grammatical errors or know the different use of each
equivalent in both languages. Moreover, the teacher educators ask the students the translation of the phrase, maybe because the teacher educators want to confirm if the student understood the explanation.

As it can be distinguished, both the teacher educators and the students are in a constant try to get comprehension of the current topic of the class. Furthermore, the students are involved in the context of the description. In other words, the students understand the subject of the class and the instructions of the teacher educators. Apart from this, the students are showing that it is possible to comprehend the description and details in English, but when any doubt, Spanish is the solution.

*Use of Spanish for a vocabulary explanation in English.* This instance shows the introduction of Spanish by the teacher educators to give further examples and also to provide further details of the explanation during interaction in the ELTE classroom, by supplying Spanish words so that students can continue with the interplay. This fact can be evident in the following excerpt:

**Excerpt 04**

<table>
<thead>
<tr>
<th>Use of Spanish for a vocabulary explanation in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 TE1: What is the meaning of hire?</td>
</tr>
<tr>
<td>02 S1: contratar, alquilar…. I don’t know</td>
</tr>
<tr>
<td>03 TE2: Contratar is better ‘cause, because is more like rented … eee in past</td>
</tr>
<tr>
<td>01 TE2: We hire, so we hire a bus… we…</td>
</tr>
<tr>
<td>02 S2: Left</td>
</tr>
<tr>
<td>03 TE2: We left, yes what is the meaning of left?</td>
</tr>
<tr>
<td>04 S2: Dejar</td>
</tr>
<tr>
<td>05 TE2: Yes, because the thing is that we have two verbs which apparently are the same which is go out and leave so both of them are like “salimos” o “salir”. However this one leave is more like going from a building so leave home live the university leave my office, so this is more like a plan I go out with friends or I went out with friends and we went out with my family, so that’s the difference between them.</td>
</tr>
</tbody>
</table>
In the first sample, the teacher educator is asking for the meaning of a particular word “hire.” After this, the student responds to the teacher educator question by saying the Spanish equivalent, but the student is not sure if the equivalent is the correct one. Finally, the teacher educator made the last explanation by trying to find the best equivalent to complete the sentence by taking into account the verb tense. The second sample displays how the teacher educator is checking the activity in which the students have to complete the sentence by introducing a verb. After this, a student answers with the correct verb, but suddenly the teacher educator asks for the Spanish equivalent of the word. Moreover, the student provides it for the teacher educator to clarify the difference between the two verbs by providing a possible verb in Spanish. For complementing the topic, the teacher educator explains the verb into a cultural context by giving examples in English.

Considering the teacher educator’s perspective, it is possible to demonstrate that the intention is to understand the meaning of the English language words by using Spanish equivalents. The teacher educators want the students to reach comprehension by giving examples in our context and explaining verb tenses in English. Moreover, the teacher educators want to introduce English vocabulary in different situations by involving the students into a grammatical and vocabulary comprehension.

In regards to student perspective, these two samples give evidence that the teacher educators ask for the meaning in Spanish of some verbs. Due to student level, it was not difficult to answer about this type of vocabulary, so it is possible to affirm that the comprehension of the students are shown in the answers, moreover the students display the knowing of synonymous of this type of vocabulary in Spanish when the teacher educators ask for the meaning of these words.
Combination 2: Students’ use of Spanish – Teacher educator’s use of English.

We can also observe this different event of the combination between English and Spanish in teacher educator-student interaction in the ELTE classroom. These second instance happens when the students starts the interaction with the teacher educator by using Spanish, and the teacher educators respond the question in English.

*Spanish for continuing with the English language activity.* This instance shows the teacher educator- student interaction in the ELTE classroom as a result of the teacher educator supply of the student use of second language to maintain the interplay between them. Below we can see this fact with the following excerpt.

Excerpt 05

<table>
<thead>
<tr>
<th>Spanish for continuing with the English language activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 S1: Pero también se puede…</td>
</tr>
<tr>
<td>02 TE1: For the first one, yes, for this one it doesn’t fit</td>
</tr>
<tr>
<td>03 S1: Ahh ok</td>
</tr>
<tr>
<td>04 TE1: Weird</td>
</tr>
<tr>
<td>01 S2: ¿Cómo se dice detrás?</td>
</tr>
<tr>
<td>02 TE2: Take them up, in the backyard</td>
</tr>
<tr>
<td>03 S2: In mi cases you hear because is a mountain.</td>
</tr>
<tr>
<td>04 T2: Ahh so you don’t need class in your garden</td>
</tr>
<tr>
<td>05 S2: No… yes I have class inside my house but…</td>
</tr>
<tr>
<td>05 S2: Como se dice detrás?</td>
</tr>
<tr>
<td>06 TE2: Behind</td>
</tr>
<tr>
<td>07 S2: Behind my house around mountain</td>
</tr>
<tr>
<td>08 T2: Ok there are mountains</td>
</tr>
<tr>
<td>09 S2: Patio trasero… ¿Cómo se dice patio trasero?</td>
</tr>
<tr>
<td>10 T2: In the yard.</td>
</tr>
</tbody>
</table>

The first sample portrays how a student expresses his confusion in the answer provided. The student introduces a doubt in Spanish by confirming if there is just one answer or if it is possible to give another one. After this, the teacher educator provides an
explanation about the best option for each question. As a result of this, the student answers with an affirmation in Spanish by saying “Ahh, ok,” and finally the teacher educator gives a short reply by saying that the answer is not common, that it is strange. The second sample demonstrates that students commonly start asking some specific vocabulary to complete a sentence by their own. Then the teacher educators help them by completing the sentence. Also, the students can fill out the idea by adding more vocabulary. Besides, the teacher educators can establish a conversation with the student by making an affirmation. The students can ask again for more vocabulary, and the teacher educators will again provide the words needed to continue with the interaction. In all, the students show the effort to make the sentence complete and understandable in English.

In these both samples, we could interpret that the students speak Spanish due to, first, the comfort zone using Spanish; second, the easiness to communicate in Spanish rather than English. As it can be noticed, the students want to establish a conversation with the teacher educators. Despite the unknown vocabulary, the students try to comprehend and complete the sentence with the vocabulary that the teacher educator has provided during the interaction. Apart from this, the students are seeking to show the effort made by building a communication in English, taking into account the context and questions done.

Given the fact that the turn-by-turn combination of English and Spanish, in this case, is related to the doubt and the unknown vocabulary by the students, this part shows a comforting routine that can display the permission of combining English and Spanish in the turn-by-turn of the teacher educator-student interaction. The intention of the teacher educators can be taken as a result of following the questions made by the students. The teacher educators are used to answering this type of vocabulary requests that in general are
about specific vocabulary in Spanish-English equivalents. Moreover, the teacher educators are expressing a level of appropriateness in allowing the combination of English and Spanish while interacting. Also, the teacher educators do not demand the continuous use of English in the classroom or the effort by trying to use synonyms.

**Combination 3: Teacher educator’s use of English – Teacher educator’s response in Spanish-English.** More events of the combination between English and Spanish in teacher educator-student interaction in the ELTE classroom were identified. The following three instances happen when the teacher educators start the interaction by speaking or asking the students for something in English; but then the teacher educators themselves answer with a mix of Spanish and English.

**Using translation from Spanish to English for a better comprehension of the topic (by using cultural examples).** This instance shows how the teacher educators’ use of Spanish gives a further explanation of lexical items for a better comprehension of the topic, firstly by giving an immediate translation from English to Spanish in the ELTE classroom, and secondly by adapting foreign cultural examples into Spanish. All of this for the students to understand the topics from his or her cultural point of view. As a remarkable point, the students are not participant in the teacher educator-student interaction in the ELTE classroom. The following excerpt evidences this fact:

Excerpt 06

<table>
<thead>
<tr>
<th>Using translation from Spanish to English for a better comprehension of the topic (by using cultural examples).</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 TE1: We enjoyed a musical and obviously drank some shots, shots is like “tragos” I thing. Shots of Rum, rum has a word in English “rum” “Ron”, some shots of rum.</td>
</tr>
<tr>
<td>01 TE2: We went sightseeing, listen up, repeat sightseeing</td>
</tr>
</tbody>
</table>
In the first sample, the teacher educator is explaining a topic in a cultural context. Then, he starts exposing the term “Shots” by giving the translation of this word into Spanish. After this, he provides a small example by adding a new subject to complement the phrase “Shots of Rum,” and finally he makes the translation of the last word for a better comprehension. In the second sample, the teacher educator explains the term “sightseeing” by catching the student’s attention, then she wants to clarify where and when this action happens if you are a tourist person. She asks for the student’s comprehension and tries to give a translation of this word in our culture to finally give some examples about different places in Bogota.

Seeing the teacher educators’ perspective in these two excerpts, the influence of translation by taking a word in English and explain it into Spanish has a lot of difficulties and advantages at the same time. On the one hand, the teacher educators are trying to orient the students into the topic, on the other; they do not establish a conversation with the students. This may happen because the teacher educators want to explain first the topic to avoid students’ further questions or doubts. Equally possible, the teacher educators intend to increase the vocabulary to encourage the students to learn more foreign words. In addition to this, the teacher educators focus on the topic from a cultural perspective because they try to put these types of words in a Colombian context. It is essential to recognize the
teacher educators’ explanations, which include different expression and cultural reasons. Finally, the teacher educators want to introduce this term as a new concept to be helpful for the student in any situation.

Translation of the content topic in key terms in an English language session. This instance shows the introduction of Spanish by the teacher educator in order to give a further explanation of lexical items, firstly by giving an immediate translation from English to Spanish, and secondly by giving an answer where the student is not participant in the teacher educator-student interaction in the ELTE classroom. This fact can be evidence in the following excerpt:

Excerpt 07

<table>
<thead>
<tr>
<th>Translation of the content topic in key terms in an English language session</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 TE1: I am sure that you know about morpho prefixes and suffixes and the steam, steam is the roof, la raíz.</td>
</tr>
<tr>
<td>01 TE2: For example the first word; what is the steam... steam la raíz, forget, where is the stress of forget?</td>
</tr>
<tr>
<td>01 TE3: What is the meaning of single bed?</td>
</tr>
<tr>
<td>02 TE3: Sencilla, I have a single bed.</td>
</tr>
</tbody>
</table>

In the first sample, the teacher educator is explaining the topic of the class, after this, the teacher educator gives a small introduction to the subject, in this case, morpho prefixes and suffixes. He focuses on the term “Steam” conduct to the student by adding the meaning of the word in Spanish “Raiz.” The second sample displays how another teacher educator gives examples by using a list of verbs. In the interaction, he asks for the “Steam” of the first word, and he suddenly says the meaning of the word in Spanish. In the third sample, another teacher educator asks for the meaning of a specific term, in this case, the
she asks for the significance of an object “Single verb.” Apart from this, she says the word in Spanish, and finally, complements the phrase by including the subject, the verb, and the complement.

In this particular category, the teacher educators want the students to comprehend the key terms. In other words, the teacher educators are attached to the students’ grammar and previous knowledge about the meaning in Spanish correlated to the use in English. This may happen because the teacher educators doubt on the students’ understanding of the relation between the first language and the second language. In this category, the students do not intervene in the interaction. Therefore, it was not possible to detect if the students understood or not the translation of the key term.

*Translation from English to Spanish to explain vocabulary.* This instance shows the teacher educators’ use of Spanish to explain vocabulary in an English language session, firstly by focusing on examples (verbs and words) to translate them from English to Spanish, and secondly, by giving extra synonyms to increase student's vocabulary. Equally to the previous instance, the students are not participant in the interaction in the ELTE classroom. Below we can see this fact with the following excerpt:

Excerpt 08

<table>
<thead>
<tr>
<th>Translation from English to Spanish to explain vocabulary in an English language session</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 TE1: I feel asleep, you remember this is the action of sleeping, like “quedarse dormido”</td>
</tr>
<tr>
<td>I feel asleep</td>
</tr>
<tr>
<td>01 TE2: What is budget? Cash, money, “presupuesto”, yes ok?</td>
</tr>
</tbody>
</table>

In the first sample, the teacher educator is explaining the expression “I feel asleep,” then he asks the students to remember the meaning of this expression. Abruptly, he
introduces a small explanation by giving the Spanish equivalent. In the second sample, the teacher educator asks for the sense of the concept “Budget,” he gives near synonymous of this term, makes the translation, and asks for the comprehension by saying “yes, ok?”.

Considering the teacher educators to be trying to explain the meaning of a word by using near synonymous, we can see that the teacher educators want to focus on the acquisition of vocabulary with the purpose of improving the student’s English level. It can also be to get students involved in a particular context. In these two samples, we can infer that the teacher educators are using Spanish as an intermediary between Spanish and English for students’ better comprehension of the topic. Particularly in the second sample, the teacher educator asks for the students’ confirmation about the topic explanation. In this case, it is possible to see that the teacher educators are discovering if the students understood or not the clarification of the word by using the near synonyms.

**Discussion**

Through our collected data we proved that the teacher educators show a conscious and unconscious use of Spanish with consequences for students’ English language understandings of the lesson topics. The use of Spanish in ELTE classroom interaction is then connected to interlanguage processes. According to Selinker (1972), interlanguage is the use of the first language, consciously or unconsciously, by an L2 user to communicate in interaction. In our study, the teacher educators use Spanish consciously when they have a purpose for the incorporation of L1 while the interaction in English to explain the content topic with further details, specify or emphasize English grammar and vocabulary, facilitate the appropriation of the use of English while using the first language, or for students’ better comprehension of class topics or activities. The teacher educators use Spanish
unconsciously when they answer students’ questions about doubts and just continue with the interaction without realizing the L1 use for pedagogical purposes but only for the sake of the interaction flow.

The conscious and unconscious use of Spanish with consequences for students’ comprehension of lesson topics in English can be positive or negative. The positive consequences are that students reinforce the use of English while using Spanish when both of them guaranty the understanding of the meaning of words or verbs, that's why they can surge in the different abilities in English during the interaction. Besides, with this, the students enrich the use of English while using Spanish and appropriate the use of terms or vocabulary by asking or by putting each into practice in the ELTE interaction. The negative consequences are that teacher educators are not promoting the students’ thinking while transferring knowledge, also teacher educators are supporting students’ laziness by fomenting the give up on English use (we could notice it in the result "Promoting language processing laziness").

Therefore, the students’ demand for Spanish or the teacher educators' use of it can be both negative and positive. Positive because teacher educator use Spanish due to different aspects: to increase vocabulary, to clarify an explanation, to promote the interaction, to complement students’ use of English, to resolve doubts or questions, to understand the meaning of words and to avoid grammatical errors. Negative because teacher educators may be promoting the use of Spanish while creating a bad habit into the interaction with the result that students get accustomed to talking in L1 more often.

Regardless the eight different instances, each describe the interaction between teacher educators and students in English basic levels in social environment (Sacks,
Schegloff & Jefferson, 1974; Seedhouse, 2005). The emergent interaction patterns from those instances are defined, according to Sinclair and Coulthard (1975) and Cazden (1986, 1988) (as cited in Lucero & Rouse, 2017), as the interaction of two orators who follow some repetitive successions. Complementing these authors’ perspectives, we can say that the teacher educators use Spanish in explanation stages by promoting linguistic processing laziness in the ELTE classroom interaction. This may happen because theory focuses on prescribed interaction by giving a description of the way in which the teacher educators and students need to interact. Based on this, we can say that theory about interaction patterns should also consider language learning as the capacity to interact in an L2 to understand and express precise knowledge of the language (such as structures and language process while the interaction). Theory about classroom interaction should the way in which Spanish is introduced in the ELTE interaction.

Although Romaine (1992) say that code switching is the process when the speaker use two different types of language in a specific context by using elements of multiple languages or language varieties in an unconscious way, we can say that students use Spanish strategically to continue talking with the teacher educators when English is not enough. In other words, including Walsh’s theory (2011), the first language use by both speakers is utilized as a chatter to comprehend the speech; it helps to oil the interplay during the ELTE classroom. We can say that Spanish greases the interaction with the teacher educator so that the interplay does not stop but continue and progress. Moreover, when English is a barrier for the student to interact in an ELTE classroom or is an obstacle to continue talking with the teacher educator, the only way to keep on with the interaction
is by using Spanish when students do not know the English structure or the English vocabulary to keep going with the conversation.

In addition to this, Skiba (1997) say that code switching is the means that gives constancy, sequence and prolongation of the speech rather than presenting an incapacity for the speaker to continue with the discourse. Supplementing this theory, we can say that students know the patterns of interaction in an ELTE classroom and also the dynamics of interaction, but for them, English vocabulary and English grammar are not enough to complete the teacher educator- student interaction in the ELTE classroom.

According to Muysken (2000), code mixing is the result of the use of lexical and grammatical characteristics and peculiarities of two different languages includes in the same phrase. To verify this theory, we can say that teacher educators include Spanish to explain the essential and elementary parts of English language's lexicon, also by explaining linguistic terms and grammatical aspects of language so that student can use the second language in a better way by avoiding problems while using linguistic units. Moreover Kachru (1978) defines code mixing as the ability of transmit linguistic units from one language to another. Complementing Kachru’s theory, it is possible that in the teacher educators’ substitution of verbs and words to different connotations and meanings, students can create confusion while using English grammar in the ELTE classroom (we could notice it in the result "Use of Spanish for a vocabulary explanation in English").

**Conclusions**

Clearly, there is a necessity to focus on interlanguage in terms of interaction strategies between two different languages since teacher educators may use Spanish consciously or unconsciously in ELTE interaction. This research study opens the discussion
when students use Spanish tactically to continue speaking with the teacher educator in the interaction of this setting. Hence, this article exposes connotational meanings in teacher educators' speech by taking into account the significant and considerable use of them.

As the research study has demonstrated, the use of Spanish in ELTE interaction between teacher educators and students could be full of clarifying explanations, promoting an easy way to communicate, completing the speech, confirming the understanding, solving doubts, understanding the meaning of specific words, and avoiding grammatical errors and confusion. In all the theories researched, we could say that no theory talks about interaction in terms of seeing L1 presence in L2 interaction for comprehension of lesson topics. It is possible that teacher educators be the owner of language and also the owner of the interaction. Teacher educators should use Spanish strategically to oil the interaction with the students when English in not enough, they also have to be aware of the negative issues of such use. By all counts, and with proven results, it is essential to talk about; Why English does not assume density and hardiness in ELTE classroom as EFL classroom? It is Spanish the only alternative to establish the interaction in the ELTE classroom when those indicated circumstances appear? Further research is recommended to find answers to these questions.

References


THE PRESENCE OF SPANISH IN ELTE CLASSROOM INTERACTION


