

The frequency and functionality of code-switching in beginning level Spanish classrooms

Varsha Melwani

4370856

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Primary supervisor: Dr. Sanne van Vuuren

Secondary supervisor: Dr. Jarret Geenen

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“When we’re constantly wishing for something, we overlook everything we already have”

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Abstract

This present study investigated the frequency and functions of code-switching in two sets of beginning level learners of Spanish at Wageningen in'to Languages. There is an overbearing stigma attached to the use of the L1 or the lingua franca in language classrooms. The goal of this thesis was to reduce this stigma by examining the frequency and functions of L1 Dutch, English as a lingua franca, and L2 Spanish in student-student and student-teacher interactions. The overall language production of the instructor of the learners in this thesis was also examined. The hypothesis proposed that the higher level learners would use the L2 more for metalinguistic functions and that the L1 will be the dominant language in the classroom, despite the current language teaching methodology. This thesis concluded that English as a lingua franca was predominantly used in the classroom and had metalinguistic functions that enabled learners to effectively and efficiently learn the L2. Although the stigma attached to the L1/lingua franca is patently present in the current context, this study argues for the functional use of the L1/lingua franca in language classrooms.

Keywords: second language acquisition, L1 use, English as a lingua franca, code-switching, metalinguistic functions

1. Introduction

The state of monolingualism is dramatically changing as it is estimated that two-thirds of the human population will grow up in a bilingual environment (Bhatia and Ritchie, 2008).

Bilingualism has been on a steady rise for the past decades. The development of globalisation has enabled languages to easily make and maintain contact across the globe, which has led to the steady decrease of monolingualism. This is especially the case for modern western countries as the use of a second language as a lingua franca is rising (Björkman, 2011).

However, this statement depends on the definition of bilingualism. Some say that a bilingual is someone who is equally and perfectly fluent in both languages, i.e. a balanced bilingual.

Others suggest that bilingualism involves having a sufficient command in a foreign tongue despite diverging in the different skills, e.g. vocabulary, grammar, accent (Edwards, 2008). In general, a bilingual is defined as an individual who can speak more than one language. The ability to use more than one language can also be limited to making meaningful utterances and to maintaining a basic level of communication in one of those languages. This expands the definition of bilingualism to second language learners, even those who are at a lower-level of proficiency.

Speakers in bilingual communities have been known to switch between languages when communicating with an interlocutor of the same languages. This alternate use of languages, known as code-switching, emerged along with the rise of bilingualism; however, it was often regarded as a symptom of an imperfect bilingual speaker. Although code-switching often occurs in bilingual communities where speakers are usually highly proficient in both languages, it is often regarded as a matter of interference or lack of proficiency in one of the languages.

The term code-switching is used to describe the use of more than one language within a single utterance or a conversational episode (Auer, 1998). The different codes used in the act of code-switching can be different languages, dialects, or even styles of the same language (Myers-Scotton, 1993). Some scholars make a distinction between intersentential code-switching and intrasentential code-mixing, although the terms code-switching and code-mixing are often used interchangeably (Myers-Scotton, 1989). This author argues that it is not the individual utterances in a conversation but the pattern of the alternating languages that carries social meaning. Moreover, the language choices made in conversation symbolise the speaker's position and his or her identity in the given social community. Auer (1998) states that code-switching is not just a different form of speech as compared to monolingual speech, but that it also creates communicative and social meaning in discourse. He suggests that code-

switching is part of a verbal action and can thus be considered a “conversational event” (p.1). In order to understand the instance of code-switching in a given language community, not only is it important to study the social and cultural aspects but it is also necessary to consider the conversational context in which the switch occurs. This implies that code-switching should be regarded as part of the verbal action as it contributes to the meaning of the message being conveyed.

Code-switching not only occurs in bilingual communities, but it also occurs in educational contexts, i.e. second/foreign language learning contexts. Edwards (2008) suggests that second language learners have two *linguistic* units; however, they only have one *meaning* unit. In other words, although second language learners may be able to communicate in their second language (L2), they still think in their first language (L1). Code-switching in educational contexts is often considered interference from the L1, i.e. L1 transfer. Although code-switching is often deemed detrimental to second language acquisition, some studies have argued that it can play a beneficial role in second language learning (DiCamilla and Antón, 2012; Arnfast and Jørgensen, 2003).

In order to examine the role of code-switching, i.e. use of the L1 and the L2, in an educational context, the present study aims to answer the following research question:

What is the function of code-switching in foreign language classrooms at beginning levels of Spanish?

In order to appropriately answer this research question, the following sub-questions will guide the current study to gain insight into the functionality of code-switching in a language learning context:

- How frequent are the languages used in overall by the instructor and students?
- What is the function of the L1, the lingua franca, and the target language (L2) in this particular classroom setting?
- How frequent are the functions used for each language by the students? (L1, the lingua franca, and L2)

The current study examines how language is used in beginning level Spanish classrooms by delving into the frequency and functions of the languages available in the classroom. There is an overbearing stigma of the use of the L1 in language classrooms. Although this thesis

cannot claim anything about the learning outcomes based on the use of code-switching, it can contribute to reducing the stigma attached to the L1 by discussing the functions and attitudes to code-switching in language classrooms.

This thesis aims to partially replicate the study by DiCamilla and Antón (2012), which will be elaborated on in further sections. The findings of DiCamilla and Antón (2012) are not generalisable as they are specific to a certain context, i.e. naturalistic data. Therefore, this thesis aims to examine whether DiCamilla and Antón's (2012) findings are replicable with a different set of naturalistic data, i.e. different participants and task types. The methodology includes transcribing authentic classroom data, analysing these data by conducting a word count for each language used, and categorizing the instances of code-switching into a taxonomy. Furthermore, the data will be statistically analysed by means of a chi-square test in order to determine whether there is a significant association between the languages used and the group level.

The remainder of this thesis is organised as follows: the next section expands on the phenomenon of code-switching in the field of second language acquisition. It will elaborate on the contrasting views on code-switching, which have led to the stigma of code-switching in classrooms today, both in bilingual communities and in foreign language learning contexts. This section ends with a sub-section on DiCamilla and Antón's (2012) study and the hypothesis and expectations of this thesis. Section 3 concerns the methodology, which involves the participants in this project, the data collection, and the analysis. The subsequent section elaborates on the taxonomy with illustrating examples, which is followed by the results. This includes an elaboration of the analysed data, the frequency of the languages used and the language functions in this particular educational context. The results are followed by a discussion, which provides an analysis of the results and discusses any alternative methods. The final section is the conclusion, which includes the answers to the research questions and suggestions for further research.

2. Background

2.1 Reasons for code-switching in bilingual communities

One of the main questions in bilingualism studies is why bilinguals code-switch, i.e. why speakers may choose to switch from one language to the other in conversation with other bilingual speakers. Although bilinguals who code-switch in conversation have been regarded as imperfect bilinguals, previous research has found copious reasons for code-switching that do not include lack of proficiency in one of the languages. Edwards (2008) suggests that code-switching is not necessarily a matter of interference as many scholars have deemed it to be, but it appears to be a phenomenon in which speakers switch code for a multifold of reasons. These reasons include emphasis, the speaker's perception of change in content, the degree of intimacy between interlocutors, the interlocutor's proficiency, and the desire for the speaker to fit in, etcetera. This implies that there are a substantial amount of reasons for code-switching that are often related to the context of the utterance.

Blom and Gumperz (1972) make a distinction between situational and metaphorical code-switching. Situational switching occurs when there is a change in the social events during the interaction, i.e. the language switch can be traced back to situational factors. In the case of situational switching, there is a change in the speakers' mutual rights and obligations. Metaphorical code-switching, by contrast, occurs when the use of language cannot be interpreted through situational factors. The instance of code-switching can be traced to the change in topic or subject matter of the conversation. The authors claim that the act of code-switching, albeit often subconsciously, adds meaning to the conversation.

Gumperz (1982) argues that the speaker establishes change in social distance between the interlocutors in a given interaction through code-switching. He makes a distinction between we-code and they-code. We-code is usually the minority or local language, which is associated with warmth and in-group attitudes. They-code is usually the colonial or matrix language, which is often associated with formality and stiffness. Gumperz (1982) suggests that the interpretation of these codes, i.e. we-code and they-code, depends on a variety of factors, such as context and speaker background. Furthermore, the author makes a distinction between code-switching and borrowings. He defines borrowing as "the introduction of single words or short, frozen, idiomatic phrases from one variety into the other" (p.66). In the case of borrowings, linguistic aspects are taken over in a language and become a part of the linguistic system of the language. Code-switching, however, "relies on the meaningful juxtaposition of what speakers must consciously or subconsciously process as strings formed according to the internal rules of two distinct grammatical systems" (Gumperz, 1982: p.66).

In other words, code-switched utterances are a combination of the rules of both linguistic systems. Additionally, Gumperz (1982) suggests that in very few occasions does code-switching occur due to a speaker's lack of proficiency in a language, i.e. inability to find the words to express oneself.

Myers-Scotton (1989) argues that code-switching can be motivated by the social relationship between the speaker and the interlocutor. The code choice that a speaker makes may be either marked or unmarked according to Myers-Scotton's markedness model, which involves an individual's "use of linguistic choices as negotiations of identity" (p.334). Furthermore, the unmarked choice can be considered the safer option of code because it is what is expected from the interpersonal relationship between the interlocutors. The unmarked choice is often embedded in community norms, which makes this choice normal behaviour because it is what is expected among participants in the given conversation. This kind of choice of code usually occurs between equal bilingual peers and where no change in setting or context is necessary to trigger a switch. An unmarked switch often occurs in informal and in-group situations. Myers-Scotton argues that bilinguals have two or more social identities and thus when speakers code-switch in such a situation, they may be expressing their dual identities and nothing more. This implies that a switch in code does not necessarily have any social significance. Moreover, speakers can also make a marked choice, although this is rather infrequent. A marked choice is interpreted as an unexpected choice and an act of negotiating the "unexpected balance of rights and obligations between participants" (Myers-Scotton, 1989: p.335). Speakers often do this in conversation in order to change the social distance, i.e. increasing or reducing social distance from the interlocutor, similar to Gumperz' (1982) distinction between we-code and they-code. Myers-Scotton (1989) suggests that code choice is indexical to the rights and obligation sets between participants in interaction. This indicates that the meaning of the code choice that the speaker makes is heavily dependent on the speech community, i.e. social or situational context. A marked code choice is often associated with authority, e.g. in educational systems, and communicates solidarity within conversational events. The interpretation of the choice of code in a given interaction depends on the norms in the given community and social identity factors, such as gender, sex, and age.

Myers-Scotton (1989) also distinguishes between an unmarked choice and a sequential unmarked choice. The latter choice is often determined by the situational context. It is an unconscious choice, which is also expected in the conversational event. This is also known as situational switching, which is common in all bilingual communities. A sequential unmarked choice involves multiple sequential unmarked switches, whereas an unmarked choice is a

single code. Furthermore, the researcher suggests that a single code choice has no significance at all; rather it is the overall pattern of switches that make the interaction meaningful.

Another motive for code-switching according to Myers-Scotton (1989) is an exploratory choice for presenting multiple identities simultaneously. In this case, code-switching is motivated by establishing which code should be used in interaction between the given interlocutors. The multiple identities of the speakers in a given interaction are explored through means of code-switching. This occurs when the identities and situational factors are unknown to the interlocutors, for example, in the case of speaking to someone for the first time.

2.2 Attitudes to code-switching in the classroom

The attitudes to code-switching have largely been negative as it is often deemed as interference. It has also been viewed as a cross-linguistic influence or language transfer rather than a bilingual phenomenon in itself. This issue not only occurs in bilingual communities, but it also occurs in foreign language learning contexts. Thompson and Harrison (2014) argue that language choice in a foreign language classroom, on the part of the teacher or the students, has significant consequences for second language acquisition. They analysed language produced by both the teachers and the students in a foreign language classroom to gain further insight into the impact of language choice of the teacher on the student and vice versa, i.e. the impact a single person in the classroom can have on the overall language production. The overall use of language in this particular context was analysed by examining the frequency and motivations for the use of L1 English and L2 Spanish. All the instances of code-switching were analysed and subsequently categorised, based on the individual who initiated the switch, i.e. the one who influences the language choice of another and the individual who actually performs the switch (Thompson and Harrison, 2014, p. 326). They found that the teacher's language choice heavily influenced the students' language choice, which was greater than the influence of student's language choice on the teacher. Furthermore, this study examined the relationship between teacher characteristics, e.g. teaching experience, age, native language, and level of education, etcetera, and the overall use of the two languages in the classroom. Despite the fact that the language policy of this particular university department was the exclusive use of the L2, in this case Spanish, this study found a strong inverse correlation between the number of switches and target language use. The authors claim that code-switching decreases exposure to the target language and thus these instances of code-switching may negatively influence the development of L2

acquisition. They suggest that teachers and students need to become aware of their language use in the language classroom in order to gain control over their switches.

Although code-switching is viewed negatively by a number of scholars, it is not exclusively viewed in this way in the field of second language acquisition. Færch and Kasper (1983) suggest that code-switching is an avoidance strategy, which generally involves a speaker's lack of knowledge in one of the languages. However, code-switching has also been regarded as an achievement strategy, which involves code-switching in an instance where a learner is aware that he or she is using a word in a different language in order to avoid disrupting the flow of conversation (in Arnfast and Jorgensen, 2003). This achievement strategy is similar to Blum-Kulka and Levenston's (1978) language switch strategy, which involves the use of a term from the L1 when speaking in the L2 with no attempt to adjust the rest of the L2 sentence, whereas in the case of an avoidance strategy, the speaker uses the other language to bridge the gap in the language they lack proficiency.

Studies have suggested that code-switching can be regarded as a language learning skill in foreign language classrooms. Swain and Lapkin (2000) argue that the L1 can assist L2 learners as a cognitive tool in carrying out L2 tasks. They examined native speakers of English learning French. These participants had been exposed to French from an early age and were considered equally proficient in both languages, although their L2 speaking and reading skills were not advanced. The materials included two types of tasks, namely a dictogloss, which contained an oral text stimulus, and a jigsaw task, which contained a visual stimulus. The participants were students from two different classes in Toronto. One class completed the dictogloss task and the other completed the jigsaw task. Both tasks involved writing a story in pairs, i.e. a writing task. The recordings of the participants carrying out the task were transcribed and subsequently coded in order to apply categories of functions of the L1. The researchers found that the L1 was used for three main purposes, namely for "moving the task along", "focusing attention", and "interpersonal interaction" (p.257). The authors found that L2 learners of French used a substantial amount of their L1 English when working on assigned group tasks. The use of the L1 was higher than anticipated, which is why the instructors usually avoided such collaborative tasks in their lessons. The analysis of the L1 in this language learning context led to the conclusion that the L1 is necessary for supporting second language learning, especially in the case of lower-level learners, in order for the learners in this study to carry out the L2 tasks effectively. The researchers argued that L1 use, in this case English, plays an important role in the process of completing the assignment and thus contributing to the acquisition process. The role of the L1 was "to understand and make

sense of the requirements and content of the task; to focus attention on language form, vocabulary use, overall organization, and to establish the tone and nature of their collaboration.” (p.268). Swain and Lapkin (2000) argued that there should be considerable L1 use in the particular context of study, i.e. working on tasks, in order to support and facilitate the goal of acquiring the second language. These authors found that the L1 plays the role of scaffolding in the language learning process, provided there is sufficient use of the L1.

Another study that examined the role of code-switching as a skill in the classroom was Arnfast and Jørgensen (2003). They aimed to bring together two views of code-switching, one as a learning strategy in L2 contexts and one as a competence for bilinguals to show that code-switching can be regarded as a sophisticated language skill even in the early stages of acquisition. The authors aimed to show that code-switching in the early stages of acquisition has the potential to develop into a competence or a skill that highly proficient bilinguals possess. They analysed data from American exchange students learning Danish in Denmark, and Polish university students learning Danish in Poland. They examined whether these learners eventually developed their manner of code-switching over the course of their L2 acquisition and whether these learners use code-switching as learning strategies. The authors examined a series of conversations involving the American exchange students in Denmark and the Polish university students learning Danish. Furthermore, interviews were conducted with the students along the course of their first year. The analysis of the data from the interviews and series of conversations showed that that code-switching in the early stages were indeed heavily marked with flagging, i.e. by a pause, sign, intonation, click, etcetera, whereas the instances of code-switching were smoother in later stages as the learners developed their speaking skills. The more advanced learners, however, exhibited smoother instances of code-switching. The researchers suggest that these smoother instances occur when code-switching starts to become a competence, implying that the learner uses code-switching in conversation to signal things other than their lack of proficiency. In the case of the lower-level learners, they found instances of code-switching when it was used to fall back on the L1 due to their limited L2 knowledge. In this case, code-switching was often flagged, which highlighted the switch between languages. Although flagged code-switching occurs with lower-level learners, there were also some instances of more eloquent and smoother uses of code-switching with these learners. Falling back on the L1 not only helped the flow of the conversation but also helped lexical retrieval in the L2. Arnfast and Jørgensen (2003) suggest that the eloquent use of code-switching can be considered a bilingual competence rather than unskillful behaviour. This study emphasised the phenomenon of code-switching as an asset or

skill rather than a sign of weakness in speaking skills in a given language. The authors of this study suggest that teachers should show learners how and when to use code-switching rather than avoiding it altogether. Having learners avoid code-switching is rather unnatural as this phenomenon occurs naturally in bilingual contexts. They conclude that code-switching should be regarded as both a communicative strategy and a competence “used with the specific aim of facilitating both language acquisition and social acceptance” (p.50).

Overall, there have been contrasting views in the literature regarding the influence and purpose of code-switching in bilingual and educational contexts. Although there are studies (Færch and Kasper, 1983; Thompson and Harrison, 2014) that argue that code-switching is an avoidance strategy and that it has a detrimental effect on second language learning, a number of studies (Blum-Kulka and Levenston, 1978; Swain and Lapkin, 2000; Arnfast and Jørgensen, 2003) have shown that code-switching can be considered a bilingual skill and a learning strategy.

2.3 Code-switching in colonial classrooms

The negative view on code-switching has been argued to stem from the attitudes towards language use that date back decades and even centuries. Language use in colonial communities, and thus also the educational institutions within these communities, was a matter of politics that has an influence on our attitudes to language use in classrooms even today. The role of L1 use in educational contexts has been shaped by educational institutions and their language policies. A language policy specifies the language(s) allowed to be used as the medium of instruction and communication in a given classroom. The language that was allowed in a given classroom was often the target language or, in the case of colonial contexts, the language of the colonizers, which was often English. Languages in post-colonial contexts usually represent dominance and/or resistance (Chen and Rubinstein-Avila, 2015). The dominant language, usually the L2, is often not only taught as a subject, but it is also used as the medium of instruction in content classrooms. Many teachers and students have had difficulty communicating in the target language, which has affected learner performance in the classroom.

King and Chetty (2014) found that using languages other than the target language in their educational context of analysis carried negative connotations. Although teachers exhibited use of code-switching, they were not aware of the fact that they used other languages in the classroom to the extent that was found by the authors. However, when confronted, they disavowed their use of code-switching. This negative view derives from the fact that the

superior language, i.e. the L2, is the goal. The classrooms in this study were situated in Africa, where the superior language was English and the local language was associated with the national identity.

Camilleri (1996) found that the teachers and students' use of code-switching in Maltese content classrooms was often a means to manage their identities, for managing discourse, and making distinctions between lesson content and social relations. The motives for code-switching in educational contexts where colonialism has played a part often concern balancing different identities. The author placed code-switching instances in classrooms against the historical and social background of Malta in order to gain insight into the language choice in content classrooms. This study investigated two broad social groups in Malta. One group spoke English at home and the other group spoke Maltese. Those who were native speakers of English were considered as a part of the higher class as the English language was considered to be prestigious, whereas the native speakers of Maltese were often associated with lower class, i.e. uneducated and unsophisticated. Code-switching in the Maltese community is a common occurrence as both Maltese and English are taught as subjects in secondary school. English was used as the medium of instruction in most classrooms that were analysed. Code-switching to Maltese was often used for marking discourse, such as *so* and *now*, distinguishing between lesson content and social relations in the classroom, e.g. asserting teacher's authority, and for managing discourse.

Camilleri (1996) suggests that English was associated with formality and signalled social distance, whereas Maltese was more informal and was associated with warmth and narrowed social distance between the individuals. The use of Maltese encouraged classroom discussion and created a more open environment in the classroom, although languages other than the target language were against the language policy. Languages other than English were strictly avoided especially by the older teachers who had experienced British institutional structures (Camilleri, 1996, p.101). Although younger speakers nowadays encourage the use of the local language, Maltese, English is still associated with power and prestige in the community. Thus, when participants in this community code-switch, it is often a matter of balancing their social identities by means of switching between the languages used in conversation.

Chen and Rubinstein-Avila (2015) argue that using the L1 in the classroom, i.e. code-switching between L1 and L2, has various pedagogical functions. They examined a range of post-colonial contexts, e.g. Hong Kong, Africa, Malaysia, etcetera, and found that the use of the L1 had the purpose of explaining difficult content, gaining students' attention and encouraging classroom engagement, reducing social distance and creating an open

environment, and explaining the English language (p.6). Although the use of both the L1 and the L2 in the classroom has multiple benefits, the authors found that teachers still view the use of the L1 negatively. The researchers argue that this view stems from the monolingual fallacy, which is the idea that instruction that is restricted to the target language will lead to an improvement in proficiency (Chen and Rubinstein-Avila, 2015, p. 10).

Although the use of the L1 in classrooms carries negative associations, teachers are often unaware that they are, in fact, alternating between languages, including the L1, in educational contexts (Van der Meij and Zhao, 2010). These authors designed questionnaires to examine how both teachers and learners in a foreign language classroom in China view code-switching and whether teachers have an accurate perception of the amount of code-switching used in the classroom. They found that these teachers were satisfied with the amount they thought they were code-switching in the classroom. However, contrary to what the teachers believed, a great deal more code-switching was used by these teachers. The learners, however, desired more frequent use of code-switching on the part of the teacher. The authors also found instances of reverse code-switching. This took place when the teacher mainly spoke in Chinese but regularly switched to the target language, meaning that there was a long switch to the native language with instances of the target language, usually one or two words. The authors claim that there are many factors at play when it comes to teacher and student language behaviour, including student and teacher target language proficiency, teaching experience, course type, content, historic context, etcetera. The researchers argue that previous research found different results of code-switching frequency due to the numerous factors affecting teacher behaviour and the various functions of code-switching. Thus more research is needed in order to demarcate and investigate the multifunctionality of code-switching and to contribute to formally accepting code-switching as a practice in classrooms.

Manara (2007) analysed the perceptions and use of the L1, Bahasa Indonesian, in three private universities in Indonesia. By means of questionnaires and observations, the author found that the majority of students and teachers believed that the target language, English, should be used almost exclusively. According to the students and teachers, maximum use of the target language leads to maximum exposure to the language, which is quintessential for the improvement of English proficiency. However, the author also found that teachers agreed that the L1 could be used as good support to second language acquisition in certain contexts. The use of the L1 was considered appropriate and even beneficial for students depending on the goal of the course and tasks, the level of proficiency of the students, and whether using the L1 would be most efficient.

To sum up, colonialism has had its effect on language use in educational contexts. The use of the L1 in post-colonial content and language classrooms is generally avoided owing to the negative connotations attached to it, which is induced by historical and political factors, and the language policy of the institution. The language of the colonizers, usually English, was considered prestigious, whereas the local language was associated with a lower class, e.g. as in the case of Camilleri's (1996) study. Code-switching in these languages was seen as simultaneously balancing two identities. It is also often the case that teachers are unaware of their use of the L1 in classrooms. Although the L1 is commonly avoided, Manara (2007) did find teachers in Indonesia that believed the L1 can play a supporting role in L2 acquisition.

2.4 Language teaching methods

The negative attitudes attached to code-switching in classrooms is not only associated with post-colonialism and balancing identities, but it is also related to the debate on language teaching methodologies. This debate has played a role in forming the attitudes to code-switching. Modern language teaching methods developed rapidly throughout the twentieth century, beginning with the classical period around the nineteenth century. The Grammar-Translation method was part of the Classical period, although it appeared much later in the course of the period, i.e. at the beginning of the twentieth century. This method involved teaching the target language through the first language (Howatt and Smith, 2014). The target language in spoken form played a very minor role in the Classical period of teaching methods.

The Classical period was followed by the Reform period. This period involved promoting the target language and gave importance to the phonetics of the L2. The views on the target language changed drastically in this period because the target language was not treated as a dead language, e.g. Latin or Greek, any longer. The Direct method, which was a part of the Reform period, put the focus on the target language, which eventually led to the prohibition of the mother tongue in a number of classrooms (Howatt and Smith, 2014). Additionally, the Scientific period ran mostly parallel to the Reform period. The Scientific period mainly involved the phonetics of the language and was concerned with creating linguistic habits in the target language through drills and exercises exclusively in the target language.

The final and latest period is the Communicative period, which promoted communication in the target language as it would occur in real-life situations. This period involved changing the aims of language teaching from acquisition-oriented rehearsed skills towards confidence in those skills that prepares learners to communicate in the L2 in the real world (Howatt and Smith, 2014). The majority of foreign language learning contexts in the western world

nowadays are structured according to the communicative approach. This approach promotes the “P[resentation] P[ractice] P[roduction] lesson sequence”, which concerns exclusive exposure and use of the target language in the classroom in order to achieve the highest level of proficiency (Howatt and Smith, 2014: p.89). The contrasting views on code-switching in foreign language learning contexts thus seems to stem from both the status of languages in colonial contexts and the development in language teaching methods. The exclusive use of the target language is profoundly promoted to the extent that using any other languages, e.g. the L1, is frowned upon and regarded as a hindrance to efficient language learning.

Although the development of language teaching methods has suggested a causal relationship between the extensive use of the target language and improvement in acquisition, even at lower-levels of proficiency, Macaro (2001) did not find any evidence for this. The author analysed language use by teachers and students in content classrooms and found no causal relationship between exclusive use of the target language and improved learning. The author examined two groups of secondary school classrooms, one in which there was minimal L1 use in classrooms and the other where there were regular instances of L1 use. This study found that the L1 was mainly used for procedural instructions for activities and for keeping the learners under control. Macaro (2001) suggests that examining the functions and consequences of code-switching may help the establishment of L1 use in the classroom. The author concluded that although the language learning contexts in this study mainly exhibited use of the target language, it showed no actual improvement in target language skills of the learners themselves. This conclusion opens up the possibility for a multilingual approach in language learning classrooms as opposed to a monolingual bias of language pedagogy.

Levine (2013) made a case for a multilingual approach in the language classroom. Multilingual societies or communities are nearly unavoidable nowadays. Languages are often in contact with each other and exchange linguistic and cultural aspects dynamically and automatically. The author is in favour of a multilingual approach because a monolingual approach is insufficient when it comes to communication in language classrooms. He argues for an optimal use of the available languages, i.e. the native language and any other languages the learners speak, in second language learning contexts. This implies that “code-switching in broadly communicative classrooms can enhance second language acquisition and/or proficiency better than second language exclusivity” (Levine, 2013, p.423-424). So rather than the exclusive use of one single language, i.e. the native or the target language, Levine advocates for the optimal use of the available languages. Speakers with multiple languages at their disposal also have “multiple avenues for navigating, constructing and channeling their

sense of self” (Levine, 2013, 424). It is argued that language as a system can take on distinct meanings in different contexts, which is experienced differently for a monolingual speaker as compared to a bilingual speaker. This indicates that a bilingual or multilingual speaker has access to different ways of expressing him or herself, which is different for multilinguals than for monolinguals. Every language has its own symbolic system that speakers can use in order to express themselves.

In sum, modern language teaching methods have played a great role in the contrasting views of code-switching. The communicative approach promotes the exclusive use of the L2, as it is believed that the more a learner practices, the more the learner will improve. Language teaching methods have developed from the Grammar-Translation method, which involved teaching the L2 through the L1, to the communicative approach, which involves teaching the L2 through the L2. The rise of bilingualism has led to a change in views and has shed a more positive light on code-switching in language classrooms. Although the use of the L1 in language classrooms has been regarded as detrimental to foreign language acquisition, there have been studies (Swain and Lapkin, 2000; Arnfast and Jørgensen, 2003) that show that the L1 can play a positive role in foreign language acquisition.

2.5 DiCamilla and Antón (2012)

This thesis is based on a study by DiCamilla and Antón (2012), who analysed the function of the L1 as used by students during collaborative writing tasks in a Spanish learning context. They argue that the use of the L1 plays an important role in carrying out language tasks and that it can play a mediational role for second language learners. They suggest that code-switching has a real pedagogical function in foreign language classrooms. The authors examined the frequency of use of both the L1 and the L2 and compared this frequency between the two groups of learners, namely lower proficiency learners, i.e. first year learners, and more advanced learners of Spanish, i.e. fourth year learners. They also examined the overall functions of both languages. The collaborative writing tasks were audio-recorded and subsequently transcribed, which was followed by a word count in order to determine the frequency of code-switching. The instances of code-switching were further categorised into functions. These categories included “content (what to say), language (how to say it), task management, and interpersonal relations” (DiCamilla and Antón, 2012, p.171).

DiCamilla and Antón (2012) found that lower-level learners used the L2 mainly for translating content, whereas they used the L1 mainly for solving problems. The advanced learners mainly used the L2 for creating and discussing content, whereas the L1 was mainly

used for solving problems. Both groups of learners were similar in the ranking of the functions of L1 and L2 use. It appeared that the lower-level learners relied more on the support of the L1 to carry out the writing task than the advanced learners did. The advanced learners used little to no L1 while working on the writing tasks as compared to the lower-level learners. The authors argue that the L2 may be taking on a greater role for the advanced learners of Spanish as their language skills are more developed. DiCamilla and Antón (2012) suggest that “language is the principal semiotic system for mediating human activity” and that the L1 served this purpose of mediating thoughts for the lower-level learners (p.184). The advanced learners in DiCamilla and Antón’s study exhibited this purpose for mediating for the L2 as well. They found that the advanced group “used the L2 in the ‘actual thinking process’ of problem solving” and “to mediate their social communication” with greater frequency than the lower-level learners, albeit while relying on their L1 cognitive system (p.184-185). The use of the L1 may thus have a real pedagogical value when it comes to L2 learning. The researchers suggest that the advanced learners rely more on the L2, rather than the L1, for mediational purposes. The L1 will always be present in the classroom and it is suggested that the teachers should exploit this rather than avoid it (DiCamilla and Antón, 2012, p.185). Since the results of their study are not generalizable across contexts, more research is needed to investigate this phenomenon in other contexts. Other variables that may contribute to the role of the L1 in L2 learning classrooms are different task types or learner proficiency level.

2.6 Expectations of the current study

Based on previous research, this study departs from the hypothesis that lower-level learners will use the L1 more than the higher-level learners, despite the communicative approach that is dominant in language classrooms today. The higher-level learners will use more of the L2 for metalinguistic functions as compared to the lower-level learners. This thesis aims to reduce the stigma attached to the L1 in foreign language classrooms by examining the functions of code-switching in two specific interactions, namely, student-student and student-teacher interactions in a Spanish learning context. Furthermore, this study will explore the common assumption that beginning learners code-switch due to lack of proficiency and to what extent code-switching to the L1 within a conversational episode has metalinguistic functions.

Examining language production when students are addressing their fellow peers and when speaking to the instructor will provide an overall view of student language production in the

classroom. The students in this study will comprise two sets of beginning level learners, differing minimally in level of proficiency. This thesis will explore to what extent these learners differ in their code-switching behaviour. Overall language production by the teacher will also be examined in order to get an overview of the languages used in the classroom.

The learners with a higher-level of proficiency, as compared to the other set of learners, are expected to make less use overall of the L1 and/or the lingua franca as compared to the lower-level learners, i.e. the absolute beginners. It is expected that the higher-level learners will use more of the L2 compared to the absolute beginners both in their interaction with their peers and with the instructor. Although it is not expected that the use of the L2 between the two sets of learners will contain large differences, we do expect some difference in the use of the L2 since they do differ in level of proficiency. Moreover, it is expected that both the instructor and the learners will exhibit extensive code-switching in the classroom. Since the level of proficiency for both sets of learners is quite low, the instructor of the two sets of learners is expected to fall back on the L1 and/or the lingua franca.

Based on previous research (DiCamilla and Antón, 2012), it is expected that the learners in this thesis will exhibit substantial use of the L1 for metalinguistic purposes rather than as an avoidance strategy or to merely bridge a gap in L2 knowledge. The frequency and functions of code-switching exhibited by both sets of learners will be compared in this study, similar to DiCamilla and Antón (2012). The absolute beginners are expected to exhibit more use of code-switching with the functions of translating and solving problems than the higher-level learners. The higher-level learners are expected to display instances of code-switching for translating, solving grammatical and/or lexical problems, and discussing content.

Evidence from DiCamilla and Antón (2012) shows that the L2 was used mainly for solving problems and translating content created in the L1 into the L2 for all the participants. These expectations apply to the student-student interactions in the current study. We expect DiCamilla and Antón's (2012) taxonomy of language functions and the taxonomy in this thesis to be relatively similar. The rankings in the taxonomy for the first year learners, i.e. DiCamilla and Antón's beginning level learners, are expected to be similar to the rankings in the taxonomy for both sets of learners in the current study. This is expected to be mainly translating content into the L2 and solving grammatical and/or lexical problems. The highest ranked function for the L1 is expected to be solving grammatical and/or lexical problems and creating, discussing, and/or agreeing to content.

In the case of the student-teacher interaction data, we expect no instances of language use for task management since this interaction does not involve a collaborative task, although the

rest of the taxonomy is expected to be similar. The ranking for the two sets of learners is expected to be somewhat similar since both groups have low levels of language proficiency.

The findings of this thesis project will have implications for second language acquisition in educational contexts. It will delve into the multifunctionality of code-switching and variables that affect code-switching. It will also help gain insight into the use of the L1 and/or the lingua franca in a foreign language classroom context. Code-switching is heavily dependent on its conversational context and the factors influencing language choice. This phenomenon is often seen in a negative light as it often highlights lack of proficiency in a particular language. The present thesis aims to gain more insight into this phenomenon that may contribute to L2 learning in foreign language learning contexts, specifically at lower-levels. Examining the functions of all the languages available in the classroom will contribute to the ongoing debate on whether or not code-switching, i.e. use of the L1 and/or the lingua franca, in a language classroom is directly related to level of language proficiency. The current study explores whether lower-level learners learn more through code-switching by examining the language functions. Rather than examining the difference between groups that differ considerably, such as first year and fourth year learners of Spanish, this thesis aims to analyse the differences between sets of learners who differ to a small extent in proficiency. This will allow us to delve into the development of code-switching as an asset or as a disadvantage in learners who differ minimally in proficiency level.

2.7 Summary

Overall, there has been a debate on whether code-switching should be used in language classrooms. Previous research has shown evidence for contrasting views on this bilingual phenomenon. Code-switching has been regarded as detrimental for second language acquisition, but it has also been considered a skill or asset for bilinguals and second language learners. DiCamilla and Antón (2012) found the use of the L1 in foreign language learning contexts, specifically between students during collaborative tasks, to play a positive role in carrying out the assigned task. Other studies have also found several beneficial functions of code-switching in foreign language learning contexts. The current thesis was designed to partially replicate DiCamilla and Antón's (2012) study in order to determine the frequency and functions of L1 use in a beginning level Spanish learning context. However, it differs from DiCamilla and Antón (2012) in task type, learner background, and learning context, thus providing a different set of data with different variables. The instructor's overall language use

will also be examined in order to have an overall view of how the languages are used in the classroom.

The frequency of the available languages in the classroom will be compared in three different interactions. These interactions include student-student interaction, student-teacher interaction, and teacher language production. This study mainly focuses on student language production among their peers and when addressing the instructor. These interactions will also be analysed and categorized in functions of use, which will be elaborated on in the methodology. The section following the methodology presents a taxonomy of language functions, which is followed by the results of the data. The subsequent section concerns a discussion of the results and ends with a section on the conclusion of this study.

3. Methodology

The present study aims to partially replicate DiCamilla and Antón (2012) by examining the language production exhibited by two sets of beginning level learners of Spanish, who are much closer in proficiency level than the participants in DiCamilla and Antón. The data analysed in this study will not only be the language produced during collaborative tasks, i.e. with peers, but also when addressing their instructor. Studies have shown that speakers tend to adapt their speech depending on the interlocutor (Sachdev and Giles, 2008). By examining student language production with the instructor as an interlocutor may result in different data. This would also provide a broader view of the authentic language produced by the learners in classrooms. Additionally, the overall frequency of language produced by the instructor will be examined. Table 1 provides an overview of the differences and similarities between the methodology in DiCamilla and Antón (2012) and the methodology in the current study.

Table 1: Differences between DiCamilla and Antón's (2012) and the current study

	DiCamilla and Antón (2012)	The current study
Participants	Native speakers of English Group 1: first year learners of Spanish following an intensive beginning level summer class Group 2: fourth year advanced level Spanish majors with differing degrees of contact with Spanish outside of classroom	Native speakers of (mainly) Dutch Group 1: intensive absolute beginning level class aiming for A1 level Group 2: intensive beginning level class aiming for A2 level
Task type	15-20 min collaborative writing task Takes place in a language lab	5 min various collaborative speaking, reading, and writing tasks Short in-class assignments
Analysis	Transcriptions of recordings Word count by language Taxonomy coded by language and function Spearman rho correlation analysis to indicate differences in ranking of functions per language	Transcriptions of recordings Word count by language Taxonomy coded by language and function Chi-square test to indicate differences in expected and observed frequencies of overall language use between groups
Interaction	Student-student interaction	Student-student interaction Student-teacher interaction Teacher language production

DiCamilla and Antón (2012) examined both beginning level and advanced learners of Spanish and made a comparison between the two. Their learners were native speakers of English following a Spanish summer class. Furthermore, they focused on one specific collaborative writing task in which the learners were grouped in teams of approximately four people. The data of these learners was transcribed and all the instances of code-switching, i.e. switch to their L1, English, were included in the word count. These instances of code-switching were further categorized into taxonomy of functions. This taxonomy will also be applied and adapted accordingly to the data in the current study.

3.1 Conversation Analysis

Code-switching is often considered a resource for bilinguals (Wei, 1998). Bilinguals, as compared to monolinguals, are able to express themselves and convey their message through means of code-switching. In other words, code-switching creates and develops meaning through the course of a conversation. Wei (1998) argues for the conversation analysis approach to code-switching. He states that “the CA (conversation analysis) approach to code-switching stresses the emergent character of meaning”. He suggests that meaning emerges as a consequence of speakers engaging in conversation. This meaning is “brought about” by the speakers themselves in that very moment during that particular interaction. According to Wei (1998), conversation analysis is regarded as the most effective way to examine code-switching. In order to analyse the meaning of speech in conversation or the function of certain linguistic moves and choices in conversation it is important to analyse all that occurs in that particular instance of interaction.

Although Wei’s (1998) argument is applied to proficient bilingual speakers in bilingual communities, his argument can also be applied to instances of code-switching that take place in language learning contexts with lower-level speakers. In order to examine why learners may switch from the target language to another language within a conversational episode, it is necessary to analyse the exchange that takes place around the instance of code-switching. Since speakers create meaning through their utterances as they engage in interaction, it is evident that in order to understand the meaning created by speakers we have to analyse not only the one instance but rather all the other aspects that directly contribute to the production of the instance of code-switching.

It is necessary to also take the teacher’s language production into account when analysing the students’ language production. Thompson and Harrison (2014) concluded that the both the

teacher and the students have an effect on the languages used in the classroom. Therefore, overall teacher language production will also be examined.

3.2 Participants

The participants in the current thesis involve two sets of learners following an intensive Spanish course at Wageningen in'to Languages. The first group of learners is at the very beginning of their learning process and can be considered absolute beginners. They have little to no prior knowledge of Spanish. These learners are working their way towards their CEFR A1 certificate and are following a Spanish I course. The CEFR, i.e. Common European Framework of Reference, is a European standard for determining language ability (Council of Europe, 2001). The lower-level learners or absolute beginners will be referred to as A1 learners for the remainder of this thesis. These learners are aiming for their A1 certificate, which includes the following language abilities on a global scale:

“[A1 speakers] Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help” (Council of Europe, 2001: p.24)

The second group examined in this project has already obtained their CEFR A1 level certificate and are well on their way to their A2 certificate. This group is labeled as “halfway to A2” by Wageningen in'to Languages and is following a Spanish II course. This set of learners is still at beginning level of Spanish, although they are not absolute beginners as they have already obtained a certificate for A1 level of Spanish. These learners are studying to become A2 level learners of Spanish. According to the CEFR scale, this group aims to achieve the following language abilities in Spanish on a global scale:

“[A2 speakers] Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe

in simple terms aspects of his/her background, immediate environment and matters in areas of immediate” (Council of Europe, 2001: p.24)

Both groups in this study, A1 and A2, include learners from different backgrounds, although most of the learners have a Dutch background. The learners were mainly between the ages of 18 and 30, with some older learners.

The learners have consciously chosen to learn Spanish as a foreign language rather than having to learn the language as part of a mandatory curriculum at a primary or secondary school. Based on this information, we expect the learners to have high levels of motivation to learn the language.

Both groups of learners are taught by the same instructor, who is a native speaker of Spanish. She has lived in the Netherlands for a number of years and is relatively fluent in Dutch. Furthermore, the instructor has acquired a basic level of English. The data collected mainly consisted of language produced by the instructor. As generally the case in lower-level language classrooms, the instructor produces the most language.

3.3 Data collection

The data was collected in three sessions per level of proficiency. Each session lasted 90 minutes and took place once a week every week for thirteen weeks. The data includes three of the thirteen sessions, which took place at Wageningen University’s language centre Wageningen in’to Languages. Wageningen in’to Languages offers a variety of language courses. This language centre’s official language policy states that the target language should be the medium of instruction during the language courses.

The sessions were partly video-recorded and mainly audio-recorded. The main reason for video-recordings was because these recordings were of the clearest quality and were thus easier to transcribe. In order to record multiple student interactions, the students were audio-recorded since the audio-recording device was much less noticeable than a camera on a tripod. This ensured authentic language production that was not influenced by any noticeable devices. The audio-recordings ensured a back-up of the video recordings. Short collaborative tasks that were assigned to two to three learners per group during the sessions were also audio-recorded. The data collected comprises several of these short collaborative tasks to allow examination of language use by the learners amongst themselves. Although the collaborative task in DiCamilla and Antón (2012) was large with regard to time as compared

to the tasks in the current study, the group activities in this project provided language use by a different set of learners working on a range of short tasks.

In line with DiCamilla and Antón's (2012) suggestion for further research to investigate different task types, the short collaborative tasks in the current study involved not only writing skills, but also speaking and reading skills. Thus the task type in this project noticeably differs from the task type in DiCamilla and Antón (2012). Furthermore, the current study examined five different student-student interactions in the Spanish I (A1) group and seven in the Spanish II (A2) group. This was done for no other reason than the fact that these were the number of tasks assigned to the learners during the time of data collection.

Another difference between this thesis and DiCamilla and Antón (2012) is the fact that the data collected for this project involved not only student-student interaction, but also student-teacher interaction. In the latter interaction we also examined student language production, i.e. instances of code-switching exhibited by the student. In this case, the interlocutor is the instructor, whereas the interlocutor in student-student interaction is naturally another student. Language use may differ depending on the interlocutor since the instructor and students can have an effect on each other regarding language use as Thompson and Harrison (2014) have found. Furthermore, the communication accommodation theory states that speakers may adapt their speech depending on the interlocutor (Sachdev and Giles, 2008). This implies that the instructor as the interlocutor may have an effect on learner language production. In addition to the learners' language production, the language produced by the instructor was also recorded and transcribed in this study. Since this is a case of beginning level learners, the use of the L1 is nearly unavoidable, even by the instructor.

Although the L1 for many learners is Dutch, English as a lingua franca (LF) was used most often in the classroom since not all learners could speak Dutch. Thus when referring to code-switching in this study, we are referring to the switch between Dutch, English, and Spanish.

Interviews were also carried out in order to gain insight into the attitudes to code-switching in this particular context. The views of the head of Wageningen in'to Languages and the instructor of the participants in this study will allow us to compare the views on code-switching with the reality of the classroom. There is always some expectation of the way the classes are meant to take course. These expectations will be clear from the interviews held with the two individuals, which will be subsequently compared to the data collected.

3.4 Data analysis

The recorded data was transcribed and subsequently coded per language. This overview was the first step in conducting the simple word count as in DiCamilla and Antón (2012). The group activities were recorded separately in order to have a clearer recording of the language produced by the learners. These were also transcribed and added to the rest of the transcriptions accordingly. The word count involved a simple equation for the number of words used in each language for all three sessions per group. These were normalized per 100 words, which provided an overview of the frequency of language use during classroom interaction between students and the instructor and also among students themselves when working on group assignments.

In order to answer the sub-questions regarding the functionality and the frequency of functionality of each language, we categorized the overall frequencies of language use into a taxonomy of functionality. DiCamilla and Antón (2012) developed a taxonomy based on the instances of use of the L1/LF by the participants in their study. The taxonomy contained all the functions of the instances of (conversational) code-switching, which is presented in the following table:

Table 2: Taxonomy of functionality of instances of L1/LF use by DiCamilla and Antón (2012, p.171).

-
1. Content (What to say.)
 - 1a. Creating, discussing, and/or agreeing to content in L1/LF or L2.
 - 1b. Translating content created in L1/LF into L2
 2. Language (How to say it.)
 - 2a. Solving lexical and/or grammatical problems.
 - 2b. Evaluating L2 forms.
 - 2c. Understanding meaning of L2 utterances
 - 2d. Stylistic choice.
 3. Task management
 - 3a. Defining and limiting the task
 - 3b. Planning the task.
 4. Interpersonal relations
-

We expect similar language functions in the data collected for this study as well. If there are any necessary adjustments to be made according to the data, i.e. removing or adding a function, the taxonomy will be adapted accordingly. The language produced during student-

teacher interaction does not involve task management so this category in the taxonomy will be removed for the student-teacher interaction data (*cf.* Table 4).

It should be noted that speech disfluencies, such as “uhm”, “eh”, “hmm”, etc. were left out during the analysis of the functions of the languages used as these do not represent actual language production. Spontaneous speech often involves a great deal of these types of utterances, i.e. “uhm” or “ehh”. The research question of this study addresses the functions and frequency of language use, which does not include instances of flagging as it does not reflect functions of code-switching in this particular analysis. Reading directly from the textbook is similar as it does not represent spontaneous language production, which is why these kinds of utterances were also left out. Since most of the recordings were audio recorded, it is not always completely clear whether or not the student is reading directly off their textbook or notebook. The learners often use only a few words in the target language in a conversational episode that may or may not be directly from their notes. This cannot be said for certain as the sessions were not entirely video-recorded. This is especially true for the group assignments, which were all only audio-recorded. In this case, our own judgment was used in order to determine whether the utterance was spontaneously produced or whether it was rehearsed or merely read from the textbook or notebook. In addition, the names of the students were left out of the word count.

The taxonomy of language functions in Table 3 provides an overview of the purposes of code-switching or the functions of using the L1/LF and the L2. DiCamilla and Antón (2012) used a similar taxonomy, although they also analysed interpersonal relations and stylistic choice, which was under the function “Language (how to say it)” (*cf.* Table 2). Since these two functions did not occur with the participants in this study, they were left out.

Table 3: Language functions for student-student interaction

1. Content (what to say)	
1a. Creating, discussing, and/or agreeing to content in L1/LF or	L2
1b. Translating content created in L1/LF into L2	
2. Language (how to say it)	
2a. Solving lexical and/or grammatical problems	
2b. Evaluating L2 forms	
2c. Understanding meaning of L2 utterances	
3. Task management	
3a. Defining the task	
3b. Planning the task	

In order to address the third sub-question, the functionality rankings between the learners in the current study and the advanced learners of Spanish in DiCamilla and Antón (2012) were compared. This comparison will involve only the languages produced in student-student interaction rather than the student-teacher interaction. The taxonomy developed for the student-teacher interactions is represented in the following table:

Table 4: Language functions for student-teacher interaction

1. Content (what to say)
1a. Creating content/answering questions
1b. Discussing and commenting on content
2. Language (how to say it)
2a. Evaluating L2 forms
2b. Understanding meaning of L2 utterances
3. Asking questions

3.5 Statistical analyses

The frequency of the functions from the student-student and student- teacher data were compared between the two groups, A1 and A2, similar to DiCamilla and Antón (2012). This will show what the learners talk about and which language they use in order to discuss topics that are reflected by the taxonomy.

In order to determine whether there is a significant difference in the frequency of language use between the A1 and the A2 group, a chi-square analysis was conducted. The chi-square analysis involved a 2x8 contingency table with the frequency of language use and the functions of the language use. Although DiCamilla and Antón (2012) conducted a spearman correlation analysis, we opted for a chi-square analysis between groups for overall language use since the spearman rho correlation analysis does not take level of the learners into account and compares only the differences in rankings. The chi-square test, on the other hand, indicates any significant differences between the expected and observed frequencies and which language contributes the most to the differences in the frequencies of a given group. In sum, the chi-square test will show differences between the A1 and the A2 groups in how frequently they use each language (English, Dutch, and Spanish) in a given interaction.

The data of the L1/LF were collapsed for the analysis. This made sense since the students often used English or Dutch in the same ways. The factor that determined the use of either English or Dutch was often merely a difference in the interlocutor. If one or more of the students did not speak Dutch, the students resorted to speaking in English as a lingua franca,

whereas if all students in the given group could speak Dutch, the majority of the conversation would also be in Dutch.

The chi-square test is expected to show a significant difference in the overall language production in the two groups. The A1 learners are expected to exhibit more use of the L1/LF than the A2 learners. If this difference is significant in the case where the A2 learners use more of the L2 for metalinguistic functions, then this finding would support the hypothesis in that the more proficient and skilled a learner is in a language, the bigger the role is for the target language. The qualitative analysis of the functionality of L1/LF and L2 use will reveal whether the target language is used for other purposes, such as a mediational tool as in DiCamilla and Antón (2012). This would support the hypothesis of this study. Furthermore, the way in which the L1/LF is used can also contribute to the current attitudes attached to the L1/LF in the classroom.

The data of the frequency of functionality of the languages used will be qualitatively analysed through the taxonomy. This addresses the second and third sub-questions of the current study. This in-depth analysis will shed light on the reasons for code-switching and whether these reasons are meaningful for carrying out the tasks and building L2 knowledge.

Lastly, the interviews with the instructor and the head of Wageningen in'to Languages will provide an overview of the attitudes attached to L1/LF use in this particular learning context. These reports will be compared to the classroom data, which include the frequency and functionality of the L1, the lingua franca, and the L2.

4. Taxonomy of functions

This section includes the taxonomies that were adapted from DiCamilla and Antón (2012) for the student-student interactions and the student-teacher interactions. The taxonomy reflects the purposes of the languages used, i.e. purpose of code-switching, during the student interactions in beginning level Spanish classroom contexts. The functions of code-switching are defined and illustrated with examples from the data collected during the sessions at Wageningen in'to Languages. The examples involve student (s) and teacher (t) utterances. Although only the student utterances are analysed in the interactions, it is necessary to take the entire exchange into account since meaning emerges through the interaction rather than in a single utterance (Wei, 1998).

4.1 Language functions for student-student interaction

The following table (5) represents the language functions of the use of English, Dutch, and Spanish between students during collaborative tasks. The languages during the collaborative tasks were used for (1) content, (2) language, and (3) task management:

Table 5: Language functions for student-student interaction

1. Content (what to say)
1a. Creating, discussing, and/or agreeing to content in L1/LF or L2
1b. Translating content created in L1/LF into L2
2. Language (how to say it)
2a. Solving lexical and/or grammatical problems
2b. Evaluating L2 forms
2c. Understanding meaning of L2 utterances
3. Task management
3a. Defining the task
3b. Planning the task

The subcategories identified in table 5 will be illustrated by means of examples from the data in the following sections.

4.1.1 Content

This category involves any language produced that directly relates to the context of the assignment. This includes discussing and making decisions about the content involved in the task and translating content that has been created in the L1/LF into the L2. Creating content includes the L2 utterances produced by the learners as part of the task. This is does not equal

to reading straight from the textbook. Purely reading is not considered spontaneous speech, which is why it has been left out of the analysis. DiCamilla and Antón (2012) made a distinction between discussing, creating, and/or agreeing to content and translating from the L1/LF. Although translating involves making decisions about the content, it is not much of a discussion or an agreement on content but rather a translation from the native language or the lingua franca. The following examples illustrate these functions:

Function 1a. (F1a) creating, discussing and/or agreeing to content in L1/LF or L2. This function involves the learners discussing content related to the task and sharing their thoughts on the content, which is often an L2 utterance. Creating content involves the learners producing utterances in the L1/LF or L2 that are required for the task.

Example 1: (Spanish I/A1 learners)

“(s1): ja nou dat weet ik zelf toch? Dus ik vraag aan jou, Ella, te gusta la música eletronica? (F3a)

Yeah well, I should know, right? So, I ask you, Ella, do you like electronic music?

(s2): no me, no me gusta. No, no me gusta. Ehm, te gusta los conciertos de música clásica? (F1a)

No I, no I don't like it. No, no I don't. Uhm, do you like classical music concerts?

(s1): uh, no me gucho mucho (F1a)

Uh, no I don't like it much

laughs”

This example illustrates an instance of creating content in the L2. The first utterance starts off in Dutch because the students were discussing how the task should be carried out, which corresponds to category (3), namely task management. Once they came to a conclusion, the student (s1) decided to create L2 content as required of the task, which she produces in the second half of the first utterance in example 1.

Function 1b. (F1b) translating content created in L1/LF to L2:

This involves the learners first creating content in their L1/LF and subsequently translating it into the L2 since the task requires the production of the target language.

Example 2. (Spanish I/A1 learners)

“(s1): ..Hoe zeg je boos? Wat is dat? Ik zie het al (F1b)

How do you say angry? What is that? Oh I get it

(s2): enfadado, right? (F1b)

(s1): wat? (F1b)

What?

(s2): ja boos (F1b)

Yeah, angry

(s1): of alleen maar enfadado (F1a)

Or just angry

(s2): hij is boos (F1a)

He's angry

(s3): muy enfadado (F1b)

Very angry

(s2): het is enfadado, altijd, altijd ook nog (F1b)

It is angry, always, always too

(s1): ja siempre (F1b)

Yes always

(s3): siempre muy” (F1b)

Always very

The learners in example 2 were also discussing the content for the assignment, similar to function 1a. In the case of example 2, however, the learners used their L1 Dutch to create the content and then translated it into the L2. This is an example of how the language functions are often not straightforward. There are often multiple functions in a given exchange as in example 2 where the students are both translating content from L1 into L2 but also discussing content at the same time as given by (F1a) in the example.

4.1.2 Language

This category refers to when learners are faced with a linguistic problem, which leads to a discussion of the correct form. These discussions involve, for example, semantics or grammar problems. This category includes solving lexical and/or grammatical problems, evaluating L2 forms, and understanding the meaning of L2 utterances.

Function 2a. (F2a) solving lexical and/or grammatical problems:

This function is similar to discussing content. However, this focuses specifically on any lexical or grammatical problems that learners may come across while carrying out the task. It is often the case that the learners will be presented with a lexical item in the L2 that provokes a discussion about the appropriate grammar or vocabulary for the given question. This is illustrated in the following example:

Example 3. (Spanish II/A2 learners)

“(s1): la música? Of con música? (F2a)

The music? Or with music?

(s2): ja ik denk gewoon música” (F2a)

Yeah I think it's just music

The learners in example 3 are faced with the question of the correct lexical item that goes with *música*. This is a good example of using language for solving a lexical problem.

Function 2b. (F2b) evaluating L2 forms:

This function involves the learners discussing whether the content they have already created is correct or not. Learners may even go back to what they have already created to rethink their answers and choices. Although this is similar to the previous function (2a), this function particularly focuses on the evaluation of the L2 form already created. Although DiCamilla and Antón (2012) also found instances of students that reevaluated parts or all of that they had produced, the participants in this thesis did not exhibit this behaviour.

Example 4. (Spanish II/A2 learners)

“(s3): él estas (F2b)

He are

(s1): is dat estas? (F2b)

Is that are?

(s2): dat is toch van jij? (F2b)

Isn't that 2nd person?

(s3): ah sorry está! (F2b)

Oh sorry, is!

(s1): ¡está! Él está, uh, además” (F2b)

Is! He is, uh, also

The learners in example 4 are evaluating whether *estas* is the correct L2 form in the given context. Student 1(s1) and student 2's (s2) first utterances evaluate student 3's (s3) answer *él estas*. Student 3 realises her mistake and concludes with *él está* rather than *estas*. All three students then agree on the final decision of *el está*.

Function 2c. (F2c) understanding the meanings of L2 utterances

Understanding the L2 meaning refers to the semantics of the L2 utterance. This is different from the previous functions in this category in that learners specifically discuss the meaning of the L2 vocabulary in order to answer the question correctly.

Example 5. (Spanish II/A2 learners)

“(s1): oh yeah, what is eh, saliendo? (F2c)

(s3): saliendo (F2c)

(s1): is it leaving? (F2c)

(s3): like you go out (F2c)

(s1): like exit? (F2c)

(s3): yea you want to go out (F2c)

(s1): is it like I'm leaving the house? (F2c)

(s2): so that is the first picture? (F2c)

(s1): in five minutes from now (F2c)

(s2): no (F2c)

(s3): in five minutes I'm there” (F2c)

Example 5 shows a rare instance of an exchange of utterances with only one function. It is often the case that an exchange this large contains several functions. The focus of this exchange is to understand the meaning of *saliendo*, which corresponds to a picture in the task. In order to complete the task they must understand the meaning of this L2 form. In example 5, the learners discuss some possible meanings of the lexical item in question, which were subtly different meanings for the word *saliendo*, i.e. ‘go out’, ‘exit’, and ‘leaving the house’. At the end of the exchange they conclude it means ‘leaving’ and that it corresponds to the ‘first picture’ in the task.

DiCamilla and Antón’s (2012) taxonomy also included a function 2d, which was stylistic choice. In this case, learners discuss stylistic choices in terms of L2 forms. This function was not exhibited by the participants in this study and was thus left out.

4.1.3 Task management

When commencing a collaborative task, students often discuss what exactly has to be done. This is necessary in order for collaboration to be successful. Task management involves making decisions in general about the task, which include how to organize the text, how the learners will work together to complete the task, and any other necessary factors to be taken into account for the assignment. In other words, it involves defining the task and planning the task.

Function 3a. (F3a) defining the task

This function involves establishing and clarifying the details of the task. The students make decisions regarding what the task is about and consult each other in doing so. Students often tend to read the instructions of the task straight from the textbook or PowerPoint presentation provided by the teacher. These instances are left out since it is not language that is spontaneously produced. In other words, these instances do not represent a conscious language choice. DiCamilla and Antón (2012) named this task defining and limiting the task as the students had much more liberty in creating content in the writing task assigned to them. The students in their study received a simple writing prompt and nothing more, which provided room for creativity unlike the tasks in the current study. These tasks were much more limited and did not leave much room for students to be creative. The students in the current data were expected to produce certain kind of content, which did not allow them to deviate much.

Example 6: (Spanish I/A1 learners)

“(s1): moeten we het invullen dan? Wat moeten we invullen? Of moeten we zelf, uh?

Do we have to fill it in ourselves? What do we have to fill in? Or do we have to, uh?

(s2): ja we moeten het zelf invullen

Yeah we have to fill it in ourselves

(s1): ah zo”

Oh like that

The exchange in example 6 involves student 1 (s1) and student 2 (s2) discussing the instructions of the task. This is a case where learners establish how they should carry out the task, which is often done at the beginning of the interaction. However, it is not uncommon for students to define the task at a later stage even after having discussed the task at the beginning already. This is represented in the following example:

Example 7: (Spanish II/A2 learners)

“(s2): so the last one is

(s3): [reads instructions]

(s2): yeah

(s1): alright. Do we have to b and c as well, or just a? (F3a)

(s3): yeah (F3a)

(s1): okay I'll just read it then” (F3a)

The learners in both examples 6 and 7 use the L1/LF to establish their tasks in the assignment. This usually occurs at the beginning of the collaboration, although it can also occur at a later stage of the interaction.

Function 3b. (F3b) Planning the task

Students often assign tasks to each other in order to divide the work and for all students in a given group to be aware of their tasks. This function involves task planning and organizing in general.

Example 8: (Spanish I/A1 learners)

“(s1): okay we waren hier gebleven. Jij was, volgens mij (F3b)

Okay i think we were here. Your turn, I think

(s2): ik moet, eh, las canciones, hé? (F3b)

I have to do, eh, las canciones, yeah?

(s1): ja” (F3b)

Yes

The exchange in example 8 presents an instance where the learners stop for a moment to organize the rest of the task in order to proceed smoothly. Although planning the task usually occurs at the beginning of the collaboration, this short exchange occurs in mid-conversation where the learners take a step back to reorganize themselves.

Unlike example 8, example 9 shows an instance of planning the task in general where the learners decide what they are going to write about at the beginning of the task. The task was to write about someone’s characteristics for the rest of the class to guess, based on the text written by the students.

Example 9: (Spanish I/A1 learners)

“(s1): okay wie gaan we beschrijven? (F3b)

Okay who should we describe?

(s2): zullen we Sonia beschrijven? (F3b)

Should we describe Sonia?

(s3): wie? (F3b)

Who?

(s2): we kunnen haar beschrijven(F3b)

We can describe her

(s1): ja zullen we dat doen? Dat vind ik leuk (F3b)

Yeah should we do that? It's fun

(s3): ja maar we moeten dan haar leeftijd gaan schatten (F3b)

Yeah but then we'd have to guess her age

(s2): nee gewoon niet doen (F3b)

No we won't do that

(s1): nee die slaan we over, die slaan we over! Ja dat doen we! (F3b)

No we'll skip that, we'll skip that! Yes that's what we'll do!

(s3): ja dan zeggen we 35 ofzo (F3b)
Yeah and then we can say 35 or something

(s1): maar dat zeggen we pas op het eind (F3b)
Yeah but we have to say that at the very end

(s2): okay dan kun je deze gebruiken (F3b)
Okay then you can use this

(s1): ja dat dus (F3b)
Yeah that

(s2): zo” (F3b)
Great

The exchange in example 9 illustrates a case where learners are deciding what their content will involve. Although the learners have not created any content at this point, they are planning the content of their text, which is essential to the execution of the task.

DiCamilla and Antón (2012) had one more category, which was “interpersonal relations”. However, the participants in this thesis did not exhibit any language produced that corresponded to interpersonal relations. This category mainly involved utterances with the purpose of creating “a friendly social environment” (p.177).

The final category was not included in the table as it was a category for miscellaneous utterances. This included any utterances that were unrelated to content or that were uninterpretable. The miscellaneous category included utterances such as the following:

Example 11: (Spanish II/A2 learners)

“(s2): estubo. Oh ik had... uhm. I speak all the languages now i can’t speak anymore!
 laughs

(s1): English, Spanish, Dutch, are you from Basque?

(s2): no? *laughs*

(s1): I heard uh,

(s2): no

(s1): Germany!

These types of utterances did not comprise a large part of the total language produced in the data.

4.2 Language functions for student-teacher interaction

The taxonomy for the student-teacher interaction differed from the student-student interaction as these learners were not discussing and planning tasks. It was not a collaborative interaction but rather classroom interaction where learners are free to comment and ask questions about the general content to the teacher. The taxonomy developed for student language production when addressing the instructor is presented in the following table:

Table 6: Language functions for student-teacher interaction

1. Content (what to say)
1a. Creating content/answering questions
1b. Discussing and commenting on content
2. Language (how to say it)
2a. Evaluating L2 forms
2b. Understanding meaning of L2 utterances
3. Asking questions

4.2.1 Content

This category is similar to the category in the student-student interaction taxonomy, only in this case, the students are addressing the teacher rather than their peers. The instructor often presents and discusses new content with the students, which often leads to classroom discussions and questions for clarification. Similar to the categories in the student-student interaction taxonomy, instances where learners are merely reading aloud or producing speech that is not spontaneous was excluded from the word count and the analysis. Especially in this kind of interaction, i.e. student-teacher interaction, involves a great deal of reading aloud as the instructor often asks the students to read what they have produced so far with regard to the assignments. These kinds of utterances were thus excluded.

Function 1a. (F1a) creating content/ answering questions

This function involves students answering questions spontaneously rather than reading aloud. Although this is similar to function 1a in student-student interactions, the function in this interaction specifically involves learners producing L2 utterances that relate to the instructor's question. In other words, this often involves learners answering the instructor's questions.

Example 10: (Spanish II/A2 learners)

“-¿por qué no le gusta la pintura?” (F1a)

Because he doesn't like the painting?

“-because it's late and she ask if she already eaten” (F1a)

In the first utterance in example 10, the student is explaining why he or she chose a particular answer. The student used the L2 in order to give their answer, whereas the student in the second utterance used English to give their answer. This example illustrates two different students using different languages for the same functions.

Function 1b. (F1b) discussing and commenting on content

The learners, in this case, discuss L2 utterances with the teacher in order to; for example, understand Spanish culture, as illustrated in example 11. This function also includes any comments the learners wish to make on the content.

Example 11: (Spanish I/A1 learners)

“(s): so twenty five minutes to two, oh! Then las dos menos venti cinco, oh, oh! (F1a)

(t): Okay

(s): do you not twenty five past as well? (F1b)

(t): You can say that but we say like this.

(s): All Spanish people (F1b)

(t): All Spanish people say like this. Unfortunately for you yes. Because nobody talk like, it is one hour twenty five minutes, like you are talk like computer if you say like this. Because Fem, did you heard that?

(s): hmm?

(t): Did you heard that la una y treinta y cinco?

(s): oh no I can imagine that this is like the official and people. Like in Dutch there is also some official rules” (F1b)

The exchange in example 11 is between a student (s) and the instructor (t). The exchange in the example starts with the student giving their answer to a question in the task. Gradually this exchange turns into a discussion about how people in Spain actually tell time.

4.2.2 Language

This category involves discussing the technicalities of the target language. This may overlap with discussing content. The category “language”, however, has to do with specifically discussing linguistic aspects rather than L2 content in general.

Function 2a. (F2a) evaluating L2 forms

This function includes instances where the learners defend or explain why they chose a particular answer or L2 form. This also involves learners confirming their thoughts on certain L2 forms they were unsure of and thus make an evaluation of an L2 form.

Example 12 (Spanish I/A1 learners)

(t): Why it's wrong? Cual. Who choose cual? Why you choose cual? Why you chose cual? Cual? Why? Waarom?

(s): uh I chose cual because it is not known what he referring to but I missed that it was a plural, so... (F2a)

(t): Very good, so you know for the next one, okay?

Example 12 shows an instance where the A1 learners evaluate L2 forms. In this case, the learner defends their choice in choosing the lexical *cual*. The learner has already realized his or her mistake in choosing *cual* but explains why he or she initially chose it to answer the instructor's question, which is illustrated in the first utterance in example 12. Although most of these instances involve using English, the A2 learners sometimes even use Spanish in order to evaluate forms in the target language as in the following example:

Example 13: (Spanish II/A2 learners)

(t): Ahora tengo, tengo prisa

Now, I'm in a hurry

(s): también es posible dice, eh, soy en prisa, o estoy en prisa. (F2a)

Is it also possible to say, eh, soy en prisa, or estoy en prisa

(t): No. tengo prisa. O estoy con prisa. [inaudible] you can't just, you can say tengo prisa o estoy con prisa.

No, I am in a hurry. Or estoy con prisa. [inaudible] ...

The first utterance in example 13 involves the instructor giving the correct answer. The student in this example wonders whether there is another way to express L2 form with the same meaning in the target language. Evaluating L2 forms has to do with discussing the linguistic forms in the target language. This function also includes students defending their answers and wondering whether there are alternative ways to express the same thing as in example 13.

Function 2b (F2b) understanding meaning of L2 utterances

Although similar to evaluating L2 forms, the current function has more to do with discussing the semantics of the L2 form.

Example 14: (Spanish I/A1 learners)

“with the right girl, she’s having a camiseta violeta y sudede verde, what is sudede?
Not like pantalones o parqueros?” (F2b)

Example 14 presents an instance where a student refers to an illustration in the task and wonders what one of the words in the L2 utterance mean. The student tries to understand the meaning on her or his own, but does not succeed. Therefore, the learner asks a question to inquire about the meaning of *sudede*, which is actually *sudadero*. This function does not necessarily include discussions about the meaning of an L2 form, but rather the learners often simply ask what a certain L2 word means as in the following example:

Example 15: (Spanish II/A2 learners)

“qué significa beso?” (F2b)

What does beso mean?

Example 16: (Spanish II/A2 learners)

“what significa modelo?”

What does modelo mean?”

Utterances such as the one in example 15 occur frequently as learners are often curious about the meaning of words. This example represents an instance of intersentential code-switching where the learner uses English *what* and Spanish *significa* in one sentence.

4.3.3 Asking questions

This is the last category in the taxonomy for student-teacher interaction. Students tend to ask questions regarding the content. This category includes students inquiring about and confirming the instructions for the task to be carried out during the task, the teacher's instructions, and what is expected of them during the lesson and tasks.

Example 17: (Spanish I/A1 learners)

“(s): so it can be that I have two stuff and that no one sells it

(t): No you have to buy two things from this

(s): And you have to find the store that they have

(t): yea or maybe they don't have it but then you have to ask more, ja? We don't know! Good luck because you really need it!

The exchange between a student and the instructor in example 17 illustrates an instance where the student is confirming the teacher's instructions about a task they have to carry out during the lesson.

Similar to the student-student interaction, the final category is miscellaneous, which is not given in the taxonomy as this category represented utterances that were unrelated to content or those that were not interpretable. An example of a miscellaneous utterance is given in the following example:

Example 18: (Spanish I/A1 learners)

“ik heb, ik heb helemaal niks gezien! Veel te snel!”

This category did not comprise a large part of the data.

5. Results

This section presents the results of the word count of all the participants in student-student interaction and student-teacher interaction by A1 learners in Spanish I and A2 learners in Spanish II in all of the available languages, i.e. English, Dutch, and Spanish. The word count of the student-student and student-teacher interactions reflects only the language produced by the students, whereas the overall word count of the teacher language production reflects the instructor's speech.

5.1 Overall frequency of languages per interaction

This section concerns the first sub-question of the current study, namely the overall frequency of the languages used in the classroom. Here we present the overall frequency of language use in each group, A1 and A2, per interaction. These interactions include student-student interaction during group assignments, student-teacher interaction during the lessons, and teacher language production. We added the languages produced by the teacher as well as this can indicate how often each language is generally used in the classroom and it gives an idea of how language policy plays out in the language classroom. The results of these data are given in tables 7 through 12. These tables show that English triumphs in every interaction except for the student-student interaction in the A1 group (Table 7). The instructor also seems to be using a great deal of English in the lessons, whereas the target language is used for a mere 20 – 30% for both the A1 and A2 group, as can be seen in tables 11 and 12.

Table 7: overall frequency student-student interaction during group assignments by A1 learners

SPANISH I	English	Dutch	Spanish	Total
Words (number)	215	998	424	1637
Percentage	13.1	61	25.9	

Table 8: Overall frequency student-student interaction during in-class group assignments by A2 learners

SPANISH II	English	Dutch	Spanish	Total
Words (number)	985	505	281	1771
Percentage	55.6	28.5	15.9	

A chi-square test was conducted in order to test whether there was a significant difference between the frequencies of the languages spoken in the student-student interaction (Tables 7 and 8). This revealed significant differences between the languages (English, Dutch, and Spanish) used in the classroom per group level (A1 and A2) in the student-student interactions. There was a significant association between the languages used and group level $\chi^2(2) = 680.58, p = 0.000$. The adjusted residuals give an indication of how the variables contribute to the differences between expected and observed frequencies. All the adjusted residuals in this interaction are above the score of 2, which indicates that the differences in the frequencies of the languages were significant. English appeared to contribute the most to the significant differences as the expected values were lower, according to the statistical analysis. English was used significantly less than expected by the A1 learners, whereas it was used significantly more by the A2 learners. The opposite was true for Spanish, which was used more than expected by the A1 learners and less by the A2 learners. Although the differences in the languages used per level were significant, the effect size was .41, indicating that the difference between distributions was of a medium size.

Table 9: Overall frequency of language use in student-teacher interaction by A1 learners

SPANISH I	English	Dutch	Spanish	Total
Words (number)	647	55	25	727
Percentage	89	7.6	3.4	

Table 10: Overall frequency of language use in student-teacher interaction by A2 learners

SPANISH II	English	Dutch	Spanish	Total
Words (number)	1028	33	173	1234
Percentage	83	2.7	14	

Tables 9 and 10 show considerable differences in L2 production between the two groups, with a mere 3.4% of Spanish produced by the A1 learners and 14% of Spanish produced by the A2 learners. The L2 was used more by the A1 learners in the student-student interaction.

There was a significant association between the languages used (English, Dutch, Spanish) and the group level (A1 and A2) for the student-teacher interaction $\chi^2(2) = 76.85, p = .000$. The adjusted residuals indicated that Spanish contributed the most to the significant difference, whereas English contributed the least. The expected values for the use of Spanish were lower than expected, meaning that the A1 learners exhibited lower frequency of Spanish than expected. The opposite was true for the A2 learners, with higher expected values for Spanish. The effect size for the significant differences in this interaction was .19, indicating that the differences in the distributions were quite small.

Table 11: Overall frequency of language use by the instructor with A1 learners

SPANISH I	English	Dutch	Spanish	Total
Words (number)	5897	344	1627	7868
Percentage	74.9	4.4	20.7	

Table 12: Overall frequency of language use by the instructor with A2 learners

SPANISH II	English	Dutch	Spanish	Total
Words (number)	5574	342	2495	8393
Percentage	66.4	3.9	29.7	

The chi-square test for the teacher language production indicated a significant association between the languages produced and the group level $\chi^2(2) = 173.96, p = 0.000$. The adjusted

residuals for Dutch are below the score of 2, indicating that the differences between the frequency of Dutch used in the A1 and the A2 group were not significant. However, the adjusted residuals for English and Spanish were higher than 2, indicating that these languages did have a significant difference in expected and observed frequencies. The expected values were higher for English, implying that it was used significantly more than expected. Spanish, however, had lower expected values, indicating that it used less than expected. This is the opposite case for the Spanish II group where English was used less and Spanish was used more than expected. Although the differences in the distributions were significant, the effect size was a mere .10, indicating the differences were extremely small. This implies that the teacher used a similar number of words in each of the languages per group level and that the instructor's code-switching behaviour does not differ significantly across group levels.

5.2 Word count: L1/English as a lingua franca vs. L2 for student-student interaction

The word count from the data for the collaborative interaction is represented in table 13. This thesis analysed five instances of interaction between students in Spanish I (A1 level) and seven instances of interaction between students in Spanish II (A2 level). Although the numbers differ greatly, the percentages do make the numbers comparable between groups. It should be noted that the groups in this section refers to the group assignments observed during the student-student interactions.

Although all groups examined in this study used the L1/LF relatively more than the L2, the results of the word count in table 13 show a great difference in numbers between the individual groups as the A2 learners in Spanish II generally spoke more than the A1 learners in Spanish I. The groups in Spanish I used little to no L2 except for group 3 and 5 that used considerably more than the other groups. Table 13 shows that the groups in Spanish II also used little to no L2 during their interaction. However, the majority of groups exhibited consistent L2 use as can be seen from the percentages of the groups in table 13. Groups 3 through 6 of Spanish II used almost the same amount of L2 during their assignments, namely between 20 and 30 percent. This shows a steady use of the L2 and the lingua franca, which was also used consistently in groups 3 through 5 (61% - 67%), although group 6 made more use of the L1 Dutch. These groups (3-5) exhibit a consistent use of code-switching between the lingua franca and the L2.

Table 13: Word count in this thesis in collaborative student-student interaction

SPANISH I	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
English (LF)	3% (N= 4)	0% (N=0)	2% (N= 9)	1% (N= 3)	65% (N= 200)		
Dutch (L1)	96% (N= 150)	87% (N= 117)	71% (N= 345)	88% (N= 421)	5% (N= 16)		
Spanish (L2)	2% (N= 3)	13% (N= 17)	27% (N= 129)	11% (N= 53)	30% (N= 93)		
	(N= 157)	(N= 134)	(N=483)	(N=477)	(N=309)		
SPANISH II	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
English (LF)	98% (N=350)	98% (N=528)	6% (N=20)	16% (N=24)	12% (N=17)	47% (N=63)	7% (N=11)
Dutch (L1)	(N=0)	1% (N=5)	67% (N=228)	61% (N=92)	67% (N=96)	27% (N=36)	94% (N=156)
Spanish (L2)	2% (N=8)	1% (N=5)	27% (N=94)	23% (N=34)	22% (N=31)	26% (N=35)	(N= 0)
	(N=358)	(N=538)	(N=342)	(N=150)	(N=144)	(N=134)	(N=166)

5.3 Distribution of language functions

This section discusses the differences in the frequency of language functions used between Spanish I (A1) and Spanish II (A2). The following table (14) represents the functions for the languages used in Spanish I. The L1 includes both English and Dutch in these interactions, as these languages had roughly the same purpose among the students. The learners usually only spoke English if one of the learners in the group did not speak Dutch. Therefore, the data for (L1) Dutch and (LF) English was collapsed. The tables in this section present the L1/LF and the L2 separately. Table 14 shows a clear distinction between the L1/LF and the L2 as the total number of words is considerably higher for the L1/LF (1199) than the L2 (424).

Table 14: Percentage of L1/LF and L2 use by Spanish I (A1 level) students across functions during collaborative interaction

Spanish I (A1):			Spanish I (A1):		
Function	L1/LF Number	Percentage	Function	L2 Number	Percentage
Planning tasks	308	25.7	Creating content	240	56.6
Creating content	275	22.9	Meaning	67	15.8
Solving problems	211	17.6	Evaluating forms	42	9.9
Meaning	135	11	Defining tasks	36	8.5
Defining tasks	108	8.8	Solving problems	27	6.4
Evaluating forms	96	8	Planning tasks	11	2.6
Translating content	66	5.5	Translating content	1	0.2
Miscellaneous	0	0	Miscellaneous	0	0
Total	1199		Total	424	

The functionality for the L1/LF and L2 use in Spanish I was also quite different. The function with the highest ranking for the L1/LF was for ‘planning tasks’ (25.7%) and the highest for L2 was ‘creating, discussing, and/or agreeing to content’ (56.6%). Although ‘creating content’ (22.9%) was in second place for the L1/LF, ‘planning tasks’ (2.6%) received little to no attention in the L2. This shows that the A1 learners use their L1/LF and L2 for different purposes. Although ‘creating content’ is ranked as one of the highest for both languages, the other functions are ranked relatively differently for each language.

Table 15: Percentage of L1/LF and L2 use by Spanish I (A1 level) students across functions during collaborative interaction

Spanish II (A2):			Spanish II (A2):		
Function	L1/LF Number	Percentage	Function	L2 Number	Percentage
Creating content	678	45.5	Creating content	98	34.9
Meaning	484	32.5	Meaning	64	22.7
Solving problems	84	5.6	Evaluating forms	55	19.6
Evaluating forms	82	5.5	Solving problems	38	13.5
Miscellaneous	69	4.6	Planning tasks	14	5
Defining tasks	63	4.2	Translating content	9	3.2
Translating content	23	1.5	Defining tasks	2	0.7
Planning tasks	7	0.5	Miscellaneous	1	0.4
Total	1490		Total	281	

As can be seen in Table 15, the A2 learners (84%) seem to be using a similar amount of the L1/LF as the A1 learners (73%) do (*cf.* Table 14). The ranking of the functionality for the

L1/LF and the L2 in Table 15 shows very few differences. In general, the ranking for L1/LF and L2 in A2 learners is quite similar, with ‘creating content’ and ‘meaning’ taking the highest positions at 45.5% and 32.5% for the L1/LF and 34.9% and 22.7% for the L2 respectively. Although the ranking of the functions of the L1/LF and the L2 are quite similar, the L1/LF was used mainly for ‘creating, discussing, and/or agreeing to content’ and ‘understanding meaning of L2 utterances’, whereas a great deal of the L2 was used more evenly across several functions, such as ‘evaluating L2 forms’ and ‘solving grammatical and/or problems’. The L1/LF was also used for the latter two functions, although not as much as the L2.

5.4 Distributions of language functions in student-teacher interaction

The current study also aimed to analyse language production by students when addressing the teacher as the function of code-switching may differ depending on the addressee. This provides an overall view of the language produced by students in a classroom context. The results of the functionality of the utterances produced by students when addressing the instructor during the lesson are discussed in this section.

The data in table 16 represents the languages used by the A1 learners to address the instructor. As in the case of the student-student interactions, the L1/LF is the combination of English and Dutch as the purpose for these languages in the case of the students is essentially the same. Furthermore, Dutch was almost rarely in these interactions (*cf.* Tables 9 and 10).

Table 16: Percentage of L1/LF and L2 use by students in Spanish I during student-teacher classroom interaction across all functions

Spanish I (A1):	L1/LF		Spanish I (A1):	L2	
Function	Number	Percentage	Function	Number	Percentage
Meaning	397	56.6	Meaning	11	44
Evaluating forms	132	18.8	Creating content	10	40
Discussing content	77	11	Asking questions	2	8
Miscellaneous	54	7.7	Evaluating	1	4
Asking Questions	37	5.3	Miscellaneous	1	4
Creating content	5	0.7	Discussing content	0	0
Total	702		Total	25	

The A1 learners seem to be using the L1/LF a great deal more than the L2, with the function ‘understanding L2 meaning’ holding the first place in the ranking for all languages. Spanish

rather than L1/LF is used more for ‘creating content’, which makes sense since the content created is in the L2. The function ‘creating content’ holds the last position for the L1/LF (0.7%), whereas it is in second place (40%) for the L2. As we can see from table 16, the ranking of the functions between the L1/LF and the L2 differ to a large extent.

Table 17: Percentage of L1/LF and L2 use by students in Spanish II during student-teacher classroom interaction across all functions

Spanish II (A2): L1/LF			Spanish II (A2): L2		
Function	Number	Percentage	Function	Number	Percentage
Meaning	495	46.7	Meaning	105	60.7
Discussing content	317	29.9	Creating content	48	27.7
Evaluating	125	11.8	Evaluating	14	8.1
Creating content	68	6.4	Miscellaneous	4	2.3
Miscellaneous	45	4.2	Asking questions	2	1.1
Asking questions	11	1	Discussing content	0	0
Total	1061		Total	173	

Table 17 presents the data for the A2 learners per language function. The data for English and Dutch is, once again, collapsed in this table, although the students mainly spoke English (LF). The data in table 17 shows the function ‘understanding meaning of L2 utterances’ remains in first place in this group as well as in the A1 group. However, the A2 learners do seem to be using a higher percentage of the L2 for ‘understanding meaning’ (60.7%) as compared with the A1 learners (44%). The function ‘discussing content’ in the L2 remained in last place for the A2 learners as well as the A1 learners. The ranking of the functions for the L2 are similar for the A2 learners and the A1 learners. Although the first position is held by the function ‘understanding L2 meaning for both languages’, the remaining functions do differ from each other across languages within the Spanish II group. The function ‘discussing content’ (29.9%) holds second place for the L1/LF, whereas this function is given no attention whatsoever in the L2. The function ‘creating content’ is given more attention in the L2 (27.7%) as compared to the L1/LF (6.4%).

5.5 Interviews

This section provides a summary of the interviews held with the the instructor of the A1 and A2 learners, Sonia Somovilla, and the head of Wageningen in’to Languages, Sylvia van der Weerden (*cf.* Appendix for transcriptions of full interviews).

The instructor is in favour of the communicative approach in that the higher the exposure to the target language, the better the learners will learn the language. She encourages the learners to speak in the target language and tries to avoid English unless it is needed, such as when a learner is having difficulty understanding something. Since some learners learn more slowly than others, they can slow down the pace for the rest of the learners. This is why the instructor often resorts to English as it is a quicker way to get on with the lesson, which is often a choice the instructor is faced with during the lessons. If a learner asks a question in Dutch or English, she reports that she always tries to answer in Spanish before resorting to English or Dutch. She argues that learners, especially at beginning level, need to cross the threshold of speaking in the target language despite making mistakes. She suggests the best way to learn a language is by crossing that threshold and being able to think in the target language. She disagrees with using the L1/LF during the lessons since this will allow the learners to resort to the L1/LF when they should be practicing in the L2. If she is more lenient toward to the use of the L1/LF in the classroom, the learners will most likely not put as much effort into understanding the L2. However, she does consider the PowerPoint presentation and the text book in English a good form of support for the learners as they can listen to what the teacher says and compare it to the English text to see whether they have understood. Furthermore, the instructor emphasised that her language choices heavily depends on the learners themselves. She adjusts her way of teaching according to the group, although she argues that the learners need time to get comfortable in the classroom so that they can truly open up and discuss together. In other words, the group changes with time and since this is an intensive course, the knowledge acquired also builds up rapidly, which enables a quickly paced acquisition process.

Although the head of Wageningen in'to Languages fully supports the language centre's language policy, she admits that it may not be practical for all languages, such as for Japanese or Chinese. When it comes to Indo-European languages, such as Spanish, she does believe the communicative approach is the best possible method to learn a language. She supports this statement with an example of when she attended an A1 level class of Portuguese where the instructor managed to make near exclusive use of the target language during the lesson. She believes that the motivation of the learners also plays a large role in the way they respond to exclusive use of the target language, although she strongly maintains that the exclusive use of the target language is the most efficient way to learn a language. She also expects the learners at a lower-level to switch to the lingua franca or their native language during collaborative tasks since the learners do not have the knowledge of the L2 to be able to communicate in the

target language. Similar to the instructor, she accepts the use of the L1/LF where it is necessary, “in the short run, [...] for a quick fix” when the learner seems to be having difficulty understanding the content at that moment.

5.6 Summary

The data comprised all student language production in the classroom, which included language produced among peers and when addressing the instructor. The chi-square test showed a significant association between the frequencies of the languages used and the level of proficiency of the group. This was the case for the overall language produced by the instructor during the sessions as well. The A1 learners appeared to use language mainly for creating content in the L2 and planning tasks in the L1/LF in student-student interactions, whereas the A2 learners used both the L1/LF and the L2 mainly for creating content. In the case of the student-teacher interactions, both the A1 and A2 learners used the L1/LF and the L2 mainly for understanding the meaning of L2 utterances.

The interviews with the instructor and the head of Wageningen in'to Languages indicated that notion of the communicative approach, i.e. learning the L2 through the L2, is considered the most effective way to learn a language. The instructor also believes she uses mostly Spanish, whereas English or Dutch were used only if needed, such as in the case of efficiently proceeding with the lesson.

6. Discussion

It was predicted that the A2 learners would, in overall, make less use of the L1/LF as compared to the A1 learners in both student-student and student-teacher interactions. We did not expect large differences in language use between the two set of learners, although the A2 learners were expected to use more of the L1, which would indicate that the learners have improved their Spanish language abilities. We expected the A1 learners to make more use of the L1/LF and less of the L2 than the A2 learners. The results show that the predictions are borne out for the student-teacher interactions. However, the student-student interactions showed surprising results in that the A1 learners (25.9%) made more use of Spanish than the A2 learners (15.9%) (*cf.* Tables 14 and 15). This difference was significant with a medium sized effect, based on the chi-square analysis.

As for the ranking of the functions for the L1/LF and the L2, we expected the functions for the L1/LF to mainly be solving grammatical and/or lexical problems, and creating, discussing and/or agreeing to content, based on DiCamilla and Antón's (2012) findings. In line with DiCamilla and Antón, the results in the current study show that the participants used the L1/LF mainly for creating, discussing, and/or agreeing to content in the student-student interactions. However, the A1 and A2 learners in this study also use the L1/LF for planning tasks to a large extent, unlike the first year learners in DiCamilla and Antón (2012). Furthermore, the predictions for the student-teacher interactions were borne out as the participants in this study used mainly the L1/LF to communicate with the teacher. The main function of the L1/LF for both A1 and A2 learners was understanding meaning of L2 utterances.

DiCamilla and Antón's (2012) beginning level learners of Spanish are comparable to the participants in the current study in that they were following an intensive language course. Their advanced level learners, however, were majoring in Spanish and following an advanced Spanish grammar course. These students were also exposed to the L2 outside of the course, which evidently led to the L2 playing a far greater role during their collaborative interaction. This does not ensure an equal comparison between participants, since the participants in the current study are following a language course rather than majoring in the language. Therefore, a comparison between the advanced learners of DiCamilla and Antón (2012) and the beginning level learners in the current study would be unfair. Furthermore, DiCamilla and Antón's findings show that the advanced learners use little to no L1/LF and a great deal more of the L2 than the beginning level learners, whereas the beginning learners use the L2 to a very small extent.

In line with the hypothesis of the current study, the results indicated a far greater use of the L1/LF in general than the L2 for both the A1 and A2 learners, despite the fact that the instructor of these learners and the head of Wageningen in'to Languages fully support the communicative approach. Surprisingly, the use of the L2 during collaborative interaction was greater for the A1 than for the A2 learners. DiCamilla and Antón (2012) imply that learners that are more advanced will use the more of the L2 for mediational purposes. However, the results of the current study show that this is not necessarily true. The A2 learners, who are more advanced than the A1 learners, use less of the L2 for mediational purposes during collaborative interaction as compared to the A1 learners. In general, the A1 learners made more use of the L2 than the A2 learners with the functions 'creating content' and 'understanding meaning of L2 utterances', which held the highest position in the taxonomy. Although both sets of learners mainly used the L2 for similar purposes, namely for 'creating content' and 'meaning', the A1 learners used the L2 more frequently than the A2 learners, even though the A2 learners have had more experience with the target language. Since the A2 learners' knowledge of the L2 has increased, we expected that these learners would also exhibit more use of the L2 as they would not be as limited in their L2 knowledge as the A1 learners. However, the results indicated that this was not the case.

The discrepancy in the use of the L2 between the A1 and the A2 learners may be explained by a lack of confidence on the part of the learners. Since the A2 learners have had more experience with the L2, they may also be more aware of their own errors when speaking the language. This may have led to the strikingly low use of the target language as compared to the A1 learners. A factor that may have contributed to this lack of confidence may have been the fact that the students were being recorded. Although the recording device was rather inconspicuous, the learners were still made aware that they were being recorded, even though the A1 learners did not seem to have had a problem with this. This may have led to the hesitation of target language production. Furthermore, the A1 learners are new to the learning process. This novelty may have led the A1 learners to produce more of the L2 as can be seen by the function of the L2 by the A1 learners (*cf.* Table 14). Creating L2 content falls under the category "content" of the taxonomy of functions. This category is in first place (56.6%) in the ranking for the A1 learners, which comprises over half of the total amount of L2 used during collaborative interaction. Although the A2 learners also use the L2 mainly for creating content (34.9%), these learners also use the L2 to understand L2 meaning (22.7%), and to evaluate L2 forms (19.6%). These functions make up 77.2% of the total amount of L2 used, whereas the

A1 learners use the L2 mainly for creating content (56.6%) and understanding meaning (15.8%), making up for 72.4% of the total amount of L2 used.

The difficulty of the task may also play a role in the discrepancy. If the task is difficult for the learners, they may spend more time discussing the technicalities of the task, which is often carried out in the L1/LF by the participants, rather than producing the L2. The L1/LF was often used for task management, which is what the learners may resort to doing if they experience a task as being difficult.

The type of the task may have also played a role in the discrepancy in the L2 use between groups. The current study examined not only collaborative interaction during writing tasks as DiCamilla and Antón, but rather a range of short tasks, which included speaking and writing skills. A task that requires speaking skills provokes use of the L2, whereas a writing task would provoke more discussion in the L1/LF. This variation in task type may have also contributed to the discrepancy in language use.

On closer inspection, two out of the five groups of A1 learners that made relatively more use of the L2 (27% and 30%), whereas the other groups of A1 learners made relatively little use of the L1/LF (2%, 13%, and 11%). Groups 3 and 5 made the most use of the L2 during the collaborative interaction (*cf.* Table 13). These groups carried out a task that required the students to speak to each other in order to discuss their preferences, which was different for the other groups. This is illustrated in the following example:

Example 19:

“(s1): Me lavo los dientes antes y despues de comer

I brush my teeth before and after eating

(s2): A mí no.

I don't

Laughs

(s2): Me lavo los dientes después de comer.

I brush my teeth after eating

(s1): Ahn si”

Oh yeah

The A2 learners, on the other hand, made more consistent use of the L2, albeit less frequently. Four of the seven A2 groups made between 22%-27% use of the L2. The remaining groups made little to no use of the L2 (2%, 1%, 0%). Furthermore, it appears that the A2 learners spend more time discussing the meaning of L2 utterances or discussing

content rather than actually producing the L2, which contributes to the significantly lower use of Spanish by the A2 learners. This is illustrated in the following example:

Example 20:

“(s3): I actually thought it was just the times, but probably it’s not that, the different times, like the present progressive cause it’s like the other one she said, what was it?”

(s2): yeah

(s3): uh it can be this way otherwise

(s2): yeah just the first one

(s1): yeah it has to do with when it’s occurring but yeah. Alright ten till...that’s a habit ‘cause normally she eats sleeps.”

Example 20 indicates no instance of code-switching, but rather heavy reliance on English lingua franca, which is used in order to discuss linguistic aspects in this case. The data of the A2 learners consists of various fragments such as the one illustrated in example 20. This may tie in with the fact that these learners are more aware of the L2 rules and their own errors in the target language, which may lead to a more elaborate discussion on the technicalities and the meaning of the language rather than producing the language despite the errors. Example 20 is a fragment during a task that involves matching the correct temporal verbs. The following example represents a fragment during a speaking task:

Example 21:

“(s1): uhm oh dat is onregelmatig van ir

Uhm, oh that’s the irregular form of ir

(s2): hmm van ir,

Hmm of ir,

(s1): ja

yes

(s2): ik denk het, maar ik weet het niet meer”

I think so, but I’m not sure anymore

The students in example 21 were instructed to talk about their weekend. Although the task should have involved the learners producing L2 utterances, these learners exhibited very little production of the L2. When these learners finally produced some L2, they resorted to

discussing the grammatical aspects of the verb “ir”, similar to example 20. This example (21) illustrates how these learners may be quite conscious of their L2 speaking abilities and thus may refrain from actually producing the language.

The results indicated that the use of the L1/LF is not only to create content in the L1/LF that is merely translated into the L2, but that the L1/LF also assisted learners in other metalinguistic functions. The L1/LF was used for understanding meaning of L2 utterances, solving problems, planning tasks, and evaluating forms as in the following examples:

Example 22: Understanding meaning of L2 utterances

“(s2): ja maar dentro del año can be with any year

(s1): no I think dentre del oh! Within two years

(s2): within two years

(s1): so it can take two years but it can also take half a year

(s2): yes.

The function “understanding meaning of L2 utterances” occurs quite frequently in both student-student interactions and student-teacher interactions since the learners are often presented with new vocabulary. Example 22 illustrates an exchange between two students who are discussing the meaning of *dentro del año* in order to proceed with the task at hand.

Example 23: Solving grammatical and/or lexical problems

“(s1): si me gusta, uh, me gustan, maar moet je dan ook gustan?

Si me gusta, uh, me gustan, but do you say gustan?

(s2): ja omdat je verwijst naar canciones

Yes because you're referring to canciones

(s1): ja maar je vraagt toch houd jij van het lied of de liedjes

Yeah but you're asking do you like the song or the songs

(s1): hier staat, hier staat, houd jij van de liedjes en dan zeg jij, ja, ik houd, ik houd van, van, ze

Here it says, here it says, do you like the songs and then you say, yes, I like, I like them

(s1): maar je vraagt toch, houd je van de liedjes?

But aren't you asking, do you like the songs?

(s2): ik houd van ze, ik houd van de liedjes dus dat is meervoud

I like them, i like the songs so that's plural

(s1): ja maar je vraagt vind je het leuk dus dan moet dat

Yeah but you're asking do you like that so then that should be

(s2): jawel maar het verwijst naar de liedjes, nee ik vraag niet vind je hen leuk, vind je, vind je,

Yeah but it refers to the songs, no I'm not asking if you like them, do you, do you

(s1): vind je de liedjes

Do you like the songs

(s2): vind je ze leuk, vind je meervoud leuk de liedjes

Do you like them, do you like plural the songs

(s1): ja vind je hen leuk vind je ze leuk

Yeah do you like them

(s2): ja“

Yes

Example 23 presents a fragment of the data in which the learners are solving a problem they were faced with in carrying out the task. In order to effectively carry out the task, the learners need to understand the rules of the target language. In this case, it is a discussion about the rules of the word *gustan*. The learners fall back on their L1/LF to discuss why *gustan* goes with *canciones*.

Example 24: Planning the task

(s1): we kunnen ook een bekend iemand hebben.

We can also get someone famous

(s2): putin!

(s3): hij is, uh dictator

He's, uh, a dictator

(s2): hij is president toch

He's the president, right?

(s1): ja die nemen we wel,

Yeah we'll go with that

(s2): ja?“

Yeah?

The students in example 24 are discussing the content of their writing task as they have to choose a topic to write about in the L2. In order to proceed with carrying out the task, the students need to establish their topic, which is executed in the L1/LF. Especially the A1 learners use the L1/LF largely for planning the task.

Example 25: Evaluating L2 forms

“(s2): ik weet het niet, want, eh, ja alleen dat we ... ja, ja.

I don't know, because, eh, yeah only that we... yeah, yeah

(s1): en nu doen we

And now we'll do

(s2): en dat jij nou dat cantar der tussen stond, zeg maar het antwoord is nee dat vind ik niet leuk of dat vind ik leuk”

And that you put cantar there, because see the answer is no I don't like that or I like that.

Example 25 illustrates an exchange between students that involves evaluating the form *cantar*. Student 2 (s2) does not seem to agree with the content that student 1 (s1) created and thus they proceed in evaluating the L2 form.

The fact that the L1/LF was mainly used for the functions illustrated in examples 22 to 25 across groups supports the notion of L1/LF as a scaffolding device rather than as an avoidance strategy, which is essentially a means to bridge the lexical gap in the L2 that beginning level learners will undoubtedly have. This is also illustrated in examples 20 and 21 where the learners do not use the L1/LF simply because of their lack of speaking skills, but rather as a support for metalinguistic functions, i.e. for discussing content and solving grammatical problems. Furthermore, as in the case of the A1 learners, functions for task management were carried out overwhelmingly in the L1/LF, which is represented by example 24. This supports DiCamilla and Antón's (2012) statement that “L1 was the primary mediational device for performing the task; L2 was the object of study, the system to be learned, not the system to be used for learning” (p.183). Similarly, the L1/LF in the present study functioned as a mediational device with the students during the collaborative function. Based on DiCamilla and Antón (2012), we did not expect the learners to exhibit the use of the L1/LF for planning tasks to such a great extent. This fact further supports the L1/LF as a scaffolding device as the L1/LF plays an important role in carrying out the task effectively.

Although the function ‘planning the task’ was not expected to play such a great role, the predictions in this study were confirmed in that the learners in this thesis mainly used the L1/LF for the functions ‘solving lexical and/or grammatical problems’ and ‘discussing content’. However, we also expected the learners to use a great deal of the L1/LF to create content and subsequently translate into the L2. Although the learners did exhibit this function, it did not comprise a large part of the L1/LF production. This further supports the notion of the L1/LF for mediational purposes since the L1/LF was used for several metalinguistic purposes that did not involve translating content.

The first year learners in DiCamilla and Antón (2012) are similar to the learners in this study in the dominating use of the L1/LF during collaborative interaction. Their first year learners exhibited use of the L1 especially for solving grammatical and/or lexical problems and creating, discussing, and/or agreeing to content. Although the participants in the present study also used the L1/LF mainly for creating, discussing, and/or agreeing to content, they also frequently used the L1/LF for understanding meaning of L2 utterances and planning tasks. The function of solving problems appears in third place with 17.6% for the A1 learners and a mere 5.6% for the A2 learners. The function ‘planning the task’ appears in first place for the A1 learners in the current study, whereas DiCamilla and Antón’s first year learners gave this function little to no attention (*cf.* Table 4 in DiCamilla and Antón, 2012).

The difference in task type may explain the discrepancy between the main function of the L1/LF for the learners in this study and DiCamilla and Antón’s (2012) first year learners. However, the group that contributed the most to the function of planning tasks carried out a writing task, similar to DiCamilla and Antón. The A2 learners gave little to no attention to planning tasks, which is in line with the first year learners in DiCamilla and Antón. However, the tasks assigned to the A2 learners did not comprise any writing tasks. This discounts task type as a justification for the discrepancy between the rankings of the function planning tasks during collaborative interaction, leaving individual variation as an account for the discrepancy. As can be seen by table 15 in the results section, the A2 learners scarcely used language for task management purposes, i.e. defining the task and planning the task held very low positions in the rankings.

Although the predictions for the student-student interaction were not borne out in that the A1 learners used more of the L2 than the A2 learners, the results of the student-teacher interaction were in line with the expectations that the use of the L2 increases with level of proficiency. The results indicated that the use of the L1/LF remained quite substantial. Although the differences in frequencies were significant, the effect size was quite small

(0.19), which indicates that the differences between groups were rather small. This is not surprising as the A1 and the A2 learners differed minimally in level of proficiency. The A2 learners exhibited more use of the L2 than the A1 learners, albeit minimally, which is in line with our expectations. All of the participants in the current study used both the L1/LF and the L2 for understanding meaning of L2 utterances. This is explained by the fact that learners often inquire about new vocabulary during lessons. In this case, the learners went from asking questions about the meaning in English as a lingua franca to instances where the learners ask these questions in the target language. This change in medium is illustrated in the following example:

Example 26: “what is joven?” (A1 learner)

“¿qué significa morenísimas?” (A2 learner)

What does morenísimas mean?

The A2 learners use relatively more L2 to inquire about the meaning of words than the A1 learners. This is reflected in the overall language production represented in tables 9 and 10 in the results section. This is in line with the hypothesis in that higher-level learners exhibit more use of the L2 for mediational purposes. In this case, the A2 learners use more of the L2 for understanding L2 meaning when addressing the teacher. Although the A2 learners make relatively more use of the L2 than the A1 learners, they still use a large amount of English when addressing the instructor. Taking the higher frequency of L2 use into account, it seems that the A2 learners may be exhibiting more use of code-switching than the A1 learners. This is illustrated in the following example.

Example 27: “what significa modelo?”

What does modelo mean?

Example 27 is an instance of intersentential code-switching that is not exhibited by the A1 learners in the present study. In this example, the learner uses both English and Spanish to ask the instructor what “modelo” means. Another instance that illustrates this phenomenon is given in the following example:

Example 28: “pero poner significa to take, right?”

But poner means to take, right?

This is a case where the learner code-switches back to the L1/LF to confirm whether what he or she thought was correct. This kind of code-switching suggests that learners are attempting to produce the L2 as much as they can. It is not the case that the learner does not know the words “but” and “means” in English, implying that the learner is making an attempt to speak in the L2. The part of the utterance that comprises the English “to take” is a potential translation of “poner”. The learner proceeds with “right?” in order to confirm whether or not his or her translation was correct. Although these instances of intersentential code-switching do not occur very often, there is no instance of such code-switching exhibited by the A1 learners. The latter learners produce only the L1/LF with instances of the L2 only to refer to the lexical item of interest as in the following example.

Example 29:

“(s1) oh no sorry, risanoo, is that hair?”

(s2) no is krullen

(s1) oh that’s krullen, oh I wanted to say brown curly hair”

Example 29 represents an interesting fragment where mainly the L1/LF is used. In this case, however, the learners do code-switch to Dutch. This is not a matter of better understanding the word “risanoo”, which is actually “risado”, but rather just another means of expressing the word “curly”. Although it has the same function as English as a lingua franca, it is still interesting that the learners use the languages interchangeably. It should be noted that instances where students code-switch from Dutch to English occurs quite rarely in the data.

Although the L1/LF is used for understanding meaning in L2 utterances, such as examples 26 through 29, the L1/LF is also used for other functions that support learners in metalinguistic functions. These functions include evaluating L2 forms and discussing content. These two functions comprise a great deal of the L1/LF produced by the A1 and the A2 learners in student-teacher interaction. This supports the notion that L1/LF plays a significant role in classroom interaction. Code-switching to the L1/LF has a beneficial role in the classroom as it is used for language functions that support the learners in understanding the target language. The data also suggests that the learners with a higher-level of proficiency code-switch more than the lower-level learners. This may be accounted for by the fact that the

lower-level learners (A1) have minimal knowledge of L2 to exploit, whereas the A2 learners do have more knowledge of the L2, although this knowledge may be enabling more instances of code-switching.

The difference in the overall language production by the instructor in the two groups was even smaller than the language produced by the students in both interactions. Despite the fact that the differences were significant, the size of the difference was extremely small (0.10). There was a significant difference between the two groups in the use of Spanish. The instructor used 9% more Spanish with the A2 learners, whereas the use of English and Dutch decreased. English still remained the overwhelmingly dominant language in the classroom. Mirroring the difference in the instructor's language choice, the A2 learners also used more Spanish when addressing the instructor.

The instructor's language choice often influences the language choice of the learners despite the fact that the learners may not be proficient enough in a language to be able to produce meaningful utterances (Thompson and Harrison, 2014). Although it cannot be said with absolute certainty, the increase in the use of Spanish by the instructor may be reflecting the increase in the use of Spanish by the students. The A2 learners use 11.6% more Spanish than the A1 learners when addressing the instructor. Although this may be accounted for by their improvement in level of proficiency, the increase in Spanish use by the students may also be influenced by the language choice of the instructor. This language choice, however, is not reflected when the students are speaking among each other, i.e. during collaborative interaction. This suggests that the instructor's language choice may not reflect the language choice of the learners when interacting amongst themselves. However, it may have an influence on the learners when they address the teacher as suggested by the communication accommodation theory (Sachdev and Giles, 2008). This can also be said for the use of English and Dutch, which decreased overall in both student language production and in teacher language production.

The interview with the instructor of the learners in the current study revealed her attitudes to the use of the L1/LF in the classroom. She is in favour of using the L2 for learning the L2, which is in line with the communicative approach and the head of Wageningen in'to Languages. Although she reports only using English or Dutch when it is absolutely necessary, such as in the case where a student is having extreme difficulty understanding something, the data in the present thesis shows that the instructor uses English to support some Spanish fragments as illustrated in the following example:

Example 30:

“Now, vamos a hablar de apariencia y del carácter. Para hablar de la apariencia usamos muy, bastante o un poco. Y para el carácter también. Es, es gordito. In Spanish, if we, if we are using, a negative things, like gordito, hé? dik. We don't say gordo, hé? we say gordito..”

Now, let's talk about appearance and personality. We use bastante or un poco to talk about appearances. And to talk about personalities as well. He is gordito. In Spanish, if we, if we are using, a negative things, like gordito, hé? Fat. We don't say gordo, hé? We say gordito.

The instructor initially introduces the topic in Spanish, but proceeds with English halfway through to support the Spanish utterances. The English fragment essentially comprises an explanation of the use of “gordito”. This example is an instance of code-switching in the Spanish I group, i.e. with the A1 learners. The following example represents a fragment from the Spanish I group where the instructor uses the L2 to give examples and English for the explanation:

Example 31:

“Unidad seis. Las horas. Nou, Spanish is really easy because it is the same that English. Here en punto, and all this and here is y. Really easy. And this is menos, ja? So en punto y menos! Okay and now you have to say, por ejemplo, here, la una y cinco. La una y diez. Las tres- la una y cuarto, la una y veinte, la una y veinte y cinco, la una y media. And then I will tell the names that I need to go to the next hour. Las dos menos veinte y cinco. Be care because I say la una but las dos because dos are two hours and dit is plural. Is very important”

In the Spanish II group, however, the instructor often uses English to emphasize certain elements in the Spanish utterance such as in the following example.

Example 32:

“El presente progresivo está aquí en hoy, hé? Es una acción que describe el momento de ahora. Ahora. At this moment. Okay? At this moment. What you are doing at this moment”

The present progressive is here and today, hé? It's an action that describes the current moment. Now. At this moment.. okay? At this moment. What you are doing at this moment.

In example 32, the instructor uses English in order to emphasize that the verb tense involves expressing actions happening currently. Another example where the instructor uses English to emphasize certain elements is shown in the following fragment. In this example, the use of the L2 and the lingua franca are relatively balanced. The instructor also uses the Dutch confirmation check “ja” towards the end of the explanation.

Example 33:

“El pretérito indefinido, marcadores temporales, ayer, el año pasado, el mes pasado, la semana pasada, a noche. So we are out- estamos fuera de la unidad de tiempo, vale?
Se ha cambiado, se acabado, la acción y el tiempo, por ejemplo, el año pasado estudie mucho español. El año pasado, finished, y estudie, is finished. I don't study anymore. Este año he estudiado mucho español. Ja. Until now, I am study already a lot of Spanish but maybe I study a little bit more, I don't know because is already, this year is already not finish”

The pretérito indefinido, temporary markers: yesterday, last year, last week, last night. So we are out- we are out of the unit of time, okay? It has changed, it has finished. The action and the time, for example, last year I studied a lot of Spanish. Last year, finished, and studied, is finished. I don't study anymore. This year I studied a lot of Spanish. Yes. Until now, I am study a lot of Spanish but maybe I study a little bit more, I don't know because is already, this year is already not finish.

This example (33) is similar to the way the instructor uses language to explain rules in the L2 with the A1 learners as in example 30. However, the instructor uses Spanish not only for the examples but also for part of the explanation of the rule, e.g. “estamos fuera de la unidad de tiempo, vale?”.

The following example illustrates a case where the instructor directly interacts with a student who asked a question. The instructor switches between Spanish and English, and a

little Dutch as well. She uses English to explain the phrase “tengo prisa” or “estoy con prisa” to a student who asked whether the phrase could be used differently.

Example 34:

“(t) Nou! Better. Ahora tengo, tengo prisa. And in the green they say adios. And the, eh, I just say see you soon.

(s) También es posible dice, eh, soy en prisa o estoy en prisa.

Is it also possible to say, eh, soy en prisa, or estoy en prisa

(t) No. tengo prisa. O estoy con prisa [inaudible] you can’t just, you can say tengo prisa o estoy con prisa...”

The instructor uses English in example 34 to explain the Spanish phrase despite the fact that the learner used Spanish to ask the question. This type of interaction, i.e. where the learner uses the L2 to ask a question and where the instructor responds in English, occurs often with the A2 learners. The instructor uses English to answer the question to ensure that the learner effectively understands the meaning of the L2 utterance. This is an example where the learner is not influenced by the instructor’s language choice. The following example illustrates another case where the learner asks a question in the L2 despite the fact that the instructor used English to explain the L2 utterance.

Example 35:

“(t) In a restaurant, in a, café. Me pone..Me dejas, nou! Me dejas is like a, do you want to give me some coffee from you, hé? Nobody ask for, eh, can I have some little coffee from you for your cup, [inaudible] I don’t do it. Ehm, puedo un café por favor? No. because, eh, puedo is, eh, can I borrow it, but I don’t think that you want to bring it back, the coffee. I don’t think so. Te importa si, un café? Nou it is like, eh, do you mind a coffee? Nobody asking like this. Eh, me pone un café. It zou, kan jij, kan, would you like to bringing, bring me a coffee.

(s) pero poner significa to take, right?

But poner means to take, right?

(t) To put”

Example 35 represents a fragment of the instructor’s language production in the Spanish II group. The utterance being discussed is the answer to a question in a task that many students

filled in incorrectly. The instructor goes through all the alternatives to express *me pone un café*. The L2 is used to give the examples and the alternative options, which are incorrect, and English is used to explain the answers. Despite the fact that the instructor uses English to explain the L2 utterance, the learner in example 35 attempts to use the L2 to ask a question. It is often the case that the instructor switches back the lingua franca when the learners have difficulty understanding an L2 utterance.

Although the instructor argues that English is used minimally in her lessons, the data shows that she uses English more than expected. More than half of the language produced by the instructor in both groups was English, 74.9% and 66.4% respectively. In spite of this being unexpected with regard to the instructor's beliefs about her own language choice, the fact that English is used overwhelmingly more does not necessarily indicate that it is detrimental. The lingua franca appears to play a major role in the understanding of L2 content. Despite the fact that English is used more in the classroom, the A2 learners use more of the L2 with the instructor as compared to the A1 learners. In line with the teacher's statement of crossing the L2 speaking threshold during the interview, the learner, in example 33 and 34, does attempt to use the L2 even though the teacher communicates in English. However, in line with Thompson and Harrison (2014), the learners may be influenced by the instructor's language choice in general as the use of the L2 increases in the Spanish II group for both the instructor and the students, when interacting with the teacher, whereas language choice among students shows different results.

To sum up, the hypothesis of this study is confirmed in that the L1/LF was overwhelmingly dominant in the classroom among students and with the instructor. The learners did not only code-switch due to their lack of L2 proficiency, but the L1/LF was used for metalinguistic functions. The A2 learners also used more of the L2 for metalinguistic functions. However, this only occurred in student-teacher interaction, whereas these learners exhibited less L2 use for metalinguistic functions in student-student interactions than the A1 learners.

The overall frequency of language choice in the data indicates that there is an overwhelming use of English as exhibited by the instructor and the students when addressing the instructor. During the student-student interactions, the learners also frequently made use of L1 Dutch as well as English as a lingua franca. Surprisingly, the A1 learners exhibited more use of the L2 than the A2 learners. This may be accounted for by the task type or by the learners' confidence in using the L2 in which case the A2 learners may be more aware of their L2 production and may be refraining from using it.

The purpose of the L1/LF during these interactions matched the expectations in that creating and discussing content was the predominant language function. However, the A1 learners exhibited an overwhelming use of the L1/LF for planning tasks, which falls under the category 'task management'. As for the student-teacher interactions, the learners used mainly English as a lingua franca to communicate with the teacher. However, the use of Spanish did increase in the Spanish II group, whereas the use of English decreased somewhat. This may be accounted for by the increase in level of proficiency of the learners and by the language production exhibited by the instructor. The instructor makes more use of Spanish with the A2 learners than with the A1 learners, although the difference in the frequency of use is not very large. The increase in the use of Spanish by the instructor may be reflected in the increase of the use of the L2 by the A2 learners.

The interview with the instructor and head of Wageningen in'to Languages revealed that they support the communicative approach in the exclusive use of the target language as it is the best way to learn a language efficiently and effectively. However, the results in the current study show that the L1/LF has several functions amongst the students and when addressing the teacher. The L1/LF is used as a scaffolding device, i.e. it is used for building L2 knowledge. It is overwhelmingly used for task management, especially by the A1 learners, and for understanding L2 meaning and discussing content among students. The L1/LF is also used for other functions to a lesser extent, such as evaluating L2 forms, solving grammatical and/or lexical problems, and defining tasks. The students also use the L1/LF when addressing the teacher. In this case, the L1/LF is mainly used for understanding meaning of L2 utterances, discussing content and evaluating L2 forms. In line with the hypothesis of the current study, these functions support the notion of the L1/LF as a scaffolding device to build on the knowledge of the target language rather than only using the L1/LF due to limited knowledge of the L2.

7. Conclusion

The present thesis has demonstrated that the L1/LF has functions other than bridging the gap in L2 knowledge or skills. Although this study cannot make any claims about the long-term effect of code-switching on language acquisition, it has contributed to reducing the stigma attached to the L1/LF. This was done by examining the frequency of the languages used in the classroom and how these languages are used by the students. In order to have an indication of the overall language production in the classroom, the overall frequency and function of the language used by the teacher was also examined. This thesis offers evidence for the benefits of code-switching (to the L1/LF) in beginning level language classrooms.

The results indicated that the language choice between all the participants in two groups differed significantly. However, according to the chi-square test, the differences in frequencies of the languages used were quite small. This is not surprising as the difference in proficiency level was minimal and thus a similar frequency in the language use between the two groups was expected. The discrepancy in the use of Spanish between the A1 and the A2 learners amongst students was most striking as the A1 learners used the L2 to a larger extent as compared to the A2 learners, although the latter students did use more Spanish when addressing the teacher. This was also the case for the instructor in that she made more use of Spanish with the A2 learners than with the A1 learners, although English was used predominantly at 66.4% despite her report about using the L1/LF only in extreme cases. This does not necessarily indicate that code-switching is detrimental to language learning as the L1/LF has a multifold of metalinguistic functions, although we cannot make claims about the language learning process. This may be an option for further research, in which the learning process of two sets of learners is be tracked.

The instructor of the participants and the head of Wageningen in'to Languages are advocates of the communicative approach and thus believe that exclusive exposure to the target language is the best method for learning a language. They argue that the L1/LF can be used as a "quick fix", especially with lower-level learners. The stigma attached to the L1/LF in the communicative approach is patently present in the classrooms examined in the current study. However, the results show that the use of the L1/LF cannot be linked exclusively to limited proficiency. The L1/LF can function as a scaffolding device to ensure an efficient and effective language learning process. This is especially evident in the student-student interactions where the learners overwhelmingly use the L1/LF, depending on the native language of the learners in a given group. The L1/LF was used for the categories 'task management', 'language', and 'content'. These categories include functions that do not

involve using bridging a lexical gap, which L1/LF use is often associated with. In other words, the L1/LF is used to support the learners in efficiently and effectively learning the language, carrying out the tasks assigned to them and in building on their knowledge of the L2.

Turning to the sub-questions concerning frequency of the functions, this thesis found that the A1 learners used the L1/LF mainly for planning the task and the L2 was mainly used for creating content during the student-student interactions. The A2 learners, however, used the L1/LF mainly for creating and discussing content and understanding meaning of L2 utterances. For the student-teacher interactions, both groups of learners used both L1/LF and L2 for understanding L2 meaning, although the L1/LF, to a large extent, was also used for evaluating forms for the A1 learners and discussing content for the A2 learners.

Although the results cannot be generalized across language classrooms since the data is naturalistic, this thesis does provide evidence in favour of the use of code-switching within a conversational episode in language classrooms. The current study supports the optimal use of the available languages in the classroom, especially at lower-levels. In examining learners that differ minimally in level of proficiency, we have delved into the smallest differences that occur between the learners with regard to code-switching. The next step would be to examine these learners at a closer level by tracking their language learning process in order to examine the effects of code-switching on long-term development. In order to see an effect, it would be necessary to have a set of learners that exhibit little to no instances of code-switching, although this may be difficult to control. This may shed light on the effect of code-switching on the language learning process. The language produced by the instructor could also be further researched in how the language policy plays out in the classroom. Moreover, this thesis examined language production during tasks that differed largely in type. Task type as a variable may have accounted for the differences observed in the language functions in the current study. Future research may thus use a different, and perhaps a consistent, task type, as the tasks in this thesis differed greatly within and between groups.

In line with DiCamilla and Antón's (2012) suggestions for further research to examine different variables, this thesis examined two sets of learners who differed minimally in proficiency levels and their language production during a range of different task types and interactions, i.e. student-student interaction and student-teacher interaction. It provided evidence for the differences between the language choice exhibited between the A1 and the A2 learners. The language used most frequently by the participants was English. According to the attitudes to the L1/LF as proposed by the communicative approach, code-switching is

undesirable. However, the functionality of code-switching within an exchange as presented in this thesis suggests an alternative view of L1/LF use as well as the L2 in language classrooms. It is commonly known that lower-level learners will resort to the L1/LF, especially amongst themselves, due to their lack of knowledge of the L2. However, the fact that the A1 learners exhibited more use of the target language suggests that the lack of L2 knowledge may not be the only reason for code-switching. This thesis has demonstrated that the L1/LF can be used as a scaffolding device that supports learners in building their knowledge of the L2. If used optimally, code-switching between the L1/LF and the L2 can support the learners in building their L2 knowledge and enable a smoother learning process.

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Appendix

Appendix 1: Transcriptions

“ – “ = student responding

1a: Spanish I (A1)

SESSION 1

Vamos a aprender muchas cosas hoy, vamos a aprender a usar, eh, a identificar objetos, a expresar necesidades, vamos a comprar, shopping, vamos a usar el demostrativos, articulos mas adjetivos, tener que, y vamos a aprender mucho vocabulario, los numeros del uno a cien, muy importante, los colores, la ropa, y los objetos de uso diario.pero primero, kahoot!

Control your vocabulary, please!

Now you know, because, I think that you see the correct answer is very easy noh? The next time will be better

Do you know mucho, muchos, mucha, muchas!

La contaminacion, because the words that end with a “ion” is feminine. I don’t think you all know this contamination word, eh? That doesn’t matter, you have another(...)

Es, It is hay because it is not specific, there are, two. Do you remember? You don’t remember! But it doesn’t matter!

Because ciudades is feminine plural. Almost. But if you don’t know it is feminine, you can look at bonitas, because bonitas is feminine plural.

Hace o hay frio? Hace frio, oh very good!

Que compro para angel? Esto o esto? What they are talking about? I only want you to tell me masculine or feminine, singular, what they are talking about

-plural femenino?

Esto?

-Singular masculine

Muy bien!

Now! Now we, eh, vamos a hablar de los colores. De que color es? That he, what, what, what I, ehh, what I want to know? De que color es el jersey? What is, what is the translation to the English then?

Which colour? And then I say Amarillo. Y de que colores son las faldas? What I ask? What I want to know?

And the difference es el jersey, dus es, is singular, because I am looking for one thing. And the other las faldas, is plural, so I have to use son. El, and the answer is rojas, feminine plural and amarillas, be careful ah?

Now here you have some colours I don't think is difficult to understand what they mean, eh? Now eh, this ones, beige doesn't have a gender and also not a plural. Naranja, rosa, violeta, lila, gris, doesn't have a gender. But because they are naranja, means orange, and because orange, it is a fruit, we don't use a feminine and masculine. Because naranja it is the orange tree and naranja is the fruit.

-so orange is naranja

Orange is naranja, but also naranja. Naranja to eat and naranja from the colour

Rosa is a flower, so it's the same. Violeta is also flower, the same. Lila, also. And gris, grises. Gris doesn't have feminine and masculine. Be careful because I'm so bad person that I think these things will be in the kahoot. I think so. Yes?

-uhm online it said that café is also brown, instead of marron?

El café es marron. And marron doesn't have also a feminine. Look at this very slowly, eh?

Which one does have a feminine, which one doesn't have.

If I have – y si quiero decir que – que tengo que hacer? Uso el verbo tener, que, y el verbo en infinitivo, por ejemplo yo tengo que escribir. Pedro, he, tiene que comer. Ana y yo tenemos, so this one goes with the person that we are talking about. Yes? Then que and this one was infinitive, so the name of the verb.

Is very easy so we have to try. Pagina cincuenta y uno, ejercicio siete. A. que tienes que llevar en estas situaciones? Teneis dos columnas, y teneis que conectar columna A con la columna B. Ya? columna A son las situaciones y la B es lo que tengo que hacer.

And you can make it together because otherwise is too saai.

Do you want to make the first sentence?

Tengo que llevar el pasaporte, muy bien!

Muy bien! The next one.

Muy bien! And the last one.

Muy bien, conducir!

Nou. Siete B. que teneis que llevar en la siguiente situaciones, cuando voyas las *, cuando voy a una fiesta de un cumpleaños, cuando voy a cenar a casa de unos amigos. In groups, another time. What do you think? Can be original, doesn't have to be what I expect.

Tengo que llevar el pastel. Very important!

Voy, eh, en geen fooi, voy! Okay, the next one! The last sentence!

Be careful eh, llevar el besas eh. Nou otros verbos importantes y muy irregulares, es el verbo ir. Y el verbo preferir. Do you see that it is different?

Now we have a lot of theorie, now we have to try. Pagina cuarenta y nueve, ejercicio tres A. aqui teneis un muchas cosas.

** Se va de fin de semana, teneis que buscar el numero o el * y el nombre en español.

Ja?

-no

You are talking a lot

Okay, hola! Hola! Elina!

-si

Lo, eh, do you want to do the, eh, five, de eerste five, the first five.

_*

Muy bien

-una jacketa, once

Muy bien

-una camiseta, diez

Ja

-unos pantalones cortos, doce,

Ya

Unos zapatos, quince

Muy bien!

Luuk? The next, los cinco siguientes!

-ropa interior, uno

No, we, eh, un bikini

-oh also, uh, un bikini

Un bikini

-uh,

Catorce, muy bien

*

*

Muy bien

*

-Una toilla de playa, tres

Muy bien

-un libro, cinco

Muy bien! Milou!

-unos tapas, dos, asparinas, veinte dos, em pee tres,

Eme pe tres

-eme pre tres

You, You don't need it anymore, no

(laughs)

Veinti uno

Muy bien

*

Muy bien

-go on?

Eh no one more

-dinero, uhm, diez y seis

Muy bien

-uhm una tarea de * , ocho, un capitulo de dientez

Sepillo, eh,

-sepillo, eh seis, pasta de dientez, nueve, crema sola, deinte, nee, veinte

Veinte, muy bien(...) eh los ultimo dos!

-shampoo, diez y ocho,

Diez y ocho

-secador de pelo, tres

Muy bien! Pagina cincuenta y dos. Nueve A. necesito dos personas, I need two...volunteers.

Two, only two! Okay Femke en ... Luuk! Okay Now you have, teneis un diario, es un diario

en una tienda, ja? Tu eres la vendedora, y tu eres el cliente, vale? So, you begin. Pagina

cincuenta y dos, ejercicio nueve A.

These ones. You are in a, in a, store, eh. So you are working there. And these people want to buy something. These people have to choose some things from here and you all, you have different winkels, eh shops and you only have two in your, wink- in your shops. Two things from here, you all can choose two, you have to write it. It is not like a one come to you, and then, ja uh just take half it is okay. No. you only have two things. You have to write them.

And then you have to look for the things that you need because you need it, eh. You really need it. And you have to use in the same, the same, eh, in the same we that we just do, in the pagina cuaren – eh – cincuenta y dos A. Okay? So, hola, blab la bla, quieria, blab la bla, ja?

En you have to say, aqui tiene, o, muy bien, o no tengo, I don't have it. No tengo. Easy? Ja?

-so it can be that I have two stuff and that no one sells it

No you have to buy two things from this

-yea

-And you have to find the store that they have

yea or maybe they don't have it but then you have to ask more, ja? We don know! Good luck because you really need it!

Hola! Pagina cincuenta y cuatro, ejercicio once A. vais de fin de semana, eh. Teneis que * uno de los tres sitios. hotel bari loche en Argentina. Camping en el Tenerife, en españa. O apartamento en santan del(?) en españa. First you have to choose one, and then you have to look for which clothes do you have to choose. That's very important, eh? En what you want to do there. These three things. Is clear? Ja together yea.

SESSION 2

Nou wat gaan wij- eh, hoy vamos, vamos hablar de la apariencia fysica, de la fysica y de la caracter de las personas. Vamos a usar los verbos gustar, y tambien los calificativos, muy, bastante y un poco, y vocabulario, la familia, adjetivos para describir el caracter y tipos de musica. Ah, y tambien vamos a aprender a usar tampoco y tambien. Y los posesivos. A lot of

things. But first! First is first. Now I heard already apoofffah you don't know the vraag-the questions.

[KAHOOT]

Are you ready? No? (..)

This one! (.)

Where is the music? No music? (.)

I don't know where is the music? (..)

Okay(.) I don't know. Everybody? Now. Start!

Nou(.) oh (..)

So I only, two answers, is almost finished the time, eh? (.)

Nou (.) that, that is not really good, he?

Because he is talking about (.) hey! Relax. Is the first question.

-*laughs*

Because we are talking about hou-casas, casas son las casa and that is why it has to be doscientas.

-oh yes

I know that you know, you know. Okay. The next one will be better, I hope. (..)

Oh, sorry! (.)

Nou, this was a little bit better, eh? Next one! Cuanto cuesta, cuestan?

What is het?

-[inaudible]

Oh sorry

Nou what happen!

-the screen was like

Nou cuestan because we are talking about coches it is a plural so everything has to be in a plural and because coches is a masculine so it has to be estos. Nou you know it already okay

-yeah

Que, cual, cuales, botas prefieres.. why it doesn't work!

Is not nice without music. Yea it has to be the right channel, its not a..

Maar hoe moet je dat doen? Nee. Die past niet. Nou, jammer van de music!

Aha! perros, eh?

Nou, almost everybody, that is uh(.) quinientos! okay and what was the, oh no!

-*laugh*

Ik schrok! Quinientos cuarenta y dos mil, ciento, ochento, ai, y nueve, nou, it has to be ochenta. Now the next question you will..

Nou. The verb tener.

So silent without music.

Okay! Really good! Only one person. Now another time, cuesta cuestan of este esta estes of estas.

-que significa bolso?

Bag, el tas in het nederlands

Okay very good only two people not but okay is okay. Preferir!

The next one! Que cual o cuales.

Yes everybody knows it? Why its wrong? Cual. Who choose cual? Why you choose cual?

Why you chose cual? Cual? Why? Waarom?

-uh I chose cual because it is not known what he referring to but I missed that it was a plural, so..

Very good, so you know for the next one, okay?

Como se dice en español? (...)

What is happening with you!

-ik heb, ik heb helemaal niks gezien! Veel te snel!

Veel te snel!

Okay el lleva unos pantalones y una camiseta blanca

-oh lleva

Lleva, draag he? El lleva, yo llevo, he?

-I thought it was the red one, but I thought it blanco because pantalones is also, uh,

Yeah but it blanco goes with camiseta, he?

-yea

And camiseta is a feminine

-okay

Its gemeen, I know

-it is

It is, he? But you don't go to forget it for the exam

Nou! Wow that is big!

Nou. Very good! I think you can bet-concentrate better with the *muziek*, he? Don't you think?

So here you have to look at the name and the noun, *zelfstandige naamwoord*, and also the person that is talking, he?

-whats mesa?

Mesa is *tafel*, table.

Nou tener que, it is two and then it has to be tienes and because is la mesa, he? Mesa, la mesa, roja, y la azul. Two times la. Because im talking the whole time

-mesa azul, masculine?

La mesa, and here im talking, eh, im talking about the, la mesa here so I don't have to write another time mesa, but I use only la. Do you remember?

Verb tener. Is easy, eh? This one.

Okay. Almost everybody that..why here there are only twelve? Okay

Que coche usamos? This really easy, eh?

-they're all easy*laughs*

This is really really really really easy

Very good! Very good! Because we are talking about el coche. So we don't want to tell-say all the time el coche, el coche, okay?

You know all the colours already so you can use it with the noun

La leche es blanca! Blanca!

Ir, do you remember? That is really really irregular, no regular, irregular?

Okay you have to look at the verb ir. Another time. Que, cual, cuales camiseta prefieres?

-wat die snap ik niet

-nee die snap i kook niet

-je weet wat het is,

-ja

-waarom is het que?

Ja, that is a very good question, I think that I am wrong

-*laughs*

Nee nee,

-nee? Waarom?

Because you are looking f- you are, eh, you want to choose something between all the tshirts but that is true and there will be one, but he's asking which one you prefer, and if you prefer you use que. Que preferies, what do you prefer, you don't use which prefer. Ja which one, but not which

-which shirt

Which one do you prefer.

-yea because its one of many things, that's why its que

If you want say cual prefieres then you don't use the noun if you use the noun and then you use que. Which prefer you, can say cual prefieres. But then you don't say que camis- you use camiseta, if you use the noun and then you use que

-but the previous question was like the same right

Yes but this was another kind of question

-oh I thought it was kind of the same

With preferir?

-yea with the, uh, las azules

I have to look at, I don't know, I don't remember it.

-oh whatever

It is que es because you have a noun and then you are [inaudible] with a preferir. With a noun you use cual, eh? Maybe is this because que pantalones preferieres? And then, and then maybe they say cual-cual los azules o los, eh, I don't know, I don't remember the question but if they are, they have a noun and then you don't use a noun. With prefieres, eh? With prefieres.

Another one! I will see.

Het is hetzelfde, I think, I think.

Because I have a noun, I have a noun. Yes?

Is very easy, he? You are really concentrated but is really easy. Ja? Very good! Im really proud of you. Oh very good!

Nou, very good. Nou.

Now which one of this sign, Milou? You don't know anymore

-es tu coche

Ja dat is which one, which one. Nou. Okay. Stop, one moment. Stop. Stop kahoot!

This two are correct, Milou? And the rest? Eh?

-I know it now because theres no, not a, not, so now it's que

Because when you use cual, when you use cual, is like, eh, you see what you are talking about you don't have to use the name but in this one you are talking about something you cannot see so you, that is why you use a noun and then que coche, because maybe we are talking of-we are talking eh, we are like eh, I don't know, at home, he? I just want to talk to you and then I say que coche es el tuyo? We don't see the, and in the other one we just are outside and I wonder, for all the, cars, I wonder you choose the one that is of you, that is the difference

-yes

Yes?

Nou Milou you are the first one. Niñas!

Almost everybody. Very good! You can say by the red one, here is the far..and here is dos cientos. Hallo! Hallo? Im talking about niñas and then it has to be docientas. Nou.

-oh laatste vraag!

Como se dice en español?

And the winner is, hey! Congratulations! Do you have already one? Do you have one? And the second one is, thijs! Do you have one thijs?

-no

You are lucky guy! Nou Milou next time.

Now, vamos a hablar de apariencia y del caracter. Para hablar de la apariencia usamos muy, bastante, o un poco. Y para el caracter tambien. Es, es gordito. In Spanish, if we, if we are using, a negative things, like gordito, he? dik. We don't say gordo, he? we say gordito, it is nicely, like, uh, dikki, dikketje or something

-laughs

I don't know the word in English but, uh, little bit or little fat, I don't know

-just very healthy

Laughs not really.

-*laughs*

And then I can also say esta muy gordito o esta bastante, quite, o esta un poco gordito, a little bit. Ja? Un poco, en caracter *en*, eh, apariencia los usamos con características que no son muy positivas, por ejemplo, gordito, aburrido, *saai*, bored, and then we say es un poco aburrido.

We are really nice to describe a person, ja? And here you have some, eh, guapo, feo, here the same, eh? Feito, es un poco feito.

-beetje lelijk*laughs*

A little bit, eh,

-lelijk

Ja lelijk. Is not lelijk this?

-oh

Lelijk. Deportista, eh? Sportief. Moreno. Hair. Rubio. Gordito, Delgado, halto, bajo, mayor, joven. *En* then you have to study this one at home, but! Cuando hablamos de características

físicas usamos tres verbos. Verb ser, tener, o llevar. Ser es soy Moreno. My hair is dark. Soy rubio, blonde, o soy calvo. Here I use it. Tengo el pelo and then I can use all these things. Castaño, rubio, liso, rizado, pelo rojo, negro, canos is grey hair, you don't have to worry about this word, not yet. Tener, tengo los ojos negro, marrones, verdes, azules. Y tengo pecas, o lunares. Like this one of very rojas, one here I think. And then llevar, yo llevo barba, llevo bigote, llevo gafas. O llevo tatuajes. Coleta o trenza, this is for long hair. Tatuajes puede ser también con el verbo tener. So what you describe you have to use a different verb. Yes? This is one way. But maybe you find this one easier to keep in your mind so you can choose of the other one. Ja?

But is, eh, the same. So then, you can choose this one of these. But to keep in your mind, okay? I don't know which one will help you better.

Y para describir el carácter de una persona tenemos todas estas palabras. A lot of words. Estas cambian si es masculino o femenino. Por ejemplo, un hombre tímido, una mujer tímida. This one all there, this one no. he? Son las mismas para los dos sexos. Por ejemplo, una mujer inteligente, un hombre inteligente. Uhm. Aquí tenéis muchas palabras. Para describir el carácter y la apariencia de las personas. Teneis que pensar- no. estos como se fue semos un policia, he? we are police man, police, so vamos a describir a una persona, edad. Bebe, niño, niña, joven, hombre, etcetera. Piel. Negro, arabe, blanca, asiatica, Moreno. Profesion. Personaje because maybe it is not real, it is some, I don't know, spiderman ofzo, I don't know.

Here. This is all the characteristics that people can have like, this one is also one, eh?

Paralítico, invidente, I cannot see, down syndrome, o cojo.

Which clothes this has on. Now, all these. Como esta? Enfadado, alegre, triste, jugando o o trabajando. Y otras características, pues una verruga, pecas, espinillas, [inaudible], now look at this. Van. And now we go to look at some questions because I want to know if you keep something in your head about the description. For example, como son, como son. If you look at the first photo, eh? Ana. Ana? Ana. Ana tiene el pelo, tiene el pelo, eh? Tiene. Rubio o negro.

-rubio

Rubio. Mi tío tiene barba o bigote?

-barba

Barba. Mi profesora tiene el pelo lizado o liso. This one, eh?

-liso, lizado

Liso, liso. Nou. Mi cara es redonda o alargada. Redonda o alargada?

-alargada

Alargada. Esta chica es fea o guapa.

-guapa

Sus ojos son grandes o pequeños?

-pequeños

Pequeños. Mi profesor es débil o fuerte?

-fuerte?

Fuerte, muy bien. Juan tiene perilla o bigote?

-bigote

Bigote. Felipe lleva una gorra o un sombrero?

-un sombrero

-gorra

Una gorra. Sombrero is like a little bit bigger. Gorra is a *pet*. Lleva, lleves unos rojos.

-pendiente?

Pendientes. Pendientes. Anillo is a ring. Mi Hermana es gorda o delgada? Gorda o delgada?

Delgada, eh? Mi vecino es Viejo o joven?

-viejo

Viejo. Elena tiene pecas o un lunar

-pecas?

Muy bien, pecas. Mi novio es calvo o morreno?

-no idea

Calvo? Calvo is?

-kaal

Kaal. Calvo, he? Jaime tiene el pelo corto o largo?

-corto

Ana es rubia o morrena?

-uh rubia

Rubia, eh? Mi Hermana es delgada o gorda?

-gorda

Gordito, he?

-gordita

Mi prima tiene el pelo liso o risado?

-no idea to be honest

Liso? Risado?

-liso

Muy bien. mi novio es castaño o calvo?

-calvo

Calvo. Mi tia tiene la piel clara o oscuro. Clara is like, uh, light. And oscura it is dark

-clara

Clara. Mi papa lleva bigote? Gafas?

-bigota

Bigote, muy bien. mi tio lleva barba o gafas?

-barba

Barba. Ella tiene el pelo largo o corto?

-largo

Largo. Esta chica es guapa o fea

-guapa

Este hombre es atractivo o es feo?

-feo

Mi mama es baja o es halta?

-halta

Halta. Mi abuela es joven o es vieja?

-I cant see it cause the pole is in the way

No Bas has to say that

-what is joven?

Joven is young

-okay vieja

Vieja. Este chico es rubio o peli rojo?

-peli rojo?

Muy bien. mi amiga es morena o peli roja?

-morena?

Muy bien y el niño tiene los ojos marones o azules?

-marones. no? okay I cant really see,

Azules

-oh the eyes!

Azules. Muy bien. now! In groups *van* two people. You have to describe one of these pers-people, he? with this figuurtjes. Little children. And the other one with your description, the other one has to recognize which one you are describing. Is really difficult I know but you have to try it. Do you remember? This one is really important now. This one. This is clear? Okay. So first you choose one, make a photo with a *mobile telefoon* and then I go to the other, uh, slide.

Okay look, uh, aditi en, uh, jesse. You go, you three go together.

Now, okay everybody has the photo? Yes? Hallo? Luuk, do you have a photo of this?

[GROUP ACTIVITY]

1 zullen we zo beginnen?

2 ja

1 ok. Zal ik beginnen? Of ja ik heb er al een. Ja ik heb de een goed.

T:*jullie moeten schrijven*- eh you have to write the description and each person of the group has to say one sentence, and the rest has to try to know which one you are describing.

1 oh write the description, ja dan gaan we gewoon door met beschrijving

2 ja, ik heb het vrouwtje

1 oh shit wat was maar wat is, pelo is haar,

2 piel, piel is huid

1 ik dacht al dat lijkt op elkaar, maar..

T: eh, so almost already finished?

1 **laughs** two sentences, **laughs** ah, almost done!

1 okay er klopt helemaal niks van mijn grammatica

2 okay er komt helemaal niks van terecht

2 hoezo ben jij al zo ver!

1 we moeten toch alles schrijven toch?

2 oh ik dacht ik kies er gewoon wat uit

1 huh? Hoe bedoel je? Oh

2 ik dacht ik schrijf wat er opvalt aan haar

1 oh ik heb gewoon dit wat, allemaal opgeschreven. Je hebt veel van *?

2 ja! **laughs**

1 ik ook

2 lees maar

1 moet ik van jou lezen?

2 ja en dan moet je het raden toch

1 je moet het voorlezen

2 okay. Ella tiene rubio piel y pelo rojo

T :Okay! Ja?

2 ik zeg eerst kleur en dan

1 volgens mij gaan ze nu klassikaal iets doen

2 ah, ja we gaan, eh

T: we are finished, hallo! Terminado, verdad? Okay Eline en Jolien, which one do you choose?

1 oh, we both choose another one because we thought we have to describe to each other.

T:oh

1 but we can do one

T: do you want to do that?

-no I have a question

You have a question

-Uh with the right girl, she's having a camiseta violeta y sudadera verde, what is sudadera? Not like pantalones o parqueros?

No sudadera is, eh, when you are doing some sport and you have a jacket or a sweater that is like a *materiaal* you use for sport is like if you are sweating is something that *absorber of zoiets* I don't know. But then you, you don't, dit is, if you are too warm after the sport, you use that and then you are not cold, *zeg maar* you'll, you keep the warm

-alright

And they call sudadero because is specific for sport

-and is also for guys

No because it she is not talking about vest, no. sudadera is not here in the photo, is, uh, I don't know where, but the, no.

-I understand my conclusion

Some question? Some more question? Sudadera is like a sweater. Yes? Jolien and eline. One question, one sentence per person.

- ella es inglesa

Ella es inglesa. You don't know that. Nou the next one

- ella tiene pelo negro

Ella tiene pelo negro. We don't know yet. Another one?

Iuhm, sus ojos son azules

Sus ojos son azules. Muy bien. now you know it already? Okay. Quien es?

-ana

Ana. Now Bas and Susana Muy bien.

-es un chica muy guapa

Es una chica muy guapa. Una.

-ella tiene

Hey! Sentence for Bas

-ella tiene risano de maron
 Sorry?
 -sorry
 Do you want to say another?
 -to repeat?
 Yes
 -okay. ella tiene risano de maron, maron
 El pelo
 -no?
 What do you want to say?
 -uhm she has brown hair
 Yea but you have to say pelo. Ella tiene el pelo
 -oh no sorry, risanoo, is that hair?
 -no is krullen
 -oh thats krullen, oh i wanted to say
 Risado
 - brown curly hair
 Ja. Tiene el pelo maron y risado.
 -ella tiene, and then
 El pelo
 -el
 Pelo. Maron y risado. Do you know which one is *het*?
 -carla
 Carla, muy bien! Carla. Okay! Ilan and sandy
 -tiene el pelo negro y listo
 Liso. Listo es start. Muy bien.
 -tiene los ojos azules
 Tiene los ojos azules. Muy bien.
 -tiene los pantalones azules
 Muy bien
 -y su es muy inteligente
 Ja, uh,
 -sus?
 Eh?
 -is it y sus muy inteligente, how would you?
 Y es
 -y es
 Because you are talking about a quality that is permanent. Es.
 -but we want to say y ella es muy inteligente
 Es muy inteligente
 -but how do you say that without giving away her gender
 No. inteligente doesn't change, he?
 -yea but instead of saying ella can you say su?
 Ella es inteligente

-they are

No. but I want to talk about panta, Sandy. Because you say tiene pantalones azules but it is lleva. (.) Lleva.

-okay

This one, llevar. Okay! And she is? What do you think?

-ana

Ana. Very good. The next one?

-ella tiene una camiseta violeta

ella tiene una camiseta violeta, muy bien. this is the same, he? Because we are talking about pants you can use tiene but better you use lleva. Lleva una camiseta violeta.

-tienes ojos negros

Tiene ojos negros. Muy bien. que mas?

-ella no gusta ver la tele

No le gusta ver la tele. Muy bien. a ella no le gusta ver la tele. Muy bien. quien es? Hallo, Quien es?

-carla

The next one!

-tiene los ojos marones?

Tiene los ojos marones. Muy bien!

-uh lleva jersey verde

Jersey verde.

-el llevar gorra verde

Lleva una gorra verde. Muy bien. lleva un jersey verde, muy bien. Que mas? Quien es?

-ivan

Ivan! Wow. And the last three? One sentence *per person*.

-tiene diez años

Tiene diez años, muy bien.

-uhm lleva marceros verdes?

Lleva marceros verdes. Muy bien. quien es? Quien es?

-[inaudible]

Nou we are talking- vamos a hablar. Nou *theorie* another time. Vamos hablar de verbo gustar, no gustar. Para usar verbo gustar y no gustar tenemos dos partes, we have two parts, this one is who and this one is what, what. Here is ami no me gusta o gustan. So this one change with the person. Okay? So this is the part number one. And the na, the part number two change if we are talking, with a, about a verb like ami me gusta nadar. I like to *zwem*, to *zwam*, *zwem*, *zwam*? And then I use gusta, okay? If I am talking about a noun that is singular I will use also gusta so with a verb of with a noun in a singular I will use gusta. And only with a noun in a plural I will use gustan.(.) So. Ami me gusta nadar. Ami me gusta el futbol. Ami me gustan los libros. Okay? If you want to say I don't like something then you use no. here. A ti no te gusta estudiar. A ti no te gusta la playa. A ti no te gustan los perros.

For example, here we have somethings, here un niña y una niña, esto le gusta y esto no le gusta. Le gusta, no le gusta.

-so like gusta only has gusta and gustan and no gustamos or gust-

No, no that is why you have two parts, one is related with a person and the other one is related with a verb, infinitive or with a sustantive. For example if I say A alberto le gustan los gatos es verdad? True, o no, falso?

-no falso

Alberto le gustan los gatos, verdadero? No. muy bien. a el no le gustan los juegos. Eggs. A el no le gustan los juegos.

-no

Muy bien, No le gustan, muy bien. a el no le gusta la coca-cola

-falso

Falso. A el no le gustan las papas fritas

-falso

Falso. A el no le gustan los perros

-falso

Falso. A el le gustan las matematicas

-falso

Falso. A el le gustan las frutas

-falso

A el le gusta el futbol

-verdad

Verdadero. A el no le gusta los hotdogs

-falso

Falso. A el le gustan las hamburguesas.

-verdadero

A el le gusta la zanahoria

-que significa la zanahoria

Wortel

-falso

A el no le gust alas galletas

-galleta?

cookie

-falso

Now you have to do the same with the girl but at home. Okay?

Hoe kan- how kan ik-,eh, hoe can I, eh, talk with somebody like a little conversation to tell this people, to this person, eh, i agree with you or i not agree with you. Nou in this way.

Me gustan los deportes. And the other person will say, ami tambien, I agree with you, me too.

Or ami no. im not agree with you. If I say no me gusta el chocolate, ami tampoco, me neither.

O ami si. Im not agree with this person. Yes? Os gusta ellas, pues no? no me gusta, ami

tampoco. So the first one make a question. Os gusta ya. The first one say no me gusta and the

other say ami tampoco, im agree with you, me neither. Ja? Os gustas ya? Si me gusta, ami

tambien. Os gusta ya, si me gusta, pues ami no. ja? Is not very difficult. Now this another time

is the same. How I, how *kan* ik, eh, how I can, can I ask if somebody like something or no.

this are four kinds of sentence that you can use. Te gusta? Que tipo de? Que? O cual? And

then the pos- los possessivos. Los possessivos siempre van delante del nombre. Por ejemplo,

este no es tu boli, este es mi boli. Possessivo. Mi o mis en plural, tu o tus en plural, su o sus en

plural. And here it is a difference if you are a man or if you are a woman. A feminine of a masculine word because you are talking about the noun. Nuestro, nuestra, nuestros o nuestras, vuestro, vuestra, vuestros o vuestras, su and sus.

-uhm now plural for our is nuestros or nuestras but what about if you're a group with girls and boys

No because you are talking about a sustantive, he? You are talking about coches, you are talking about

-ahn okay

You can talk about person, is like, eh, es mi hijo, is my son, son mis hijos if you are talking about the masculine. If you are talking about a mix of people

-yeah

Eh officially, ja, there are more girls than there are boys you have to use the feminine. But nobody do that

-oh okay

So because then you have to *tel*

-yeah

And then is not uh

-but then you can use either one

You have to use

-you have to choose

The masculine

-oh the masculine

Ja?

-ja

And this is a very interesting part because we go to learn how the people from the family, call, call the people in the family. Abuelo? Do you re-know which abuelo can be?

-grandfather?

Grandfather. Abuela?

-grandmother

Tio

-nephew?

-uncle

Uncle. Padre?

-father

Madre?

-mother

Tia?

-aunt

Tio

-uncle

And here will begin the big problem. This one. Cuñada, cuñada. Dit is, you are here, eh?

Hermana

-sister

Hermano

-brother

They are married

-sister-in-law

Sister-in-law. And here you have sobrino

-nephew

And sobrina.

-niece

Its again, eh? Tu hijo

-son

Hija

-daughter

Primo. Primo is the son

-cousin

Cousin. Prima

-cousin

Feminine. Yerno is a person that is married with your *dochter*

-son-in-law

-die hoeven we niet te weten

Ja, ja, you dont know which person is, will be talking to you in spain, maybe she want to you talk to you about the yerno o about the nieta?

-uh granddaughter?

Granddaughter. And nieto?

-grandson

Hombre, het is the man and mujer it is the woman.

-what is casados?

Casados is married. Nou we go to practice. Pagina setenta y cuatro ejercicio siete a. pagina setenta y cuatro, ejercicio siete a. because you know already all the family members in Spanish, eh? You can make it. Siete. Siete a. you have some family members there in some sentences so I think that you are smart enough to know what you have to do. Teneis que usar las frases para poner el nombre a las personas. Que son?

[GROUP ACTIVITY]

1 huh waarom staat er niet?

2 ja

1 zijn vrouw is dood, dus hij is zijn vrouw

2 eh okay dus dit is zijn, haar man

1 moeten we het invullen dan? Wat moeten we invullen? Of moeten we zelf uh?

2 ja we moeten het zelf invullen

1 ah zo

2 dus dit is abuelo, en abuela. Hij is abuelo

1 oh ditte

2 ja

1 oh ditte en hier moet er marido in. Okay.

2 en hij is padre? Wacht het staat hier natuurlijk, o mijn god waarom ik lees ik dat niet?

1 wat
2 er staat gewoon wat je moet invullen
1 ja
2 padre, abuelo, hija? Hija?
1 nee wat is dat
2 nieta, nieto, niet echt
1 nee he
laughs
2 uhm primo. Mm. uhm. Wat. Heb jij ergens tia ingevuld?
1 hmm?
2 Marta oh, is de tia, carla, tia ja tuurlijk. Marta en abel
T: Ja?
2 ik mis er een. Hermana. Hermana. Welke moeten we nog meer?
1 wat zei je?

Okay. Paco? Que es paco de Lucia?

-hombre

Hombre. Paco y Marta? Paco de Marta?

-padre

Padre. Muy bien. y Abel de Marta?

-hermana

Marta? Marta es la Hermana de Abel, muy bien. Y.. Carla? Que es de Abel?

-hija

Hija. Y de Marta?

-tia

Marta es la tia de Carla, muy bien. y quien es Daniel de Carla?

-primo

Primo, muy bien. Y de Paco?

-nieto

Nieto, muy bien. y que es Lucia y Carla?

-abuela

Es la abuela de Carla, muy bien. vamos a la pagina sesenta y tres. *Zes-* seis tres. Vamos hablar de los gustos.

In grupos de dos teneis que preguntar el uno al otro te gusta cantar? And the other, the other,

-cual pagina?

Pagina sesenta y tres. Pagina sesenta y tres, cinco a. una, una le pregunta a la otra persona te gusta *puntje, puntje, puntje* o cantar o la musica. You have to be careful because with the verbs I use gusta but if is a sustantive of a noun that plural is, you have to use gustan so be careful with the question and with the answer, ja?

First I want to hear you, so eline and jolien you make the first, cantar, and then you go

[GROUP ACTIVITY]

1 te gusta cantar?

2 eh, si, eh, si me, okay okay, ja, si si me gusta cantar, eh, la musica

T:ask the the two, so one question and the other way around

1 so eh, yeah, uh, eline, eh, tu gusta cantar, tu gusta cantar la musica en tu casa?
2 ja, te gusta cantar? Si me gusta de,
1 ah zo
2 te gusta la musica electronica? No. me,
1 oh zo okay, ja
2 no, me,
1 ja, okay
2 maar ik vind het niet leuk, hier, no me gusta nada
1 ja okay het is i, i, dont like anything. No me gusta is dus niet fout
2 no me gusta
1 ja okay, so, so, ik kan dus antwoorden si me gusta cantar, eh, mucho for example, ja en dan moet je vragen, uh
2 ik weet het niet, want, eh, ja, alleen dat we, ja, ja,
1 en nu doen we
2 en dat jij nou dat cantar der tussen stond, zeg maar het antwoord is nee dat vind ik niet leuk of dat vind ik leuk
1 okay okay me gusta mucho
2 weet niet of me gusta cantar mucho, ja, ook
1 ja nou dat weet ik zelf toch? Dus dan vraag ik aan jou, eline, te gusta la musica electronica?
2 no, me, no me gusta. No, no me gusta. Ehm, te gusta los conciertos de musica clasica?
1 uh, no me gusta mucho
laughs
1 het staat zo
2 is het zo
1 het is niet zo heel erg denk ik
2 maar is het omdat het meervoud is komt zo tan bij gustan
1 oh ja, no me gustan mucho, toch
2 ja
1 ja, ja, je hebt gelijk
2 omdat het wel, ja,
1 ja
2 maar wat is canciones? Dit ken ik ook maar ik weet niet waarvan
1 canciones. Misschien, eh, misschien nummers ofzo?
2 oh ja! Me gusta las canciones de los Beatles. Te gusta escuchar musica en la radio?
1 ben je nou aan mij aan het vragen of?
2 Te gusta karaokes. Ik vind het zo, zo, moeilijk.
1 ja
2 okay we waren hier gebleven, jij was volgens mij
1 ik, moet eh, las canciones he?
2 ja
1 uh te gusta, te gustan las canciones de los Beatles?
2 si me gusta, uh, me gustan, maar moet je dan ook gustan?
1 ja omdat je verwijst naar canciones

2 ja maar je vraagt toch houd jij van het lied of de liedjes
 1 hier staat, hier staat, houd jij van de liedjes en dan zeg jij, ja, ik houd, ik houd van, van, ze
 2 maar je vraagt toch, houd je van de liedjes?
 1 ik houd van ze, ik houd van de liedjes dus dat is meervoud
 2 ja maar je vraagt vind je het leuk dus dan moet dat
 1 jawel maar het verwijst naar de liedjes, nee ik vraag niet vind je hen leuk, vind je, vind je,
 2 vind je de liedjes
 1 vind je ze leuk, vind je meervoud leuk de liedjes
 2 ja vind je hen leuk vind je ze leuk
 1 ja

T:Okay! Jolien en Eline!

Aditi, I want you that to make a question so the same that you already did and then look then Jesse, one is agree with you and the other one is not agree with you, so like, if you say for example I like the ducks or you say something else from the exercise number five one, a, so you say, make a sentence and Luuk will agree and the other, and Luuk and Jesse one has to be agree and the other not. And has to, can be that to real is but that doesn't matter but is to try to use tambien, tampoco, ami si, etcetera.

-me gusta la musica electronica

-si me gusta

No, no, no. she just make a sentence so you have to be agree or not agree like, eh, ami tambien. Ami tampoco, ami si ami no

-pues ami no

Muy bien. pues ami no. jesse

-ami tampoco

Muy bien. the next one! Thijs, do you want to make another question, another sentence

-ami me no gustan los bares con musica indirecto

Ami no me gustan los bares con musica indirecto

-ami tambien

Ami no me gustan.

-no

And then you can say, ami tambien is not good because is me too. You have to say me neither

-me, mi,

Ami

-ami no

Ami, this one,

-ami tampoco

Because he say no me gustan los bares musica indirecto and then you have to say ami tampoco

-ahn ami tampoco

Yes?

-yes

Ehm, marieke

-ami me gusta ir a conciertos

No you have to say, eh, thijs make a sentence, eh, ami no me gusta los barrios,

-oh ik moet nog hem antwoorden nog

Then Stefan is agree with him and you have to be disagree

-ami tampoco

Ami si

-I have to disagree

Yea you have to disagree but he say ami no me gusta

-oh okay

So Stefan say ami tampoco and then you have to say ami

-tambien

Ami si

-si

Okay you have to follow only this thing. Me gusta, eh? This is not a negation. Me gusta la cerveza. Ami tambien, me too. Ami no. I am disagree, ja? And this one is no me gusta el chocolate, I make a negation so I have to say ami tampoco, me neither. And if I disagree I will say ami si. Yes? Okay milou.

-uhm. Me gusta escuchar musica en la radio

Me gusta escuchar musica en la radio, muy bien. Bas en Susan

-mi gusta

No. milou say me gusta escuchar musica en la radio, are you agree or disagree?

-uh no me gusta

Ami no.

-ami no me gusta

Ami no me gusta

-ami tambien

Muy bien. ami tambien. Sandy!

-uhm me gusta ir a karaokes

-ami no

Jolien?

-oh, uhm

Ami no, and then you have to say?

-uh

Ami me gusta ir a karaokes

-okay

You agree with her, you have to say?

-ami tambien

Eline make a sentence

-ami me gusta ir a conciertos

-pues ami no

Pues ami no, muy bien. Luuk?

-me gust air a karaokes

No. im really tired but you are also really tired.

-ami no

Ami no. now you have to say ami tambien. Okay I think you almost already got it. No problem you have to practice at home.

Uhm pagina setenta y siete, ejercicio once a.

Quieres invitar alguien a que venga a una fiesta. I want you to invite somebody to go to a party. This is a special *ie mand*, somebody really special so you have to make a description to tell to the rest of the people how special this person is how old *hij* or she is etcera. So really a description so you have to use this things. Okay, this one, this one, o this one.

-this one

This one? You have to use this one but also I want to know the profession, he? Edad, caracter, he? Y gustos y aficiones.

-can we have the other one?

This one? Okay. Really? This is very interesting. Maybe it helps.

Somebody want to make a presentation today about something? The next time maybe?

[GROUP ACTIVITY]

1 volgens mij per persoon, toch? Per persoon Iemand beschrijven of?

T: no together

1 oh okay wie gaan we beschrijven?

2 zullen we Sonia beschrijven?

3 wie?

2 we kunnen haar beschrijven

1 ja zullen we dat doen? Dat vind ik leuk

3 ja maar we moeten dan haar leeftijd gaan schatten

2 nee gewoon niet doen

1 nee die slaan we over, die slaan we over! Ja dat doen we!

3 ja dan zeggen we 35 ofzo

1 maar dat zeggen we pas op het eind

2 okay dan kun je deze gebruiken

1 ja dat dus

2 zo [inaudible]

1 es mi, uh, teacher

3 ja gewoon eerst es

1 ja dat heb ik al, jullie lopen echt een beetje achter

2 moet je even kijken wat is teacher

3 wij wilden eerst!!

1 we kunnen ook een bekend iemand hebben.

2 putin!

3 hij is, uh dictator

2 hij is president toch

1 ja die nemen we wel,

2 ja?

1 uh es presidente

2 zullen we niet zn naam noemen?

3 ja dus dan doen we se llama op het einde
1 ja maar dat moet dan pas op het eind
3 vladimir
2 ja okay
1 nou snap ik het niet meer
2 maar moeten we niet we envidadon,
1 el presidente
2 maar moeten we dat niet wij van maken?
1 o ja, somo, nee, nosotros, nee, weet ik niet
3 ja want wij, nosotros, envidamos
1 nosotros envidadomos. Is het dat?
3 ik denk het
1 ik doe het wel. Envidadomos. Es el presidente
2 ja maar dan is het ook nog
1 el es vive en rusia
2 envidade..
1 wat heb jij bedacht
3 ja ik wil nog terug grammatica of het klopt
1 o nee ik zeg het nog, en wat heb jij?
2 el presidente
1 ik doe het wel zelf
2 jij schrijf het en wij zeggen het
1 dan moet jij opzoeken. Nou maar dan snap ik het niet meer. Hoe zeg je boos? Wat is dat? Ik zie het al
2 enfadado, right?
1 wat?
3 enfadado
1 waar moet dat?
2 ja boos
1 of alleen maar enfadado
2 hij is boos
3 muy enfadado
2 het is enfadado, altijd, altijd ook nog
1 ja. Siempre.
3 siempre muy.
1 hij houdt van vechten van beren. Ik weet niet wat ik moet zeggen
2 el gusta mucho
3 lucha
1 sshh! Jullie zeggen dit allemaal, he? Ik schrijf alleen
2 prima!
1 dus osos?
2 los osos
3 y houdt van vodka
1 ja maar dat woord

2 osos bij nog he

1 oh

2 gusto is het niet

1 nee maar dat ik heb al gezegd want het is een opsomming

2 gusta

1 dat is neem ik aan hetzelfde, he?

T: ya? Somebody has one person ?

2 ja vodka. Y vodka

1 okay

2 dus el presidente viva a rusia tiene sesenta y cuatro años

3 zal ik dan vanaf hier doen?

1 dat ligt wel als ik dan iets moet zeggen, dan moeten we hier zeggen. Dat moet jij zeggen

2 zal ik het voorlezen?

T:Okay somebody want to say something? somebody?

-si,

Okay

-nosotros envidademos

Invitamos

-invitamos un presidente, es vive a rusia y es sesente y cuatro años es no es sympatico

No es sympatico

-no es sympatico y siempre es muy enfadado

Esta, do you remember that, eh, something negative is, is temporary

-but we say always!

Esta siempre enfadado then

-si! le gusta mucho luchando con los oso [inaudible] y vodka!

Quien es? Do you know?

-putin

-putin!!

Putin!

Somebody else? Jolien! Do you have somebody?

-tiene veinti tres años, tiene el pelo castaño y liso. Los ojos marones, eh, es extravertida

Extrovertida, muy bien

-le gusta deporte, especialmente el patinaje

Muy bien, muy bien! especialmente el patinaje! Ah que bien es la Hermana!

Somebody else?

I want the next time you make a presentation. I can use my finger but I don't like it. So write a email to me. Look another time to the presentation, there are a lot of new words, a lot. And enxt week we have a kahoot with all the new words. O jeetje ja. And somebody over the presentation, please don't forget! Thank you! Muchas gracias!

SESSION 3

Hola todos!

Hoy vamos a aprender el presente de indicativo de unos verbos irregulares, y tambien unos verbos reflexivos. Vamos a usar yo tambien, yo tampoco, yo si y yo no. y vamos a contar una historia con primero, despues, luego. Vocabulario, los dias de la semana, las partes de día y actividades diarias, vale? But first! And today is with *muziek*!

[KAHOOT]

Why is no music? [→ here she does say music instead of *muziek*]

Hermanos. Because in Spanish, if there is a man and a woman, we use the ... man. Yes. That's why they say hermanos. La hija y el hijo son hermanos. Yes?

Las hijas de mi hermano, my brother, eh?

Oh, very good, almost everybody! Very good.

Why is el cine, somebody knows?

-singular

Singular. Because it, las peliculas de accion will be me gustan. Do you remember that?

Tambien is all also... and neither is tampoco.

-why isn't that allowed

Because is no me gustan las verduras. I don't like it. And then you say me neither.

-ah so you can't say ami tampoco, it's not, it's not positive

Yeah ami tambien is positive

-so tampoco is..

Neither

-that you don't like it and tambien is..

Nee nee nee, no.

-no but in this sentence

This sentence is that you are agreeing with this person that talk, so this, this quest- this sentence he or she doesn't like it so you are agree that you don't like either

-yeah

Yes

-when you say you agree that you like it

If I say, if eh, if I say me gusta el cine. And I'm agree with it then I say ami tambien. I'm not agreeing with this and then I say ami no. Ja? If I say no me gusta el cine. Im agree with this and then I say ami tampoco. I'm disagree, and then I say, ami si. That is agree, and that is disagree.

Why I choose los perros, somebody knows it? Because is plural.

Do you remember a quality? What means that is somebody aburrido o aburrida is? (...)

Eh a lot of *muziek*!

No hace cosas muy interesantes is somebody that is *saai*, bored. *Ja?*

Sandy! You are the first one!

El es, what do you think about the photo?

Very good. The blue one cannot be because is for a woman, guapa, rubia, eh? Ehhh, it is not guapo, eh? I think we are agree.

Now somebody, eh, alguien que es divertido.

I think you have to study a little bit more, eh? This qualities?

Het is eh, you know already what is the (.) *Nou!* You don't have to study this one, eh?

Somebody is eh, *laughs*

-*laughs*

I don't have to say it

Me gusta mucho, me gustan, eh? Be careful with this! Los perros is plural. *Nou..* we will see!

Nou! Okay, its okay. Is a woman, the photo. What she likes? What do you think about her?

Guapo, Delgado. *Pas op, eh?* Be careful with this.

Because cumpleaños is with an es, but is a ...?

-singular

Singular! Is EL cumpleaños. *Nou,* you will not forget this anymore.

Primo. El hijo de mi tío. Tío, eh? Sobrinos son los hijos de mi hermano. *Ja?*

Hmm one person. Okay.

Quien es pedro, *hij*, he? No es que, cannot be tu, because is you, and im not talking about you, *het is*, im talking about hee, *hij*, hee, *hij*, [probably trying to recall how to say 'he']

-hem

He. *Ja? Of* she? *Ja nou*, he. So I have to choose between su o sus. Because im talking about hijos, a plural, I have to choose sus. Yes? *Nou*, this is really quick! *Een, twee, drie*. One, two ... three!

Sandy, are you this one?

-laughs

Hmm. It's the same, eh? He or she. Antonio is he, and novio is singular. So I have to choose between su o sus, and novio is singular so I choose su.

Nou, no me gusta este perfume is okay but I say really, *he?* And really is no me gusta mucho. Okay! Almost the last one!

Hmm. Te presento a ti, I introduce you, my sister, because I think that he knows already..okay And the last one!

You like these questions, eh? I will do the next time..

Nou, no comments. No comments. And the winner is.. Sandy! You have already won?

-no

No? now congratulations!

Unidad seis. Las horas. Nou, Spanish is really easy because it is the same that English. Here en punto, and all this and here is y. really easy. And this is menos, ja?

So en punto y menos! Okay and now you have to say, por ejemplo, here, la una y cinco. La una y diez. Las tres- la una y cuarto, la una y veinte, la una y veinte y cinco, la una y media. And then I will tell the names that I need to go to the next hour. Las dos menos veinte y cinco. Be care because I say la una but las dos because dos are two hours and dit is plural. Is very important.

So... la una. Las dos. And the rest also, he? Las dos, last res, las cuatro, las cinco, etcetera etcetera etcera, hasta las doce. Uhm, nou, here you have some sample, he. This one. Son las tres menos diez. Son las dos y media. So really you only have to get four things. En punto, y, y media, okay, media, and menos. How ask somebody how, which time is it? Que hora es. La una en punto, las dos y diez, las cuatro y cuarto, etcetera etcera.

At what time the plane arrive? A qui hora llega el avion? And then I will say a la una because in the question I use a. do you see that? Is not the same. Que hora es? La una, las dos, las cuatro. Then this one, a que hora comes? A que hora tienes clase? Etcera. And then I have to use a. ja?

Zie je? Super easy.

Sandy you are the winner so this is for you. This one!

-uhm las diez

Las diez, ja. Que hora es?

-las diez

En punto

-en punto, okay

Snel snel? You have to look at pagina setenta y siete. Okay. Susan?

-las nueva punt.. wat was het ook alweer?

Punto

-punto

La nueve en punto. Uhm, in Spanish we just, normally don't say en punto but you have to learn. So you can, you can say son las nueve is okay but here we go to use also en punto, ja?

-okay

This one!

-is it an punto?

En

-so what does it mean? En punto?

On time

-on time

-so la una en punto,

Yeah

-so one AM or one PM or both

Eh, that will be later. La una en punto o la una. This one?

-las once en punto

Las once en punto. Bas?

-eh, las tres en punto

Muy bien. Milou?

-las cuatro, cuatro ha en punto

Las cuatro en punto

-las cinco en punto

Muy bien

-la uno en punto?

Uno is only the name from the *cijfer*, for the number. Uno. The rest will be una of un. And this is una because im talking about the hour. La una

-en..punto

Punto, muy bien.

-eh las dos en punto

Muy bien.

-las, is it twelve or is like?

Is like twelve

-las doce en punto

-eh las cuatro y media

Las cuatro y media

-la una y media

Muy bien

And the rest is the same. So. Not very very difficult. (...)

What time is it?

-uhm, la una..y, no, la una menos, ven..ti venti cinco? No.

No because you say menos

-yes

When is it the time to go to the?

-so twenty five minutes to two, oh! Then las dos menos venti cinco, oh, oh!

Okay

-do you not twenty five past as well?

You can say that but we say like this.

-All Spanish people

All Spanish people say like this. Unfortunately for you yes. Because nobody talk like, it is one hour twenty five minutes, like you are talk like computer if you say like this..because femke did you heard that?

-hmm?

Did you heard that la una y treinta y cinco?

-oh no I can imagine that this is like the official and people.. like in dutch there is also some official rules

Ja okay maybe if you want to be really clear about the time, maybe. If somebody heard that you don't speak really Spanish then they would say one hour thirty five minutes, to be clear. But not because we use it. (..)

Okay! This one!

-las dos y cuarto. No?

-uhm

Hoe do you say in dutch?

-kwarter?

Of in English? Kwart

-yeah

Ja

It is las dos y? quart

-cuarto

Cuarto, yeah

-las dos y cuatro, cuarto

Las dos y cuarto. Stefan is for you

-las cuatro menos cinco.

Muy bien. for you!

-ehm las seis y diez

Muy bien. las seis y diez.

-las, eh, las, diez menos cuarto, no. cinco! Quince

Cuarto

-cuarto

Not cuatro, cuarto. So a kwart. Een kwartier, he? Een kwartier van een klok. Ehm, its really easy in Spanish. This one. Femke.

-las once y, eh, venti cinco.

Las once y venti cinco.

-las una y cincuenta, no! menos diez?

Very good. La una, eh? La una. Milou?

-la una, uhm, y cinco?

Muy bien.

-sorry what was the nine forty five? A quarter to ten in Spanish? How you say a quarter..?

No it is not a quarter

-no but I mean nine forty five

This one?

-yes

Las diez menos cuarto

-why las diez?

Because I need a *kwart* to go to the ten o'clock

-oh so los diez and then?

Menos

-that means before?

Cuarto. Minus yea

-okay

This one.

-uhm, las ocho y cuarenta

No, that is for Femke. I need a really Spanish sentence

-ocho y

No. we have a clock, do you remember? And this, dit is y and this one is menos. Do you remember?

-yeah

So I have this one.

-uhm, las nueve

Yea

-menos, uhm, venti?

Veinte.

Katy?

-las once menos cuarto

Las once menos cu-ar-to. Do you speak really good *Frans*?

-yea

I know. Cuarto. Sussana.

-las sete menos venti cinco

Hmm no. because you say siete menos venti cinco. But it is already, eh, siete.

-oh then its ocho!

ocho

-ocho menos venti cinco

Muy bien. and the last one!

-uhm, las doce menos cinco

Muy bien. pagina setenta y cuatro, a little bit more. (..)

So. Six clocks, the first one, son las doce y venti cinco. Son las ocho menos cuarto. Es la una menos nueve o son las doce y cuarto, son las tres y venti seis. Eh? That is also possible. Is also possible that I say, las tres y venti seis, he? O venti siete o en tres minutos. That is also possible, ja?

How you write the- como se escriben las siguiente oras? Cuatro b. do you want to write that?

Because is, eh, good for your..head.

Four be, eh?

-and so its eighteen and also six

Sorry?

-so when its afternoon als achtien uur

Achtien uur

-its still six or do they say..

Yeah PM. Then we say, uh, de la tarde... is PM, eh? And the rest we don't say that...

But we can say like this, de la mañana until twelve o'clock, de la tarde from twelve o'clock until night, and night for us is until the eat time, the time that we eat, and de la noche is when is really dark, after eating, ja? So is like, uh, in span-Spain, eh?

Ja?

Okay. The first one. What time- que horas es?

-las doce y media de la tarde

Yea you dont have to say that, la doce y media is already

-ah okay

Ja? Las doce y media. Ja?

-las cinco y cuatro? Cuarto

Muy bien. cuarto. Muy bien

-las seis y veinte

De la tarde, then I need it, eh?

-oh okay

Because is ach- eh eighteen, eh? Is not the same las seis, is not the same. This one or this one.

-so when its morning you never add tarde

Yes. It is, eh, like this, to make a separation, then you will use it

-yea but then its with twelve thirt- uh, half past one as well right because that's also

No it's night

-oh goede morgen, excuse me

You want to confuse me, eh?

Ja?

-how do you write the last part? In the evening?

De la tarde

-so we use las seis y vente de la tarde

This one. De la noche o maybe we will do like this one. De la noche, this one until, uh, like a, this one

-but then the first one was las doce y media de la tarde?

Yea but you don't need this

-you don't use it unless its like six to nine

We only use like if we want that you really, you really wa-, you.. I only use it if I want to make you clear that is a, is afternoon or is night or something like this but this not, eh, we don't use each time

-okay

Ja? Like you do the same, normally you don't use it but if you want to make clear and then you say.. dus,so you have to know this but you don't have to use it the whole time. Ja? Okay the next one.

-uh las ocho menos cuarto

Muy bien. muy bien jolien. The next one.

-uhm

Which one did you say? Las ocho menos cuarto. This time then you have to say that because this, that is why they use nineteen forty five then you have to use that, because if you say las ocho menos cuarto I don't know whe-uh, de la mañana? De la tarde? What?

-de la tarde

Muy bien.

-son las nueve menos cinco de la tarde

Muy bien. and the last one?

-son las tres y veinte cinco de la tarde

Muy bien. nou, cuatro c.

Vais a escuchar a ver en que orden ois las horas de la pagi- de cuatro b, okay?

[AUDIO FRAGMENT]

Okay. Why they don't say de la tarde?

-because they know

Because they know that is afternoon. Okay the first one was? La primera?

-las Nuevo menos cinco

Las nueve menos cinco, muy bien, *en dan?*

-las tres y veinte cinco

Muy bien

-las doce y media

Muy bien. C'mon, I want to go on the next thing

-son las cinco y cuarto

Muy bien.

Now you have to do is, ejercicio cuatro d. vamos a escuchar otra vez a las conversaciones y tenéis que escribir como pregunta la hora. Ja? With the spelling! Okay

[AUDIO FRAGMENT]

What ask?

-que hora es

Oye luis. Oye, luis. And then is, que hora es? Dit is not formal, eh?

-its like alright mate..

Sorry?

-whats oye?

Oye ja, hey, ey, *luister!* Listen!

-so its like hey luis

No but you are with luis at this moment but uh, you realize you need to know what time is it so its like

-oi!

-*laughs*

Okay. Next one

[AUDIO FRAGMENT]

In that they say?

-perdon

Perdona, tienes hora? Now this one you will ask if you are like, eh, in a university and you ask another student but you don't know him or her and then you will use this one. This like, eh, you use this one with a friend, he? He like say hoi! Hoi! And then, eh, you use this one.

But with another person you don't know but is young you will use perdona, tienes hora? Okay

[AUDIO FRAGMENT]

Now they don't ask any time..

[AUDIO]

-what time do you have

Yea but this also *informeel*. Que hora tienes, Carmen?

[AUDIO]

Here they say perdone, por favor, tiene hora?

-why is here perdone?

What is difference between perdona and perdone?

-okay

It is really formal, it is really really formal and you see it in, two times, here and here. Tiene is also formal, eh, perdona tienes. Do you see that?

-yea

Okay. Now I think that you know already all, everything about the hours. Los días de la semana. Now. Lunes, martes, miércoles, jueves, viernes, sábado, y domingo. Sábado y

domingo es fin de semana. Que dia es hoy? Hoy es martes o hoy es miercoles, etcetera. Mañana es miercoles o ayer fue lunes. Ja? Okay.

Nou, here I have a sentence. If you learn this sentence you will not forget the days of the day, the days of the week. Lunes.. now you want to read that? Jolien? Nou today, do you want to read that today? Your English is really good, do you want to read?

-[reads]

So you know already all the days of the week. Lunes, martes, miercoles, jueves, viernes, sabado, y domingo. Ja? If I want to ask cuando llega? I want to ask when do you arrive.

Cuando llegas? El viernes and then a las siete de la tarde. Que haces los domingos?

Normalmente lo levanto tarde y como con mi familia. Is a way to ask two very very simple questions. And if I have to say a day, a date. Then I will say hoy es domingo, lunes, martes, , miercoles, jueves, viernes, sabado. And the number, de, month, de, year. So. This is the way. Ja? Okay

Las partes del dia tenemos la ma-noche, la mañana, el medio dia, twelve o'clock, he? La tarde and en la noche. El amanecer, el atardecer. Ja? And what is important if I want to tell what I do during the day. For example, por la mañana voy a la Universidad y por la tarde trabajo. Ja? Pagina setente. Ejercicio uno a.

Una revista les pregunta a una serie de lectores. Cual es el tiempo favorito de la semana.

Teneis unas respuestas y unas fotos. Teneis que poner la respuestas relacionadas con una foto, ja? Uno a.

Ja? Aditi! Do you want to begin with blanca, do you want to read it?

-ja [reads sentence]

Muy bien. sandy? Sergio!

-[reads sentence]

Muy bien. susan. Lydia!

-[reads sentence]

Hi-jas. Each time that you see this one, you have to think that is, eh, like, something that you, you don't see that

-hias

Hi-jas. You don't pronounce this almost never.

-okay

Ja? Muy bien!

-it's the right picture?

Yes. Elena.

-[reads sentence]

Yes. And manu.

-[reads sentence]

Yea very good. Como contamos en español una serie de acciones. Pues decimos primero, luego, despues, o al final. Use all them. But we are going to begin with this two. Despues de, mas infinitivo. Voy a estudiar despues de comer, for example. O antes de, mas infinitivo. Voy a estudiar antes de comer. So despues is after antes before. Okay. For example, yo primero apago el despertador, y despues me levanto. Luego me ducho. Ja?

-eh, que significa apago el despertador?

Turn off the *wekker*, eh, the clock, alarm.

Me lavo los dientes despues de comer. So here another time an infinitive, eh? Me ducho siempre despues de desayunar. Another time infinitive. Now, we going to practice. Pagina setenta y cinco, ejercicio siete.

Eh with couples. So one, even een moment! I didn't, one moment. So you have one sentence, one of the two, of one of the three say the sentence and the other one of you two give an answer, how do you do that? Do you do the same of do you do the *andere* way, andere, yes?

[GROUP ACTIVITY]

1 Me lavo los dientes antes y despues de comer

2 Ami no.

Laughs

2 Me lavo los dientes despues de comer.

1 Ahn si.

3 uh it was dientes despues and it was after ..

2 uh antes before despues after dus hij does both he says he does both so I said I don't

3 ami no

Laughs

3 me lavo los dientes despues de comer

2 yea

2 uh no voy casi nunca al gimnasio antes de trabajar

3 me voy..

2 wat is. Ik ga eerst sporten en dan naar werk? Nee

1 antes is voor, dus

2 gimnasio, gym?

1 because it says no voy casi

2 ah

1 i think you say, I don't like to

2 no voy casi nunca.. al gymnasio. Uhm.

1 ami no

3 ami no

Laughs

2 but it doesn't make sense

Laughs

1 ami no I think

2 what do you do

3 i don't have a job

Laughs

1 ami no, soy, voy, casi nunca al gymnasio despues de trabajar

3 a vezes estudio por la noche despues de cenar

1 i study before the night?

2 after dinner

1 after

T: you can use this thing for..

1 ami si, me solo estudio por la noche

T: Ami tambien, yo tambien, eh?

1 yo tambien

2 yo estudio por la noche, despues de cenar

1 nunca veo la television despues de cenar

2 eh, thats you do watch it, right? Nunca?

1 nunca.. never seen it before

2 never seen it too. veo is watch. Never! Nunca, never.

3 oh

2 You never watch television after dinner. Ami no!

3 oh

2 depends when you watch it you veo la television despues de cenar

3 oh I never watch television

2 you don't have one? Oh okay

1 the only thing I watch is football also

2 me ducho siempre antes de acostarme, acostarme? Go to sleep?

1 i shower before I go to sleep

2 oh okay

1 i think, makes sense

2 i always, siempre is always

1 ah okay

2 eh I always shower before I go to sleep.

1 ami no. ami casi siempre antes de acostarme

2 but tomorrow first I go to café after I shower and?

1 i think tomo un café is I drink coffee

Laughs

2 oh I read what I wanna read. Tomo un café, I drink a coffee

1 makes more sense!

2 yeah!

Laughs

1 so in the morning, at first I drink a coffee, after I take a shower, and then

2 and then.. y luego. to your room or something, bed? And then I make? I never do that

1 ami no. ami nunca luego hago la cama

Ja? Are you ready? Hola!

Hola... (tries to get attention of class)

Si quiero, si quiero, hallo... si quiero expresar frecuencia, puedo usar todos los días, todas las semanas, todos los meses, una vez a la semana, una vez al mes, dos veces al semana, dos veces al mes, los viernes, los sabados, por ejemplo, yo voy al gymnasio tres veces a la semana, if somebody say, pues yo no voy nunca, be careful because we say it in Spanish we use two times a negation, eh? Be careful. Pues yo no voy nunca. Ja? Nou pagina setenta y cinco ejercicio seis a.

Nou, esta es la gente de pedro. Como creis que es pedro? Deportista, familiar, maniatico, pededoso, organizado o raro. What do you think? Deportista...organizado...ja...something else? Deportista.. hallo! Deportista, hemos dicho? Organizado, something else? Now nobody talks, do you see that?

-familiar

Familiar, muy bien. porque? Porque es eso? Ejercicio seis b. Que actividades hace Pedro y cuando? Por ejemplo, teneis que hacer unas frases con casi todos los dias *puntjes puntjes* punto, *punte puntje*. Una vez a la semana, dos veces a la semana, etcetera. Then you, you have the sentences you have to complete them with some activities. Hacer yoga, cenar con amigos, ir al clase de ingles, salir con Fernando, comer con la familia, hacer deporte, o ir al teatro. You have to lo- teneis que mirar en la agenda de Pedro y completar las frases.

(...)

Ja?

(..)

-que significa amando, ame-amenudo

Amenudo. Amenudo *het is*, uh, normally.

Ja? Okay! Aditi do you want to make the first question? First sentence?

-of course. Casi todo los dias hace deporte

Casi todo los dias hace deporte. Muy bien.

-eh,

Milou!

-una vez a la semana ir la clases de ingles

Va! Be careful with the verb because has to be related to *hij, he, He!*

Dos veces?

-yeah

-no, una veze

-Dos vez a la semana ir a clas..

Right, una vez a la semana hace yoga, y dos veces a la semana va a clase de ingles

-dos veces

No los domingo

-oh los domingos comer con la familia

Ja. Muy bien. normalmente...

-normalmente los viernes cenar con amigos

Muy bien. A veces...

-uh salir con Fernando

A veces sale con Fernando. Amenudo...

-ir al teatro

Va al teatro. Muy bien.

Ehm, *nou*, another time with the *theorie*. I introduce you the verbs. Three kinds. *Hallo?* Eh, estos son verbos reflexivos. Los verbos reflexivos tienen se levanterse, despertarse, y acostarse. This part will be this, me te se nos os se. And that has to be with the person that is talking, *ja?* Of the person that we are talking about. So, yo me despierto, tu te acuestas, *ja?* And the other part, this one, levantar, this has to be conjugated the same way that, all the time,

the rest. So *bij* los verbos reflexivos we have two parts, this one, *se*. Do you remember the word? *Llamarse, se llama, he?* So the word like *go, goes* like this and then *go back* and then *come* this here. And then... do you remem- no? you don't see that? Okay. Now here, like *levan-tar-se* in the *hoof-* head will be *se*, okay? That is like *a, a worm, he?* With the head, and in the head is *se*. But the worm goes *somebo-some- to, to the house van* a friend, okay? This goes. This goes away and in the way back the *hoofd* will be, will not have *se* but this *me te se nos os se*. If you don't understand the worm forget it. Okay? You don't have to play with this. But, but some people feel, sometimes they like it is simple so that's why I use it. But if you don't agree with the worm is okay is also okay. But the only important things that is they are reflexivos, verbos reflexivos. They have two parts, *he?* *Dus* if you see a verb *levantarse*, with an *se* at the end and then you have to use this part and then you have to conjugate the other part, *ja?* Two times. The same this. *Vestirse, ducharse*, the same. And *dit* is important because if you want to describe what you do during the day you have to use this verbs. *Ja?* Like *me levanto a las siete de la mañana o te despiertas muy tarde, se acuesta.* so. the only thing you have to be careful also because they are irregular but also because you have to conjugate two things *nou* not conjugate but you have to use two things. One with the person, and this has to be *me te se nos os o se*. and the other one that is the verb that has to be conjugated, *ja?* Forgot the worm. Don't look at her.

Now some irregular verbs, this one. I make a.. *ja* table- I don't know you, if easy for you or not I don't know if this is not easy don't use it but what I make is like the verbs that if you want to conjugate, this ones, change the *e* for *ie*. For example, *yo empiezo, ja?* *Yo entiendo.* So this *e* will change for *ie*. All them. This ones will change the *o* for *ue*. For example, *yo cuento.* *Yo cuento, tu cuentas, ja?* *Dus* these all them will change the *o* for *ue*. This one will change the *e* for *ie*. *Sirvo, yo sirvo, yo consigo, ja?* This one change the *u* for *ue*.

This ones they only are irregular by the first person. By *yo hay, dar, doy yo, yo doy. Yo estoy, yo voy, yo soy, ja?* And this one also they use *o* only for the person, *yo digo, yo hago, yo mantengo, etcetera.* If you don't think that is easy, don't use it, okay? But I just try to make like *a, a little bit less complex.*

Pagina setenta y tres ejercicio tres a.

Here you- *teneis, eh, cuatro personajes de un comic, de comic mafalda. Teneis una descripcion de comocion? y teneis que poner el nombre en la frase que mas le va. Que mas le le escribe.*

Ja?

Okay. Que es Mafalda?

-La mas idealista y estudiosa

Muy bien. la mas, mafalda es la mas idealista y estudiosa. Manolito.

-el mas trabajador y ambisioso

Ja. Susanita

-la mas egocentric y cotilla

Y cotilla, muy bien. y felipe?

-mas pago y la mas energizo

Y el mas energizo, muy bien. Nou here you have a little game, he? Para aprender verbos. You have- teneis que uzar dos dados. Un dado es uno yo, dos tu, tres el o ella, cuatro nosotros, cinco vosotros, seis ellos o ellas. Y aqui de uno dos tres cuatro cinco seis, teneis seis verbos. Por ejemplo, un dado, un dos, otro dado un tres, es tu te labas. Because dos is two and I have to conjugate the *drie* es lavarse, ja? Nou, is- a really nice game, eh? You don't have anything better than this one. Try it at home.

Ehm, we go to pagina setenta y ocho, we have two minutes.

Nueve a.

Que creis que hace ha una persona sana, ha una persona jugista, una persona intelectual o una persona carcera, what do you think? Vosotros en grupos de tres y resto en grupo de dos.

Nou we are a little bit late. De trabajo de casa de la pagina ciento cincuenta, las ciento cincuenta y cinco please do that. And look at the presentation another time, he? Because you have a lot of information also. Teneis que estudiar el vocabulario de, la unidad seis and de la unidad cinco also because you don't know some words, he? Here you have very interesting exercises if you have some more time, I don't think so but okay. And don't forget that we have a kahoot the next the next week we don't have lesson, eh?

-no? why not

Because im in spain! No because its holiday week, I don't know why.

-kings day

No I don't know why... dos de mayo! Dos- two-two second may is the next time.

Ib: Spanish II (A2)

SESSION 1

[KAHOOT]

En el mio no hay ninguno, in the Spanish we use the two nega- doble negation, he? Ninguno y no. no hay ninguno.

Leon! Ah, me too.

How you say that in Spanish?

Because the other one is I like to sleep, he?

Okay! Really good!

Hmm. Ha elado is close to, eh, so cannot, can only be es el jraron esta en sima de la mesa o el jarron es en sima de la mesa and because it is a location, he? I have to use estar.

I like this one.

Me gustan, he? Be careful, me gusta because estos muebles es plural.

-que significa [inaudible], in the blue one?

Eh, we have a similar

-a similar, okay

Nou very good! What do you see in the photo?

Sin is without. And that was a zwempool.

Derecha, right! Derecha. Yes because you have a sentence, you have to look at the sentence. I just wrote the sentence because I knew it you will look like ..

Nou! Almost the last one!

Una mesa, muy bien! very good.

Ellas tienen. Be careful because the red one cannot be, he? Tienen. Ellas tienen los mis- ellas tienen. It is tienen.

And the winner is, Leon! But you have already one, or not?

-what no?

No? oh! Congratulations. Very nice one you can use it with a smartphone

-oh love it

Yes love it

Now they are, they are eh, we don't have anymore pens, so we have to wait a little bit. Uhm. I think the next week, I hope the next week have it another time.

So! Unidad cuatro, vamos a hablar del gerundio. Que es el gerundio? El gerundio es un verbo, pero es un verbo especial porque no cambia. No cambia, siempre igual. Siempre termino en ando. Por ejemplo, hablando, diciendo, durmiendo. En ingles es las terminaciones ing.

Speaking, saying, sleeping. This ones. Eh, el gerundio es un verbo que tiene una funcion adverbial.

You have all this in the blackboard, he? So you don't have to write anything.

Y ahora vamos a hablar del presente progresivo. Que es el estar con el participio gerun- con el gerundio. En ingles vosotros no decis he walking. You- teneis siempre que usar a he's walking o she's walking. So, we use estar. So, esta andando, esta comiendo, etcetera. So don't forget the estar.

Cuando usamos el verbo, como lo usamos? Esta compuesto de dos partes. la parte de estar, yo estoy, tu estas, el, ella, usted esta, nosotros estamos, vosotros estais, ellos estan. Y el gerundio de verbo si el verbo termina me- with ar, eind with ar. El gerundio de los verbos regulares se hace con ando. Si el verbo termina en er, ir, en iendo. Okay?

El presente progresivo esta aqui en hoy, he? Es un accion que describe el momento de ahora.

Ahora. At this moment. Okay? At this moment. What you are doing at this moment.

La diferencia con el ingles es, en el ingles podeis decir I am walking right now but also I am walking tomorrow. This one we cannot say it in Spanish, we can only say this one. Para decir esto usamos, for example he? Ir, mas a, mas infinitive. Voy a trabajar mañana. Totally different, is another construction. Okay? So with this one, with estar mas gerundio es para ahora mismo. Only today. Only just right now.

-so how do you say it in advance? So estube trabajando is not possible?

Estube trabajando but dit is geen presente del progresivo, that is another sent- another, eh, time. This the past. Dit is de past van estar. Ja. But tha- but we are talking only de estar, its presente, presente progresivo. What you say is the past, that is another thing. Ja?

-pero es posible?

Ja but then- you but dit is not the presente- but is not this one.

-yeah sure

But is another one yea

-but it exists?

Estube trabajando, it is estar but estar in the past, so you can, estar it is a, you use estar in the normal way from a verb, and estar has different ways, you have the present, you have the past, you have the presente perfecto and then you can combine them to get more, more kind of sentence. But we have today only with the present progresivo.

Por ejemplo, Amanda y su bebe estan dormiendo. They, eh? Ellos estan dormiendo. Amalia esta lavando los platos. So this, verbo estar, con la persona y el gerundio. Vosotros estais estudiando. Tu estas pensando mucho en el examen.

-pensar is learning?

Think, thinking

-thinking

Ehm, mis amigos estan llamando por telefono, quien esta hablando en clase? Now this are some sentence.

Nou these are some samples. So you see? the gerundio es el mismo. Dus doesn't matter with the person that is talking. The gerundio is always the same. Estar change because estar is linked to the person. Ja?

Nou dit have- uh, you have this summary. And the most important is this one. There are some verbs that are iregular, por ejemplo, caer, cayendo, gerundio. Leer, leyendo, ir yendo, oir oyendo, traer, trayendo, construir construyendo. This ones are different than this. Los verbos que acaban en ar, hablar, gerundio, hablando. Comer, hablar, hablando, comer comiendo, habrir habriendo. Decir. This are regular. Dormer durmiendo. Another time. Ja?

-que significa sentir?

Feel.

Nou, vamos a practicar! Pagina cincuenta. Ejercicio cuatro a. teneis unas fotos y unas frases. En grupos. (..)

So teneis unas fotos y teneis que mirar las acciones que coresponden con las fotos, ya? En grupos de dos.

[GROUP ACTIVITY]

1 okay alright. Uhm first the one of the guy

2 yeah, but don't you have to read the sentence first?

1 oh yeah, what is eh, saliendo?

3 saliendo

1 is it leaving?

3 like you go out

1 like exit?

3 yea you want to go out

1 is it like I'm leaving the house?

2 so that is the first picture?

1 in five minutes from now

2 no

3 in five minutes I'm there

1 oh I'm there is it, okay the second one, ehm you know what demasiado means?

3 demasiado, uhm, too much

1 ahn
2 the plane?
3 which one?
2 the plane maybe or no?
3 oh yeah
1 yeah that could be
2 but what was the first one? Is it the man at the train station or?
1 does it have to match- we only got four pictures right?
3 oh
1 so I don't think it has to match
3 oh
1 I think right?
3 yeah
2 okay
1 normalmente voy a trabajo en moto, that doesn't really match with any of them
3 no im not sure
2 im waiting for luis
1 yea that's the first one. Alright
3 [reads sentence]
1 no
Laughs
1 estamos comiendo jamon
2 maybe the hermano is cooking good
1 yea is it hem? I'm not sure
3 yeah maybe, I don't know
Laughs
2 she looks like, uh, quieres probarlo
3 yeah
Laughs
3 what does it mean?
1 oh ive got the translation, it means roasted lamb
3 oh roasted lamb!
1 yea so that's probably that one. [reads sentence]
2 I think that's
1 oh that's the plane. Uh, nine. [reads sentence]

T: I think there is only one possibility- one sentence match with one photo. One sentence match with the photo. You have to choose which sentence match with the photo.

2 so the last one is
3 [reads]
2 yeah
1 alright. Do we have to b and c as well, or just a?
3 yeah

1 okay I'll just read it then

3 I don't know, los jueves.. the first one right?

1 yeah I think so

3 yeah okay so I think, the, [inaudible] oh no! sorry!

1 but I just have to read these ones. Alright so this means like ahora, with the right, like before it means it's happening right now, right

2 yeah

3 so its [inaudible]

2 yeah

1 but isn't the first one then, that one

3 yeah

1 that one

3 yeah I think all of them which are with estar and [inaudible]

1 im just, im not sure what these two mean

3 I think, uhm, this is like the normal present and the first one is, uhm, the future?

1 oh so like the near future?

3 yeah I think so

1 ah okay, so that's

3 so it's something with

1 so it's something with a

3 it's like the third one I think

1 yeah, ah okay now I get it

Okay!

Jesse! In the first photo, what they, what they ask?

-uhm [reads]

Yes. Four, yes. Cuatro muy bien. elona.

-[reads]

Muy bien. si no? okay.

-[reads]

A nueve mil.

-nueve mil metros de haltitud

Muy bien. And the last.

-[reads]

Yes? I think there is another one. Which one?

-[reads]

Si.

-what means cordero hasado?

Uh is a lamb, lamb, eh,

-roasted lamb

Roasted, sorry?

-roasted lamb

Yeah. Roasted lamb.

Nueve, digo cuatro b. all the sentence from four a, they are in the present, okay? But there are some things that, eh, that make the sentence, that, of iets normal if I do that all the time of everyday. Or there are sentences that just happen at this moment or there are sentence that I don't know exactly when they happen, maar, they happen. And these are drie columns and I have to place the sentences in one of the columns. Do you understand this? Yes? So each sentence has to, has a place in one of the columns. I have to know in what, what is the difference with all are in the present but there is some little difference that make the sentence happen at this moment, just happened or it is something that I do every day or it is something normal not so spannend not so strange. Or it is something that is temporary. Yes? You can make it with the same group.

[GROUP ACTIVITY]

1 alright. So first one, that was the first box as well, wasn't it?
2 yeah I think so
3 yeah
1 cause she's leaving right now
2 yeah
1 the second one,
2 I was doubting about that one because it can be like, a bit like you always work hard
3 yeah probably
2 but it can also be, be, third box
1 yeah but it can also be temporary because she's just busy
2 so yeah I think it is the third one
3 huh?
1 I think it could be both, the second one and the third. It depends on, if she's always busy or like at the moment
3 yeah
2 mag je ook twee?
1 I'm not sure. Yeah im just going to tick both boxes. Alright third one..
2 normalmente
1 so that's the middle one, right? Cause it's a habit. Right?
2 waiting for new is, uh, un momento exacto
1 yeah it's right now
3 the second was what? This? The third?
1 uh yeah,
2 the middle
1 because it's like a habit. He always leaves this time
2 so five
1 five
2 is ahora right now?
1 I think it's the third one but I'm not sure
2 yes
1 because he shouldn't always, right? Alright it can be the fourth place yeah

2 yeah, I don't know what do you think?

3 I don't know

2 yeah the first or the third

1 yeah I'm not sure which one it is. The first one is like I'm working right now, the second one is about habit, so you always do the same thing. And the third one was a temporary action but

2 yeah it happens somewhere now but not exactly.

1 so that one is the one probably with the plane, that's the probably the temporary one cause right now you're in the air, so which one was ten?

2 h

1 h probably, or not?

2 no but with this you're in the air right now. Uhm. You're above the piramidos right now

1 oh, yeah you're going to leave from there. You're actually moving.

2 and six?

1 and what are we going to do with five?

2 yeah ik denk the first or the third

1 eh six?

2 is also this moment

1 yeah we are eating now

2 yeah

1 yeah that's going to be the first one right? Alright seven

2 uh that may be the third?

1 yea I thought the first one cause she is cooking right now

3 yeah it's actually the first one

1 yeah I don't really know the difference

T: ja? Finish? Are you ready? Ya esta? No? *laughs* no! c'mon no more minutes.

1 uhm nine or ten right

2 so we think seven is the first, nine is, maybe nine is the third.. oh..

3 oh yeah

1 but how do you know like if she, he or she really lives there or is it like a holiday or something? I don't really understand this part. You don't really have enough information to actually judge it.

2 no

1 alright im just going to continue

3 I actually thought it was just the times, but probably it's not that, the different times, like the present progressive cause it's like the other one she said, what was it?

2 yeah

3 uh it can be this way otherwise

2 yeah just the first one

1 yeah it has to do with when it's occurring but yeah. Alright ten till...that's a habit cause normally she eats sleeps.

Nou? Ja?

Nou! Ehm, welke was the last one? Lisa. Nou the first sentence. The first column is uno, dos o tres, okay? The first column is uno, the second is dos, and the third is tres. Nou the first sentence. Do you want to read it? Nou you have to read it and then say next number.

-[reads]

Si. Todo munda a uno? Muy bien

-[reads]

Pagina cincuenta y uno, ejercicio cinco. You have the- here, uhm, with nine families. What they do? Could you tell me what they do? What you have make with, uh, grupos de dos teneis que usar los verbos que estan arriba y escribir las frases. Con el presente progresivo, eh? Present progresivo!

[GROUP ACTIVITY]

2 so we have to make a sentence like

1 yeah the first one is cantar

2 yes. Ellos

1 kunnen we ook zeggen wij of moeten we zeggen zij?

2 ja ik denk zij

1 dus ellos

2 ellos est-

1 is dat estan?

2 dit zouden we echt nu moeten weten maar ja

1 estar, ja, estan

2 wij doen deze zeg maar, ja

1 ellos estan

3 wat is daar?

2 nee die doen we dit.. ellos estan

1 cantarando?

2 canta- ja ik denk het wel!

1 ja, cantaran..cantando! ja cantando!

2 oh ja!

Laughs

3 ellos estan cantando?

1 ja .. uh twee!

2 Oh ja nou hier moet iets van hij of zo, uhm

3 el

2 el

3 el estas

1 is dat estas?

2 dat is toch van jij?

3 ah sorry esta!

1 esta! El esta, uh, ademas
3 tocar la
2 en dan tocando?
1 ja tocar
2 el esta
1 ja el esta
2 es jugando?
3 escuchando?
1 la musica? Of con musica?
2 ja ik denk gewoon musica
3 cuatro
2 el esta
1 el, ella toch? Ella
3 ella ja
2 oh het is een vrouw! Oh mijn god! Ik zag de kort haar maar ik zag de jurk helemaal niet! En ze heeft echt een mannelijk gezicht!
Laughs
3 ella esta
1 viendo
3 viendo?
1 si
2 is het dan niet vienda? Of is dat een domme vraag?
1 la television, cinco!
3 ella esta
2 ella..
3 esta [inaudible]
1 si hacer, oh hacer esta haciendo
2 esta haciendo inderdaad
1 dat ga ik morgen doen!
2 echt?
1 ja voor het eerst!
2 ik zag het bij de gamma!
3 ellos estan jugando?
2 jugagos?
1 jugando, toch?
2 oh ja, jugando inderdaad. Jugando..
1 y siete
3 ella esta [inaudible] a su..
2 [inaudible]?
3 ja ik denk het
2 hay misschien?
3 wat zeg je?
2 hay?
3 wat is dat?

2 ja kam, oh kammen
 1 oh! Handig he?
 2 ja het is heel goed te zien dat ze zo'n ding in de hand heeft
 1 wat wordt leer? Wat wordt lezen?
 3 leer? He?
 1 leer wat maak je daarvan?
 3 aah, layado of iets
 2 leyendo?
 3 leyendo? Iets meet y
 2 welke is het?
 1 leer
 2 leido? Of niet?
 1 is dat?
 3 leyendo
 1 o ja leyendo
 3 ellos estan leyendo
 1 libro? Kunnen we daar achter zetten
 3 uhm, dormiendo?
 2 waarom ligt ie op de grond?
 Laughs
 1 goed vraag
 2 dormiendo ofzo, wat is het?
 1 ja ik denk het

SESSION 2

Vamos a usar la en ya o todavia no. el preterito perfecto, you know already the preterito perfecto, he? Ir a mas infinitivo, cerer, o pensar, etcetera mas invitivo. Es para espresar un accion algo que quiero hacer, una actividad. Y vamos a aprender vocabulario sobre lugares de ocio*? Viajes, y hacer actividades

-que significa pensar?

Think. To think.

-think

Pero primero! Ja we don't have music, but this, uh, I don't know why, the music is... uit, I don't know why. Somebody understand this thing?

Okay! Doesn't matter we can play without sound, but I need uhm... we need three more! Everybody is here? Marijn, Amber, Saskia, Elona, what happened here? Jack you are? Ja, are you there? Oh yeah. Im really- today is not my day! Sorry, eh?

[KAHOOT!]

Very good! Onl-onl- two, one, one, one, sin verte (.) are you (.) informal. How you give excuse, do you remember? Una excusa.

Het is echt serieu-, uh, really serious without music, he?
 It's okay (...) this one I want twelve!
 Is not good?
 Oh only three (..) but is better!
 One person? Puedo! Oh, very good! Dejame, its really, its like my brother, or something about the, somebody from my family friends or something but I don't ask.. puedo is more like it is a big thing, a computer so I have to ask with a little bit, carefully. So, I use puedo.
 -also dejar means like to borrow right? Cannot with borrow usage
 Also, also yeah. But sometimes I can use it for, like, this things that you know that, you go to, bring it, bring it back. Marijn! You're the first one!
 -ooh
 Oooh!
 -you make me nervous
 laughs
 Another time, excuse. (..)
 Puede trabajar hoy? No. es que tengo a mi hija enferma. Very good. Puedes trabajar hoy? That is not formal, he. Very good (..)
 Hey! Very good. (..)
 We don't have any music (...)
 Ehm (..) busiando (..)we don't say that. And here bij the first one, I, I, I, don't, I don't use, I don't use still. Still is todavia, he? You plural (...)
 We don't have muziek, Jeroen! (..)
 Vosotros estais buscando a vuestro gato. How do you ask this?
 Tienes. This one is, eh, me dejas is, is a, is a possibility, but then you have to say me dejas el fuego.
 -fuego significa?
 -smoking
 -smoking
 Nee. Nee vuur.
 -vuur
 Yes. Like if you are, you are, eh, smoking, and then you ask for a, for a lighter. A lighter. Ja? I have to go (...)
 How do you say goodbye in Spanish?
 Hmmm. You have to say me, he? So it's a little bit formeel, he? Formal.
 Que no le veria. Oof! Eh, que no hace, the, the red one, eh? Señor Perez, hace mucho tiempo que no te, te is not formal, eh? You, but you, eh, from tu in Spanish. Como te vas is not formal. If you say señor Perez, you make it a formal. Eh, blue one. Señor Perez hace mucho tiempo que no le veo, como le va. Que no le veo is a present, so it is something that just happened in the past, im look, Im see him now, yes? So this one cannot be. Señor perez, hace mucho tiempo que no te veo. Ja this two times wrong. First is you, he? And I have to make it a formal. And veo it is present. Not possible. Ehm, señor Perez hace mucho tiempo que no te veia. Veia is past. Okay?
 -si
 Si.

Nou! Better. Ahora tengo, tengo prisa. And in the green they say adios. And the, eh, I just say see you soon.

-tambien es possible dice, eh, soy en prisa, o estoy en prisa.

No. tengo prisa. O estoy con prisa.[inaudible] you can't just, you can say tengo prisa o estoy con prisa.

In a restaurant, in a, café. Me pone. Me dejas, nou! Me dejas is like a, do you want to give me some coffee from you, he? Nobody ask for, eh, can I have some little coffee from you for your cup, [inaudible] I don't do it. Ehm, puedo un café por favor? No. because, eh, puedo is, eh, can I borrow it, but I don't think that you want to bring it back, the coffee. I don't think so. Te importa si, un café? Nou it is like, eh, do you mind a coffee? Nobody asking like this. Eh, me pone un café. It zou, kan jij, kan, would you like to bringing, bring me a coffee.

-pero poner significa to take, right?

To put,

-Or to bring?

to put. Like, really, like, eh, poner is to bring.

-and what was the difference with traer again then?

Because poner is like you are in a restaurant and you ask for something or something for, for, to drink or something to eat

-but you don't say trae, trae me un café

Ja maa-but that is not nice.

-oh

You can say this like to your mother or something but not really in a restaurant, no. *laughs* don't do that, Marijn. *laughs* because then (.) alstublieft (.) *laughs* no.

Me dejas un momento tu moto? Can I borrow it? Yes? And me trae, Marijn you can, you can use it like, eh, eh, you can use it but then you have to use me trae in a usted way, sowieso, in, in anyway, but (.) with a coffee

-its like I take instead of you bring

Yeah. Would you bring me. Could you bring me is me pone, really.

Puedes puntje puntje puntje los apuntes de ayer?

Dejarme. Another time. Nou. The difference with, eh, between me dejas y dejarme if I have already a verb, puedes, and then I use another one, I have two possibilities of I say, puedes dejarme of I say me puedes dejar. But this two verbs, they have to be together. This, you can choose the place, of this from of are, eh, behind. Yes?

Okay, next one (..)

We need the muziek, he? (...)

Hmm. Very good. Almost everybody! (..)

Very good. (..)

Somebody can sing or something?

-*laughs*

Okay! (...)

If I use me dejas, and then I have to say me dejas poner, an infinitivo, he? We don't have a muziek. We are a little bit sleeping. (..)

The gerundio, do you remember? Amber, do you remember?

-*laughs*

Oh, almost everybody. Very good.

Has llegado tarde per- oops! Has llegado tarde, because if it is informal. Yeah? So the yellow one is not possible, and then green one is also not possible. Why did you choose the red one?

Perdon, es que me a roto el coche. A, es que se me a roto el coche. [inaudible]

Het is a- sorry you have to concentrate.

Muy bien.

You are going to, eh? Tomorrow. And because is tomorrow I cannot say esta trabajando.

Because esta trabajando is at this moment. Do you remember that was the difference with the English?

And the winner is (.) hey! Do you have already one?

-I do already have one

Okay And Youk, do you have already one?

-no

Ohhh. Congratulations! Very nice one, eh? You know this is for smart phone. You can use it for the next time.

-thank you!

And now we're going to be serious.

Do you remember? O sa cordais del preterito perfecto? Que da un accion que a cabado pero el tiempo todavia no, eh? La accion acabado pero el tiempo no. por ejemplo, este año no ha acabado, eh? Este año no ha acabado. He viejado mucho. O cuando no decimos cuando hacio, eh? He ido tres veces al nueva york pero al [inaudible] en estos diez años, o, no decimos cuando, o cuando es un accion que es reciente. Y el preterito indefenido es cuando la accion y el tiempo si han acabado, por ejemplo, el año pasado viaje mucho, cuando decimos que el accion paso, por ejemplo en 1942 Colon describio America y cuando la accion no es reciente. Y aqui esta como se hace preterito perfecto con el verbo aver, dependiendo de la persona, eh? Y el participio, los verbos caban en nar, se pone ado, los que acaban en er se pone ido, en ir, ido. Menos los participios irregulares, que son unos cuantos. Y luego siempre se pone el verbo aver he ido al Madrid. Hemos estado en el sol, estado es el participio, no cambia con la persona, eh? It is, the participio is always the same. Doesn't change. Y no ha llamado todavia. Todavia, oh, eh, al principio o al final pero no en medio. Is not, don't put todavia between ha and el verbo. El preterito perfecto tiene unos marcadores temporales. Hoy, este año, este mes, este fin de semana, etcetera.

Nosotros estamos dentro de la unidad de tiempo, vale?

El preterito indefenido, marcadores temporales, ayer, el año pasado, el mes pasado, la semana pasada, a noche. So we are out- estamos fuera de la unidad de tiempo, vale? Se a cambiado, se acabado, la accion y el tiempo, por ejemplo, el año pasado estudie mucho español. El año pasado, finished, y estudie, is finished. I don't study anymore. Este año he estudiado mucho español. Ja. Until now, I am study already a lot of Spanish but maybe I study, a little bit more, I don't know because is, already, the this year is already not finish. Is not finish. Ja? Okay.

Nou, vamos a practicar! Pagina cincuenta y ocho. Ejercicio una a.

Fillip y tony estan de fin de semana, han hecho unas fotos este fin de semana. Que han hecho?

Look at the photo and try to say what they did already this weekend. Este fin de semana. Han comido con unos amigos? Si, eh?

-si

Do you understand what that means? han comido? Yes. Han ido a la playa?

-no

No. han salido por la noche

-no

No han salido por la noche. Han ido a una exposicion?

-si

Si. Han ido a una exposicion. Han ido por un concierto?

-no

No. han estado, no perdon, han jugado al ajedrez?

-si?

Si. Han estado en el parque?

-si

Han ido a comprar a un Mercado?

-si

Si. Han visto una pelicula en casa?

-si

Si. Han ido al cine?

-no

No. nou, in, eh, with, eh couples I want that you tell the other person what you did in the weekend. You have to say three sentences. Three sentences.

[GROUP ACTIVITY]

T: If it is not too far away you can talk with a preterito perfecto, eh? Because it is not too far away. Yes?

1 dan zou ik zeggen ik heb dit weekend gestudeerd. Want ik had examen, he estudio, klopt dat? Ik kan het niet lezen. He estudio por la.. uhm

2 este fin de lo, semana, hmm.. he escuchada de la musica?

1 ami tambien, eh, he, uhm oh dat is onregelmatig van ir

2 hmm van ir,

1 ja

2 ik denk het, maar ik weet het niet meer

1 iets gaan drinken wou ik zeggen. Beber?

2 ah si! Si

1 ik denk het. So he ir. Ah ja dan zeg je ik heb gedronken of niet

2 ja, ja , ik denk het ook

1 okay y tu?

2 mi.. no?

1 okay

2 mi, uh, Yo estubo a arnhem, estud?

1 estudo?

2 estubo, oh ik had.. uhm, i speak all the languages now i cant speak anymore! *laughs*

1 english, spanish, dutch, are you from basque?

2 no? *laughs*

1 i heard uh,

2 no

1 germany!

2 ja ik heb zo'n verschrikkelijk accent iedereen, iedereen vraagt me meteen oh je bent uit
duitsland!

laughs

1 oh het is geen verschrikkelijk accent! Vind ik niet

2 waar kom je vandaan?

1 [inaudible]

2 oh okay!

Somebody want to tell me something?

-laughs

Do you have, do you film this thing? If I make some question they stop because is very
interesting. Okay pagina sesenta y dos, cuatro A. aqui hay una anuncia sobre el sur. Vamos a
leer una frase por persona y despues vamos a intentar pensar que es el sur, ok?

Uh, jesse? Do you want to read one sentence?

-from that one

From the commercion?

-yes. Este año no ha tenido vacaciones y ha trabajado muchos domingos.

Yes very good, but the only thing. The *ha*, we don't pronounce it in Spanish. So it is like ha
trabajado. Yes? Muy bien!

Que es el sur?

-un spa urbano

Muy bien, eh! *laughs* un spa urbano de relajacion, muy bien.

Que tiempo ver val usan en el anuncio. What, eh, *wat voor*, what which verb tense they use in
the commercial.

-preterito perfecto

Maybe, eh? Maybe!

-laughs

El, que marcadores temporales veis en el texto. Que marcadores temporales?

-que significa marcadores?

Temporary marcas. Eh is like eh, this ones. O hoy, o ayer. They make a, they give you an idea
but, uh, with time. Yes?

-este año, este mes, esta mañana

Muy bien! Este año, eh? Because is this year, I use the preterito perfecto. Este año. Que mas?

Hay mas?

-esta semana

Esta semana, but its one, eh?

-[inaudible]

Esta mañana, do you say esta mañana?

-no I said esta tarde

Ahn this also esta tarde, oh im sorry. Esta tarde, muy bien. Que mas?

-hoy

Hoy. Muy bien. Este mes, también! So donde veis estos marcadores temporales? Preterito perfecto! Y tu? Que has hecho? Primero escribir lo, y después contarse lo a un compañero. I want you did, or what you are, ja, what you did, este año, esta mes, esta semana, esta mañana, hoy, and then you can choose. You can choose the marker, o this one, o this one. Nunca (.) so I don't know! What you did this week. You have to write it.

Por ejemplo. Este año he ido muy pocas veces a cine. O este año he ido tres veces a cine. O este año no he ido a cine. No sé!

Do you understand?

I think, I, I want to hear the sentence, you write the sentence, and then you tell the sentence to me, one per person, okay?

I want to hear the sentence from you, okay? So, ¿cómo? Do you want to say?

-uh, yes, este año he ido a un excursion but I don't know how to write excursion

Excursion

-yes. Oh so I write it correctly.

yeah you are really sm-

-without accent

Muy bien!

Now, jack!

(...)

-este semana he trabajado

Esta semana he trabajado, muy bien. If somebody say something that you don't understand, eh if you do like

-laughs

I don't understand you, eh? So I would like you communicate with me, eh? That is very nice and interaction. Thank you.

-how do you say it in Spanish? How do you say pardon?

Perdon. Perdon.

No, you mean that if you don't understand something? No entiendo? You know. No entiendo. Que significa?

-esta mañana he comido una desayuna muy grande

He comido un desayuno muy grande, muy bien.

-hoy he hablado con mi amiga.

Muy bien. hoy he hablado con mi amiga.

-ik was al niet zover

Okay another one, read the just the first one.

-uhm este año he comensado de, estudiar español

Este año comensado ha estudiar español. Be careful with the HE, HE, eh? E, muy bien.

-hoy ha caminando en un parque para descansar

Muy bien. para descansar, o para relajarme, also. Muy bien.

-esta mañana he ido a practicar surf, I don't know if its right

laughs has ido a practicar surf, muy bien.

-he ido al cine dos veces este ano
he ido al cine dos veces este ano, muy bien.

-ik heb nog geen bij nunca
Nou okay you can begin

-uhm
The first one

-okay, uhm, die was eigenlijk hetzelfde als van haar. Maar ik kan de tweede wel doen. Este mes visto mas peliculas

Muy bien. Jasmine.

-Esta mañana ***

Muy bien. Nunca, do you have something with nunca?

-nunca he ido a Buenos aires.
nunca he ido a Buenos aires. Muy bien! Jeroen.

-eh, oye he ido a la floresta o Bosque?

Bosque

-mosque

Nunca, eh sorry

-no it was oye, that was the last one I had, hoy, ah hoy!
Hoy! Hoy... Hoy he ido al bosque muy bien

-este mes he jugado squash tres veces en semana
Tres veces.

No. because you say esta semana he jugado (.)

-no este mes, este mes
He jugado tres veces

-en semana
Por semana

-por semana
Muy bien

-how to say german language? because aleman is like german
Aleman

-aleman
Aleman is language, but is also the man

-okay
German man

Okay! Tambien usamos, en espanol, ya o todavia a un. Okay, Jeroen do you want to do that?
Ya, is already. Yet is todavia o aun. La diferencia is que ya es un accion que ya a ocurrido, eh? que nosotros esperamos que va pasar,eh? Esperamos que va pasar. Y esta, todavia, es un accion que no a ocurrido pero que esperamos que va ocurrir. Yes? If you translate already and yet. It is the same it is like I write a lot of things there but is the same translation.
Ya, that is really, that is the important thing. Puede ir al principio, delante del verbo o de tras del verbo. (..)

Aun no he acabado. O no e acabado aun. Is the same. Todavia no te has vestido. No te has vestido todavia. You have mean that no stay here. The only thing that I change is todavia. But no has to be close to the verb because I, I make a negation to the verb, okay?

Marta no hay encontrado trabajo, todavia. O todavia Marta no a encontrado trabajo.

-so its like that todavia is in the first, in the questions

Doesn't matter

-okay

-is todavia and aun always with no?

No (..)

But here. Like more of the times yes. Because it is an action that you expect will be done but not yet. So normally you use it with no, but is not always. And normally you use like eh, you are a, angry with somebody, like eh, Aun NO he acabado! Don't you see that!

Or for here, todavia no te has vestido. Don't you dress up yet?! Like this eh, a little bit annoyed. Ja?

-question, espirarme, what type of verb is that?

Sorry?

-espirarme? Is like a, wait give me some time?

Yea it is a imperativo, it is like a, you are giving an order like wait! Wait for me.

Ya se usa para hacer afirmaciones, eh, frases, eh, afirmativas. Ya estudiado el preterito perfecto. Nunca se usa en negativas, siempre en positivas. Y aun no, y todavia no si se usa en negativas. Puede usar se en positivas tambien. Aun no estudiado, todavia no estudiar. Now.

Pagina sesenta y tres. Ejercicio – ay I don't have sound! Okay... - ejercicio cinco B, then.

If you look at the picture, If I say, ya has visto la nueva del al [inaudible] She say pues no, todavia no la he visto. What do you think that they are talking about? What they say?

-una pelicula

They are talking about a film, ja, una pelicula. Eh, why he say ya. Why he use ya.

-he already watched it

He want to know if she already watched it. Pues no, todavia no la he visto. Why they say that?

Why say? Why she doesn't say no la he visto.

-because she plans to see it in the future

Yes. Ja?

-but he could also ask with todavia right? Cause...

He could as todavia no has visto la pelicula al*** but first you have to know if she already saw that

-yeah but in English you can also say have you seen it yet

Yeah but the first you ask did you see it, yes? Then he can say, he can say, she can say, pues no todavia no lo a visto. And then he can say, as surprise, todavia no lo has visto?! Then, yeah, then she can, he can say that.

Ejercicio cinco be. There are five situation, and then you have, you can, you have to choose between two possibilities. You have to make it in a group with a other person. So one, read this, the situation and the other one has to choose one of the two of the other possibilities. And if you are not agree with her, you have to discuss why you choose this one and not the other one. And if you not agree but you don't know, you can ask me, why, what is the good, eh, eh, answer.

[GROUP ACTIVITY]

1 [reads sentence]
2 wat betekent abierto?
1 geen idee!
laughs
2 uhm, tengo, ah ja,
1 nou, tres menos cuarto,
2 ahora son las
1 cuatro, cuarto, cuatro?
2 kwart
1 wat is kwart?
2 kwart..
1 kwartier
2 kwartier!
1 kwartier!oh
2 Tres menos quart-
1 ah tres menos cuarto so its like
2 kwart voor vier
1 kwart voor, ah okay okay,
2 ja
1 oh Ik was even eh, amigo a vuelto, que le preguntes..en wat denk, wat denk
2 ja ik denk het ergens hier ofzo
1 ja, a las dos hora y media [inaudible], ja ik denk het ook wel ja
2 ya hasta viviendo en london, tu sabes que no le gusta mucho la pintura.. (reads)
1 wat is tu
2 van jou
1 ah ja, has ido, a las, ja. Okay. No te gustan las peliculas? Te preguntan ya la visto la pelicula.. (reads)
2 no ha le visto
1 ja ik vind zo
2 ik denk het eerste toch? Omdat hij het niet
1 ja hij vind het niet mooi, he? No te gustas la pelicula, ya ha visto, did you see
2 have you already seen the movie maar ik heb het niet gezien dus nee
1 ja, ja inderdaad
2 (reads) mm
1 uhm
2 uh i already have
1 yea
2 take compramos
1 ja dat is gekocht, so no gracias ya lo he comprada. Uhm. Encanta la pintura? (reads)
2 no tu tambien
1 si, denk ik ook
2 okay!

Okay, Marijn,

-si

do you want to read the situation? And Jouk, do you want to give an answer? And why you choose this answer.

-[reads sentence]

Muy bien! porque?

-because , uhm, its late and she ask if she already eaten

Muy bien. it is an action it is already done and then you want to know... if its... already... done. Muy bien

-*laughs*

laughs sorry. The next one. Do you want to read it, Jeroen?

-[reads sentence]

Muy bien. why.

-uhm porque no le gusta la pintura?

Because you don't expect that he already went to this because he doesn't like it. Yes? Very good.

Lisa. Do you want to read the situation?

-[reads sentence]

Porque?

-porque tu no piensas ir?

Muy bien. porque no pienso ir. If I say todavia no, you give an open, maybe you will go, maybe not, you don't mind to go. Saskia!

[reads sentence]

Muy bien. it is cena, eh saskia? Cena. The rest very good. The next one. Eh, Amber? Do you want to read the situation?

-[reads sentence]

Muy bien. because you want to go. Now! Very good. Vamos ahora al la forma del verbo ir, mas a, mas infinitive y lo usamos para expresar intenciones. Cuando voy a hacer algo, por ejemplo, voy a leer, vamos a estudiar, el va a ir, el verbo ir tiene que ir con y eso significa que tiene que estar relacionado con una persona. Yo voy, tu vas, el va, nosotros vamos, vosotros vais, ellos van. Okay? El ir mas a mas infinitivo, no se usa para el futuro, no es un futuro. Si quiero decir lo en un futuro, es, esta tarde voy a estudiar o este viernes voy a estudiar, mañana, pasado mañana, dentro del año, etcetera. So, ir mas a mas infinitivo son acciones a corto plazo is close to now. But if I want to make it longer I have to use these things. Yes? If I want to make it longer future I mean. Now pagina sesenta y cuatro, ejercicio seis a.

A Spanish girl is in Cuba. And she sent a, postcard, to... the, I don't know, the, the *oud-* the parents I think, eh? The parents. The parents. Los padres.

Eh, que crees? Que las vacaciones son aburridas o son divertidas? Do you want to read it?

And then, what do you think? She has a funny holidays or really boring? What do you think?

Maybe it is nicer if we read together, eh? Leo, do you want to read the first sentence? Hola familia! I read this one, you don't need to. The next one!

-[reads sentence]

Muy bien! Sofia,

-[reads sentence]

-que significa morenissimas?

Very good, very good. You are eh, like eh, brown, eh
 -burned?
 Eh,
 -tanned
 Tanned! Thank you. You have a very nice colour.
 Morena! Morena is a normal, and morena, morenísima is yea you look like a person from
 Africa, like you are really brown, like eh, morenísima!
 -[reads sentence]
 Muy bien!
 Con tiburones!
 -what is that?
 Alguien sabe que son tiburones?
 -sharks
 Sharks. Lisa I have to make an interpretation that... *laughs* do you want to say something
 laughs now! The next one.
 -[reads sentence]
 Muy bien!
 -que es enseñando?
 Yea eh, show, ah, the city. Okay marijn!
 -[reads sentence]
 Muy bien. now you can read the next one eh?
 -[reads sentence]
 Muy bien! yeah you can read the next one
 -[reads sentence]
 Muy bien
 -que significa beso?
 Beso? kiss. And besos is a big kiss
 Now seis b. que planes ha hecho? Bibi, que planes? Vamos a quedar aqui hasta cuando o
 cuanto. Do you see something else?
 Jack do you see something else? Un plan, que plan mas ha hecho
 -eh he goes to the island, of juventud?
 Mañana, por ejemplo, eh? Vamos a enseñar la vana vieja. Nos van a enseñar la vana vieja, that
 is the plan, he? Nos van a enseñar la vana vieja. Cuando? Mañana, muy bien! Otra?
 -the same sentence
 Muy bien
 -they go to the...
 No but you don't, I know what is, you don't have to translate to, you have to say to me what
 the
 -oh yeah *laughs* eh, nos vamos ir a la isla de la juventud
 Juventud, muy bien! cuando?
 -fin de semana?
 Muy bien, muy bien! este fin de semana, alguna cosa mas?
 -finalmente, el decidido el año que viene voy a seguir en la Universidad

Muy bien. so the plan is, fin- he, he decidido que voy a seguir en la Universidad, that is the plan, he? Cuando? El año que viene. Muy bien.

Si mirais el cuadro de los planes y cuando... podreis rellenar una parte de cuatro del seis c.

Que verbo usamos para hacer planes? El verbo... ir. Yeah? Ir. El verbo ir. Si tenemos que usarlo por persona, si tenemos que conjugarlo, como seria el verbo ir apartado seis c. el verbo ir. Yo...

-voy

Voy! Tu

-vas

Vas. El.

-va

Nosotros

-vamos

Vamos, vosotros,

-vais

Ellos, ellas, ustedes

-van

Muy bien

-que significa ensana, al ensenara

-enseñar (other student)

Enseñar. Is to show.

En el apartado seis de, teneis unos marcadores temporales. Mañana, pasado mañana, etcetera.

Podreis ordenarlo cronologicamente. Do you know what cronologicamente means?

Close to the from now, and far away from now. That is cronologicamente, you mark, you make a, uh, timeline. So the first one is the one close to the present.

[GROUP ACTIVITY]

1 even kijken. In volgorde zetten..

2 esta tarde

1 mhm, pasado mañana, afgelopen morgen

2 pasado mañana is toch the day after tomorrow?

1 ah,

2 ik denk het

1 ah okay inderdaad dan heb je gelijk, dat wist ik niet

2 dus, ah ik wist het ook niet *laughs*

1 dus mañana ..

2 esta noche ..

1 el lunes que vien, que vien? .. uhm el mes que vien? Que vien?

2 mhm

1 uhm la semana santa, el trente uno de diciembre, el año que viene, ja

2 ja maar dentro del año can be with any year

1 no I think dentre del.. oh! Within two years

2 within two years

1 so it can take two years but it can also take half a year

2 yes.

1 so
2 so its like the first one, no not the first one, or the last one
1 I think it will be the last one
2 entre dos años
1 no it is el año que viene
2 oh! Okay
1 een, twee, drie.. tien moeten we hebben.
2 que significa dentro?
T: dentro?
2 ah si, nevermind!
T: Yes? Which one is the first one? Jeroen, I think? Of eh which one was the...
-I have no idea
now, Jasmine! You want it
-esta tarde
Esta tarde, muy bien.
Jesse
-esta noche
Esta noche muy bien. Jack?
-mañana
Mañana. Esther?
-uh, ehm, [inaudible]
I think it is one in between
-pasado mañana
Pasado mañana
-pasado is toch? .. uhm, like is has.. past
Tomorrow will be, wonsday, Wednesday and pasado mañana will be Thursday and Monday
will be later on
-el año pasado was past
No
-uhm okay
Pasado mañana, it is tomorrow, eh after tomorrow. Yeah? And then?
-uhm e lunes que viene
No, I don't think so! It is one in between. La semana santa!
-oh I didn't know what that meant
Pasen!
-oh!
The, the, how do you say that in English? The, the,
-easter
Chee- Easter! So this time it is for Monday, nou, but it was [inaudible]?
laughs
Very good. The next one.
-easter is not a week right, its semana santa, but its not in week its in a weekend or its actually
a easter weekend

Yea for you because you are not catholic but in Spain they are holidays since Friday, the ne-
the, Friday, one, eh, one week ago
-okay so you can translate as easter break or easter holiday
Nee het is geen holid- , het is niet...
-actually it start Thursday,
Sorry
-Actually it start Thursday, keep Friday, keep Saturday, keep Sunday, and easter Monday
Yes
-five
Yes it is five days. (..)
it is ... it is Thursday, Friday, Saturday, Sunday, and Monday
-yes Thursday, Friday, Saturday, Sunday, and Monday
Do you see? that is five days. Five days. That doesn't matter. It is semana santa, okay? If I say
that is. (..)
-**laughs**
But in Spain it is more than one, more than five days, we are one week or something... and
then!
-el lunes que viene
El lunes que viene, muy bien! and then..
-el mes que viene
Muy bien.
-el año que viene
El año que viene. No!
-dentro del año?
Ooooh. Almost el año que viene, almost. But is not yet!
-no se. el treinta y uno de diciembre
Very good. el treinta y uno de diciembre because is not yet the next year. And
-el año que viene
Muy bien! *en dan?*
-dentro de dos años
Muy bien
-one question, uh, esta noche is this night. You have the afternoon and you have the evening,
what's the difference between the two? Is both tarde? La tarde?
No. the, it is a difference, first it is a difference between Spain and the Netherlands. Because,
the, night begin if you are, uh, *na*, the, eat, if they eat. So for, in spain this is like, uh, ten
o'clock. Twenty two hours.
-we did all eat, so in fact it is noche now
In fact for, for, ah, in Spain it is evening.
-tarde right
Eh, afternoon. Is afternoon. We just, we eat later. We eat from, uhm at ten o'clock. So we are
not yet in the night.
-okay
In the Netherlands you eat at six o'clock. So from this time, its like night.
-so then for us now its noche

For *jullie*, but we are in Spanish lesson and this is afternoon. But normally for you it will be night.

-does it also count for the difference between morning and afternoon? Cause I remember in Portugal it was morning until three o'clock and then you had lunch, and then, so then it became only then it became...

Madrugada, maar ik heb het, we have madrugada

And madrugada is like eh, at *een*, one o'clock at night. I don't know what you call that but for us is madrugada

-but I mean the difference between morning and afternoon, is that, is it twelve o'clock sharp? When you go from *mañana* to *tarde*?

No

-or is also related to the, when you eat

We are, we are, not so strict with the time, he? We just, we just have some eating hours and at this time we know that is something, another thing. If we eat at two o'clock then come the afternoon but the morning is like, uh, I don't eat, it is morning.

-so if you're in Spain and it's like half past one, you are basically wrong if you say when its *tardes*?

-unless [inaudible]

-*laughs*

Yea we are, we are, a free country. So you can eat at eleven o'clock but for us, because we are a majority democracy, eh? For us is, eh, morning.

Ja officieel, you can say at twelve o'clock is *medio dia*, half day. But we don't say *Buenos medio dias*!

-*laughs*

We don't say that, no. we say *Buenos dias*, *buenas tardes* o *buenas noches*. And then, we cut the day with each time that we eat. And I think that you do that also, eh? because is at twelve o'clock you eat. And then you, you, ja normally, *dat is niet officieel*...

Okay! Si quiero, uh, *espresar planes*, tambien puedo usar el verbo pensar mas infinitivo, el verbo *cerer* mas infinitivo, o el verbo *ir* mas infinitivo, *ir a*, eh? Que es, lo que hemos visto ya. El verbo pensar, cerer, y ir, tenemos que conjugar los, eh? Va con las personas. Yo pienso, yo quiero, o yo voy. Tu piensas, quieres o vas, etcetera. So this verb have to be conjugated. The other one is infinitivo. Ja?

Now pagina sesenta y cuatro. Ejercicio siete a. *Nou siete a* no because it doesn't work, the sound.

Eh, a ver... I think I have the translation in here.

Now doesn't matter.

Teneis que hacer unas, un plan de que harias vosotros? What the planning that you... you go to... hmm.. Amsterdam, eh? What do you want to do in Amsterdam? What you want to see? of you want some other, *België*, or you want, do you prefer Spain, Cuba, I don't know. You go to one place and then you go to make some, some things, he? Yo quiero, o yo pienso, o yo voy a. so you have to make a three four sentence with plan, planes, planes. You have to plan something. Try to use one sentence with pensar, one sentence with cerer, one sentence with ir a.

[GROUP ACTIVITY]

1 okay, eh, yuvilar?

2 wat is dat?

1 eh, jubileum?

2 oh

1 jubileum? zo als vijftig jaar getrouwd, ofzo, denk je?

2 ja, ja, zeker het klopt wel

1 klopt

laughs

1 enamor

2 estudiar en pais [inaudible] enamorarse, divorciarse, ah en,

1 is dat trouwen?

2 ja ik denk feliz ofzo? En die ander is scheiden ofzo? Negocio, montar, wat is montar?

1 negocio?

2 negocio is toch handelingen ofzo toch

1 yes onderhandelen

2 negotiate, ja

1 montar?

2 i have no idea, montar? Of ..

1 ontslagen

2 tener hijos

1 cas- tener hijos, dat is kinderen. Of hijos dat is kinderen?

2 ja. Montar, [inaudible]

1 lo entendio todo, preguntar,

2 casa

1 casarse, no clue!

laughs

2 casarse, ik moet echt nog spaans leren, goed leren hoor

1 ja ik ook maar ik heb het zo druk

2 to marry, ja ik ook!

1 to marry?

2 to marry

1 en wat is enamornarse? Verliefd worden?

2 ja

1 oh

2 aprender a ir..

1 ja dat ze echt een woord voor hebben

2 wat zeg je?

1 raar dat ze de ene woord voor hebben, verliefd worden

2 oh heb je dat niet in het nederlands?

1 verliefd worden, dat zijn twee woorden

2 ah, in het duits heb je ook een woord

1 ja? En wat is het in duits?
2 zich verliefden
1 zich verliefden
2 ja, zich, het is reflexief
1 ah zich verliefden
laughs

T: only three sentence, he? Finish? Somebody want to read the sentences for me?
-el año que vien, so, el año que viene yo quiero pasar el examen de español dos
Muy bien! muy bien. nou, somebody else with pensar. A sentence with pensar?
-pienso visitar a el rijks museum?
Muy bien. pienso visitar el rijks museum. Muy bien. Mas?
-el verano que, que, viene, quiero ir de [inaudible] con mi familia
Muy bien. is not very difficult, he? Of pensar, o cerer, or ir a y despues el infinitivo, vale?
Pagina setenta y seis.
Ejercicio ocho.

Aqui son cosas que puede pasar en la vida de una persona. Te entendeis todo? Pagina setenta y seis, ocho a. these are things that can happen in the life, in the normal life, he? Everybody. Do you understand everything?

Because eh, viajar, it is, you travel to, I travel to Valencia. You go each time. But you go to, eh, Holland from spain, and then from Holland to china, and then from china goes to, travel around the world. You can also say like I travel so much I visit all around the world. Ja? Do you understand everything?
-uhm montar un negocio?
Set up a business
-ah
Ja? We don't have more time because Jack has to make a very nice presentation.

Uh gracias, uh quiero contar sobre una investigacion, una proyecto, un proyecto nosotros hacemos en chili, uhm, es un proyecto de la cadena del ecuador, especificamente, verduras. Una cardera es una frecuencia de fresas que, los campisinos hasta el supermercado, pues hay profedores de semillas, intermediarios, eh compran los productos de agriculturos. Es un trajecto, uh, de cadenas, de cerca de la ciudad para cambiar chili. Y, uh, Hemos tres estudiantes, eh, phd
-eh de doctorado
Una hija de Uruguay, Montevideo, y uno hijo y hija de Santiago en chile o que trabajan en chile y ademas tenemos una estudiante Holandes tambien hace investigaciones en Montevideo.
-wat is Montevideo?
Montevideo es una capital de Uruguay. Uh, the capital. El proyecto tiene tres partes, tres partes, uh, una parte es sobre systemas de productos. Hay systemas organicos, hay systemas

intermedio, y queremos aprender en esta projecte, en esta parte que son esos tipos de productos, que son los castos en este systema productos, uh, que es muy importante por se proyecto porque en este proyecto queremos hacer el cambio hace cadenas sostenible. Hay muchas problemas con parasistas en chile y en Uruguay. So es una parte queremos aprender que es este systema, que puedo ayudarnos hacer el cambio. Uh, la segunda parte es sobre la organizacion, tenemos que estudiar que son los contractos. Uhm, so contractos include uhm precio y calidad, duracion, pues esto. Uhm, queremos aprender sobre la confiansa en la cadena, because, porque confiansa es muy importante para el exito de la cadena. Uh, si en este parte queremos aprender a que es la combinacion de factores mejor para hacer el cambio hasta el cadenas mas sostenible. Y la tercera parte es la parte de sistema de educacion. Y la systema de educacion con quien la gobierno, el gobierno con tiene institutos de investigacion, tiene organizaciones etcetera. Que ayudan las cadenas para hacer la cambio de cadenas mas sostenible. Y el proyecto, uh, empeze hace cuatro meses. Si, five minutes!

T: ya esta? Muy bien!

Gracias! Uh, questions? preguntas?

T: si, eh, en Chili hay mucho comercio de dinero negro? Sabes que es eso? Eh, dinero bajo manga? Eso no la estudiado?

No, todavia no. el proyecto comiense hace cuatro meses.

T: oh okay

Quisas en la futuro

T: muy bien. muy bien! Now really nice. Congratulations! Very nice!

Hey! One moment, don't move! Because, por favor mira otra vez la presentacion, eh? los ejercicios para la casa, de pagina 156 a la 161, aqui teneis el link para las opciones. Leer por favor la pagina 166 y 169. Alguien quiere hacer una presentacion el proximo dia?

I can choose with my finger but I don't think that is very nice. Try to make the presentation for the next time. Eh, vocabulario de libro! Please start it because we have a kahoot the other time next week. Okay? Thank you very much!

SESSION 3

Vamos a usar el objeto directo. Vamos a substituir una frase vamos a usar la formas impersonales, el verbo ser y estar otra vez y las conju- las

Pero primero vamos a hacer un kahoot!

[KAHOOT]

Eh, vamos a levan- it is not levantamos maar levantar, he? We have to use an infinitive. Eh, and the green one, it is not va, because it is vosotros, it has to be nosotros, eh? Ja? Jack, no? Okay.

Ja? Because it is something that we think that has- going to happen, eh? Hey Marijn!

Hey! Very good.

Han comido es vosotros, y has comido es tu. Has comido tu.

Muy bien, porque es ir ha, mas infinitivo. Muy bien.

No, todavia, no. jugar, ella.

Con la tarde, ellos, hmm hmm, un paseo para el bosque.

Vais, vais es para vosotros.

Muy bien. vas hacer, tu.

Has, is tu. Muy bien.

Still, todavia. Ya voy I will use it if i- it is something that is not, not, done. And I will do it, I-I want to do it in the future. Todavia is I do that, and I will do that another time, still do it, ja? -before that there was a question about that you haven't been there yet but that you will go there and that was also todavia

Ja. Ehm. Because you know that this person will be go, will be do that. But that, the other person is not already, she doesn't go, she doesn't, didn't go. She will do it in the *toekomst*, in the future but not yet and this one is a mystery doing that, that is the difference. Ja?

No?

-ja, the other one is also todavia, but then it said I didn't go there but I will go there

Todavia no he ido.. oh ja oh okay.

Todavia means...ja todavia of ... ah ja I know! I know, Because ya, you cannot use it in the, in the negative sentences, but todavia yes. If you say no he ido todavia and then you have to use of todavia of aun but you cannot use ya. But is it, this, this also thought already they didn't do that but in the future they will do that. But is a negative question and then you have to use of todavia of aun. You are right.

-yes

Ceremos, yo y Juan, nosotros.

Hemos desayunado. Desayunado no. Because its desayunar and the participio is what ado at the end. Yes? Okay..

Muy bien.

Aun estoy. Because with todavía you have to say also im still because im talking about the presente continuos, he? Because it is something that I'm doing at this moment

-but you can also say todavía estoy cenando

Yes but you have to use estoy. Ja?

mmm... Ja, this is a little bit tricky but you did really good. Me.. unas entradas para el cine.

Nou, entradas para el cine, it is the subject, he? Me..ha.. tocado.

-but me is first person

Ja but its talking about to me, the, the, the translation is, the literally translation is the tickets hit me. Dus the subject is los tickets, the tickets, the eh, entrée, the tickets for the cinema. The, eh, I won them. Eh no, no. I won a couple of tickets for the cinema but the officieel translation is the tickets hit me is like the tickets is the subject, so the subject van, of this sentence is not me. Ja but het is, dit is, eh, is like a..las entradas me han tocado. Dus entradas, het is the subject, a mi, it is me, me is not the one that make the action. The entradas

-the translation over here has touched, so the entrance tickets touched me

Or touch me or hit me, something like this. But the entr-en- the tickets, they are, they are the ones that make the action, I know that it looks a little bit strange, but so, dit is a sentence. Ja?

Is not me. Ja?

Hmm.. muy bien.

No, it has to be ya because aun is like steal. And ya it is already... ja? And the winner is, Jouk! Do you have already one? And the second one is.. oh you have already won? And Leon also! Good results.. Jasmine! You have also? Marijn? Congratulations!

He, he! It was difficult!

Okay

Unidad seis.

Las formas impersonal, es el ser y la tercera persona o la segunda persona del singular. Y es cuando no estamos, cuando, una de la situaciones es cuando no estamos interesados en especificar quien hace la accion o no podremos, o no queremos. Por ejemplo, en este restaurant se come bien. ja. Who? Doesn't matter.

O para dar instrucciones o para hacer generalisaciones, por ejemplo, instrucciones pones azeite en la sate y luego hechas un diente de ajo. Esta, hechas, pones, es, segunada persona de singular. Tambien la uso como impersonal. Y esta en españa se bebe mucha sangra, una generalisacion, y se usa se mas la tercera persona. Del singular. Ja?

Cuando se usa el pronombre, se estamos haciendo referencia a un verbo reflexivo. Por ejemplo, Marta se lava el pelo los lunes. Ja?

Cuando tanta veces usa en una forma impersonal, tenemos dos. O es un verbo reflexivo o es una forma impersonal. ¿Ja? Y esta.. la forma impersonal, aquí se lava la ropa los martes. Se puede traducir en inglés de tres formas. This one, this one, or this one. But is like a, algo impersonal, algo que no necesito, sabe quien lo hace, o estoy un instrucción o estoy haciendo una generalización. Cuando estoy hablando de una cosa o un verbo en infinitivo, se usa, se permite bailar, por ejemplo. Cuando esto es plural, entonces se pone, se ponen los zapatos, se prohíbe bailar, se lavan los platos sucios, se vende pollo, se tira las cosas rotas, no, ¿he? De no goes first, no se ve la luna, no se necesita permisos, always with an m, ¿he? No se debe comprar, no se debe mezclar. It is the same that me gusta o me gustan. ¿Ja? Now, we go to try.

Página setenta y cuatro

Ejercicio cuatro a. some friends invite you to a party, but you have to make something to eat and you have two recipes and you have to – which one is the easiest one and which one you choose to make.

¿Ja? Página setenta y cuatro, cuatro a.

Amber? You are camole con nachos. Do you want to read one sentence?

And then go.. we go like this, jack to jasmine, and other way around to leo and to marijn, ¿ja?

-[reads sentence]

Pas op, ¿he? Be careful with cause is cu-cha-ra-das, and cu-cha-ra-di-ta

-what is it

Cucharada?

-spoon

Spoon of lepel. ¿Ja?

-[reads sentence]

Muy bien

-[reads sentence]

Muy bien. se-mi-llas, ¿he?

-[reads sentence]

Se a compalla, muy bien. huevos estrellados.

-[reads sentence]

Muy bien

-que significan huegos?

Huevos.

-eggs

-oh eggs

-[reads sentence]

Muy bien

-[reads sentence]

Muy bien

-[reads sentence]

Muy bien

-[reads sentence]

Muy bien.

-[reads sentence]

Muy bien. muy bien. now, cuatro b. en la receta hay unos verbos en negrita. Cual es el infinitivo? Escribe lo debajo de la ilustracion correspondiente, do you understand that? -debajo?

Debajo. Under. Under the picture.

[STUDENTS MAKE EXERCISE]

Nou. ja? Jeroen. The first one is [inaudible], the second one is?

-eh friyar?

Freir

-freir

Muy bien

-uh the third one is pelar?

Pelar, muy bien. amber?

-cortar?

Cortar. Cinco?

-calentar?

Calentar. Seis

-lavar?

Lavar. Muy bien.

-how to write the fifth one?

-the?

The fifth one? Cortar?

-calentar

Calentar.

-que es el diferencia entre trocitos y trosos?

This eh, jeroen knows! What is the difference? Dit is eh, your question is why in the first one is se corta

-no no trositos y trosos

Trositos is smaller than trosos

-so squares like

Yes really really little. Small.

Now, cuatro c. if you like at the c, you will see that the, the bear? *? is the third person singular or third personal plural. Why is that? Jouk, why is the, se pelan, why? Bij the first

-because its about los acuagatos

And it is plural, he

-yes

Muy bien. se pela. Jesse?

-i think i dont understand the question

Because why you say pela and not se pelan

-because uh, los are [inaudible]

No but the second one.

-pela

Why you say se pela and not se pelan

-se pela is singular and se pelan is plural

Yea, but why you say se pelan and not se pela.

-because se pela is not related to the tomato

Because it is one tomato, ja? It is singular. Very good.

-se corta is singular for tomate

Very good. It is related with tomato and not with pieces. Very good. The next one, Jasmine?

-ehm se lava?

Muy bien. why its se lavan?

-porque son tres

No. we are talking about

-uh batatas?

Yes. We are talking about batatas, because you cannot make smaller pieces. You make small, you cut the potatoes. Se lavan y se cortan that is for the potatoes, he? Se friyen.

-uh se friyan las batatas is plural

Muy bien. las batatas is plural. Muy bien. and then, eh, El ultimo?

-se hechan is porque los huevos son plural?

Muy bien. los huevos. Muy bien. Teoria, otra vez, nog een keer, another time. Como decimos en español que tenemos la obligacion de hacer algo. Usamos hay que o tener que. Tener que, mas infinitivo. No tener que mas infinitivo. Ja? Por ejemplo, tengo que sacar, infinitivo, una Buena nota. Tengo, this has to be conjugated, hay tener. Yo tengo, ja? But the other one not, it is an infinitive. Hay que, mas infinitivo, o no hay que mas infinitive, the same. Hay que conectar el raton al delgrado. What is the difference between tener que mas infinitive y hay que mas infinitivo?

-hay que is more general?

Yes. This is specific, specific for one person or for more people but this is specific and dit is general, that is why it's not conjugated. Ja?

-but you is singular and you is plural cause when I say you I can point at specific person
Sorry?

-you is singular and plural

No, that doesn't, in Spanish its not a.. we don't have a person with I. its general. Its not specific, that doesn't matter.

Hay que conectar el raton al dogrado. It is not that you have to do that, its somebody. Maybe here is not a good translation. Maybe here has to be somebody. Somebody has to. Ja?

Pagina setenta y cinco, ejercicio cinco a.

Aqui hay una dieta para adelgacar, do you know what adelgacar means?

-no

What is adelgacar?

-lose weight or something?

Yes lose weight. And dieta is a diet, he? Ya conoces la dieta del alcachofa? Ehm, Youk, nee Jesse was the next one

-[reads]

Be careful jesse, with the ha because the ha we don't pronounce it. Muy bien. jack.

-[reads]

Muy bien. Jasmine.

-[reads]

Muy bien

En que consiste?

-[reads]

Muy bien

-[reads]

Muy bien

-ademas?

Ademas is also

-[reads]

Muy bien.

Nou, tenemos que ... who has to do that?

We. Nosotros tenemos, he? And then we use hay que comer, hay que tomar, hay que continuar, why they use now hay?

-because it's a general...?

Yeah. Because it is a general, ja?

Uhm, it is already clear. Nou. Dit is the difficult part. So.

In *spaa*-spani-eh, español tenemos el objeto directo. Cuando esta hablando de personas, el objeto directo es o me, te, nos, o os. Y tambien usamos para personas y cosas, usamos lo, la, los, las, y para cosas los mismo.

Como sabemos que es objeto directo en una frase? Le preguntamos al verbo, que.

Por ejemplo. En ingles, el objeto directo se situa de tras del verbo en español se pone normalmente delante del verbo conjugado. Por ejemplo en ingles is i watch it, it es objeto directo. Yo lo miro. El verbo conjugado objeto directo, ja?

Tienes la guitarra? Si, la tengo. I use the objeto indirecto cuande he hablado ya de algo para no nombrar lo otra vez, I don't want to say another time si tengo la guitarra, he? Because we know we are talkin ab- what are- what we are talking about, la guitarra. So that is why I use la, ja? Que tengo? La guitarra. Ja?

Vamos a transformer estas frases con un objeto directo. Por ejemplo, yo bebo la gaseosa.

-que significa gaseosa?

Eh, *limonade*, eh, like a, drink, with a Fanta or something like this. With a flavour.

Yo bebo gaseosa. What do you think?

-yo la bebo

Yo la bebo. Because is la gaseosa, ja? Maria le sus emails.

-Maria los le.

Maria los le. Muy bien. Sus emails, los emails. Ja?

Ellos reforman la casa

-que significa reforman?

Eh, reform-eh, eh, I don't know, could be- they change, they-they-they make a

-transform?

They

-renovate?

Transform, they-they make some changes in the house, they transform. Yeah. Ja?

Ellos reforman la casa.

-ellos la reforman?

Ja. Ellos la reforman. And this whole time que reforman? Que reforman? La casa. Que le? sus emails. Que bebo? la gaseosa. Que haces? un pastel.

-tu lo haces?

Tu lo haces. Ja. Because un pastel it is not determined, he? And then- that is why I use lo. Ja?

Vosotros traeis las compras.

-vosotros las traeis.

Muy bien. now. You are ready for pagina setenta y seis, ejercicio seis a.

Vais a escuchar a Flora. Flora es una cocinera, y le da instrucciones a su hijo. Se quiera aprender una receta. Ja? Flora is chef, and Juanito is her son. He want to *leer* to make something, he? and you have to listen what she say the instructions that she *gee-give-geef* to him- to *hem*. And you have to answer three questions, cual es el truco de Flora para hacer un tortilla de batatas.

-what is el truco?

Trick.

Que hay que hacer con las batatas? Y tres, que decido Juanito hacer al final? Ja? Zo.

[LISTEN TO AUDIO FRAGMENT]

Ja? Do you understand it? Another time?

[LISTEN TO AUDIO FRAGMENT AGAIN]

Truco!

-siempre..and then?

Siempre hecho un diente de ajo.

-ajo is piece of..uhm..garlic?

Garlic yes.

[audio]

What they say, what he say?

-Los dorado means golden?

Yes

-to have in

No you take it out

-oh okay

And then put the potato

[audio]

What happened with the potato. You have to fry them until...? They are soft. And then you can also add ...

-onions

Onions, but before?

-before potatoes

Before the potatoes, yeah

[audio]

And then? With the eye?

-mix them

You mix the eye and then, you put it... in the pan. And then you mix it and then you be careful that you don't, eh..

[audio]

And what's he say? What he say?

-I think im going to eat a sandwich

Yes. Its too complicated. Uhm, seis b. you have the four sentences. That they were in the conversation. And there are objetos directos, por ejemplo, ehm, whos the last one?

-I think I was

You was the last one? Yes, now amber you want to be first- you want to, eh, explain us why it is lo in the first sentence? First read the sentence please and then...

-[reads sentence]

Yeah.

-so I have to say why its low?

Why its low

-because it is, it is about the azeit and that's [inaudible]

Yes. Because it is about the azeite. Ja? Second one!

-[reads sentence] la because of the batatas

Very good.

-[reads sentence] its la because its un poco de cebolla

Yeah porque es cebolla

-[reads sentence] and los because it's about los huevos

Now you understand it really good!

El c. you have the four sentences you have to complete it with the objeto directo.

Nou, jesse the first one?

-I don't know it

Uhm,

-multiple

Yeah but you have to do the sentence we just did, like did here, you bebo la gaseosa, and then you have the first sentence. They talk about something

-yeah but I don't see the difference between the left one and the right one because I don't get it...

Uh

-like for me it's the same sentence because like the right one is the different one [inaudible] I don't get it

Yeah but dit is het, dit is the same sentence, the only thing that you don't write one part of the sentence because you want- you know- you are talking about something that you both know, dus, you don't have to say the whole time el objeto directo that is why you can change it for something. And this, is la of, of lo, of los, of la, uh

-so I don't write la casa or something I only write la, that's the point?

Yes. That is why here it is not one part of this sentence, ja?

-so then it would be [reads sentence] las hecho.

Yes. Because if you say the whole time eh, hoy las verduras tienen sabor diferente, no? si es que hecho las verduras.. you don't need to use it all the time, you don't do it also, you don't do it neither in, eh, English. Eh, eh, you, you, sometimes you, eh, don't want, you want to

make a conversation *dynamisch*, a conversation. You don't want to stop the whole time saying the same thing, ja? Jack.

-[reads sentence]

Muy bien. the next one.

-[reads sentence]

Muy bien. and the next one.

-[reads sentence]

Muy bien. now you are really good! Really good!

Now. And-eh ahora vamos a hablar de los conectores. Tenemos tres conectores, y, pero, y ademas. Con y lo que hacemos, es añadir algo. Por ejemplo, es un restaurante muy bonito y moderno, ja? We just make *iets* extras.

Pero. Eh, añade un elemento, que es a la ver lo ob- lo contrario de lo que he dicho. Por ejemplo, es un restaurante muy bonito pero la comida es horrible. So, el-el restaurante esta bien pero la comida no me gusta, ja? Y ademas, es- da una informacion que se refiere a la primero quedado. Es un restaurante muy bonito y ademas los camareros son muy sympaticos. So they are two things that they are both positive, ja? Or both negative. But they are not- they are the same. They want to add something of positive or something negative. Pero is the opposite. If the one is positive, if I use pero, the other one is negative. And I- other way around. If I say something negative, if I use pero and then I have to use something positive. And with this just I, just, a lot of things to describe something. Ja? Okay! Pagina setenta y seis.

Siete a.

Hay dos frases, este supermercado es muy bueno y ademas no es muy caro. Eh, este supermercado es muy bueno pero es muy caro. What is the difference?

-caro is cheap?

Eh, expensive. What is the difference?

-they are, is a contradiction

Ademas is there are two positive things, he? And pero, *het is*, its, uhm, really good restaurant but it is expensive. So if you want to choose one of the both, the two, which one do you choose?

-muy caro, uh no! no muy caro

Exactly. So you will use the first one, normally, he? If you want to pay more het is also okay.

-what is the opposite of muy caro? Barato?

Barato. So that, you can say the first sentence, este supermercado es muy bueno y ademas es barato. Also.

Muy bien! siete b. you have to use ademas o pero. Now.. sentence uno hasta la cinco.

Jasmine? You have to do that? Now jasmine!

-uhm [reads sentence]

Exactly. Yes? Because the first part is positive, but there is something that is not really perfect. The second one.

-[reads sentence]

Hasta las doce. Muy bien. muy bien. two positive things.

-barato is cheap right

Barato is cheap.

-[reads sentence]

Yes. Ja.

-[reads sentence]

Rijeras.

-rijeras. Que significa rijeras?

They are not, eh, like, eh like light.

-oh so it's pero

Its ademas. Its really positive. Because you, you, I am already looking for a cookie, he? They are really, very good and also they are light. That is perfect, this two positive qualities

-and prueba, what does it mean? The first word?

Try

-try

Five!

-is it light in a way like low-fat?

No it is light in a way, like, eh, that if you eat one you are not, eh, like *pooff* its like, eh

-easily digestible or something

Ja easy digestible. It doesn't have to be light, but its not, eh, like, *poof*

-ja okay

Like, geen, eh, stroopwafel

-*laughs*

-lekker

Its lekker but its like *poof*

-*laughs*

He? Really different. Okay last one.

-[reads sentence]

Muy bien, Ja? You are really good today!

Now. Ser and estar. An, another difference, when we use ser and when we use estar. Now this, not another one but is all the time the same. Because ser, eh? Ser es para descripciones o valoraciones de algo, algo que no cambia, eh? Y estar para discutir una experiencia directa, por ejemplo. Que bueno esta este queso. Ja. Este queso esta bueno para mi at this moment but I want to know what you think about it because maybe you are, you have another, eh, taste.

-este Madura is type of cheese

Eh?

-type of cheese the este Madura

Yes, yes. And with the first sentence with we are talking about it is about an kind of cheese that the, eh, they, like they have, eh, they say that they are good. Is not what I think about the cheese, it is a quality of this cheese. But the second one is like I think, he? for me is good, but maybe you think is something else of they make a quality test and they if they are really not good but for me they, for me they are okay. I like it. Yes? So this is the difference.

Pagina setenta y dos.

We go to the *supermarkt*. Aqui tenemos las ofertas de la semana, eh? Conoceis los productos? Do you know all the products? Yogures, mantequilla, queso manchego, leche con omega tres.

-*laughs* sterilized milk
Nee. With omega tres?
-si
Ah para el pas [inaudible] ja.
Pan. Macarones. Mant-macdalenas, galletas
-what is macdalenas?
Is like a..
-is that [inaudible]
Magdalena cake. Is like a cake
-is quite specific style of cake
Yes is not so sweet
-in Holland is also called a magdalena's cake
Ja Magdalena is another kind, yes. Its like a kind of cake.
Galletas. Bistek de ternera, is a kind of meat. Huevos. Manzanas, batatas, nisperos, lechuga, melocotones, tomates,
-que son nisperos?
Nisperos is a...I don't know the translation but it is really small things, nou not small, like this. They look like the *perzik*, but really small.
-apricots maybe?
Apricots.. ja!
-abrikoos?
Nee abrikoos het is a..
-or plums? Pruimen
You have it also, he, here.
-mispool
-yea the little ones you put on pie
-oh like cherry things, they're the family of cherries
No, no.
-we probably don't use it
This one! Loquat!
-no *laughs*
No? this is really nice
-is it a fruit?
Yes! Eh, *zoet*, and I think I saw them in albert heijn but Im not sure now...
-*laughs*
Very... I, I like it...
Ehm, *berberechos*
-que son *berberechos*
Is a product that, eh, we have to buy in the Netherlands and you don't eat it, and we eat in Spain. It's really funny.
(1:12:14)
-so cookies in..
Ja! *Berberechos*.. ah I know the... I forgot the translation. Uhm...
-oh

Cockle

-oh cockles

-ah nice

Yes. So you produce this in the Netherlands, and you transport to Spain and we eat it there.

-we also eat it

You eat it?

-sometimes

Sometime but I think...

-we eat it in a restaurant

-or in the pasta

Yea in the pasta or something, but we eat it in a can, eh?

-is it like shellfish right?

Yes, yes. We eat it like a tapa, that is a...and now we have also refresco...and we have arroz, café, azúcar, detergente, legía, gel de ducha.

-arroz is flower or sugar?

Rice.

-oh

Now consumes estos productos? Completa el cuadro. Amenudo, de vez en cuando, nunca o casi nunca. Que la*? (1:14:00) comeis amenudo? Now, write it, write it.

And I want that, eh, you make a sentence with a product that you eat or you use amenudo and then you use pero, and one that you don't use never. Do you reme- do you understand me? So the first part of the sentence is that you have to write a part with a product that you use amenudo, and then pero and then one product that you use almost never... or never. And I want to hear this sentence.

Ya?

Ya?

Okay amber! Do you want to make one sentence?

-[reads sentence] yo como manzanas amenudo pero no como el queso mancheco

Pero no como queso mancheco.

-okay

Because you, you use el, you are pointing, you are determining but you are talking about it generally. Muy bien! Next quest- next sentence

-[reads sentence]

Muy bien! nou esther, can you tell me your sentence? Okay come back esther. Jouk

-[reads sentence]

Muy bien

-[reads sentence]

Muy bien

-is okay?

Yes

-that is naturally the sentence?

Yeah it was good. Pero nunca como..?

-eh magdalenas

Magdalenas, muy bien. Jack.

-uh, come arroz dos veces por semana o ?

Por semana

-por semana pero nunca bebo refrescos

Muy bien, muy bien. esther-eh Jasmine!

-[reads sentence]

Muy bien. The, eh, one thing, that is the same i say to amber, you dont say como las manzanas, because you are making a generalization and then you say como manzanas, ja?

Muy bien

-[reads sentence]

Okay the same. El, el, we ha-we don't use it if we are talking about *iets* general. Yes?

Because I'm- otherwise you, ehm, point it, you don't- you don't eat

-so you just say pero no le como

Yes and the first one also. Muy bien

-[reads sentence]

Muy bien

-[reads sentence]

Muy bien, muy bien. but you don't- you don't, it is the same, you don't use an article but you don't talk in a plural. Ja. Tomate is, no, you can also talk in a plural, sorry. I don't say, sorry sorry. Leo.

-[reads sentence]

Muy bien

-[reads sentence]

Nunca uso?

-la mantequilla

Nunca uso mantequilla y, the first one also, not el.

-[reads sentence]

Muy bien. café con azucar o nunca tomo café con azucar.

Okay, eh, Leon, Jeroen... Esther!

-[reads sentence]

Muy bien. ehm, sabeis que son beganos? Pagina sententa y tres. Sabeis que son beganos? Si?

Ejercicio tres a. tenemos siete frases que digen algo sobre los beganos, son verdaderas o falsas? What do you think? A ver... uh, marijn!

-[reads sentence] es falsa, falso

Si? No se. falso? Muy bien! eh jeroen!

-[reads sentence] verdadero, o no! falso

Falso

-si que significa lana?

-wool

Yes, wol

-ah

-what?

Wol

-wool?

Wol

-sheep's wool

Yea sheep, I don't know, sheep, eh, wool? Is what you use to make a, some sweater or something, yes, for the, yes, for the winter. What do you think? Yo no lo se. no se, alguien sabe?

-[inaudible]

Perdon? Marijn *weet*- know everything about the beganos. The next one! Leon

-[reads sentence] verdadera?

Verdadero

-the baca is cow?

Is, uh, milk cow, cow's milk... the next one!

-[reads sentence]

What do you think, verdadero o falso?

-veradero?

Verdadero. Cinco!

-que significa el hambre?

El hambre. Uh, hambre it is, uh, hunger.

-ahn, acabar is to quit

To finish

-ah

To quit, yea. Cinco!

-[reads sentence] ja, uh verdadero

Verdadero. Seis.

-[reads sentence] falso?

-que significa typo?

Typo, kind, kind.. type.

-type

Siete.

-que significa secos?

Nuts, nuts,

-nuts?

frutos secos, eh?

-it means dried, right?

Nuts I don't know

-frutos secos I would say that is dried fruit

Dried fruit? [inaudible] nee? No. Frutos secos is like, eh, ja, wild nuts, and dit soort things together. Nuts. Ja.

-so they are not fruits

No.

-but its frutas

Yea frutas

-[reads sentence] verdaderas

Frutos secos y almendras, si verdadero? I don't know...

-*laughs*

I don't know them. Okay! Jack do you want to read one sentence? We go to know, it is something else about the beganos

-the text below?

Ja. Existe...

-[multiple students read]

Muy bien

-[multiple students read]

-significa lana con piel?

Lana is wol and piel is skin

-[multiple students read]

Por que? Marijn! Los animals

-[multiple students read]

-maltratos que significa?

Maltratatos, eh, [inaudible]... el hambre

-[reads]

Muy bien

-[reads]

Muy bien. la salud

-[reads]

Muy bien. que come un begano?

-[reads]

Meche ta suga, eh?

-suga

Muy bien

-[reads]

-cuerpo significa?

The body

-body

Now! We know everything about the beganos. Thirsty, really thirsty. Y ahora vamos a aprender algo sobre las unidades, unidades de medida, pagina setenta y un.

Cuenta al granel. Jack.

-[multiple students read]

-que significa espacios?

Species, spices, sorry!

-[multiple students read]

muy bien

nou, a ejercicio ocho b. los alimentos que se nombran en el texto. Como se compran, que embase se usa, a peso, por unidades, en cartonones, en bolsas, en botellas, en latas, en botes, en paquetes, en cajas, o otros. Nou por ejemplo, el arroz, como se compra el arroz?

-en bolsa?

O en paquetes

-ah paquienes

Paquetes, eh? Muy bien. la harina? La harina como se compr- ay perdon! Legumbres. Como se compran las legumbres?

-a peso?

No, normalmente- normally... como compramos las legumbres,

-bolsas?

Now bolsas lijkt mij

-que son bolsas?

Eh bags, bags,

-bags?

Bags, ja. Harina? En paquetes, no? Tambien, tambien a peso, he?

-a peso is like a, to weigh

To weigh. Pasta?

-paquetes

En paquetes tambien... galletas

-carton?

En cajas,

-cajas?

Ja, cajas o carton, no carton is more for eggs

-caja is?

Boxes

-boxes

Cereals?

-carton

No carton is more for eggs, like you have a, these are cartones, for a,

-like boxes

Boxes, yeah.

-cajas are more like cartons

Yes

-confusing

Yea is confusing yea. Cereal is para desayuno

-en cajas?

En cajas, muy bien! Ehm, frutos serco- secos, perdon

-bolsas?

Of a peso, o en bolsas

-what is a peso

A peso is you weigh them

-and then what is difference with con unidades?

Con unidades is per piece

-ah ja of course

Ja? Vino

-en botellas

En botellas

-and what is difference between botellas and botes they are quite similar

Eh botellas are bottles and botes *zijn* bots

-boats?

Boats like

-jars

Jars

-ah jars

Okay. Azeitunas.

-botes

Botes muy bien. hierbas aromaticas

-bolsas

Ja bolsas, o, en, botes tambien. Y especias?

-en bolsas

En bolsas, en botes, a peso a una vez, eh? Nou.

-que es la diferencia entre hierbas aromaticas y especias?

Ja hierbas aromaticas is aromatica herbs, ja, *en die andere* is spices, i dont know exactly what the difference is because i am not really good in this thing but uh...

In the *presentatie*, presentation, you have a lot of words to learn, a lot. These are things that you can eat, these are- *fruit*, fruit, frutas... alguna tipos de comidas en España, eh? Perrito caliente, we don't say hot dogs, perritos calientes, we translate everything.

-*laughs*

Eh, las unidades son importantes, si es algo solido utilizamos cien gramos de, eh? Cien gramos de, un kilo de, medio kilo de, un cuarto de kilo de, everything with de. Para los liquidos, un litro de, the same. Medio litro de, un cuatro de litro, litro y medio o dos litros.

And here you have a, little, eh, ja, conversation between, eh, two people. One it is in the store and the other is the client, ja? Now we don't have more time. Because today somebody for a presentation? No? do you want to make a presentation?

-no

Someone? Somewhere? Okay. Nueve! You have one, two minutes. Nueve a!

Que cosas creis que una modelo internacional puede comer o como y que cosas no comen?

De la liste, eh? Verduras, come verduras? Las modelos?

-si

Si, las modelos comen verduraras. Susie?

-what significa modelo?

Modelo? A model.

-a model

They are normally really small. So they have to be careful with the, they eat. Marisco. Come marisco?

-si

Si, eh? Piña?

-si

Si. Pescado a la plancha. Pescado a la plancha? No? no come?

-I don't think so

Eh?

-I think they eat fish but not a lot

A plancha het is, eh, like, eh low fat, eh?

-oh grilled

Tartas, come tartas?

-no

No I don't think so. Chocolate?

-no

No. hamburgesas?

-no

Pan integral?

-si

Si! Pasta? No se.. pasta integral? No se.

Okay I think that, eh, we finish already. Now eh, please look at the presentation, look at the vocabulary, uhm, if somebody want to make a presentation, please.

-its for second right

Second may, very good. Eh, do you want to make the exercise de pagina ciento sesenta y dos hasta las ciento sesenta y siete, la pagina ochenta y ochenta y uno, leer la. Eh, nou the next time we have one presentation, very nice person he?

-de nada

Eh, and vocabulary, you have vocabulary also here to study from unit six, yes? I see you, eh, dos de mayo, okay? Bye bye! Hasta luego!

Appendix 2: Interviews

2a: Head of Wageningen in'to Languages

I: I just wanted to know what your thoughts are on the language policy here at radboud in'to languages or in'to languages in general. The "doeltaal is voertaal". Do you agree with this policy, or, what are your thoughts on it?

S: yeah! I totally agree with it. It's our policy, so.. If I don't agree with my own policy that would be a bit tricky...

I: right!

S: yeah of course you can't do it for all languages. It's quite difficult for Japanese or chinese. But for most Indo-European languages, it is quite doable. Of course there is a degree that the teacher will speak in Dutch or in another language. Perhaps sometimes it's English if our teacher doesn't speak Dutch. But for the rest we try to target language is our objective to speak during class, yeah. Well, I've done for instance last year, well every year I try to follow a course of our own so I can see how the teachers do it, you know how we do it. And I did Portuguese, and I know just a little bit of Spanish so that helps but the teacher did everything

in Portuguese, almost everything in Portuguese. And well the whole class understood what she was talking about.

I: was that a beginning level?

S: yes that was A1, absolute beginning level yes. But of course she needs some help sometimes

I: So, you think that the exclusive use of the L2 is the best way to learn a language even at A1 level, when they're absolute zero beginners.

S: well, that's what I just said. Exclusive is a big word and it depends on the language. and if you look at our courses that we teach for NT2, Dutch as a second language. We don't know the mother tongue of our participants, so everything is in Dutch and we feel that's the best way. We don't speak English, or we don't uh, it's quite strict. But they have a different goal of studying the language normally. So it's, you know the stakes are higher. And if you do Portuguese, Japanese or whatever it's mostly it's because you go for an internship, or you do uhm it's not because you want to become a resident of Portugal or whatever. The stakes are different. So if you want to go on a holiday...

I: So the whole background of the students and the motivation levels differ

S: yeah exactly, yeah

I: do you think that using another language other than the target language may interfere with the learning process of the student? So using the mother tongue or the lingua franca?

S: uhm well like with Dutch as I said, I think the fastest way to way to learn a language and not get interference of whatever kind then it is best to use the L2 constantly. But in our case if I look at my, the courses we teach for foreign languages you know so, the shorter courses with the different goals. It helps. In the short run, if for a quick fix, then, because our courses are like 8 or 13 lessons it differs of course, what you've seen is 13 courses in Wageningen. Sometimes you really need a quick fix to help you get through it.

I: and those are quite intensive those courses because there is a lot of input in one goal

S: yeah and we ask them to do a lot at home

I: yeah, the reason I ask you these questions is because I have seen in the classes, the ones that I've attended at least, especially the students with each other in class, when they do in class assignments they do speak a lot of Dutch or English, depending on whether the person is a native speaker of Dutch or not. So that's why I was asking whether you thought this may interfere with their learning process or do you think that this may support them into completing the task efficiently, understanding it efficiently.

S: well, you know at A1 level it is very difficult if you have to work together and you need to do the task and you're not quite sure what the task is precisely, you cannot communicate in the target language because you don't know the target language. You're starting to learn the target language and trying to figure out what the assignment is sometimes quite tricky so I understand yeah that they would switch to a lingua franca or their mother tongue.

I: so you think that's necessary or unavoidable at a lower level but uh

S: well, with Dutch, they, well they might switch to English I'm not quite sure I haven't attended that much lessons of Dutch. Those groups are quite international so they might not have a language in common as a lingua franca... but you know, they will. Like there are many Syrian people so they will switch to...

And sign language, non-verbal communication as well. That's very important to support your language learning with gestures

2b: Instructor of the learners

I: moet u officieel in een bepaalde taal lesgeven. Dus bij de Spaan I en II cursus of ben u vrij of gewoon zelf te kiezen

S: nee ik heb eigenlijk eh het is niet echt een regel maar zij leren en ik ook zoveel mogelijk in het spaans doen en doordat de lessen met buitenlandse studenten is en dat is gewoon beter als het spaans is, zeg maar, de presentaties. Maar praten enzo is zoveel mogelijk in het spaans maar als het erg nodig is doe ik het in het engels maar beter van niet, nee. Maar om taal te leren dat is het beste.

I: dus u zegt om een taal te kunnen leren is het de beste om de talen te combineren, toch?

S: nou niet te combineren maar zoveel mogelijk in spaans te doen maar hun achtergrond is engels dus zij kunnen de bijvoorbeeld bij de presentatie in het engels lezen dat zij als zij iets niet goed begrijpen dan kunnen zij het altijd lezen o okay dat begrijp ik wel of, uh, en dan kunnen ze altijd pakken. Bijvoorbeeld bij spaans I is het boek in het engels dus ik geef de instructies in Spaans maar als zij lezen, zij begrijpen wel, ook als zij mij niet begrijpen moeten zij het wel horen. Spaans horen. Dat is eigenlijk, ja.

I: dus, vind u dat het ook, zeg maar, de presentaties om in het engels te hebben heeft het te maken met de niveau van de studenten?

S: ja

I: bij de hoger niveaus is dit niet zo erg nodig.

S: nee dat is niet zo erg nodig. Maar ik heb van spaans I en Spaans II, eh, allemaal in het engels nog. En spaans III is meer gewoon spaans.

I: okay, okay. Omdat ze dan alles beter begrijpen en dat ze geen zeg maar, support nodig hebben

S: ja, ja. Want de les is van veel studenten dus als elke keer moet de les stoppen dan haal ik niet alles in 1 les maar dus uh, het is beter op die manier dat ze kunnen wel, dat ze de tijdens

de les luisteren, en als ze iets niet goed begrijpen dan kunnen ze altijd thuis nog een keer begrijpen en dan komt alles goed.

I: en welke taal geef jij liever les in?

S: als ik moet uh?

I: de je meest comfortabel voelt

S: ik ben met engels begonnen en dan ben ik 6 jaar in het nederlands en nu is het weer terug in het engels en dus het is alles nog een keer starten in het engels. Het gaat beter maar het is, ik moet, een aantal woorden komen in het nederlands. Het is af en toe.. ja comfortabel comfortabel heeft het niet echt mee te maken. Het is nu een overstap om in een ander manier les te geven. Dat is uh, ja dat was het

I: ja hoe zeg je dit in het nederlands, so if you agree with the 'doeltaal is de voertaal' soort mentaliteit

S: yes

I: zou u zeg maar open zijn om ook gebruik te maken van de eerste taal van de studenten, in het meest geval is het nederlands voor de meeste studenten. Maar ook zeg maar engels. Hoe zou u dat vinden? Zou u dan open zijn om andere talen ook te gebruiken in de les? Of denkt u dat nee van..

S: nee. Ik gebruik, als een student aan mij in het nederlands iets te vragen dan antwoord ik in het nederlands als hij niet spaans begrijpt. Eerst probeer ik altijd in spaans en als het niet lukt dan gebruik ik de taal dat de persoon liever gebruikt want het is makkelijker om alles te begrijpen, vind ik. Maar eerst Spaans..

I: ja want dat is de doeltaal, ja.

S: ja in Spaans I is het lastiger

I: ja want ze zijn bij zo'n laag niveau en ze beginnen echt bij nul

S: ja bij nul, ja

I: dus in die context dan zou dan wel open zijn om verschillende talen te gebruiken?

S: ja ik doe het dat sowieso al lang, als, ja. Ik bedoel engels en nederlands. Ik kan niet meer!

I: nee, ja! Dat bedoelde ik, ja

S: *laughs*

I: vind u dat het gebruik van een andere taal, dus of nederlands of engels, dus engels als de taal dat, zeg maar, iedereen in de klas kan spreken zeg maar, of die een goede of een slechte effect heeft op de leerproces van de student.

S: ik denk dat de beste is alleen maar buitenland, dus de taal dat zij willen leren dat is de enige dan meer gebruiken moeten worden. En dat is, probeer om af en toe te doen als ik niet kan andere taal en dat zij wel op die manier realiseren ze dat "o dan moeten we goed luisteren". Want anders is het voor de studenten lekker makkelijk! Oh maar gewoon door gaan met de andere talen dan zij maken niet de uh

I: die overstap

S: die overstappen en dat is eigenlijk de belangrijkste en ze moeten leren in de andere taal te leren denken. En dat zij zien dat de docent makkelijk doorgaat met de andere taal ik denk dat ze worden makkelijker...

I: okay dat is interessant! Are you aware of speaking dutch when teaching?

S: no

I: want ik heb de data geanalyseerd, of getranscribeerd en je gebruikt wel, zoals je zei, je gebruikt ook vaak engels en nederlands want soms snappen de studenten niet zo snel waar de les over gaat omdat het alleen maar in het spaans is. Dat is normaal want ze zijn zo'n laag niveau. Maar je gebruikt wel meer Engels dan Spaans in de les.

S: bij de eerste, bij de Spaans I

I: ja, maar ook bij Spaans II. Dus ik vroeg me af .. maar ook met nederlands. Dus je gebruikt niet zoveel nederlands in de les maar je gebruikt het wel vaker, denk ik, dan je denkt. En maar ik vroeg me af waarom je dit zou doen want is het misschien dat je dan meer "relatable" bent met de studenten. Dat je denkt van uhm, door dezelfde taal af en toe te gebruiken met de studenten dat de studenten meer, zeg maar, zich comfortable voelen in de les.

S: nee dat komt door dat de er zijn een aantal student bij spaans II dat echt lagere niveau hebben en dat zij stoppen de hele tijd de les. Dus ik, bij bepaalde momenten moet ik even doorgana. Ik kan niet, eh, het is super intensieve cursus, ik weet het niet als jij dat hebt gezien maar het zijn, eh, twee van de studenten stopt de hele tijd de les. Ik moest een keuze maken. Of ik ga door met de andere taal of ... ja ik ga niet door. Dus dat is eigenlijk ja, inderdaad, een keuze. Maar dat is ook afhankelijk van de groepen. En nu zijn wij bij de helft van de lessen dus gaat de eerste groep meer vloeiend in spaans, zeg maar. Want jij ben begonnen in april, he? Dat was de begin van de cursus. Dat is echt eh..

I: ze zijn beter geworden zeg maar

S: ja. Elke jaar, dit is ook de presentaties zijn anders. De mensen zijn anders en de manier om les te geven moet aangepast worden. Het is niet de elke jaar hetzelfde. Het is afhankelijk van de studenten. Bijvoorbeeld Spaans I die jaar, de mensen zijn interactiever dan de vorige jaar. En vorige jaar was echt eh pfff.

I: ja haha gelukkig voor mij!

S: ja de groep is meer dynamisch. Ze maken de presentaties of discusseren. Ja en je moet de studenten een tijdje geven en contact met de andere studenten. Een soort van groepen of team building bouwen. En daarna gaat alles makkelijk. Maar in het begin is het uh, die cursus zijn volgens mij 3 maanden en de verschillen vanaf het begin en het eind, het is een groot..ja. Het is echt een verandering sinds jij weg was. En doordat het zo intensief is, ja.