Student Perceptions Regarding the Use of Purposive English in a Spanish as a Foreign Language Classroom

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Student Perceptions Regarding the Use of Purposive English
in a Spanish as a Foreign Language Classroom

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Abstract

In modern American society, diversity is both challenged and celebrated, and inclusion is imperative. This ideology begins in the classroom. Oftentimes, this celebration of diversity, more specifically linguistic diversity, is most visible in Teaching English to Speakers of Other Languages (TESOL) classes and similar bilingual educational programs. In TESOL programs, students’ international identities are highlighted and students are often instructed using multilingual educational resources to scaffold their acquisition of English. Historically, foreign language teaching also utilized dual-language instructional methodologies. Such archaic teaching methodologies have since been replaced by more modern and immersive sociopsycholinguistic approaches such as Communicative Language Teaching. Such approaches are taught only in the target language with little to no acknowledgment of students’ home languages. Cummins’s (1986) Common Underlying Proficiency model provided the theoretical framework that guided this study. This model likens the first and second languages to two visible iceberg peaks, representative of two proficiencies. Underneath the surface of the water, however, the two linguistic structures are cognitively and inextricably linked. The purpose of this qualitative study was to explore student use and perceptions of purposive English and its effects in foreign language classrooms. This qualitative study answered how and why high school Spanish students use purposive English in a foreign language classroom as well as how they perceive the effects of its use. This study utilized a grounded theory approach to data analysis including open and axial coding procedures. Data were derived from eight semi-structured interviews, one focus group interview, and artifacts. All participants were high school students enrolled in a fourth-year level Spanish class. The five categories that emerged included Time, Study, Brain,
Language Choice, and Participation. All categories aligned with Cummins’s (1986) Common Underlying Proficiency model and suggest that the first language does indeed play a direct role in the acquisition of a foreign language. Data also suggested that a dual-language instructional model may be appropriate for some foreign language learners and still has relevance today.
“And surely I am with you always, to the very end of the age.”

Matthew 28:20
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Chapter 1

Introduction

In modern American society, diversity is both challenged and celebrated, and inclusion is imperative. This ideology begins in the classroom. Oftentimes, this celebration of diversity, more specifically linguistic diversity, is most visible in Teaching English to Speakers of Other Languages (TESOL) classes and similar bilingual educational programs. In TESOL programs, students’ international identities are highlighted. Students may be welcomed using multilingual educational resources and other classroom materials, such as world maps or signs in the students’ home languages, (L1) may also be visible. Yet regarding pedagogy, there is somewhat of a bifurcation of the two camps of language teaching and learning, that of foreign language education and that of TESOL. In TESOL, English is taught as a second (L2) or as an additional language for international or non-native speaking students. These classes may occur at any age with programs being offered at all levels from elementary to high school, and even at the college level for adult international students. In foreign language teaching in the United States, teachers typically work with native speakers of English who are learning a second or additional language, such as Spanish or French, most often as a high school course. Although not everyone is a native speaker of English and sometimes exceptions for some students do exist if they are learning the foreign language as a heritage language or even as a third language (L3).

Both TESOL and foreign language teaching programs provide language instruction, but they differ significantly in their pedagogical and ideological approaches. The modern TESOL camp realizes the significance of not only permitting, but also intentionally utilizing the English Language Learners’ L1s (Saville-Troike, 1976; Brice

Historically, foreign language teaching also used a more cross-lingual approach to classroom instruction. However, methods such as the Grammar-Translation, Desuggestopedia, and Community Language Learning, for example, have since been replaced by more immersive approaches including Communicative Language Teaching. Chapter 2 will explore and define these and other language teaching techniques in greater detail. Contemporary foreign language teaching does not purposively incorporate the L1, such as English, in instruction. The two language structures, L1 (English) and L2 (the foreign language) are most often viewed separately (Cook, 2001). This is not just attributed to modern ideologies about foreign language teaching, but rather, some language policies actually disallow the use of the L1 in foreign language classrooms (Dickson, 1996; Rolin-Ianziti & Varshney, 2008; Cummins, 2005).

In contradiction, research has already shown the use of L1 to be successful in English as a second language classrooms (Kim, Hutchison, & Winsler, 2015; Echevarría, Vogt, & Short, 2013), further bifurcating the two language teaching camps. Yet, contemporary foreign language teaching methods continue to emphasize communication in the target language (TL), and they continue to minimize to 10 % or less and even omit the use of the L1 altogether (ACTFL, n.d.; Cook, 2001). There are proponents of utilizing L1 in foreign instruction and research has indicated that the judicious use of L1 can even help rather than harm students (Cook, 2001; Turnbull, 2001). However, the distinction between the two camps remains.

Despite both camps pertaining to language teaching, rather than forming a sisterly Venn diagram type of overlap between the two fields, there is complete and total
distinction as two separate circles. Refer to Figure 1 for a visual representation. Again, this is because foreign language educators most oftentimes separate the home language (English, in this study) from the target language being taught. One of the most contemporary and widely recognized foreign language teaching methodologies, Communicative Language Teaching (CLT), purports an emphasis on communicative competence and speaking, oftentimes leaving grammar and other language modalities behind (Curtis, 2017). Contemporary foreign language teaching minimizes the utilization of the first language in exchange for a more immersive environment while TESOL classrooms favor a more bilingual or even multilingual approach to education. However, L1 is still present in both the conscious and subconscious minds of the target language learners and even the foreign language teachers. What happens when the invisible becomes visible and the use of English is uncovered?

Figure 1

Language Camps Without Overlap

The Problem

Although both are language teachers, TESOL and foreign language educators often come from two very different backgrounds. Certified TESOL educators are trained in educational methods and many Second Language Acquisition (SLA) theories. They are English language experts equipped to provide English Language Learners (ELLs)
access to academic content while also building proficiency in English as L2. Without their assistance, ELLs might otherwise be unable to work at or near grade level due to the overwhelming linguistic demands of English as L2. Certified foreign language educators, in contrast, are usually trained in a combination of K-12 educational techniques, a selection of canonized literature or the like, and maybe one to two specialized methodology courses or practicums. Their specialization concentrates more on education and language rather than education in or of a language, as is more commonly observed in TESOL.

In addition to differences in teacher preparation programs, another distinction exists between these two disciplines: the recognition and use of L1 in the classroom. TESOL educators provide English Language Learners multilingual resources to assist in not only language acquisition, but also in content knowledge. In the foreign language field, students learn a target language as L2, both linguistically and as the actual content area. However, the use of L1, while it may occur in some classrooms, is generally mandated against by the American Council on the Teaching of Foreign Languages (ACTFL). ACTFL is the organization that sets the national educational standards for foreign language teaching in the United States. It also sets the standards for foreign language proficiency testing. ACTFL recommends “that language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom” (ACTFL, 2010, p.1).

Despite ACTFL’s position, a problem exists when language learners are disallowed from accessing their native languages in order to support their acquisition of L2. It is already understood that oftentimes English Language Learners need to activate
prior knowledge by first referring to L1 in order to learn both L2 and new content information. A fictional scenario may help to clarify this point. An ELL may come to an American classroom already having some knowledge of how to add, subtract, multiply, and divide. However, he may be challenged to perform the calculations if he does not have enough knowledge of English to be able to read complex word problems. A TESOL educator might help the student to reduce the L2 (English) language demands and provide instructions and translations of key vocabulary words for the math problems in the student’s L1. Essentially, this student is simultaneously learning and practicing the content knowledge (math) while he is also learning L2 academic language (mathematical vocabulary in the context of a word problem).

Not too dissimilarly, in a foreign language class such as Spanish, the content knowledge would be considered the mechanics of the language (target language grammar, syntax, and other linguistic structures or features) and the academic language would consist of all of the associated reading, writing, listening, speaking, and vocabulary skills to be learned. However, in contrast to TESOL, a foreign language educator trained in Communicative Language Teaching who abides by ACTFL’s national standards would not be permitted to refer to the student’s L1 in order to help reduce the language demands or to provide clarifications. With this more immersive communicative approach seen in foreign language teaching, it is almost a sink or swim type of model. Again, one can see the clear distinction of the two pedagogical approaches in Figure 1. Why are Spanish as L2 students instructed differently than ESOL students? Students still think and perform cognitive functions in their L1, but they are not permitted to utilize it publicly in the classroom setting. Why is the use of L1 so taboo in so many foreign language classrooms? Instead of the two separate circles illustrated in Figure 1, L1
should be accessed by both the foreign language and TESOL camps, as this research investigation will further explore and define. The two fields of language teaching should be connected and overlap, as suggested in Figure 2.

Figure 2

*Language Camps With Interrelationships and L1 Overlap*

**Purpose of the Study**

The purpose of this qualitative study was to explore student use and perceptions of purposive English and its effects in foreign language classrooms.

**Research Questions**

This qualitative study answered the following three research questions: 1) How do high school Spanish students use purposive English in a foreign language classroom? 2) Why do high school Spanish students use purposive English in a foreign language classroom? 3) How do high school Spanish students perceive the effects of use of the first language in a foreign language classroom?

**Significance of the Study**

This qualitative study provided scholarship that referenced Second Language Acquisition principles and bridged the fields of foreign language instruction and TESOL. The students’ use of and perceptions towards purposive English were evaluated. In this
purposive English was defined as the intentional use of an interlocutor’s first, native, or home language. In this study, an intentional or “purposive” use of English may be considered any utterance, either written or verbally expressed, whether spontaneous or planned, for social, instructional, or clarification purposes. The study investigated the use of L1 in a foreign language classroom from an asset-based approach. Relying on the dual-iceberg theory and Cummins’s (1986) Common Underlying Proficiency (CUP) model as a guide, the teacher researcher sought to make visible the invisible cognitive processes. Those processes include students’ reliance on L1 to support L2 acquisition.

This study contributed to foreign language instruction by presenting and analyzing the use and perceptions of purposive English according to high school Spanish students. Classroom teachers who review this study may choose to engage in a dialogue with their own students about which instructional language they prefer, Spanish (the target language) or English (the L1). Additionally, the investigation of purposive English may impact the way that foreign language instruction occurs. Further discussion regarding the effectiveness of Communicative Language Teaching and other immersive approaches that minimize L1 may also begin to occur. Foreign language instruction was historically rooted in multilingual methodologies, not immersive approaches. The data from this study may also suggest that a multilingual instructional model may still be relevant today.

**Summary**

Chapter 1 has introduced the reader to a problem that exists in the field of foreign language teaching. TESOL teaching pedagogies readily rely on L1 to support L2 acquisition, whereas most modern foreign language methodologies (i.e. Communicative
Language Teaching) do not. In this qualitative research investigation, the teacher researcher interviewed 17 high school students in order to explore their use and perceptions of purposive English within a Spanish as a foreign language classroom. Chapter 2 contains a review of the related literature that guided the study while Chapter 3 contains a detailed presentation of the method employed. Chapter 4 presents the results from the interview data and Chapter 5 discusses the results, artifacts mined during the study, and implications for future research.
# List of Abbreviations and Terminology

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ACTFL</td>
<td>American Council on the Teaching of Foreign Languages</td>
</tr>
<tr>
<td>BICS</td>
<td>Basic Interpersonal Communication Skills</td>
</tr>
<tr>
<td>Code-switching</td>
<td>Any alternation from TL to the home language (L1) or another language (such as L3, for example) and vice versa.</td>
</tr>
<tr>
<td>CALP</td>
<td>Cognitive Academic Language Proficiency</td>
</tr>
<tr>
<td>CLT</td>
<td>Communicative Language Teaching; pedagogical method(s) emphasizing target language production with minimal (if any) use of the native language</td>
</tr>
<tr>
<td>CUP</td>
<td>Common Underlying Proficiency</td>
</tr>
<tr>
<td>Desuggestopedia</td>
<td>A FL pedagogical method emphasizing student comfort including background music and a relaxed learning atmosphere; incorporates the L1 with the L2</td>
</tr>
<tr>
<td>DLL</td>
<td>Dual language learner</td>
</tr>
<tr>
<td>ELL</td>
<td>English language learner; a student learning English as L2 (or L3)</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language; used somewhat interchangeably with ESOL/TESOL</td>
</tr>
<tr>
<td>ESOL</td>
<td>English for Speakers of Other Languages; used somewhat interchangeably with ESL/TESOL</td>
</tr>
<tr>
<td>FL</td>
<td>Foreign language for native speakers; In this investigation, American students whose native language (L1) is English are learning Spanish as a FL or L2 in school.</td>
</tr>
<tr>
<td>L1</td>
<td>First, native, or home language</td>
</tr>
<tr>
<td>L2, L3…</td>
<td>Second or third language, etc.</td>
</tr>
</tbody>
</table>
Purposive English  The intentional use of an interlocutor’s first, native, or home language; any utterance, either written or verbally expressed, whether spontaneous or planned, for social, instructional, or clarification purposes

RL1     Recourse to L1 (Macaro, 2001); planned or unplanned occurrences when L1 is utilized

TL      Target language; the foreign language being taught or learned as L2 or L3, etc.; In this investigation, the target language is high school-level Spanish.

TESOL  Teaching English to Speakers of Other Languages
Chapter 2

Introduction

The American Council on the Teaching of Foreign Languages (ACTFL) has been the leading academic body of nearly all things of or pertaining to foreign language literacy, proficiency, and instruction in the United States since 1967. ACTFL is the organization that sets the protocol for national curriculum standards that states, including Missouri, follow. ACTFL distinctly recommends that:

- learning take place through the target language for 90% or more of classroom time except in immersion program models where the target language is used exclusively. The target is to provide immersion in the target language unless there is a specific reason to not use the target language. (n.d.)

ACTFL (n.d.) does not define what constitutes a “specific reason”, but in this review of the literature, several arguments to utilize purposive English, including other related studies, are explored and discussed.

Theoretical Framework

To properly frame this study, one can refer to the Common Underlying Proficiency (CUP) model proposed by Cummins (Cummins & Swain, 1986; Roessingh & Kover, 2003). In the 1980s, educators began to refute the idea of bilingual instruction in favor of a maximum exposure hypothesis (Cummins & Swain, 1986). Believers in this hypothesis, including the U.S. Department of Education, felt that the teaching of the target language was less important than full immersion for students.

CUP is a theoretical model “in which literacy-related aspects of a bilingual’s proficiency in L1 and L2 are seen as common or interdependent across languages” (Roessingh & Kover, 2003, p. 3). For those bilingual individuals who are proficient in
two languages, CUP is likened to an iceberg with two equal visible peaks. Those two iceberg peaks represent BICS (Basic Interpersonal Communication Skills) (Roessingh & Kover, 2003). BICS, the basic working level of proficiency needed for communication, is what is observed by other people as they interact in either the first language (L1) or the second language (L2). There is also an invisible portion of the iceberg structure that is unobservable during interactions with other people. This invisible structure represents the Common Underlying Proficiency (CUP). The CUP model of linguistic interdependence, or this underlying structure, also includes Cognitive Academic Language Proficiency (CALP) (Roessingh & Kover, 2003). CALP refers to “higher-order thinking skills of analysis, synthesis, integration, reasoning, generalizing, and transferring” (Roessingh & Kover, 2003, p. 4). See Figure 3 for a representation of the dual-iceberg model.

The CUP model explains that the two iceberg peaks, representative of the two languages, are connected underneath the surface of the water. This underwater connection, CUP, signifies that the mental processes that drive academic language, analyzing, and reasoning of the L1 and the L2 (those two visible peaks), are connected invisibly below the surface. If a person is multilingual, then he could have a third or even a fourth iceberg peak representative of L3 and/or L4, respectively. Likewise, CALP would still connect all of those peaks below the surface of the water.
Figure 3

‘Dual-Iceberg’ Representation of Bilingual Proficiency

![Diagram of the ‘dual-iceberg’ representation of bilingual proficiency]

*Note.* Figure 5.3 The ‘dual-iceberg’ representation of bilingual proficiency.

Adapted from *Bilingualism in education* by J. Cummins and M. Swain, p. 83.

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Cummins’ (1986) CUP model shows that regardless of the language being spoken or utilized, whether L1 or L2, the speaker’s brain is invisibly accessing the same cognitive functions because they are connected. Cummins and Swain (1986) explained that “common cross-lingual proficiencies underlie the obviously different surface manifestations of each language” (p. 82).

This theory demonstrates the need for this investigation of students’ perceptions and use of purposive English (as L1) in a Spanish as a foreign language classroom. ACTFL and foreign language teachers who favor Communicative Language Teaching (CLT) may falsely believe that they are creating a purely immersive environment with minimal (10% or less) exposure to L1. However, in these cases, the teachers are simply seeing only one visible iceberg peak—the L2. Those two peaks might as well be
separate icebergs entirely as that below-the-water connection of the two linguistic structures is not recognized by many foreign language educators.

Besides disregarding the L1 iceberg peak, they are also ignoring what is underneath the surface: the CUP. In sum, the language learners are already silently accessing academic language and proficiency in their L1. Why silence students when purposive English, that other visible iceberg peak, could assist in learning Spanish or another target language?

It is also possible to have one peak higher than the other if L2 is more emergent than L1, as we might see with the high school Spanish students. Or, for reasons of subtractive bilingualism, L1 could even be the shorter summit. However, the two linguistic peaks are still connected regardless of the level of proficiency of L2. Therefore, L1 and L2 are complimentary, not necessarily linguistically-speaking (for instance if the two languages are extremely different, such as Mandarin versus French), but cognitively. The TESOL field recognizes this and already uses L1 to support L2 acquisition. Foreign language teaching, at least from an ACTFL perspective and/or a CLT perspective, does not openly recognize CUP. In foreign language teaching, few connections to L1 are drawn. This research investigation explored how foreign language students learn or acquire L2 (Spanish) while drawing on CUP with purposive English and English as L1. This study relied on Cummins’s dual-iceberg theory (Cummins & Swain, 1986; Roessingh & Kover, 2003) as a theoretical framework.
Background

A Brief History of the English Language and Early Language Education Programs in the United States

As the early nation was forming, immigrants to the United States had their own schools with their own languages, sometimes due to religious communities and the creation of parochial schools, and other times simply due to the organization of a particular settlement. Eventually, however, nearly all immigrants were assimilated into the English-speaking mainstream culture and literacy, with the exception of the Germans.

There was too much diversity and expansion during the 1700s to create one official literacy despite Ben Franklin’s desire to preserve English in schools as a means of creating a type of policy of Americanization through education (Cavanaugh, 1996). At the time of American colonization, English was used as a lingua franca because it was a trade language of commerce of the British empire.

After the Revolutionary War, there was a movement towards common public schools per the Ordinance of 1787, yet despite this, German-language instruction still occurred in Chicago city schools through the 1860s and 1870s (Cavanaugh, 1996). However, opposition to the use of the first language in the classroom existed and a desire for Americanization and full assimilation continued, as was evidenced in the passing of the 1889 Bennett Law in Wisconsin. This law stated that all schools, both public and private, must conduct classes in English. Ultimately, however, this law created much political backlash and it was eventually repealed.

New immigrants to the country were oftentimes illiterate in their native languages, let alone in English, and education was seen as a solution to illiteracy and social problems, such as increased crime and a lack of jobs (Cavanaugh, 1996; Gray,
1997). Although teaching English as a Second Language was developed to address the linguistic deficit of immigrants and refugees, in the United States, Teaching English to Speakers of Other Languages (TESOL) did not become an official profession or academic discipline until 1964 when the first conference was held in Arizona (Gray, 1997). The first official set of guidelines for certification in the field did not appear until 1975.

Prior to the emergence of the TESOL field, there were few people who taught English to immigrants. Such people included missionaries who shared religious information abroad, such as the Wycliffe Bible Translators, but these instructors were not formally trained in languages or linguistics (Gray, 1997). The United States also sent “teachers” who were not officially trained education personnel, but rather just native speakers of English, to foreign countries to teach the language abroad. There were government agencies that initially paid for and hosted such English as a Second Language programs, yet the numbers were quite small compared to that of other nations (Markwardt, 1963). The U.S. was involved with English language classes in Puerto Rico and the Philippines from the 1900s through the 1940s, but the home cultures and the students’ needs were ignored as they were provided with curriculums designed for students who had grown up in different parts of the world (Markwardt, 1963). This led to some resentment against U.S. imperialism in Puerto Rican education due to a language policy that was imposed in the first half of the 20th century (Saville-Troike, 1976). This also created discord among generations as the school-age children were the ones receiving language education.

English was initially taught overseas to foreign students who desired to study in American universities as well as here on native soil for immigrants who needed to find
jobs or to those who sought citizenship (Saville-Troike, 1976). Again, the initial goal of English instruction was ultimately assimilation or Americanization. The Naturalization Act of 1906 stated that all immigrants must speak English in order to become U.S. citizens. One organization, the Ford Motor Company, even offered an innovative approach that was a win-win for both immigrants and for the company, who had well-trained employees. Ford established a language and culture (sociological) school in 1913. As part of the program, immigrant men were required to live in single family homes and move out of their ethnic, language-specific neighborhoods. They were taught Americanization and socialization skills. Special wages were paid if employees attended English language classes either before or after work and met other requirements, such as regular school attendance for their children. Certificates of completion were issued to the men in a graduation-like ceremony during which they would initially appear in more native-looking clothing, but they would then later emerge wearing American-style sport coats and suits and waving flags. This was an example of Americanization at its finest and the certificates were so highly respected that many immigrants used the diploma as part of their citizenship application requirements (The Henry Ford, 2017). Citizenship was a primary motivation of immigrants to learn English (Gray, 1997).

**Bilingual Education**

Eventually, the focus shifted from adult learners to public school education, which ultimately lead to the bilingual education approach. In the 1960s and earlier, students were punished for speaking another language besides English at school—even if they were at recess. Additionally, even the teachers were sometimes threatened with dismissal for using another language besides English during instruction and it was still illegal in many states through the 1970s (Saville-Troike, 1976). However, the passing of
both the Higher Education Act of 1965 and the Elementary and Secondary Education Act, also of 1965, allowed for increased opportunities for TESOL-type programs. Eventually, the Bilingual Education Act (Title VII) was signed into law by President Johnson. Additionally, the Supreme Court Case of Lau vs. Nichols shed further light on social justice issues pertaining to bilingual education as more than 1,800 Chinese immigrant students were not receiving much needed English language assistance in California. Public school districts are required by law to provide language services to students with language deficits and they may not discriminate against linguistic minorities.

Although the terms can be used to refer to somewhat different methodologies today, English as a Second Language (ESL) is, and always was, a part of bilingual education since it is concerned with English as a second or foreign language (Saville-Troike, 1976). Bilingual education includes content instruction that occurs in a language other than English and “translation support” is not viewed as a hindrance to language learning (Saville-Troike, 1976, p. 75). ESL was initially a segregated or pull-out teaching approach, but more contemporary pedagogical models have tried to move away from that to provide the least restrictive environment. This was a movement in a forward direction that relied more on students’ prior linguistic knowledge. However, initially, many of the multilingual materials were designed and developed for students in other countries around the world, and early bilingual teachers criticized their students’ uses of the languages (Saville-Troike, 1976). The majority of such concerns, however, have since been resolved as modern TESOL programs have become not only multicultural, but also multilingual.
Methodologies of Bilingual Education

The five main teaching models of bilingual education include submersion, English as a second language, early-exit or transitional, late exit (also known as developmental or maintenance) and two-way immersion (also known as bilingual immersion or dual language education) (Kim, Hutchison, & Winsler, 2015). In the submersion method, students are not provided any extraneous assistance, but rather, they are just placed into a classroom in which the target language (English, in this context) is the dominant language of instruction. This can be modified to provide more structure, such as a one-year transition period for English Language Learners (ELLs), for example. With TESOL instruction, more purposive emphasis is placed on the acquisition of English as a language in addition to learning other academic content. This model may also be modified to create a pull-out system providing one-on-one time for the ELLs and the language specialist. With both the submersion and basic TESOL methods, the first language (L1) is not utilized for instruction (Kim et al., 2015).

There are other more contemporary methodologies, such as the Sheltered Instruction Observation Protocol (SIOP) method, that disagree with such first language-shaming approaches and both recognize and utilize the native language in instruction. Advocates of the SIOP method encourage using the L1 as an instructional support to assist with content learning and to reduce the L2 language load (Echevarría, Vogt, & Short, 2013). Another example of a bilingual pro-L1 teaching model is the early exit model during which instruction occurs in both L1 and in the target language (English). Eventually, the use of L1 is phased out to avoid becoming too dependent on that language which may impede any gains in English proficiency (Kim et al., 2015). The late exit model also includes instruction in both L1 and the target language, but rather than
phasing out the L1, proficiency is developed and maintained in both languages to foster additive bilingualism (Kim et al., 2015). The final method of bilingual instruction is two-way immersion, which is designed to linguistically benefit both native and non-native speakers of both languages because the goal is additive bilingualism. In a linguistically and culturally diverse classroom, a Spanish-speaking student, for example, may focus on acquiring English, while his American English-speaking classmate may be learning Spanish. These programs were modeled after the French and English immersion programs of Canada back in the 1960s (Kim et al., 2015).

**An Overview of First Language Use in Foreign Language Instruction**

Much of how instruction occurs depends on the nature of the classroom and the group of students and their own particular needs, as well as the teachers’ own epistemological perspectives and pedagogical beliefs. This is directly interrelated with the idea that each classroom co-constructs its own culture (Dixon, Frank, & Green, 1999) with its own unique identity. Responsive foreign language teachers should adapt with their language learners, which may include allowing the use of the first or native language (L1) within the classroom. Turnbull (2001) suggested, “It is valid, therefore, to consider whether TL [target language] input might become intake more readily if teachers use the L1 judiciously to catalyze the intake process in some way” (p. 533). Despite their own personal or pedagogical beliefs, some teachers, however, are still limited by language policies (Dickson, 1996; Rolin-Ianziti & Varshney, 2008; Cummins, 2005). Some teachers who do utilize the L1 actually feel guilty for doing so (Cook, 2001). Similarly, Cummins (2005) disagreed with a rigid, exclusive use of target language (TL) instruction and suggested using the L1 as a strong pedagogical strategy.
In modern foreign language instruction, L1 and the second language (L2) are often compartmentalized rather than seen as related (Cook, 2001). The L1 is rarely used, if ever. Rather than to offer students necessary translations, teachers utilize other approaches such as showing realia or pictures and acting things out (Cook, 2001). A challenge may occur for teachers, however, when some vocabulary that is difficult for students to conceptualize cannot be easily conveyed or communicated with alternative methods. Cook (2001) recognizes the value of L2 instruction and the provision of examples to the students, but some educators become so overwhelmed with putting L2 on a pedestal that they avoid the L1 altogether. In doing so, unfortunately, many foreign language educators prohibit access to what could serve as one of their best linguistic resources—students’ L1s. Cook (2001) wants to maximize the L2 rather than avoid the L1. She understands that exposure to L2 is crucial for students but also believes that it can indeed be compatible with L1. This literature review also seeks to demonstrate the complementarity between L1 and L2 in foreign language instruction.

While Turnbull (2001) mostly agreed with the position of Cook (2001) regarding the use of teachers’ L1 in a foreign language classroom, he questioned her notion of maximizing the target language so as not to substitute too much L1 that the TL would be sacrificed as a disservice to the student learners. Turnbull (2001) argued that for some students, the classroom teacher is often their main and sometimes their only exposure to input in the target language.

The use of the target language should be judicious, not solely for the sake of teacher convenience. Turnbull (2001) questioned what an acceptable ratio of L1 would be and how those percentages might be standardized into guidelines. One such guideline was presented when Thompson and Harrison (2014) stated that grammar instruction
should occur in the target language because of the availability of online resources in English, such as textbook companion websites. In contrast, as demonstrated in an older study by Polio and Duff (1994), some foreign language teachers prefer to utilize the L1 for grammar instruction. The evolution of technology has likely also had an impact on the evolution of foreign language instruction. In a study of university French classes in Australia, Rolin-Ianziti and Varshney (2008) analyzed courses that were marketed as immersive. A specific French textbook series was selected by the department primarily due to supplemental resources that included a video program to avoid the use of translation into L1. The use of L1 for grammar instruction as well as other classroom language alternations will be further discussed and analyzed in an upcoming section.

Mismatch in Language Learning

Student Comfort and the Acceptance of the Home Language

Ciriza-Lope, Shappeck, and Arxer (2016) sought to separate affect from the learning context in their study of adult Latino English as a Second Language (ESL) students. When these English Language Learners (ELLs) were studied, it was found that they had few opportunities to practice social interaction in the second language (L2). One of their primary sources of interaction included communicating with younger English-speaking family members. Since this younger generation was already multilingual, they were perceived almost as superior to their ELL elders. This was because the Latino children were fluent in the external dominant culture and language of the U.S. rather than strictly their home culture and language.

Within the context of the classroom, however, the adult ELLs had completely different identities (Ciriza-Lope, Shappeck, and Arxer, 2016). These identities included new relationships with other ELLs (classmates), increased confidence speaking in the
target language, and an increased ability to engage with the greater mainstream English-speaking community. The ESL classroom was a comfortable environment in which they were treated equitably. Ciriza-Lope et al.’s (2016) research interviews were conducted in Spanish, the home language, to determine the role that the classroom played in language acquisition among ESL adult learners. Despite receiving critiques from family members, these ELLs continued to attend classes because they felt a sense of group membership and a desire to learn the dominant language. Such cohesive environments are more common within the field of Teaching English to Speakers of Other Languages (TESOL). Yet, such environments are not necessarily visible in the field of foreign language education. As this literature review will continue to explore, in a modern communicative-style foreign language classroom, one’s home language and culture are often checked at the door in exchange for L2 immersion and target language exclusivity.

From a TESOL perspective, English is necessary for full participation within American society, yet the students’ native cultures and languages are necessary for full participation within their own homes and family communities (Saville-Troike, 1976; Brice & Roseberry-McKibbin, 2001). WIDA, no longer recognized as an official acronym, is the national non-profit organization that develops assessments and standards for English Language Learners. In relation to its early childhood education programs for dual language learners, the WIDA Consortium (2014) stated:

> When family members use their home language [L1], they are often able to share thoughts and ideas in a more complex way than they could in English [L2], allowing children to build a stronger foundation of concepts and vocabulary. This foundation supports children as they learn, write, read, and develop another language. (p. 5)
Anxiety With Target Language Exclusivity

Student comfort seems to be of high importance and consideration in TESOL, but this is not necessarily the case for all foreign language classrooms. Ellis (1997) stated, “Affective factors such as learners’ personalities can influence the degree of anxiety they experience and their preparedness to take risks in learning and using an L2” (p. 73). Perhaps providing assistance in their L1 might help to reduce some of this anxiety.

In a study conducted in the United Kingdom, teachers who participated in a survey perceived that nearly exclusive use of the target language (TL) by the instructors in the classroom may lead to the alienation of lower achieving students, which may in turn impact their understanding or increase their levels of anxiety or demotivation (Dickson, 1996). MacDonald (1993) (as cited in Turnbull & Arnett, 2002) maintained that teachers using the TL may increase motivation in students because they may be able to observe how the language will be immediately useful. Too much use of L1, according to MacDonald (1993), can actually demotivate students because then the TL is no longer needed to communicate information (as cited in Turnbull & Arnett, 2002). More recently, Ciriza-Lope et al. (2016) stated, “Learner affect (i.e., the learner’s motivation, anxiety, self-esteem, and confidence) is considered to be one of the most important determinants in language learning” (p. 288). Additionally, they noted that individuals’ emotions, such as anxiety or stress, may influence self-confidence and may ultimately impede language learning (Ciriza-Lope et al., 2016). However, Rolin-Ianziti and Varshney (2008) found that more TL does not cause more anxiety in students and no correlations have actually been found.

Regardless of the lack of correlational evidence with increased target language, it is known that student anxiety can impact learners’ performance and abilities (Ellis, 1997;
Dickson, 1996; Cririza-Lope et al., 2016), so perhaps reducing the threat or perceived threat of TL exclusivity may help to alleviate some of the tension within the classroom. With the use of exclusive or nearly-exclusive target language teaching approaches, bonding opportunities between students and teachers are also missed (Dickson, 1996). Such interactions are important because enjoyment and humor can help motivate students and build relationships of trust and confidence in the classroom.

**Two Distinct Language Camps**

ACTFL, in contrast to WIDA, views linguistic support in the first language as taboo. Cook (2001), an L1 supporter, stated, “Those arguing for the L1 to be mixed with the L2 on a deliberate and consistent basis in the classroom are few and far between” (p. 405). The organization stated explicitly, “Don’t use English (one’s native language) as the default for checking on meaning or understanding” (ACTFL, n.d.). It is unlikely that this type of comment would appear in any TESOL or WIDA-related publication where L1s are celebrated and utilized as funds of knowledge (Moll, Amanti, Neff, & Gonzalez, 1992). In fact, under the category of “Respect”, the TESOL International Association (2017) mentions “committed to equity, diversity, multilingualism, multiculturalism, and individuals’ language rights” (Mission and Values section).

WIDA (2014) promotes supporting both the development and acquisition of the home language (L1) and the second language because the L1 is accepted as part of someone’s identity. It is the teacher “who is ultimately the bridge between the students’ world, theirs and their family’s funds of knowledge, and the classroom experience” (Moll et al., 1992, p. 133). Yet, perhaps some modern foreign language teachers are unable to link all of these concepts together because a student’s first language is not considered a part of the classroom or individual identity.
As previously presented in Chapter 1, one might note the separate and distinct circles of what should be an overlapping Venn diagram. Figure 1 represents the current bifurcation between the two language camps, TESOL and foreign language teaching, as they currently exist. Contemporary foreign language teaching and TESOL are separated and there is no overlap with the native language and culture due to their opposing viewpoints. Figure 2, in contrast, represents the overlap and interrelationship between languages as rooted in empirical research, and often ignored in foreign language education. It demonstrates that the language structures are connected. In addition to socio-cultural identities helping to create the overlap seen in Figure 2, there are also factors rooted in linguistics and pedagogy that will be explored in the next section.

Figure 1

*Language Camps Without Overlap*

![Figure 1 - Language Camps Without Overlap](image1)

Figure 2

*Purposive English: Use of L1 in a FL Classroom (With Interrelationship)*

![Figure 2 - Purposive English](image2)
Pedagogical Considerations

Duality of Bilingualism

An additional concern regarding the repudiation of the use of the first language (L1) is the overall issue of proficiency. What does it mean to be considered proficient in another language? Regarding foreign languages, ACTFL presents a continuum of proficiency levels, beginning with Novice Low and culminating with Distinguished. Interestingly, their continuum is not based on the Communicative Language Teaching (CLT) method of foreign language education that omits L1, which is their recommended pedagogical technique (90% or more in the target language). Rather, they identify levels of proficiency as ranges and describe:

what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired . . . The Guidelines are not based on any particular theory, pedagogical method, or educational curriculum. They neither describe how an individual learns a language nor prescribe how an individual should learn a language, and they should not be used for such purposes.

(ACTFL, 2012, p. 3)

To the discerning researcher, this could almost be perceived as a confession that foreign languages can indeed be acquired in ways other than adhering strictly to the Communicative Language Teaching or other immersive target language exclusive approaches that require 90% (or more) of the target language. This paper postulates that one such alternate method of acquiring foreign language proficiency is the intentional use of L1, or purposive English.

It is important to recognize and celebrate all linguistic achievements and levels of attainment in foreign language. However, unless students are regularly undergoing
formalized ACTFL proficiency testing, one may question whether the basic definition of proficiency for high school students, for example, can best be expressed as a BICS-only (Basic Interpersonal Communication Skills) type of proficiency. De Vries (1999) referred to this as a type of “schoolyard” or “kitchen” language that sounds comprehensible to others on the surface in terms of communication, but it does not go much deeper. There is a distinctive difference between being able to converse and exchange meaning in the second language (L2) and being able to analyze and think in L2. Again, please refer to the bifurcated Venn diagram. With ESL students, Miller and Gildea (1987) noted how daily conversations and exchanges in English could be accomplished with 2,000-5,000 words whereas a high school student who is proficient in academic English may work with up to 40,000 words (as cited in Roessingh & Kover, 2003). That student using 40,000 words would demonstrate Cognitive Academic Language Proficiency (CALP). Foreign language students may gain BICS (Basic Interpersonal Communication Skills) via the Communicative Language Teaching approach, but their proficiency and ability to discuss a range of ideas and concepts may be shallow (BICS) rather than deep (CALP).

In a similar vein, in their discussion of languages and the brain, Kroll, Bobb, and Hoshino (2014) explained that:

Both of the bilingual’s languages are always active. The parallel activity of the bilingual’s two languages can be observed in reading, listening to speech, and preparing to speak one language alone. (p. 159)

Kroll et al. (2014) also explained how the language system is adaptive and permeable. Cross-language activation occurs when a speaker is selecting between L1 or L2 because again, both language systems are always active (Kroll et al., 2014). There is a reciprocal
impact not only between L1 and L2, but also between L2 and L1. Kroll et al.’s (2014) explanations very much align with Cummins’s (1986) dual-iceberg theory of the two languages being connected. Bilingual children and/or students need to develop strategies to control one language while in use and the other that is not in use (cross-language interactions) (Kroll et al., 2014). However, if educators disallow direct L1 access, then this bilingual differentiation skill might never fully develop.

De Vries (1999) explained language shift as a change in habitual use. This is something that typically occurs with English Language Learners (ELLs), even more if they use the L2 (English) at home. This language shift, then, can increase what Bourdieu (1991) referred to as language capital (as cited in De Vries, 1999). De Vries did not express this, but rather, the author of this paper posits that a language shift followed by an increase in language capital would ultimately yield an increase in Cognitive Academic Language Proficiency (CALP). An increase in CALP would then begin to balance out the two iceberg tips representative of L1 and L2. In sum, ELLs may use L1 to support learning both academic and linguistic content interrelated with L2, again illustrated as the Common Underlying Proficiency (CUP) underneath the iceberg tips. If Cummins’s (1986) theory is correct that CUP represents a duality between L1 and L2, then why reject the support of L1 or limit it to only 10 %?

The bifurcated Venn diagram (Figure 1) assumes that the use of the target language (TL) promotes foreign language acquisition and that L1 may impede this process or even serve as a distraction to students (Dickson, 1996). As previously mentioned, many teachers still believe in L2-only instruction and frown upon the use of L1 and translating and see it as regressive and believe that it should be kept separate (Cummins, 2005). However, there is no evidence to justify avoiding the L1 (Dickson, 1996). From the
TESOL perspective, instruction may be presented in TL or in L1 as necessary.

Regarding the struggle of English Language Learners (ELLs), Brice and Roseberry-McKibbin (2001) stated:

> When English is the primary means of instruction for language remediation, then the input is not necessarily comprehensible, understood, or useful in language remediation. Therefore, use of English for instruction, that is, less comprehensible information, makes it more difficult for bilingual children to learn. (p. 12)

This demonstrates that the TESOL field recognizes that immersive language teaching may be challenging for ELLs because they may not understand the material presented due to the language of instruction. Immersive or Communicative Language Teaching may also present such a challenge to foreign language learners who are only allowed to utilize the target language.

Despite modern trends of target language exclusivity, scholars, including Cummins (2005) believe that monolingual instruction in a foreign language classroom is “counterproductive and inconsistent with the reality of interdependence across languages” (p. 2). Brice and Roseberry-McKibbin later concluded that “the use of the native language may have the most beneficial effects on student learning” (2001, p. 12). If the use of the first language in classroom instruction is praised from a TESOL perspective, then why is the reverse untrue for foreign language education and teaching?

**Second Language Teaching Methodologies and Philosophies**

**Language Teaching Methodologies That Utilize L1 in Instruction**

Historically, early foreign language teaching methods were more bilingual in nature, but such approaches are now mostly considered antiquated as target language exclusivity is the preferred contemporary instructional approach. Several of the most
common techniques are discussed here. These methods allow(ed) the teacher and/or her students to code-switch or translate between the first language (L1) and the target language. These approaches may be applicable to both TESOL and foreign language teaching. TESOL programs may also utilize other bilingual education models, including the late exit and two-way immersion models, or other approaches such as the SIOP (Sheltered Instruction Observation Protocol) method. Such methods are also dual-language, but since they pertain primarily to TESOL rather than foreign language instruction, they are not discussed here.

**Grammar-Translation.** In the Grammar-Translation approach, working between both the L1 and the L2 is a goal of language instruction since the focus is usually on translating a literary selection. In the past, English used to be utilized as the L1 in foreign language classes and the home language was considered the “lingua franca” of the instructor and classroom before becoming taboo. Grammar-Translation is a very structural approach, focusing on linguistics such as morphology and syntax, while verbal communication is lesser emphasized. Reading and writing are the primary language domains to be developed by students with minimal attention on speaking and listening. There is a focus on specific grammar rules and vocabulary acquisition.

**Desuggestopedia.** One pedagogical method that was developed with the aforementioned student comfort in mind is *Desuggestopedia*. While it does still exist in some rare and archaic classrooms, it mostly became obsolete and has since been replaced by the more popular immersive methods, such as Communicative Language Teaching. While it is an approach that utilizes L1, it is very untraditional in nature. Due to its extremely relaxed and almost hypnotic atmosphere, it is unlikely to be successful in today’s high school classrooms for reasons of classroom management and a lack of
inclusion of 21st century technology and techniques. *Desuggestopedia*, formerly *Suggestopedia*, (also known as the Lozanov method (Ramírez, 1995)) seeks to remove psychological barriers that may inhibit learning by allowing access to more of the untapped mental capacity of the brain (Larsen-Freeman, 2000). To help achieve this while aiding in L2 comprehension, classical music may be played in the background, along with acting out some gestures. A “suggestive” learning atmosphere (music, comfortable seats, dramatic-type teacher) should be created. This learning atmosphere centers on relaxation and concentration to help language learners to retain more vocabulary and grammatical structures (Ramírez, 1995).

In a typical class session, the students are greeted in their home language and the lessons may also be introduced in L1. Handouts and activities are bilingual, such as a dialogue script or vocabulary or grammar explanations. Larsen-Freeman (2000) stated that “native-language translation is used to make the meaning of the dialogue clear. The teacher also uses the native language in class when necessary” (p. 83).

**Community Language Learning.** Another methodology that utilizes L1 but that has limited popularity among foreign language teachers is Community Language Learning. Rooted in humanistic psychology, the teacher acts as a counselor who allows for open-ended communication and creates a safe learning environment (Ramírez, 1995). One of its goals is to consider the learner as a whole person and to reduce threat within the classroom (Larsen-Freeman, 2000).

In this method, the L1 is utilized nearly as often as the L2 (at least in the beginning stages) to increase students’ comfort levels and to help them connect the languages by building a bridge from the familiar to the unfamiliar (Larsen-Freeman, 2000). In addition to classroom directions and instruction being conducted in L1,
students co-create their own dialogues and lessons by beginning in the home language and translating the information into the target language with the help of the instructor (Larsen-Freeman, 2000). For example, a class session might be audio-recorded and then a transcript might be developed to discuss the new vocabulary and/or grammatical patterns as they emerge. In this sense, grammatical structures in the target language are discovered rather than directly taught. While ACTFL (n.d.) would likely agree with this Vygotskian approach to creating a classroom community, they would likely disagree with the overall methodology since more than 10% of L1 is utilized.

**Teaching Methodologies Taught (Almost) Exclusively in L2**

L2-only classroom instruction dates back to the dismantling of the Grammar-Translation method in favor of other language teaching approaches such as the Direct method or Communicative Language Teaching (CLT) and a belief that increased exposure to the target language (TL) may increase student learning (Sampson, 2012; Macaro 1997). Newer teaching methods ignore the L1 and see it as having no relationship with L2 learning (Cook, 2001). Avoidance is actually part of the teaching techniques and sometimes descriptions of methods omit referencing it altogether (Cook, 2001).

Some TL exclusive second language acquisition methods are actually rooted in first language acquisition (Cook, 2001). Referring back to Figure 1, L1 is a separate and distinct entity from foreign language teaching. There is an assumption that there is no need to rely on L1 because babies learning their first language only have one linguistic structure from which to learn (Cook, 2001). Cook (2001) argued that L2 learners are older with stronger minds and more developed social skills. L2 learners will never become native speakers (like babies learning L1) because learning an L2 is an entirely
different process (Cook, 2001). L2 speakers, however, can still demonstrate advanced levels of linguistic competence and achieve CALP. A selection of the more common teaching methodologies that minimize or omit the L1 altogether follows.

**Direct.** Dr. Jesperson of Denmark agreed with teaching structures of the target language, yet he also wanted to emphasize oral language. He brought phonology into foreign language instruction as the international phonetic alphabet was popularized during his time (Wong, 2006). Compared with the Grammar-Translation approach that favored written language, with the Direct method, more emphasis is placed on oral production in L2 and L1 is not to be utilized in the classroom. In fact, no translation is allowed with the Direct method, as the role of the teacher is to demonstrate, not explain, the language, such as with realia, (Larsen-Freeman, 2000). This technique supposedly allows the students to draw their own direct associations between the target language and meanings (Larsen-Freeman, 2000). The correct use of grammar is still important to understand both in L2 reading and writing, but instruction on form does not occur. With this method, grammar is taught inductively after new linguistic content is introduced orally (Ramírez, 1995).

**Reading.** The Reading approach gained popularity during the 1930s and 1940s up through World War II and emphasized yet another modality of language—reading comprehension. This technique was not structural in that only vocabulary and grammar relevant to the reading passages were presented (Wong, 2006; Ramírez, 1995). The Coleman Report of 1929 emphasized reading as a goal for foreign language instruction and dismissed speaking skills as unimportant for most individuals, unless someone was planning to travel abroad (Wong, 2006). The report wanted students to receive information about other countries via written texts (Wong, 2006). This was the only
approach to foreign language instruction in the United States that was not structural in nature (Wong, 2006).

**Audio-Lingual.** The Audio-Lingual approach, which was also known as the Army method, became popular during World War II when the U.S. military needed personnel for international communications (Wong, 2006). The Audio-Lingual method was initiated by structural linguist Charles Fries (1945) of the University of Michigan and it gained popularity and became the primary method of foreign language instruction in the 1950s and 1960s in the United States. The method emphasized mimicry and memorization and was very behaviorist in nature. Language learning was seen as a habit learned via imitation and repetition with immediate correction of errors, much like Skinner’s stimulus response theory. Ramírez (1995) explained how students learned language “as a set of habits by engaging in pattern practice” (p. 117). Students would participate in drills that emphasized grammatical patterns rather than vocabulary acquisition and “learners could overcome the habits of their native language and form the new habits required to be target language speakers” (Larsen-Freeman, 2000, p. 35). This may also be considered an example of subtractive bilingualism (Smitherman, 1999). Subtractive bilingualism occurs when one the strengthening of one language proficiency (either L1 or L2) weakens a person’s other language proficiency (either L1 or L2, respectively), which may result in a loss in language competence (Lambert, 1977, as cited in Cummins and Swain, 1986).

**Silent Way.** Learning a language as a set of habits was argued against by linguist Noam Chomsky because people are able to create and comprehend language phrases and utterances that are brand new that they have never heard before (Larsen-Freeman, 2000). Chomsky did not believe that language learning occurred through mimicry and drills, but
rather that it was a cognitive practice and that human communication was an innate ability (Wong, 2006). Chomsky was against behaviorism and the Audio-Lingual method emphasizing stimulus-response. Although not developed by Chomsky but influenced by his cognitive theories, the Silent Way was a response, of sorts, to the Audio-Lingual approach. It emphasized the learner as the active agent and the belief was that rather than responding to stimuli in the environment, learners used their own strategies, cognitive processes, and hypothesis-testing (Ramírez, 1995). In this method, the teacher only speaks when absolutely necessary so that she can monitor the students’ performance while she encourages self-correction of errors and autonomy (Larsen-Freeman, 2000).

The teacher will use rods or blocks and Fidel charts as instructional tools for drawing phonological and other connections between L1 and L2. Although L1 may be used for providing instructions and for beginning-level feedback sessions at the end of the lesson, the method is conducted primarily in the target language by the students with minimal contributions from the teacher (Larsen-Freeman, 2000).

**Communicative Language Teaching and Communicative Competence.** In the late 1970s and early 1980s, there was a shift away from emphasizing linguistic competence in the language classroom and more of an emphasis on communicative competence, eventually yielding the communicative approach of teaching (Larsen-Freeman & Anderson, 2011). Communicative competence refers to a correct exchange of meanings in different sociocultural situations whereas linguistic competence is concerned more with knowledge of how the language works, such as grammar, syntax, and other linguistic features (Ramírez, 1995). Larsen-Freeman and Anderson (2011) stated that the judicious use of L1 may be permitted, but that most activities, including explaining directions and assigning homework, need to occur in L2. Larsen-Freeman and Anderson
(2011) did not formally define what constitutes a “judicious use” of L1, but it is known that the recommended amount of English in foreign language teaching is 10 % or less (ACTFL, n.d.).

The goal of this method is communication in the target language, yet there are varied opinions and disagreements as to which techniques are to be utilized and there is flexibility in classroom practices (Krashen and Terrell 1983; Larsen-Freeman & Anderson, 2011). In other words, as opposed to being one particular language teaching method, the Communicative approach or Communicative Language Teaching is better understood as a large overarching umbrella with each of the spokes connecting to the same post: communicative competence. Ramírez (1995) classified several methods as examples of communicative approaches including the Dartmouth/Rassias, Comprehension, Total Physical Response, Natural, Silent, Community Language Learning, and Suggestopedia. Desuggestopedia (formerly Suggestopedia) and Community Language Learning do emphasize communicative competence, but because they allow for a bit more use of the first language in the classroom, they were discussed earlier in another section of this paper as methods that utilize L1 in instruction.

**Rassias.** John Rassias (1983) founded the Dartmouth approach which was very structural in nature with drills, much like the Audio-Lingual approach but with a greater emphasis placed on student participation (Wong, 2006). Unlike some of the other communicative methods that emphasize communicative rather than linguistic competence, the Rassias method (also known as the Dartmouth Intensive Language model) focuses on grammar, vocabulary, listening, comprehension, fluency, and pronunciation accuracy in a fast-paced, dramatic (props, etc.) class (Ramírez, 1995).
This method is conducted 100% in the target language, including grammar instruction (Stansfield & Hornor, 1981).

**Total Physical Response, Comprehension, and Natural Approach.** Total Physical Response (TPR) is another method also conducted in the target language with vocabulary and grammar embedded into imperatives and other activities (Larsen-Freeman & Anderson, 2011). It involves physical responses and gestures from both the teacher and students, much like the Natural approach, both of which are interrelated with the Comprehension approach that mimics L1 acquisition in babies. The Comprehension approach centers around the mental processes of a learner who does not speak before he is ready (Ramírez, 1995). Additionally, the Natural approach involves training students to listen first before producing the language since comprehension should precede speech production to promote language acquisition (Ramírez, 1995; Krashen & Terrell, 1983). The Natural approach focuses on first providing the students comprehensible input that is just slightly more advanced than where they currently are in their learning or proficiency levels (Larsen-Freeman & Anderson, 2011).

**Discussion of Antiquated Foreign Language Instructional Methods**

While there are multiple methods of instruction that can be employed to assist the student exclusively in the second language (L2) without resorting to English, sometimes a student needs to access that concept or that first language (L1) translation immediately in order to assist comprehension and to avoid frustration—not after viewing pictures or realia, playing with rods and a Fidel chart (Silent method), or having an instructor snap fingers at him (John Rassias/Dartmouth approach). While the teaching methods of *Desuggestopedia*, Community Language Learning, and Grammar-Translation do indeed utilize L1 for translation and interpretation purposes, they do not serve as actual
comprehensive methods of foreign language teaching or of content delivery.

Desuggestopedia provides limited opportunities for interaction in the target language and is unpragmatic as far as overall classroom structure. Community Language Learning, in contrast, provides many opportunities for L2 interaction, yet without a defined curriculum. Themes emerge or are discovered as opposed to following any type of sequence or predetermined content. This method may be difficult to align with state guidelines or national standards. Grammar-Translation was a methodology for pen and paper students and it only emphasized reading and writing. While those skills were somewhat developed, listening and speaking were absent.

Theoretical Considerations and Concluding Remarks

ACTFL’s (n.d.) primary research include’s Krashen’s (1982) i + 1 model and Vygotsky’s (1986) approach to making meaning together. Krashen (1982) believed that linguistic input (i) should always be presented alongside a slightly more advanced concept or structure (+1) in order to yield better linguistic output from the language learner. Krashen’s (1982) i + 1 model is very communicative in nature with L2 proficiency as its main objective. This is why ACTFL (n.d.) has adopted it along with Vygotsky’s (1986) research to create a theoretical framework for the organization as a whole. Language proficiency may be the ultimate goal, but Vygotsky also believed that life experiences affect development and that interaction and knowledge can be co-constructed among participants (Wink & Putney, 2002). As Wink and Putney (2002) stated, “Classrooms need to be safe and secure for all voices . . . The interrelationship of all students and all languages, in a safe and secure environment, is fundamentally important for literacy and cognitive development” (p. 68). How can one fully participate if he is not comfortable to ask questions, especially if questions must be structured and
asked exclusively in L2? How can a student participate if he does not yet fully understand the new linguistic content? Why would allowing a student to use L1 to ask for help or to verify a concept be considered so taboo by ACTFL and advocates of a strictly communicative or immersive L2-exclusive teaching method? Several of these considerations as well as research on teacher perceptions will be discussed in the next section of this literature review.

**Code-Switching in Foreign Languages**

Code-switching, code mixing, language switching, and language alternation are mostly synonymous terms with some variations designated by each researcher (Thompson & Harrison, 2014). Brice and Roseberry-Mckibbin (2001) differentiate that code-switching is alteration across sentence boundaries while code-mixing is alternation within an individual sentence. Borrowing is another type of alternation where words or phrases are brought from one language into another by both monolingual and/or bilingual speakers or learners (Brice & Roseberry-McKibbin, 2001). Code-switching or code-mixing, however, can only occur with bilinguals, or those learning to become bilingual, as is of interest here. In this paper, code-switching will be more loosely defined, as per Thompson and Harrison (2014), to be any alternation from the target language (TL) to the home language (L1) or another language (such as L3, for example) and vice versa. An example of a code-switch might occur when the class is being conducted primarily in a TL, like Spanish, and suddenly, the language of communication changes when a student interrupts and asks a question or makes a comment in English. His use of English breaks the flow of the Spanish discussion because the language has switched. Code-switches are bi-directional and may occur at any moment by any interlocutor (teacher or students).
Although many code-switches are spontaneous, there are specific strategies and functions that code-switching into the L1 has in a foreign language classroom.

**Effects of Using L1 in the L2 Classroom**

Thompson and Harrison (2014) found that research was lacking on classroom code-switching, including how the first interlocutor’s language choice impacts the case of the second interlocutor. In their study of university foreign language classes, audio recordings collected from three classroom observations were transcribed and word counts were tabulated. The code-switches were then classified into reasons why they occurred and included the categories: Classroom Administration, Grammar, Establish Relationship, Explain New Topic or Assignment, Translation, Comprehension Check, Maintain Flow, and Other (Thompson & Harrison, 2014). The results indicated that code-switches were initiated more often by the teachers than the students, which in turn indicated that the teachers’ use of L1 influenced the students’ use of L1. The data suggested that the learners used more English than they may have otherwise without a code-switch. The authors stated that the teachers felt that their students would learn the information better in their L1, but their data challenged that belief. The students’ language choices reflected those of their teachers. However, as Sampson (2012) found, even more advanced learners code-switch despite having a higher level of the target language already acquired.

In a study from the United Kingdom, Macaro (2001) researched and analyzed the quantity of L1 used in the classroom by six foreign language student teachers (referred to henceforth simply as teachers) as well as their beliefs as to why they used it. The results indicated minimal L1 use. Additionally, the language of the teachers also had very little impact on which language the students utilized. In Macaro’s (2001) study, the teachers
admitted to being strongly persuaded by the National Curriculum for Modern Languages, the governing linguistic educational organization of England and Wales. This organization and its standards very much resemble the influences from ACTFL here in the United States, which were discussed in previous sections. During their interviews, the teachers stated that there was not yet strong enough evidence to indicate that the L1 should be excluded from L2 classrooms (Macaro, 2001).

Beyond the interview process, Macaro (2001) also video recorded and transcribed several class sessions to extrapolate the teachers’ usages of the first language (L1) and attempted to analyze when and why each L1 utterance was utilized. These utterances and instances were referred to as recourse to the L1, shortened to RL1 (Macaro, 2001).

Although the study was intended to observe and analyze the uses and impacts of teachers’ RL1s, Macaro’s (2001) findings actually support this paper’s position of purposive L1. First, the uses of L1 can be executed very quickly, as opposed to having to repeat, paraphrase, and modify the target language (TL) to ensure student comprehension (Macaro, 2001). In other words, the students can receive the information almost immediately without the instructor having to simplify the complexity of the TL structure or vocabulary. Secondly, Macaro’s (2001) study does not show a link between teacher code-switching (transitioning back and forth between languages) and student language production. For the purposes of the present study, this could further validate the use of purposive English because it will not “spoil” the language of the class, but rather enhance the learning experience.

Thompson (2009), however, might disagree with such a statement based on the results of his study which investigated teachers’ and students’ perceptions about how much L1 and TL are actually used in a foreign language classroom. He stated that while
correlation obviously does not signify causation, there was a strong negative correlation between the perception of the teachers’ Spanish use and the students’ English use. Thompson (2009) purports that such a correlation might suggest that students are less likely to use English if they perceive that their instructor is using more Spanish.

Polio and Duff (1994) likewise stated that if teachers resort to using the first language, the students, too, are more likely to use L1. They also explained that students should be informed that L2 comprehension does not necessarily indicate that every single word or utterance is completely understood (Polio & Duff, 1994). They stated, “The examples of a teacher switching to English at signs of comprehension failure suggest that teachers may lack necessary experience or strategies to rephrase and otherwise modify their speech” (Polio & Duff, 1994, p. 323). This statement might be refuted, however, because all of the teachers were native speakers of the target language. Perhaps instead of viewing their use of L1 as a sign of poor instruction, one should remember that this particular use of English would be an L2 (for them) and they might be challenged to paraphrase or otherwise simplify material. In other words, the students’ and professors’ L1s and L2s were completely reciprocal and each was a learner of the opposite native language. Potentially, that could have created some obstacles.

Additionally, simplifying the L2 content material is unnecessary, which is what Polio and Duff (1994) proposed that strong foreign language teachers should do in in an immersive classroom. Instead, purposive English (or any other necessary L1) could have been used for immediate clarifications to verify comprehension. If elements of the lesson had been presented using purposive English during direct instruction, perhaps the misunderstandings may not have occurred to the degree that they did. Polio and Duff’s (1994) stance on target language exclusivity is not aligned with Cummins’s (1986)
Common Underlying Proficiency (CUP) model, the dual-iceberg theory (Roessingh & Kover, 2003), or Figure 2 of this paper.

**Pedagogically Specific Uses of L1**

Dickson (1996) surveyed foreign language teachers in the United Kingdom and found several factors that affected teachers’ use of the target language (TL) in the classroom. Many survey respondents desired flexibility with the use of the TL while still maximizing its use. Some of the factors that affected teachers’ abilities to communicate using the TL in the classroom included disorderly behavior, lower achieving pupils, larger class sizes, mixed ability classes, teacher fatigue or stress, personal views towards the use of the TL, teacher confidence in using the L1 or the TL, and issues related to departmental policies (Dickson, 1996).

Similarly, Macaro (2001) and Polio and Duff (1994) attempted to further explain teachers’ code-switches, or recourse to the first language (RL1s). Based on observations, transcripts, and follow-up interviews, some of the more common reasons for the use of RL1s included ensuring comprehension, such as during providing instructions or offering clarifications, as well as general classroom management, including reprimands (Macaro, 2001). In their second investigative study of language use in six foreign language classrooms, Polio and Duff (1994) identified eight potential reasons for using the first language (L1) instead of the target language. Although these uses are not necessarily generalizable to the population of foreign language teachers, they are noteworthy in relation to this study of purposive English and allowing the use of L1 in foreign language teaching. Foreign language teachers might use L1 (or, as Macaro, 2001, would say, RL1) for: classroom administrative vocabulary, grammar instruction, classroom management, as a means of establishing empathy or solidarity, practicing English (in cases of non-
native English-speaking teachers), translation of unknown vocabulary words, lack of student comprehension, and an interactive effect (students speak L1 and teacher responds using the same language) (Polio & Duff, 1994). Polio and Duff (1994) questioned some of this L1 usage, however, because some basic classroom management verbiage, such as announcing a test, should be common vocabulary and a term of high frequency that is well-known by learners. Similarly, in an American study conducted nearly two decades later, reasons why foreign or second language teachers use L1 include categories such as translation and vocabulary expansion, out of convenience or to save time when giving directions, providing simple answers or explanations, or addressing issues related to classroom management, and building rapport to create a positive learning environment that fosters participation (Thompson & Harrison, 2014).

Sampson (2012) conducted a study of Spanish-speakers learning English as a second language (L2) in Colombia and he recorded and analyzed code-switches of different class-levels. These code-switches were classified based on six functions and were modeled from Eldridge’s (1996) (as cited in Sampson, 2012) classification of communicative strategies. These code-switches into the L1 included: equivalence (interlocutor has insufficient vocabulary in L2 to communicate), metalanguage (discussion about a task or procedure), floor-holding (turn-taking of interlocutors), reiteration (clarifying or emphasizing information in L1), socializing, and L2 avoidance (interlocutor chooses to use L1 despite sufficient knowledge). Sampson (2012) believes that L1 code-switching has many important functions and banning it would be detrimental to language learning.

From a TESOL perspective, Brice and Roseberry-McKibbin (2001) recommended using the L1 to assist in a bilingual special education course. Rather than
conducting a study or survey and organizing code-switches into categories, as has been presented in this section, they explained explicit strategies to alternate languages (Brice and Roseberry-McKibbin, 2001). These included reiteration (or repetition for emphasis) and vocabulary checks, the use of L1 to maintain a flexible environment, spontaneous language use, use of code-switching as economical instruction, flow of instruction, to answer questions, and expanding vocabulary (Brice and Roseberry-McKibbin, 2001). Another strategy that is paramount to this study is native language appreciation (Brice and Roseberry-McKibbin, 2001). None of the aforementioned foreign language studies reported anything similar regarding celebrating students’ home languages.

**Grammar and TL Production**

Polio and Duff (1994) offered what this paper considers to be a poor solution to increase the target language (TL) in order to reduce the amount of first language (L1) used. They suggested a reduction of the number of grammatical points and more opportunities for home study (Polio & Duff, 1994). Reducing the demand of the curriculum, however, seems problematic because then the main emphasis for student learning would be solely communicative competence rather than emphasizing linguistic competence as well. This is the same problem that occurred with the previous foreign language methodologies that utilized L1, including approaches such as Desuggestopedia, Community Language Learning, and Grammar-Translation. Those other approaches were not comprehensive in all four language domains (reading, writing, listening, and speaking) and today they are mostly defunct. Polio and Duff’s (1994) proposal is strictly communicative and reading and writing would be lessened, possibly omitted altogether. Furthermore, which grammatical elements would be eliminated and how would those decisions to reduce the curriculum even be made?
The reduction of curriculum is also unfeasible because many foreign language students are already reluctant to utilize the TL. Hubert (2011) found that even third and fourth year university foreign language students’ oral and written grammar production in the TL showed linguistic avoidance. L2 avoidance (when the interlocutor chooses to use L1 despite sufficient knowledge) was previously discussed in Sampson’s (2012) Colombian study. For Hubert (2011), avoidance means that the more complex grammatical structures that were taught in class were not actually utilized by students.

Hubert (2011) critiqued several previous studies of error analysis because those researchers did not control for prior grammatical or linguistic knowledge. This yielded a question as to whether those complex grammatical concepts were truly avoided. Or, rather, did the students simply not know how to form the advanced structures? Hubert (2011) concluded that the foreign language classroom should be the ideal place to learn and practice new grammatical structures in the target language, but that despite “the explicit instruction of grammar,” the students still did not utilize the forms (p. 239).

One potential problem is that Hubert’s (2011) teachers utilized the Communicative Language Teaching method, of which grammar is seen from a strictly utilitarian perspective. Given that the foreign language professors were trained using the communicative approach, the grammar was most likely taught using the target language. Since the goal of that teaching method is overall communicative competence, there is a focus on function and grammar is seen only as a means to an end. Rather, grammatical structures and building linguistic competence should be treated as academic content rather than viewed as ancillary, as it is mostly seen in contemporary foreign language teaching. Target language exclusivity, another aspect of Communicative Language
Teaching, may have also impacted the students’ levels of participation (and ultimately their avoidance) if they did not feel comfortable to ask clarifying questions in L1.

In Sheltered Instruction Observation Protocol (SIOP), an English as a Second Language teaching method, teachers recognize and utilize the native language in instruction as necessary. Advocates of the SIOP method encourage using the L1 as an instructional support to assist with content learning and to reduce the L2 language load (Echevarría, Vogt, & Short, 2013). However, the reduction of the language load is performed in order to save rather than sacrifice the academic content. In a foreign language classroom, that line is blurred because academic and linguistic content are the same and should include both vocabulary and grammar. Yet, effective foreign language content delivery seems to be sacrificed with the methods discussed here in exchange for a monolingual classroom.

A teacher of history or mathematics would not omit academic content, nor would a TESOL teacher assisting English Language Learners with those subjects. Instead, a TESOL teacher would find a way to help her students to access the content, even if that meant resorting to their native languages in an effort to scaffold material presented in L2 while still fostering target language acquisition. Yet, as the literature discussed earlier in this chapter has shown, foreign language teaching methods are continuously isolating communication or another language domain and omitting other ways to present or access the linguistic information that comprises the actual content. These foreign language methods do not teach all of the content required to gain full target language proficiency in a deepwater Cognitive Academic Language Proficiency (CALP) sense. They only scratch the surface in a topical Basic Interpersonal Communication Skills (BICS) sense.
With these methods and/or the omission of grammar, will the L2 iceberg peak (Cummins, 1986) ever fully emerge as equal to the L1 peak?

Furthermore, one may question whether the grammatical structures were ever actually learned or acquired if they were taught exclusively in the target language. Perhaps using purposive L1 may have increased student comprehension. In his implications for future research, Hubert (2011) suggested that teachers need to develop stronger oral and writing prompts and rubrics that foster more of the higher-level grammatical skills. While the suggestion is valid, perhaps the difficulty rests not with the design of the prompts, but rather with the pedagogical approach.

**Debunking Interference**

This paper has already discussed Cummins’s (1986) Common Underlying Proficiency (CUP) model and his dual-iceberg theory (Roessingh & Kover, 2003). That theoretical framework inextricably links the first language (L1) and the second language (L2) below the surface. There is also a phenomenon called interference which states that L1 knowledge impedes L2 production (Krashen & Terrell, 1983). This archaic term has since been replaced by the terms transfer and/or crosslinguistic influence (Ortega, 2009). Gass (1996) warns that the definitions or understanding of the terms transfer or prior linguistic information may change depending on the theoretical framework. Newmark explained that L1 does not interfere with L2 in relation to causing errors and Krashen & Terrell (1983) stated that the “cure for interference is simply acquisition—pedagogy does not need to fight off the effects of the first language” (Krashen & Terrell, 1983, p.41).

Gass (1996) stated that foreign language learners will resort to their L1 when first trying to interpret something in the target language and they will look for similarities or incongruities. Learners may also substitute rules from L1 into L2, even if a structure has
not yet been learned in the target language (Krashen & Terrell, 1983). According to Newark, these errors are of ignorance rather than interference of L1 (as cited in Krashen & Terrell, 1983). Ellis (1997) called these errors of transfer. Interlingual identification, as this is also called, is the judgment that a learner makes, whether consciously or simply out of convenience, such as a lack of L2 knowledge, that is based on the L1 linguistic structure (Ortega, 2009).

Occasionally, some errors can be incorrect (negative transfer), but other times, “the learner’s L1 can facilitate L2 acquisition”, also known as positive transfer (Ellis, 1997, p. 51). Sometimes, as Schachter (1983, 1992) explained, an L2 learner will even make mistakes that are based neither on the L1 nor on the L2 and therefore, the influence of the L1 is not to be blamed (as cited in Gass, 1996). Language transference may occur in either direction (L1 to L2 or vice versa) and may be positive with a facilitating effect of exchange of information or negative (again, also called interference) when there is no facilitation (Brice & Roseberry-McKibbin, 2001). Language skills such as reading may transfer from L1 to L2, but not always (Brice & Roseberry-McKibbin, 2001). Transference of skills would be considered a positive benefit.

Based on these suppositions, the influence of L1, although not completely inculpable in every single instance (i.e. negative transfer), does not cause any significant harm in the L2 acquisition process. Why then, is its use so taboo in communicative foreign language teaching methodologies and also with ACTFL?

These mental processes of transfer, crosslinguistic influence, and/or interlingual identification are likely already occurring in the minds of foreign language students, especially beginners, so disallowing them access to their native language in the classroom could be considered a terrible disservice. Students are already invisibly accessing their
L1 linguistic structures, both surface and deep, and their prior linguistic competences, regardless of whether ACTFL recognizes this or not. As Cook (2001) summarized, “Like nature, the L1 creeps back in, however many times you throw it out with a pitchfork” (p. 405). If educators continue to disallow the use of L1 in foreign language classrooms, then they are, by nature, also rejecting the students’ home cultures, as was discussed with issues of identity earlier in this chapter.

**Conclusion**

An investigation of the scholarship related to using the native language (L1) was presented in this chapter. Although there are many critiques, several positive explanations for L1 use in the classroom included instances such as classroom management, reinforcing comprehension, creating empathy, and recognizing the students’ home languages as part of their personal identities. Instead of enforcing target language (TL) exclusivity during foreign language instruction, educators and their students should be able to incorporate their native languages into their second language learning experiences. Turnbull (2001) stated the following:

> Maximizing the TL does not and should not mean that it is harmful for the teacher to use the L1. A principle that promotes maximal teacher use of the TL acknowledges that the L1 and TL can exist simultaneously. (p. 535)

Cook (2001) said that maximizing the TL is not the same as disallowing the use of L1, but rather, the two languages should be integrated. L1 should be seen as a linguistic and pedagogical resource rather than a hindrance or a pejorative concept. Macaro (2001) found that teachers, at least per his interviews, do not predetermine when they use the L1. However, as this investigation will discuss in Chapters 4 and 5, while still allowing for spontaneous L1 code-switches, some of these English utterances may
actually have been planned out purposively as part of a specific language learning method instead of simply random code-switches.
Chapter 3

Introduction

There is a clear distinction between the two academic disciplines of foreign language instruction and Teaching English to Speakers of Other Languages (TESOL) with regard to the acceptance and usage of the native language (L1) in the classroom. Although both disciplines provide language instruction, the TESOL field recognizes the importance of allowing and utilizing the students’ L1s (Saville-Troike, 1976; Brice & Roseberry-McKibbin, 2001; WIDA, 2014; Echevarría, Vogt, & Short, 2013; TESOL International Association, 2017). As discussed in Chapter 2, there are several more antiquated language teaching approaches (e.g., Grammar-Translation, Desuggestopedia, Community Language Learning) that do allow for some use of the L1 during instruction or within the classroom. However, modern approaches to foreign language teaching, including Communicative Language Teaching, generally do not utilize or emphasize the first language, such as English, in instruction and the two language structures are most often viewed separately (Cook, 2001). Some language policies even disallow the use of the L1 in foreign language classrooms (Dickson, 1996; Rolin-Ianziti & Varshney, 2008; Cummins, 2005) despite research that has already shown the use of L1 to be successful in English as a second language classrooms (Kim, Hutchison, & Winsler, 2015; Echevarría, Vogt, & Short, 2013). Modern foreign language teaching methods continue to emphasize communication in the target language (TL) and they continue to minimize (to 10% or less) and even omit the use of the L1 altogether (ACTFL, n.d.; Cook, 2001). There are supporters of utilizing L1 in foreign language instruction and research has indicated that the judicious use of L1 can even help rather than harm students (Cook, 2001; Turnbull, 2001). Yet, the distinction between the two camps remains.
Rationale and Assumptions

This investigation was theoretically framed in Cummins (1986) model of Common Underlying Proficiency (CUP). As previously discussed in Chapter 2, Cummins (1986) proposed that there is a “Common Underlying Proficiency (CUP) model in which literacy-related aspects of a bilingual’s proficiency in L1 and L2 are seen as common or interdependent across languages” (as cited in Roessingh & Kover, 2003, p. 3). The CUP is likened to an iceberg with two equal visible peaks (representing bilingualism) that represent Basic Interpersonal Communication Skills (BICS) (Roessingh & Kover, 2003). Below the “water” is an invisible structure of the iceberg that represents Cognitive Academic Language Proficiency (CALP), which refers to an individual’s critical thinking and analytic skills (Roessingh & Kover, 2003). In their model, Cummins and Swain (1986) illustrate that the two iceberg peaks are connected underneath the surface of the water, meaning that the two languages are linked cognitively in the brain via CUP. Refer to Figure 3 for a representation. This indicates that language learners may access knowledge in their first language (L1) to support knowledge in their second language (L2) or vice versa. However, modern foreign language instruction disallows or severely limits the usage of L1 within the classroom, even if students are accessing it invisibly or subconsciously.

Although some empirical research related to code-switching and the use of L1 regarding teachers exists, at the time that this study occurred, there was a gap in the literature of research related to L1 and students (Rolin-Ianziti & Varshney, 2008). In this qualitative study, the teacher researcher interviewed student language learners in order to gather their perceptions of dual-language teaching strategies, their use of the first language (English) in the foreign language classroom, and their perceptions of its effects.
This investigation explored how those two iceberg peaks, representative of English as L1 and Spanish as the target (or as L2) were linked and how and whether Cognitive Academic Language Proficiency and Common Underlying Proficiency were ultimately visible within a Spanish as a foreign language class.

Figure 3

‘Dual-Iceberg’ Representation of Bilingual Proficiency

![Diagram](image)

Note. Figure 5.3 The ‘dual-iceberg’ representation of bilingual proficiency.

Adapted from *Bilingualism in education* by J. Cummins and M. Swain, p. 83.

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**Purpose Statement**

The purpose of this qualitative study was to explore student use and perceptions of purposive English and its effects in foreign language classrooms.

**Research Questions**

This qualitative study answered the following three research questions: 1) How do high school Spanish students use purposive English in a foreign language classroom? 2) Why do high school Spanish students use purposive English in a foreign language?
classroom? 3) How do high school Spanish students perceive the effects of use of the first language in a foreign language classroom?

**Methodology**

**Research Design**

A qualitative research design was preferred because the teacher researcher wanted to arrive at an understanding about a phenomenon. This study explored how high school Spanish students used purposive English and how they perceived its effects in a foreign language classroom. This investigation was inductive in nature. As the instructor for the Spanish course under study, the teacher researcher would like to clarify that there were not any specific or pre-conceived hypotheses to test since this was not a quantitative design.

For this qualitative research study, data was collected from three sources. The first data source included the transcription of a focus group interview conducted with Spanish 4 student participants. The second data source was comprised of artifacts collected from Spanish 4 students. The third and largest source of data consisted of transcriptions of semi-structured interviews with case study participants. The Data Collection section will explain the rationale for these choices as well as the procedures.

The data collected from the focus group interview, the artifacts, and the case study interviews were transcribed (see Data Documentation) and analyzed using a grounded theory approach to data analysis. The theoretical framework of grounded theory is based in symbolic interactionism (Corbin & Strauss, 1990).

The elements of the grounded theory approach included constant comparison, open coding, and axial coding procedures. During open coding, the teacher researcher utilized a line-by-line approach and identified 1,818 codes. The less meaningful codes
that did not answer the research questions were then discarded as unnecessary. Those codes that did contribute information towards answering the research questions were then organized into concepts with basic labels such as “Clarifications in English” and “English Substitutions”. After the first few semi-structured interviews were transcribed, the teacher researcher coded and organized the data collected prior to repeating these same steps with the additional data sources, including the focus group interview, in order to ensure constant comparison. The concepts were later grouped into categories based on similarities. For example, the concepts “Personal Time” and “Pace” were eventually grouped to form subcategories of the Time category.

During the axial coding phase of this grounded theory approach, the teacher researcher related the subcategories to their main categories and identified properties along with each corresponding dimension. As necessary, some of these categories were divided into subcategories during the data analysis process.

**Researcher Perspective**

As the primary researcher and the classroom teacher of the Spanish 4 class, Corbin & Strauss (2015) advised researchers of self-awareness. As the classroom teacher of the study participants, rapport was already established, which ideally encouraged the participants to openly share their views. Corbin & Strauss (2015) also warned researchers about “sensitivity to participants and data”, as a researcher should be able to “step into the shoes of the participants” in order to conduct strong analysis because distancing oneself may “erode the credibility of qualitative research” (p. 349). As the teacher researcher and a member (and ultimately the leader of) of the classroom community, this role served as an asset. Additionally, since grades or test scores were not a consideration, the students had the opportunity to feel more comfortable and
receptive to discussion once they understood that the teacher researcher was genuinely interested in their perceptions.

However, the teacher researcher understood and still understands the importance of remaining open-minded so as not to let personal beliefs influence the way that the data is interpreted or analyzed. There is always a risk of bias, especially for those who conduct research alone. Corbin and Strauss (1990) recommended a research partner when working with a grounded theory type of approach, but this research was conducted by one teacher researcher. Ultimately, this may have affected reliability or dependability since intercoder agreement checks were not conducted for the interviews and transcriptions (Miles, Huberman, & Saldaña, 2014). Reliability and dependability are less important in a qualitative research study than is necessary for a quantitative study due to the use of living subjects and verbal data. Since the teacher researcher was the only rater of her own work, she worked to establish intra-rater reliability (see Quality Standards and Trustworthiness in Chapter 5).

**Participants**

The participants were 11\(^{th}\) and 12\(^{th}\) grade students enrolled in a Spanish 4 dual-enrollment (for college credit) course at a parochial high school in a suburb of a large midwestern city. For the purposes of this qualitative investigation, a student participant was defined as a young person, between the ages of 16 and 18, who met three different criteria. First, the student was enrolled in the teacher researcher’s Spanish 4 class at the high school level. Second, the student participant was also required to be enrolled in the college-credit option. This was to ensure that the student, at least to a certain extent, was and is serious about language learning, as opposed to being enrolled in the class strictly for a more frivolous reason, such as to be with friends or for scheduling conveniences.
Finally, the responses provided to the background survey needed to indicate some type of positive interest in the language. This could have been an expressed desire to learn more, a plan to continue with Spanish in the future, et cetera. Responses that solely emphasized taking the course for social reasons, such as to be with friends or for scheduling conveniences, were not be selected as participants.

The total number of students enrolled in the class was 18. Therefore, the maximum size for participation was 18 participants. All 18 students and their families consented to participate. Seventeen of these students met the criteria to become participants. The remaining student was deemed ineligible for selection because she was not enrolled in the college-credit option.

From the 17 student participants, a selection of nine people formed the focus group. The maximum projected size for the focus group was 10 people. From the 17 student candidates, eight different participants were invited to serve as case study students and participate in semi-structured interviews. The maximum projected size for case study students was eight. All participants were involved in only one primary capacity, either as a member of the focus group or as a case study student.

**Sampling Procedures**

Purposive sampling was utilized to select 11th and 12th grade students to participate in both the focus group interview and/or the semi-structured interviews. “Nonprobability” sampling (Merriam & Tisdell, 2016, p. 96) was utilized since this research investigation was qualitative in nature. Furthermore, as recommended by Marshall (1996), “The researcher actively selects the most productive sample to answer the research question” (p. 523). For this reason, it was necessary to have high school Spanish students serve as the participants of this study.
**Focus Group.** Nine participants met the three criteria for involvement in the study because they were enrolled in Spanish 4, enrolled in the college-credit option, and they indicated a positive interest in learning the language. These students were invited to participate in the focus group interview. The focus group participants were asked to meet at a mutually convenient time and they selected to conduct the interview at 6:30 a.m. on May 14, 2019. The date and time of this interview was arranged based on the personal schedules and availability of the nine students. The interview was held at the research site, which was the Spanish classroom at the students’ high school. To help accommodate this early timeframe, the teacher researcher provided drinks and breakfast snacks to all participants.

**Case Study Students.** Once the maximum number of participants for the focus group was achieved, the teacher then asked eight other individuals if they were willing to become case study students and they agreed. The teacher researcher did elect to specifically assign four students to their participant roles because within the Spanish 4 class, there were two sets of siblings. An 11th grade female and her 12th grade brother were intentionally separated. The sister became a member of the focus group and the brother became a case study student. There were also two female 11th grade twin sisters. The sister who appeared to be more social and talkative was placed in the focus group under the assumption that she might interact well in a group setting. The teacher researcher assigned the more reserved sister to be a case study student under the assumption that she may have been more willing to speak up in an individual interview rather than in a larger group setting. These assumptions were correct as both girls participated well in their respective roles.
The interviews were held at mutually convenient times. A sign-up schedule was offered to all case study students who could either select or offer an alternate time before or after school. The interviews were conducted between May 9th, 2019 and May 16, 2019. In addition to the semi-structured interviews, artifacts were also collected. The case study students were also asked to complete reflection forms after a variety of activities, but they did not appear to yield rich data and were therefore not included in the data analysis. See the Data Collection section for additional details.

It was necessary to interview students in order to yield rich data to answer the research questions: “How do high school Spanish students use purposive English in a foreign language classroom?”, “Why do high school Spanish students use purposive English in a foreign language classroom?”, and “How do high school Spanish students perceive the effects of use of the first language in a foreign language classroom?”. Patton (2002) said, “Informant-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry” (p. 230).

**Non-Participants.** All 18 members of the Spanish 4 class and their parents signed the necessary consent forms for participation. Only one student did not meet the criteria although she was still invited to participate in class activities as normal. She was not included in any data collection procedures. The non-participant’s oral participation in class was not included in any audio transcriptions and any photos or videos were angled to avoid recording her. Her work samples were not evaluated beyond the normal scoring and review procedures as required by the school curriculum.

To reduce any risk to their self-image, all students were informed both verbally and via their consent forms that not all consenting participants would be invited to participate in interviews. They were informed that this was not any indication of their
personal character, their language abilities, or their importance as a member of the class. Rather, non-selection occurred because there were other candidates who better met the criteria necessary to answer the teacher researcher’s questions. The teacher researcher also made an effort to personally communicate with the non-participant to inform her of the decision. However, the specific reason why she was not selected was withheld. In this particular instance, the student was not selected because she was not enrolled in the dual-credit option.

**Participants and Setting**

The maximum sample size was 17 participants who were enrolled in a dual-credit Spanish 4 class at a private Christian high school in a suburb of a large midwestern city. All Spanish 4 students were personally invited to participate, and in accordance with the university regulations to protect human subjects, consent forms were sent home to be signed by participants and their parents or guardians. Formal consent was a necessary ethical consideration since the teacher researcher was working with human subjects who were 18 years of age and younger. Additionally, the students were asked to sign an assent form that described, in simple language, the study, the time commitments, and what was required for participants. Both the assent and consent forms, included as Appendix A, explained the procedures, the possible time commitments and the minimal risks (including the collection of personal information) associated with this investigation. There was no compensation provided, but the teacher researcher provided granola bars, fruit snacks, cookies, and soft drinks to all participants during their interviews and as occasional in-class appreciation treats. The non-participant was also offered snacks so that she did not feel excluded. A contact telephone number as well as the numbers for the doctoral chairperson and the research office were also included on the assent and consent
forms. Additionally, once participants provided their consent, each student was assigned a pseudonym to provide anonymity. Participant pseudonyms and other demographic information are presented in Table 1. All class sessions and interviews were conducted in the students’ Spanish classroom located on the high school campus.

**Data Collection**

*Focus Group Interview and Background Survey*

Flick (2014) explained the flexibility allowed to researchers when designing focus groups. They may consist of as few as five or as many as 12 people who know each other or who are strangers. Participants may be alike or heterogenous (Flick, 2014). The teacher researcher served as a moderator and provided questions as a stimulus to begin the conversation. In this study, there were 10 participants in the focus group. The student participants were alike as they were classmates enrolled in the same Spanish 4 course and they were similar in age. There were eight female participants and one male participant, but gender was not a variable. All students were of White/Caucasian descent, so racial or ethnic background was also not a variable.
Table 1

Demographic Backgrounds of Participants

<table>
<thead>
<tr>
<th>Case Study/Semi-Structured</th>
<th>Demographic Information</th>
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</thead>
<tbody>
<tr>
<td>Interview Participant</td>
<td></td>
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<tr>
<td>Pseudonyms</td>
<td></td>
</tr>
<tr>
<td>Participant 1</td>
<td>White/Caucasian female, age 17, Grade 11</td>
</tr>
<tr>
<td>Participant 2</td>
<td>White/Caucasian male, age 18, Grade 12</td>
</tr>
<tr>
<td>Participant 3</td>
<td>White/Caucasian female, age 16, Grade 11</td>
</tr>
<tr>
<td>Participant 4</td>
<td>White/Caucasian female, age 17, Grade 11</td>
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<tr>
<td>Participant 5</td>
<td>White/Caucasian male, age 17, Grade 11</td>
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<tr>
<td>Participant 6</td>
<td>White/Caucasian female, age 16, Grade 11</td>
</tr>
<tr>
<td>Participant 7</td>
<td>White/Caucasian male, age 18, Grade 12</td>
</tr>
<tr>
<td>Participant 8</td>
<td>White/Caucasian male, age 17, Grade 11</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Focus Group Interview</th>
<th>Demographic Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant Pseudonyms</td>
<td></td>
</tr>
<tr>
<td>Focus Group (non-specific</td>
<td>White/Caucasian, eight females, one male, ages 16-17, Grade 11</td>
</tr>
<tr>
<td>interlocutor)</td>
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</tr>
<tr>
<td>FG Participant 1</td>
<td>White/Caucasian female, age 16, Grade 11</td>
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<tr>
<td>FG Participant 2</td>
<td>White/Caucasian female, age 17, Grade 11</td>
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<tr>
<td>FG Participant 3</td>
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<td>FG Participant 4</td>
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<td>FG Participant 7</td>
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<td>FG Participant 8</td>
<td>White/Caucasian female, age 17, Grade 11</td>
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<tr>
<td>FG Participant 9</td>
<td>White/Caucasian male, age 17, Grade 11</td>
</tr>
</tbody>
</table>

Prior to the interview, all participants were asked to complete a brief demographic background survey, included as Appendix B. The conversation on May 14, 2019 began promptly since demographic information was already gathered using this form.

Appendix B, titled Student Foreign Language Background Survey Questions, was pilot tested with former Spanish 3 students prior to beginning this research study to help
increase reliability and validity. Feedback to the teacher researcher was provided and no revisions to the questions were necessary.

Pseudonyms were used to protect participants’ identities. Numbers were assigned to each case study participant and were named as “Participant” plus a number one through eight. The focus group was referred to collectively simply as “Focus Group” for general contributions to the conversation. Although less common throughout this study, specific examples of data from individual interlocutors were labeled with their group affiliation as well as a number, such as “Focus Group Participant 1”. Focus Group Participant 1 would represent the first interlocutor of the focus group.

The focus group interview was audio-recorded and transcribed. The verbal data provided from the transcription was then coded as part of the data analysis. Transcription rules and coding procedures are discussed in the Data Documentation and Data Analysis sections of this chapter. Additionally, the full interview protocol is included as Appendix C.

**Classroom Materials and Student Reflections**

The second data source was initially intended to come from materials collected directly from the Spanish 4 classroom throughout one unit such as audio recordings or evidence of classroom activities. Additionally, case study students were asked to complete reflections immediately after completing a variety of activities, such as listening and reading tasks, throughout the unit. The reflection form is included as Appendix D. However, although there were audio recordings collected, the classroom audio data was not transcribed. The reflection forms were also not included in the data analysis for two primary reasons. First, the reflection forms did not yield rich and meaningful data as the students wrote down something quickly to complete the task rather than really focusing
on their responses. Since the Spanish 4 class was held at the end of the day, some of the case study students appeared to move through the reflection forms as quickly as possible prior to their dismissal from school.

Secondly, the point of saturation from the focus group interview transcription and the semi-structured interview transcriptions had already been reached. Saturation is a necessary component of qualitative research studies, especially those investigations that utilize a grounded theory approach to data analysis. Saturation occurred when no new data emerged (Strauss & Corbin, 1998), so the teacher researcher felt justified in omitting classroom materials and reflections from the data analysis.

**Semi-Structured Interviews and Case Study Students**

Since the research study was interested in student perceptions, interviews were the most appropriate data source because “interviewing is necessary when we cannot observe behavior, feelings, or how people interpret the world around them” (Merriam & Tisdell, 2016, p, 108). Eight semi-structured interviews were conducted to gather information about the students’ experiences in order to answer the research questions: 1) How do high school Spanish students use purposive English in a foreign language classroom? 2) Why do high school Spanish students use purposive English in a foreign language classroom? 3) How do high school Spanish students perceive the effects of use of the first language in a foreign language classroom?

Participants for the semi-structured interviews were also considered case study students. As previously mentioned, the case study students were studied more closely throughout the investigation and they were asked to provide additional materials such as reflections and work samples. The reflections, however, did not all yield rich data and as discussed in the aforementioned section, the point of saturation had already been reached.
The semi-structured interviews were based off of a prepared interview protocol of open-ended questions in order to allow the interviewees to express opinions more openly (Flick, 2014). When collecting verbal data, interview questions initially include topics that refer to the research questions. However, semi-structured interviews also allow for flexibility to address topics not yet stated in the protocol (Flick, 2014). The semi-structured interview protocol is included as Appendix E. These interviews were audio-recorded and transcribed.

Rolin-Ianziti and Varshney (2008) conducted a mixed methods study in their investigation of university foreign language students in Australia. They designed a questionnaire on students’ views of the use of the first language (L1) using a Likert scale ranging from strongly agree to strongly disagree (Rolin-Ianziti and Varshney, 2008). While they were very precise with their questions inquiring about the use of L1 pertaining to vocabulary, grammar, test preparation, and classroom usage, they did not allow for much open-ended discussion. There were only two questions that asked students to list advantages or disadvantages of using English in a foreign language classroom (Rolin-Ianziti and Varshney, 2008). By using a semi-structured interview, the present study was able to inquire about similar uses (such as vocabulary and test preparation), but all questions remained open-ended. This allowed student participants to articulate more detailed responses and share more personal opinions or experiences since the investigation was purely qualitative.

Although the teacher researcher was unable to compensate the student participants both for financial and ethical reasons, she did bring them drinks and snacks. These small incentives were offered at the beginning of the interview sessions as well as periodically
in class throughout the unit. This seemed to ease the participants and it created a more comfortable environment while also expressing a sign of appreciation.

**Data Documentation**

With interviewee permission and per the signed consent forms, audio-recordings and photographs were collected. Audio-recordings were taped using handheld Sony and Philips recording devices. Equipment was tested in advance and additional back-up devices were also utilized.

Photography was recorded on a cellular phone application. The teacher researcher took very few photographs during partial class sessions or during specific interactive activities, but not during the entire period. This was done to help the teacher researcher document the organization of the class, such as which students participated in which capacities and with which seat partners or groups, especially if an activity involved multiple interlocutors, such as the focus group interview. Case study students were partnered with other students who signed the consent forms to avoid photography of non-participants. On the consent forms, participants were also informed that they may be photographed, video-recorded, and/or audio-recorded. Participants’ faces were hidden to protect their privacy if any classroom photography occurred. Very few photographs were archived as the photographs did not appear to yield any rich data.

All electronic files were transferred to a personal home desktop computer for review and for transcription. The teacher researcher’s home office is located inside of a privately owned condominium which has both a locked front door to the home in addition to an outer locked door to the building. A risk of burglary of the home office exists but is minimal. The teacher researcher resides alone and is the sole user of the computer. Electronic files were secured under a password protected account and kept locked in a
home office. The desktop computer was a stationary, 27-inch Apple iMac with a secure and private home network. It was not a laptop or mobile device that could be breached in a café or at another public place. Again, pseudonyms were assigned to protect the identity of all participants.

After the completion of the research work, all digital were transferred to a flash drive which will ultimately be stored in a safety deposit box at the teacher researcher’s bank. Any paper copies of data were also digitized as necessary and stored on this same flash drive. Files on the desktop computer eventually were and/or will be deleted. Paper copies will then be shredded and destroyed as secure trash at a professional facility. Hard copies of the parental consent and assent forms were collected from all parents or legal guardians and the students. These documents will be stored in a locked file cabinet in the home office for up to three years after the completion of this research activity. After this time, they will also be professionally shredded and destroyed. After three years, the flash drive may also be destroyed.

**Transcriptions**

The focus group interview and all case study interviews were audio-recorded and fully transcribed. The interviews were initially transcribed by professional transcriptionists before the teacher researcher checked each document herself for accuracy two additional times. Easton, McComish, and Greenberg (2000) recommended that the researcher is also the interviewer and transcriber to help ensure accuracy. However, due to the quantity of interview data, freelance professional transcriptionists were hired from an organization called Rev. Upon the teacher researcher’s review of each transcription document, she incorporated symbols that were borrowed from Silverman (2007) including annotations such as “=” to represent no pauses between
utterances. See Appendix F for a complete list of transcription rules utilized and see Appendix G for the transcriptions. Audio-recordings occurred throughout each class block for approximately 80 minutes (unless there was an alternate bell schedule) throughout the entirety of the unit. Class sessions were not transcribed but were recorded in case an incident required the teacher researcher to revisit a specific moment of instruction or participation. Such an incident did not occur and the point of saturation had already been reached.

Background Survey

As mentioned during the discussion of the focus group and as presented in Appendix B, all consenting participants completed the Student Foreign Language Background Survey Questions handout. It was designed to provide the teacher researcher with some demographic and background information about the participants to help divide them into a focus group or to identify potential case study students. It was not expected to provide rich textual data nor did it.

Artifacts

Artifacts and work samples were collected periodically and were included in the data analysis. Most artifacts emerged as the result of member checks (Merriam & Tisdell, 2016) or were proffered by student participants. During the interviews and/or during the transcription and coding processes, the teacher researcher would notice a finding and ask for examples of evidence and further clarifications. Although student notebooks and folders were collected, the richest artifacts were those mined by the participants themselves. Such materials included photographs and work examples of how they are utilizing the Spanish and English languages outside of the classroom. Photographic materials included but were not limited to examples of social media
exchanges in the Spanish language, of the Quizlet program, verb charts designed with friends, and notebook excerpts. Examples of artifacts are included as Appendix H.

Artifacts were not coded per a grounded theory approach. Instead, they offered specific evidences of the students’ language choices and code-switches as they occurred in real time. This approach to reviewing artifacts was modeled somewhat after Sampson’s (2012) study of code-switching. His classroom observations of class activities were conducted and recorded in four-minute time bursts. Sampson (2012) collected 80 minutes’ worth of class activities of only 10 students across two levels. However, instead of using verbal and/or transcription data, the teacher researcher evaluated the code-switches suggested by the physical artifacts.

Data Analysis

As introduced in the Research Design section of this chapter, this qualitative research study utilized a grounded theory approach to data analysis including open and axial coding. According to Merriam and Tisdell (2016):

A grounded theory consists of categories, properties, and hypotheses that are the conceptual links between and among the categories and properties . . . Since the theory is grounded in the data and emerges from them, the methodology is called grounded theory. (p. 228)

Open Coding

Open coding is one of the first procedures of using a grounded theory approach to data analysis. It involves opening up the text in order to “uncover, name, and develop concepts” (Strauss & Corbin, 1998, p. 102). Open coding may also be described as a process of interacting with the data as if someone is having a conversation with and commenting on it (Merriam & Tisdell, 2016). A researcher must also be open to any
initial possibilities (Merriam & Tisdell, 2016). When analyzing the transcripts, a line-by-line coding technique focusing on meaning units was utilized. A meaning unit is not necessarily just a numbered line of typed text on a transcript, but rather a main idea being expressed in a particular section of text (Corbin & Strauss, 2015). Lines are arbitrarily numbered by computers (Chenail, 2012), so it was more important to focus on the messages conveyed within the text.

The Comment feature of the Microsoft Word word-processing software program was utilized in order to type out each code. Each code was labeled with a pseudonym, the line numbers of the corresponding textual data (meaning units), and the code itself. For example, a code obtained the focus group interview transcription was written as: “FG Line 66, Desire to be fluent”. In this example, the code represents the participants’ (or participant’s for a semi-structured interview) code, Desire to be fluent, and the corresponding meaning unit was located on line 66 of the full interview transcription. This process was completed with all nine transcriptions and all 1,818 codes. All of these codes were then transferred onto 3 x 5 inch index cards for review and sorting prior to discarding or merging into concepts. Actions and events were compared for similarities and differences and were given conceptual labels (Corbin & Strauss, 1990). Next, some concepts or conceptual labels merged to form a subcategory or ultimately a category.

**Constant Comparison**

Constant comparison is also a key feature of a grounded theory approach to data analysis. Constant comparison involves “challenging concepts with fresh data” and concepts and categories are considered provisional until they are verified against incoming data (Corbin & Strauss, 1990, p. 9). During this approach, data collection and data analysis should be simultaneous and interrelated (Corbin & Strauss, 1990; Merriam
& Tisdell, 2016). This study utilized constant comparison because as interview data were collected, they were transcribed promptly, and the coding process began immediately. For example, data from the first few semi-structured interviews were transcribed and coded before moving on with the subsequent transcriptions.

**Axial Coding**

During axial coding, categories are related to their subcategories along the lines of their properties and dimensions and the relationships are tested against the data (Corbin & Strauss, 1990; Strauss & Corbin, 1998). During this phase, it is also necessary to reassemble data that were fractured during open coding (Strauss & Corbin, 1998). Properties are the characteristics of a category (Strauss & Corbin, 1998). During axial coding, each property’s dimension is also defined. A dimension “represent[s] the location of a property along a continuum or range” (Strauss & Corbin, 1998, p. 117). A detailed description of the categories, subcategories, properties, dimensions, and corresponding data will be presented in Chapter 4.

**Conclusion**

In this chapter, the methodology utilized during this research study was discussed. Qualitative data was gathered from several sources in order to increase reliability and to ensure triangulation. Data sources included the transcript of one focus group interview, the transcripts of eight semi-structured student interviews, and artifacts. This qualitative study explored student use and perceptions of purposive English and its effects in foreign language classrooms. It sought to offer explanations as to how and why high school Spanish students use purposive English in a foreign language classroom and how they perceive the effects of use of the first language. The results of this study will be presented next in Chapter 4.
Chapter 4

Introduction

As Chapter 1 discussed, this qualitative research investigation explored the student use and perceptions of purposive English and its effects in a Spanish as a foreign language classroom. The data from eight semi-structured interview transcripts and from one focus group interview transcript were analyzed using a grounded theory approach to data analysis including open and axial coding procedures. One thousand eight hundred and eighteen codes were identified and the data were grouped and organized and reorganized until five primary categories emerged. The categories include: Time, Study, Brain, Language Choice, and Motivation and Participation. Along with artifacts, these categories answered the following three research questions: 1) How do high school Spanish students use purposive English in a foreign language classroom? 2) Why do high school Spanish students use purposive English in a foreign language classroom? 3) How do high school Spanish students perceive the effects of use of the first language in a foreign language classroom? This chapter will present examples of the significant findings which helped to form the five categories along with each of their subcategories, properties, and dimensions. The full collection of data can be found in the interview transcripts included as Appendix G.

Results

Time

The first category to emerge was Time. The researcher observed that a primary complaint among participants is that they experience a lack of free time. However, despite limitations in their schedules, most of the students find personal opportunities for self-immersive activities in which they are exposed to authentic uses of the language.
Self-immersion will be discussed in the last category, Motivation and Participation. Related to a lack of personal time is the concept of convenience. Students need to access the target language in ways that are readily available, convenient, and easy.

The category of Time is also concerned with the difficulties associated with receptive language. Such difficulties include the pace and speed in which the language is presented, especially by native speakers, as well as the ability to comprehend their native accents. Time has two subcategories: Personal Time and Pace.

**Personal Time**

The first subcategory is Personal Time and its properties are Schedule and Convenience of English. The dimension of Schedule is from No Time to Finding and Making Time. The dimension of Convenience of English is from Convenient and Easy to More Effort.

**Schedule.**

**No Time.** Participant 6 admitted that she has not been adequately prepping and studying her notes for class because she has not had the time to do so (Lines 578-579). Participant 3 is also very busy and she explained her personal scheduling limitations and how she has to choose between personal activities and studying. She said:

I don’t have much time outside of school, so like I have to like schedule it [studying] . . . Well, I have time to sleep, but like I don’t have any time to just like watch Netflix or anything, so like if I don’t have to do it, I just don’t and I take the time for like me. (Participant 3, Lines 155-162)

**Finding and Making Time.** Despite claiming that she does not have much free time, Participant 6 explained how she took a lot of time outside of class when struggling with one particular use of the imperfect subjunctive in Spanish. She said, “It was
something that I like really struggled with, and so I had to take a lot of time like outside of class to like write my own sentences, like studying my notes and stuff” (Participant 6, Lines 327-330). Participant 3, who also explained how busy her personal life was, finds herself taking the time to write her notes for other classes using the Spanish language for self-practice and for entertainment (Lines 437-438).

**Convenience of English.**

**Convenient and Easy.** The students find that the English language provides a level of convenience and ease during the language learning process. For example, Participant 2 writes his notes for Spanish class using the English language because it is quicker (Lines 446-448). Similarly, Participant 6 stated that “it’s easier when it’s explained in English rather than in Spanish, because sometimes it might get like a little confusing” (Lines 847-848). Students in the Focus Group also expressed the convenience and ease of using the English language to aid their Spanish language acquisition. Focus Group Participant 8 stated, “I was thinking that too, like Spanish takes much more brain power than English does” (Focus Group, Lines 531-532). Focus Group Participant 2 also remarked, “If I wanna [sic] take the time to actually like sit down and like craft a correct Spanish sentence or just use English because it’s faster”’’ (Focus Group, Lines 533-534).

Several students also identified themselves as lazy when it came to exerting the efforts necessary to speak Spanish. FG Participant 3 stated that it depends “just how lazy I’m feeling” (Focus Group, Line 528). Participant 2 has also “gotten lazy”, which has impacted his personal study efforts (Line 191). The Focus Group says that English is “just an easier way to communicate” (Line 742).
**More Effort.** The data suggest that using Spanish requires more intentional effort on the part of the students. Participants 1 and 5 both stated that they are making intentional efforts to try to use Spanish as much as possible (Participant 1, Line 515; Participant 5, Lines 1002-1003). Participant 5 would also like to see more of a class effort to communicate using the target language. He stated that, “It’s almost like there’s an option there to cheat out of using the Spanish. . . It’s like a free card, like free space! I can just get out of it this time and not put in any real effort” (Participant 5, Lines 1304-1308). The Focus Group also discussed that students have to be interested in Spanish as more than just a required class before they will exert the effort to learn, or “a willingness to want to learn versus being, you know, forced to be there” (Lines 1038-1039). The group further clarified, “I think that is definitely a big factor for a lot of people is [sic], it’s easier for you to learn if you want to learn it” (Focus Group, Lines 1042-1043). A different interlocutor, FG Participant 3 stated, “If you really like it, you’ll like, put time and effort into it” (Focus Group, Line 1046).

**Pace**

The second subcategory of Time is Pace and its properties are Accents and Speed. The data suggested that both the accents of native speakers as well as the speed or pace of the linguistic input may impact the comprehension of student learner. The dimension of Accents is from Difficulty Comprehending Native Accents to Increased Comprehension of Native Accents. The dimension of Speed is from Slow to Fast.

**Accents.**

**Difficulty Comprehending Native Accents.** Participant 7 explained that male and/or deeper voices can present more of a challenge (Lines 1288-1292). Participants 5, 6 and 7 were also both challenged by the θ ("th" unvoiced) phoneme which is common
to native speakers from Spain and creates some confusion distinguishing between the letters C and Z (Participant 5, Lines 946-949; Participant 6, Lines 694-695; Participant 7, Lines 1292-1296).

*Increased Comprehension of Native Accents.* Participant 7 explained that although he may initially have some difficulty comprehending native speakers, he is eventually able to acclimate, comprehend, and ultimately communicate a response. He said:

Sometimes it’s hard and they have like a different tone, like a different way of saying it. Um, and so, it’s harder for me to understand what they said, but once I get that down, and I create that response, it’s a lot easier. (Participant 7, Lines 1280-1282)

Participant 6 has difficulty comprehending the Spanish spoken by a Latin American family friend because “he speaks a little bit faster” (Lines 767-768). She does not always respond to him, although she is eavesdropping and listening (Participant 6, Lines 755-760). This participant also admits that she often employs purposive English to respond to him due to his accent and pace (Participant 6, Lines 765-768).

Participant 5 described his experience listening to an authentic video and how he transitioned from not understanding to comprehension. He explained:

For the first five minutes, I was like, I can’t even understand a word that they’re saying. But then after that, I kinda like slowly kinda like transitioned, so. You acclimate slowly. And I kind of started to understand it towards the end.

( Participant 5, Lines 956-963)
A member of the Focus Group explained her experience at work serving a Spanish-speaking family with a small child. Although she claims that she understood the language of the parents better, she was able to communicate. She said:

Speaking Spanish with a kid was really difficult cause... I don’t know, they just, it sounds really different. It’s really choppy. But with the parents it was fine. Like I could do it. The kid was really difficult. (Focus Group, Lines 245-251).

Another student is exposed to native speakers of Spanish at work and he can overhear and understand when his retail customers count their money (Participant 8, Lines 1192-1193). However, it should be noted that despite his strong comprehension of what the native speaking customers are saying, he refuses to speak to them in Spanish. He uses purposive English when interacting with his clients:

I do solely in English. I don’t know. I feel like I don’t want to, like... I don’t know why I don’t do it. Maybe I don’t wanna [sic], like... Maybe because I’m afraid I won’t understand them or what they’re gonna [sic] say. (Participant 8, Lines 1203-1205)

Speed.

Slow. In addition to difficulties comprehending the Spanish language due to native accents, the speed in which the target language is presented to learners can also challenge students and create comprehension barriers. For example, Participant 3 works through new material slowly (Lines 2828-284) because she misses details if she goes through the material too quickly (Lines 285-286). FG Participant 8 feels like she could communicate with others in Spanish if she asks them to speak slowly (Focus Group, Line 134). FG Participant 9 also explained, “If I can tell them to slow it down, then like I can
understand it. And like I communicate in a proficient way to them as well,” (Focus Group, Lines 177-179).

Speed and pace is concerned with more than just receptive language, but also with immersion. The Focus Group fears that immersive Spanish “would slow down the learning process since if you don’t clarify in English, then you’re not gonna [sic] fully understand what it means in Spanish” (Lines 896-897). Immersion may be more of an overall challenge for “slower-paced” students as well (Participant 1, Lines 785-787). Participant 2 also experiences this and he described some difficulty following the Spanish spoken by the classroom instructor (the teacher researcher):

The speed and if I hear like three words or like two verbs in a row, then it just gets a bit kinda [sic] like- Because if you miss two verbs, it’s, you just completely lose the sentence or where it was going. Speed definitely helps. (Participant 2, Lines 273-277)

**Fast.** Although some students appear to appreciate a slow and steady pace, several learners find more success with a faster speed. During listening comprehension activities, Participant 5 finds himself challenged to keep up with the pace of the audio file, but appreciates that he can pace himself appropriately with reading activities:

If it’s like listening, they don’t really give you time to process. It’s like bam, bam, bam . . . Spanish speakers talk pretty fast . . . And sometimes that’s hard to get used to. So, like if you’re reading it, it gives you like . . . You can, like, learn at your own pace. . . And process what it is, ‘cause it’s a lot easier to think and process things in Spanish when it’s presented in like your own pace. But if it’s like presented on a listening and they’re talking really fast, you’re kind like panicking. (Lines 1086-1099)
When discussing reading Spanish language selections, Participant 8 explained, “If I go fast enough, then, like, maybe I can, like um, understand what it’s saying” (Lines 1307-1308).

In a similar vein, Participant 4 also finds a faster pace helpful when studying vocabulary. She uses a computer application called Quizlet to test herself on the Spanish and English translations of the vocabulary words associated with each unit.

It’s like- like not necessarily that speed matters when learning the vocab, but like getting myself to do it as fast as possible I think helps me- even though the speed’s not gonna [sic] matter on a test if I need to know the word for scholarship. It’s gonna [sic] help me like, okay, it’s right on the top of my head. I don’t need to sit there and be like, ‘Oh, what was la beca [the scholarship]?’ (Participant 4, Lines 123-129)

Participant 7 has time to think things through in English before speaking and writing. With writing, he says “there’s less of that, though, ‘cause I have time to process it in Spanish. When I’m speaking, I feel like I need to, like, reply as fast as I can” (Participant 7, Lines 413-418).

Study and Learn

There are myriad study and memorization techniques that the students use to assist in memorization and learning the target language. The category Study and Learn has two subcategories: Memorization and Retention and Study. There is some overlap between the subcategories of Memorization and Retention and Study. However, Memorization and Retention focuses on active mental processes used to aid memorization, such as repetition. The subcategory Study includes study techniques in which learners actively engage as well as reasons for insufficient studying.
Memorization and Retention

The first subcategory of Study is Memorization and Retention. It includes the properties Remembering and Forgetting. The dimension of Remembering is from Repetition to Redundancy. The dimension of Forgetting is from Forgetting Spanish to Forgetting Spanish Because of English.

Remembering.

Repetition. For Participant 6, repetition helps retention (Lines 77-78). Participant 1 explained that “with reading, I just, like, remember it better” (Line 447) so she does not need to read passages multiple times in order to remember (Line 445). With listening activities, Participant 1 explained:

We, like go through the- what we’re hearing a couple times and then I can, like, get a better grip on it. But at first, it’s pretty confusing. But, after we go through a couple times, it’s better. (Lines 436-439)

Participant 3 uses mnemonic devices to help her remember information (Participant 3, Lines 66-71) while Participant 6 prefers to make flash cards to help her remember (Participant 6, Lines 50-52). Participant 1 finds that immersing herself with Spanish language activities that occur outside of the classroom also help her retain the information (Lines 613-614). Participant 5 finds that using things in conversation actively aids his memorization (Lines 664-665).

In addition to making flash cards, Participant 6 also relies on purposive English to help her understand and memorize information in Spanish (Lines 973-974). One way that she utilizes this technique is to write English multiple times. She explained, “If I really need to memorize it like for a test, I tend to do the writing down five times then the English five times” (Participant 6, Lines 116-117). She does this because she finds that
the physical process of writing helps her to memorize information (Participant 6, Line 59; Lines 150-152). An excerpt from her notebook demonstrating the repetition of English and Spanish is included as an artifact in Appendix H.

**Redundancy.** As the upcoming Brain category will discuss, a common side effect of too much cognitive input is zoning out. Although repetition can be helpful for Participant 1 who knows what answers she is looking for with repetition (Line 442), she does experience redundancy with repeated stimuli. She explained, “With listening, you can kinda [sic] just zone out” (Participant 1, Line 449). Participant 5 found redundancy with repeated vocabulary terms across units and he also made flash cards to complete the assignment rather than as an actual study tool (Lines 152-158).

**Forgetting.**

**Forgetting Spanish.** Participant 5 explained how quick memorization yields forgetting, such as just trying to pass a test. He explained the difference between really knowing a vocabulary word versus just quickly memorizing it. He said:

Sometimes if you’re just going to like [study] a list of translations [sic], you’re just going through it to memorize it, to get like a good grade on a test or whatever. And then like the next unit that comes around and you do the same thing, and you forget about the last unit. But like, if I like see it and use it more, I memorize it. So, if I’m like, if I’ve got a word and I wanna [sic] memorize it, I try to use it more. (Participant 5, Lines 79-83)

Participant 5 also struggles to remember the more obscure vocabulary terms that are easily forgotten (Lines 98-101). Additionally, Participant 5 is challenged to remember certain verbs (Participant 5, Lines 707-708), although this is not a universal struggle as Participant 3 finds verb memorization to be easy (Participant 3, Lines 420-421).
**Forgetting Spanish Because of English.** Despite purposive English serving as a memorization and study technique for some participants, it does have its disadvantages. For Participant 6, writing in English was a very helpful study technique, but unfortunately, it helped her to memorize the information in English, which was unhelpful for tests (Lines 634-636). Participant 6 also admits to forgetting Spanish whenever too much English is used (Lines 1038-1040). Participant 1 had a similar comment, “If I, like, used English a lot more, then I would forget just Spanish and wouldn’t be able to speak it as well” (Lines 860-861).

**Study**

Memorization is one means of language learning in addition to other study tools and techniques utilized by student learners. The second subcategory of Study and Learn is Study. Study has two properties: Actively Studying and Studying Insufficiently. The dimension of Actively Studying is from Study Techniques to Studying for Success. The dimension of Studying Insufficiently is from Minimal Time Spent to Not Studying at All.

**Actively Studying.**

**Study Techniques.** Participant 6 finds making and using paper flashcards to be a helpful study technique (Lines 50-52; Line 793). Participant 2 also utilizes flash cards, but he prefers to use a digital version of virtual flash cards using a computer application called Quizlet (Lines 83-85; Line 203). Participant 3 also uses Quizlet (Lines 183-187). Quizlet will be discussed in further detail in Chapter 5 as it was an important finding of this investigation.

**Studying for Success.** Participant 1 studies before she begins completing her assigned work (Lines 350-351). Similarly, Participant 6 actively studies vocabulary for the first few days of the unit so that she knows it later on (Lines 121-122). Additionally,
she studies new grammar concepts after they are introduced and once again prior to any assessments (Participant 6, Lines 361-362). As she has advanced through the upper level Spanish courses, Participant 6 has increased her studying (Lines 607-608).

**Studying Insufficiently.**

**Minimal Time Spent.** Five of the eight case study students, Participants 1, 2, 3, 5 and 6, admitted to not studying very often and/or not studying enough. Participant 1 clearly stated that she does not study vocabulary very often, only about once or twice a week (Line 85) unless there is work assigned (Lines 350-351). Several students also admit to studying Spanish 30 minutes or less weekly (Participant 5, Line 129; Participant 2, Lines 467-469; Participant 3, Lines 178-179). Participant 6 feels that one night of studying vocabulary is sufficient (Lines 140-141).

**Not Studying at All.** Participant 5 finds that studying the language is less helpful than actually using it (Lines 189-191). Participant 3 explained that a test or a quiz would force her to study and then she would find the time (Lines 387-389).

**Brain**

Although the smaller category of Study involves active mental processes that assist students with second language learning, it was determined to have several distinctions from the category of Brain. The Brain category concerns itself primarily with cognitive and metacognitive processes as they interrelate more specifically to the uses of English and or Spanish, both consciously or intentionally and subconsciously or unintentionally. This category has two primary subcategories: Thinking and Spanish Mindset.
Thinking

Thinking is the first subcategory of Brain and contains the properties of Thinking in English and Thinking in Spanish. The data suggested that both of these properties factor into the way that students cognitively access their language structures. The dimension of Thinking in English is from Intentional Preparation to Automatic Preparation. The dimension of Thinking in Spanish is from Intentional Thinking to Automatic Thinking.

Thinking in English.

Intentional Preparation. The data suggested that foreign language students intentionally utilize or rely on their first language, English, to assist them with learning and using Spanish. Such uses included thinking in English about unknown words (Participant 5, Lines 887-890), during moments of confusion (Participant 1, Line 571), and for personal study at home (Participant 2, line 476). Students also admitted to using English as their primary language of thinking (Focus Group, Line 574 and Participant 6, Line 494).

Another mental use of English suggested by the data was an intentional use of English to process information or prepare productive language responses before code-switching to Spanish. Participant 2 mentally processes information in English before writing and speaking (Lines 481-483; 813-819) and he intentionally inverts his use of syntax in English so that he is prepared to present information in Spanish (Line 485). Participant 1 also mentioned her use of English to prepare information in advance when she stated: “I usually try to think about how I already know it . . . and then I would try to put it into Spanish words,” (Lines 726-727). Participant 6 also stated that thinking in
English also “helps me like form my sentence in my head in Spanish, if I know it in English first.” (Lines 500-501). Similarly, Participant 3 explained:

I don’t want to mess up completely, especially when I’m speaking, like speaking with native speakers, so I do translate what I want to say from English to Spanish just to like double check that I’m- my brain’s not gonna [sic] like mess up. (Lines 1088-1092)

**Automatic Preparation.** Study participants also experience an automaticity during which time their brains automatically code-switch to English thought processes. Participants claimed that their brains automatically translate from Spanish into English (Participant 3, Lines 1056-1057 and Participant 6, Lines 498-499). Participant 6 explained her metacognitive experience with the automatic English language code-switch:

Usually it’s just like someone will say a sentence in Spanish and then, and then my brain is immediately like, like if someone says like, ‘Oh, I like the grapes’, I like in Spanish and then my brain is immediately be like [sic], ‘Oh that’s I like the grapes.’ And then my brain is like, ‘Oh, me too.’ And then my brain is like, ‘Me too’ in Spanish and then I say it. (Lines 505-509)

The Focus Group also explained how students write a sentence and then automatically translate it into English in their minds to make sure that the statement makes sense (Lines 572-573).

**Thinking in Spanish.**

**Intentional Thinking.** Students who think in Spanish are often aware of this mental process and the shift in their language thinking and how it has changed throughout their coursework as they have gained proficiency. The Focus Group described how they
are able to utilize some basic conversational verbs such as “hablar” (to speak) and “querer” (to want) that come naturally whereas other less common verbs may require deeper thought (Lines 662-664). Participants 1, 2, and 5 also remarked how they are thinking more often and more quickly in Spanish now with less reliance on English than they had previously (Participant 1, Lines 510-511; Participant 2, Lines 542-544; Participant 5, Lines 805-807). Participant 5 explained his experience with this shift in his thinking:

Because the thinking in Spanish like over time as you learn more things [sic]. And instead of translating, it just becomes more natural. And that’ll never happen if you don’t, like, get the first stepping stone. (Lines 1184-1186)

**Automatic Thinking.** The data suggested that students eventually transition from being aware of their thinking in Spanish to another form of automaticity. This automaticity is expressed as thinking in Spanish without any code-switches or metacognitive involvement and is also suggestive of an increased level of comprehension. This was evidenced with the experience of watching Spanish-language movies. The Focus Group said that they are able to watch and comprehend movies and no longer need to utilize English-language subtitles (Lines 676-679). Likewise, both Participants 1 and 6 think exclusively in Spanish when watching authentic movies (Participant 1, Line 647; Participant 6, Lines 723-724). Participant 3 expressed a similar idea that she thinks exclusively in Spanish while listening to Spanish songs (Line 1268). The Focus Group also explained that even when not every single word or phrase is comprehended, their brains function in such a way that they still think in Spanish and are able to extrapolate the most important information and ideas (Lines 673-675). The last
and arguably most interesting data exemplar representative of the Spanish language automaticity is that Participant 5 has dreamt completely in Spanish (Lines 807-808).

**Spanish Mindset**

Spanish Mindset is the second subcategory of Brain and contains the properties of Zoning Out and Spanish Mood. The data suggested that both of these properties factor into the way that students attitudinally think about foreign languages. The subcategory derives its name from an in vivo code from Participant 3, “If I’m in a Spanish mindset, everything’s in Spanish” (Lines 1115-1116). The dimension of Zoning out is from Confusion to Mental Overload. The dimension of Spanish Mood is from Dual-Language Thinking to Spanish Mood.

**Zoning Out.**

**Confusion.** Students who are learning a foreign language often experience confusion when learning and listening to the target language. Participant 1 explained how easy it is to lose focus during listening comprehension exercises in class. She said, “‘Cause with listening, you can kinda [*sic*] just zone out” (Participant 1, Line 449). In a similar vein, Participant 2 specifically admitted that he zones out due to confusion. He said, “There’s a lot of times where you [the instructor] talk and I, I just kind of start zoning out because I have no idea what you’re saying, and then you’re like, yeah? And I’m like, sure, sure, yeah” (Participant 2, Lines 233-235). When interacting with classmates outside of class, students ask one another questions, however they often find themselves confused (Participant 3, Line 630).

**Mental Overload.** In addition to students zoning out because they are confused, sometimes learning the language can be mentally exhausting as well. This exhaustion or Mental Overload can cause students to become overwhelmed and lose their focus or
concentration due to the difficulty or quantity of the situation. For instance, one participant explained the difficulty of balancing several new concepts at once, “I can’t do grammar and vocab like all new in one like exercise. Like sometimes it’s a little too much” (Participant 3, Lines 311-312). External life factors can also cause this overload, as Participant 2 described: “I think because I’m a senior . . . my brain has slowed down a little bit” (Line 397).

**Spanish Mood.**

**Dual-Language Thinking.** The category Brain has already discussed thinking in both the Spanish and English languages as separate cognitive processes. However, the data also suggested that the students recognize a connection between the two languages in their brain. This aligns with the Common Underlying Proficiency model (Cummins, 1986) which was the theoretical framework of this study. Sometimes, this involves cognitive code-switching, such as when Participant 1 thinks in Spanish if she already has a good understanding of something (Lines 573-574) or even switching between the languages when she is unsure (Lines 849-851). Sometimes members of the Focus Group find themselves mixing the two languages by speaking in English while integrating random Spanish words (or vice versa) (Lines 659-661). This is because the Focus Group realizes that the two languages are connected in their brains (Lines 655-656). In addition to general consensus offered by the members of the Focus Group, literally every single individual participant interviewed felt that the Spanish and English languages are connected in their brains (Participant 1, Line 847; Participant 2, Lines 911-914; Participant 3, Line 1554; Participant 4, Line 1201; Participant 5, Line 1252; Participant 6, Line 982; Participant 7, Line 1524; Participant 8, Line 1459). Participant 4 defined this as: “Definitely, there’s a big connection” (Line 1201).
**Spanish Mood.** Students do eventually observe a shift in their thought processes. Participant 5 stated that despite having a mental connection in the two languages, he is able to separate them. He said, “They’d become like two separate things. Like I can think in Spanish, or I can think in English” (Participant 5, Lines 1258-159). Participant 3 has also experienced this transitional shift in which she is able to choose the language in which she wants to think and communicate. She stated that, “If I’m in a Spanish mindset, everything’s in Spanish” (Participant 3, Lines 1115-1116). When the interviewer asked her for an example of what might trigger the Spanish mood, she replied, “Just like random times... Like If I’m hyper, it’s usually all Spanish, but I’m hyper around my friends and that means we’re all speaking Spanish” (Participant 3, Lines 1120-1123).

Additionally, the Focus Group mentioned their desire to keep communicating in Spanish even after class has ended. The Spanish 4 students enjoy having verbal debates because they yield more conversational Spanish. A member of the Focus Group explained, “When we debate all- like usually on Fridays, and then I leave the classroom after debating and just talking and listening in Spanish, that’s especially when I speak in more Spanish and want to stay like in the Spanish mood” (Lines 685-688). Similarly, another member of the Focus Group stated that, “It kind of just carries out with you... You’ve been like speaking Spanish for an hour and a half now... And it’s just like well, why do I need to stop?” (Focus Group, Lines 364-369). The category Motivation and Participation will further explore more social and recreational uses of the Spanish language.
Language Choice

The category Language Choice is the largest and arguably most important category of this research investigation. While the previous categories addressed both intentional and unintentional code-switches, they dealt primarily with very personalized uses of the language outside of the classroom such as scheduling and convenience, studying and remembering, and thinking. This category differs in that it primarily investigates language choices and uses of purposive English within the Spanish as a foreign language classroom. It also differs in that this category also specifically addresses the reciprocity between the teacher’s language choices and her students. The category Language Choice contains two subcategories: Uses of Purposive English and Immersive Language.

Uses of Purposive English

The first subcategory of Language Choice is Uses of Purposive English and it has three properties: Language Support, Vocabulary, and Teacher’s Code-Switching. The dimension of Language Support is from Translations to Clarifications in English. The dimension of Vocabulary is from Cognates to English Substitutions. The dimension of Teacher’s Code-Switching is from Teacher’s Use of Purposive English to Mimicking Teacher.

Language Support.

Translations.

Many participants seem to benefit from translating sentences. Participant 1 finds it helpful when learning a new grammatical concept to translate sentences from English to Spanish (Lines 294-297). She later uses these same example sentences recorded in her notebook as references for future work. She tries to see what she “can apply to the new
sentences” (Participant 1, Lines 469-471). Likewise, Participant 4 feels that she benefits from translating sample sentences across both languages, especially when they are written and discussed on the front whiteboard (Lines 466-466). Participant 5 also finds translating sentences helpful (Lines 535-536). Participant 2 relies on purposive English when working with sentences and when considering the differences of the Spanish language syntax. He said:

I would more think about the way I would structure the English sentence and then form it into the Spanish, like where, whether that be, like talking about the red dog, even though there won’t be a red dog. But, dog red- like say the, say the English sentence the way it would be in in Spanish and then turn it into Spanish words . . . Say the English, English sentence with- Spanish grammar.

(Participant 2, Lines 481-493)

In addition to sentence translations, Participant 5 also relies on purposive English translations to help him determine whether verbs are regular or irregular (Lines 544-545). Translations can occur with auditory learning as well. When the Spanish 4 class watched some Spanish language movies in class, Participant 5 found himself trying to “comprehend the storyline in English” (Line 967).

*Clarifications in English.* On occasion, Participant 2 admits that he has utilized Google Translate for translations, but he also said: “It’ll give you the wrong answer a lot, so like, you have to make sure and check” (Lines 258-260). Participant 4 uses purposive English for “the sake of clarity” when she asks for help (Lines 562-563). She explained:

Like when asking for help, um, because as much as I would like to be able to, I can’t articulate myself and what I mean as well as like, in Spanish, because like, I feel like when you’re confused and asking a question like what you mean is like
so important to what you’re asking to get the answer that you need, so um, in English, I feel like I can do that much better. Like, I can communicate and um, make sentences and like edits to my original statements um, a lot quicker and more, um, clearer than I could if I was using primarily Spanish. (Participant 4, Lines 562-569)

Participant 1 also uses English in her notes when she is confused because she knows she will need “more clarification later” (Participant 1, Lines 288-290). Participant 5 does this with grammar directions as well (Lines 1118-1119). Participant 5 tends to use Spanish as often as possible, but he would use English if he is having “a really hard time understanding something. Like a new verb tense.” (1316-1317).

When she is confused, Participant 1 relies on English to ask classmates for help to see how they are comprehending the material (Lines 418-419). Participant 2 appreciates when his classmates respond to him using purposive English because it provides clarifications to his questions. He said:

Well, if I ask them something in Spanish and then they reply with English, I know they’re understanding what I’m saying, so then, so then I know I’m saying it right. So that- that’s helpful. That’s a helpful indicator. (Participant 2, Lines 935-938)

Vocabulary.

Cognates. Participant 2 uses cognates or “words that look a lot like the English words” when learning new vocabulary (Lines 78-79) and he also pairs the Spanish words with the English translations (Lines 82-93). Participant 1 admits that she uses English to assist with learning Spanish vocabulary (Lines 118-119). Participants 2 and 6 feel that using English cognates make learning Spanish vocabulary easier (Participant 2, Lines 78-
Participant 6 learns cognates before any other vocabulary terms (Line 49). Participant 3 also draws connections between the Spanish vocabulary and English cognates (Lines 62-64).

**English Substitutions.** Participant 5 admits that students do not always have the clear Spanish translation for slang words and phrases, such as “binge watching”, so sometimes English is substituted directly within the Spanish conversation (Lines 331-342). Similarly, when she doesn’t know a necessary term in Spanish, Participant 1 also finds herself substituting English words directly into the Spanish-language conversation (Lines 675-678). Participant 2 admits to speaking what he calls “broken Spanish” in which he substitutes English for unknown words (Lines 781-787).

**Code-Switching.**

**Teacher’s Use of Purposive English.** Participant 6 described how classroom instruction in English helps her learn Spanish (Lines 968-970). Participant 3 does not mind using purposive English in class and feels that it has a good balance with Spanish. She explained how she would like even more English used at certain times:

I know we used English in class, but I feel like that’s a good, good amount. Like I don’t need like more English and I don’t need- I don’t probably want less English either. Like if it was less English, I would be fine, probably. But like on the days I’m not good at Spanish, like I’m just not in the like mindset for Spanish, English is probably more. I’d like it a little bit more, but, right now what we have is fine. Like the little bit of English and mostly Spanish. (Participant 3, Lines 858-862)

When asked how the teacher’s use of English affects or interferes with Spanish, the Focus Group seemed completely unfazed. “It’s just more clarification for me,” said
FG Participant 9 (Focus Group, Lines 858). Others remarked that it helped secure information in their memories and they were able to better understand their thoughts (Focus Group, Lines 859-864). Participant 8 finds English to be helpful for translations, especially when the teacher provides examples on the board (Lines 745-749). Participant 4 summarized the teacher’s language choice: “I think that the level of English has been appropriate throughout like all four courses of Spanish that I’ve done” (Lines 552-553).

Mimicking Teacher’s Language Choice. The students of the Focus Group find that English is an easier way to communicate and they are not bothered by the teacher researcher’s code-switches (Lines 742-744). They explained:

If you use English, I’ll use English, but if you use Spanish, I’ll use Spanish back.

It’s kind of just like a mutual thing . . . It’s kind of just like you giving us permission to use English. (Focus Group, Lines 742-746)

They also explained that if the teacher speaks English, it switches their direction of thinking to English as well (Focus Group, Lines 749-750). However, FG Participant 9 clarified that the teacher’s language choice does not interfere with his Spanish because he can easily code-switch or “refer back” because “it’s not like a drastic difference,” (Focus Group, Lines 751-753).

Immersive Language

The second subcategory of Language Choice is Immersive Language. Immersive Language has two properties representative of opposing viewpoints and data in favor of each: Pro Purposive English and Pro L2 Immersion. The dimension of Pro Purposive English is from Confusion to Comprehension and the dimension of Pro L2 Immersion is from More L2 in Class to Minimal L1 Clarifications.
**Pro-Purposive English.**

**Confusion.** During an activity during which students were encouraged to quiz themselves on the vocabulary, Participant 4 used the English definitions in her textbook “as an in-class kinda [sic], like safety net” (Line 291). She described the activity as challenging but also “humbling” (Lines 308-309).

The participants were not overly keen on the idea of an immersive teaching model. FG Participant 9 experienced a Spanish as a foreign language class at his public middle school prior to transitioning to high school. He explained how he had to work very intently because he was not able to understand her nor could she understand the students (Focus Group, Lines 886-888). He stated:

> When I was in public school and I took Spanish 1, it was comp- the teacher was from like Bolivia, so it was completely Spanish, like fast-paced, like . . . and like, she couldn’t really speak Spanish that well. So, I mean it was just all Spanish. I mean, she could understand you, like if you asked something in English, but very rarely. (Focus Group, Lines 879-884)

Similarly, other members of the Focus Group felt that an immersive model might be difficult, ineffective, would slow down the learning processes, and that participation would decrease (Lines 890-902).

**Comprehension.** Participant 6 finds that knowing the English translations for terms is helpful with comprehension (Lines 970-971). She explained:

> That’s why I write down it in Spanish and English, so that’s it’s [sic] like my brain is like, okay, it’s not just a random Spanish word. It’s also like, it’s- it means this. So then it’s easier for me to like understand it or like memorize it. (Lines 972-974)
Participant 6 also remarked that she likes when the teacher researcher tells stories in Spanish, but she scaffolds it in English (Lines 800-802). She tends to understand those stories well.

Regarding grammar, FG Participant 6 found it helpful to learn the verb tenses “partially in English” (Focus Group, Line 964). FG Participant 4 also said that learning new concepts in English was more helpful (Focus Group, Line 967).

Pro L2 Immersion.

More L2 in Class. FG Participant 8 stated that she prefers mostly Spanish with just “a little bit of English here and there” to help increase comprehension (Focus Group, Line 788). FG Participant 9 stated that while he needed English instruction in the elementary classes, Spanish could be used now and he “wouldn’t really have a problem with it” now that he is more advanced (Focus Group, Lines 821-824).

Although FG Participants 4 and 6 prefer English instruction with new material, once they are more familiar with the concepts, they feel that a transition to Spanish instruction would be acceptable (Focus Group, Lines 962-963; Lines 967-968). FG Participant 5 stated, “Now I feel like if you just teach it in Spanish, we could understand it” (Focus Group, Lines 963-964). Participant 7 also finds it helpful when instruction occurs in the target language because, “When more Spanish is used, I tend to pick up more Spanish” (Lines 569-570).

Although not directly related to studying Spanish, when asked about immersion, Participant 7 thought it was “perfect” because immersion was the best way for him to learn the Polish language when he was working on a mission trip abroad in Poland (Lines 329-334). It should also be noted that Participant 7 is not proficient in Polish nor did he take any coursework. Rather, he simply traveled abroad. While this is certainly different
than Communicative Language Teaching or immersion within the classroom setting, Participant 7 appeared to be receptive to the idea.

**Minimal L1 Clarifications.** As her familiarity with the vocabulary and grammar increases, Participant 4 does not feel the need to translate into English because “the meaning just like clicks without the translation” (Lines 1079-1082). Participant 2 feels that with vocabulary lessons and activities, such as games, it is more helpful to use Spanish unless there is an explanation needed that he wouldn’t understand in Spanish (Lines 340-348). The Focus Group felt that they could handle a Spanish-only classroom when learning new material, but they did admit that they would expect it to be a challenge (Lines 958-959). FG Participant 8 suggested omitting purposive English on the third or fourth day of learning something new, “With the Spanish-only classroom, I think it would be good to do it, so we could only be thinking in Spanish” (Focus Group, Lines 959-961). Participant 8 explained that “it’s not bad to use English, but I don’t know if it helps very much, especially with vocab” (Lines 212-213). Participant 7 is intrigued by the “survival aspect” of immersive language learning and being forced to “keep up” (Lines 1344-1347).

**Motivation and Participation**

Students have and/or create their own opportunities to use Spanish in real-life settings both inside and outside of the foreign language classroom. However, several factors can impact how and when the students engage in these authentic experiences or whether they choose to resort to utilizing purposive English. The category Motivation and Participation has two subcategories: Language Participation and Immersive Activities and Opportunities.
This category also explores how language participation and proficiency may increase as confidence increases. Students may question their linguistic capabilities and abilities and even doubt themselves. However, they are often pleasantly surprised and even proud when they realize that they are able to communicate better than they initially anticipated. When this phenomenon happens, there is a shift not only in confidence and proficiency, but also in overall participation. Furthermore, when this shift occurs, this also impacts students’ language choices as to whether and how much purposive English or Spanish to utilize.

**Language Participation**

Language Participation has two properties, Confidence and Avoidance. The dimension of Confidence is from More Purposive English to Less Purposive English. The dimension of Avoidance is from Fear of Using Spanish to Making Attempts to Use Spanish.

**Confidence.**

*More Purposive English.* Participant 1 uses purposive English to write her class notes to avoid confusion later (Line 279). Participant 5 relies on English for casual class conversations (Lines 847-848). Additionally, when the conversation is a mixture of both English and Spanish, he finds it easier to think and rely on English (Participant 5, Lines 850-853). Based on their experiences and preferences, the Focus Group recommends using more purposive English in the lower-level Spanish courses (Lines 972-973). FG Participant 5 explained the amount of stress that omitting purposive English would cause, “I feel like it would just stress them out more if they couldn’t figure something out and then the teacher just kept explaining it in Spanish. And, like, because they didn’t
understand it, I feel like it would just stress them out more” (Focus Group, Lines 979-982).

**Less Purposive English.** As proficiency is built, students rely less on purposive English because they become more confident. Reciprocally, they become more proficient as they become more confident and willing to engage. Participant 1 feels more confident as time passes (Line 332). Participant 3 stated, “I’m a lot more confident with the language and I can actually like understand a full sentence” (Line 1043-1045). Participant 6 explained that she decided to stop depending on English and decided to strengthen her Spanish (Lines 620-623). Participant 5 stated that he began to notice a language shift from using English to thinking in Spanish towards the end of his Spanish 2 and/or the beginning of his Spanish 3 classes (Line 817). At that point, he began to realize that he had enough language proficiency to have a basic conversation (Lines 821-822).

**Avoidance.**

**Fear of Using Spanish.** Participant 2 expressed many examples of his fear and linguistic avoidance. To begin, he has no interest in accessing authentic listening materials in Spanish. He said, “I dunno [sic], I ju-, don’t have any desire to” (Participant 2, Line 744). Additionally, he is hesitant to speak because he is afraid of confusing his listener (Participant 2, Lines 654-655). Confidence plays an even larger role in Participant 2’s avoidance. He expressed that, “if I didn’t know how to say what I wanted to say in Spanish, I’d probably just end up being silent” (Participant 2, Lines 8883-8884).

Student fears can also result from a lack of knowledge of vocabulary and/or grammar. For instance, Participant 6 explained that oftentimes she feels nervous when learning new vocabulary. She explained her hesitancy to work on vocabulary activities in
class, “Going on to do an activity, that like freaks me out a little bit ‘cause then I don’t really know it that well and I’m always like afraid I’m gonna [sic] say the wrong thing in class” (Participant 6, Lines 180-182). Similarly, Participant 5 does not feel comfortable using advanced verb tenses or expressing complete phrases (Lines 872-876). FG Participant 3 also admits that she still gets nervous and shy when speaking Spanish with others (Focus Group, Lines 195-196).

**Making Attempts to Use Spanish.** Despite his lack of interest to access authentic listening materials and his overall fears, Participant 2 stated that he uses Spanish to show off because he is proud (Lines 749-751). Within the classroom, Participant 1 explained that she uses less English now because she feels more comfortable using Spanish than before (Lines 541-544). FG Participant 9 stated that, “I feel like since I know more, it’s, it’s gotten pretty, pretty easier. But I mean, it’s still not fully there, but like, it’s getting there” (Focus Group, Lines 192-193).

**Immersive Activities and Opportunities**

Immersive Activities and Opportunities contains the properties Authentic Uses of the Target Language and Fun and Self-Immersion. The dimension of Authentic Uses of the Target Language is from Simulated to Live Human Interaction. The dimension of Fun and Self-Immersion is from Self-Immersion Alone to Social.

**Authentic Uses of the Target Language.**

**Simulated.** Several students engage in simulated authentic activities such as Spanish language movies or music. Participant 6 watches Spanish language movies (Lines 661-685). Participant 4 enjoys listening to Spanish language music (Lines 900-912). She also watches recipe and cooking videos online and engages in social media using the Spanish language (Participant 4, Lines 914-926). She admits that she has
learned some new vocabulary in this manner (Participant 4, Lines 923-924).
Additionally, several members of the Focus Group (FG Participants 4, 5, 8 and 9) have
changed the language settings on their cell phones to display information in Spanish
(Focus Group, Line 120, 143, 147-157, 166). FG Participant 8 finds this language setting
helpful because the visibility of Spanish “just kind of like makes it always there” (Focus
Group, Line 166). Although he did not discuss engaging in activities in Spanish,
Participant 7 uses an iPad app called Duolingo to teach himself Polish, which is
indicative of an interest in the language and a desire to self-immers (Lines 1352-1357).

**Live Human Interaction.** Participant 3 speaks Spanish in her personal life in a
variety of contexts. She communicates in Spanish with both her clients and customers at
the restaurant where she works (Participant 3, Lines 1173-1176). FG Participant 3, has
increased the amount of Spanish that she uses with a family friend. She explained, “I see
her quite a bit for just like, uh, birthday parties and such, and so I kinda [sic] try to, as
I’ve gone higher up in Spanish, I’ve tried to conversate with her more” (Focus Group,
Lines 183-185). FG Participant 6 went on a mission trip to Peru and had conversations
with native speakers just to practice. She said, “I had conversations with people just
trying to like, make small talk and um, just talk to them” (Focus Group, Lines 289-291).

**Fun and Self-Immersion.**

**Self-Immersion Alone.** Participant 5 admitted that he talks to himself in Spanish
because things were fun to say (Lines 997-1001). He gave the example of being at
volleyball practice and saying things like “¿Dónde está mi pelota?” [Where’s my ball?] (Participant 5, Line 1003). Additionally, he listens to Latino pop music and really
enjoyed all of the Spanish-language music that they played at the prom because he found
himself singing along (Participant 5, Line 935). He was engaged in this activity alone
because others in attendance were extremely surprised that he recognized the songs (Participant 5, Line 936).

In a similar vein, Participant 3 uses Spanish for note-taking in other classes. For instance, she explained that the information for her theology course was not necessarily material that needed to be written down, but she had time during the class to practice Spanish, so she used it. Participant 3 explained, “I don’t know, I just like speak Spanish in my notebook” (Lines 438-439). Participant 6 also admits that while she does not directly participate, she secretly eavesdrops on Spanish conversations that she overhears (Lines 755-758).

**Social Engagement.** Participant 3 is friends with several other research participants. She explained how they communicate in Spanish socially as a way to have a secret language that their boyfriends do not understand and how much fun they have doing it. She said, “It’s really funny ‘cause they don’t understand what we’re saying. So, it’s just really funny knowing a different language” (Participant 3, Lines 685-686). The group of girlfriends have taken some ownership of Spanish and they use it in the morning break at school as well as in the lunch room, “It’s like our own language” (Participant 3, Lines 672-676).

**Conclusion**

Chapter 4 presented the results of the data collected and analyzed in this qualitative research investigation. The teacher researcher conducted eight semi-structured interviews and one focus group interview among 17 high school Spanish students. These interviews were then transcribed and analyzed using a grounded theory approach to data analysis which included constant comparison, open, and axial coding procedures. In an attempt to answer the three research questions, five categories were
identified and were presented here along with their subcategories, properties, and
dimensions. The five categories that emerged, Time, Study and Learn, Brain, Language
Choice, and Motivation and Participation, will be further discussed along with artifacts in
Chapter 5.
Chapter 5

Introduction

This final chapter of Student Perceptions Regarding the Use of Purposive English in a Spanish as a Foreign Language Classroom will present a summary of the study as well as a discussion of the important conclusions drawn from the data that was previously presented in Chapter 4. Additionally, it will provide recommendations for classroom teachers and implications for future research.

Summary of the Study

Overview of the Problem

Teaching English to Speakers of Other Languages (TESOL) and foreign language educators have distinct positions regarding the use and recognition of the first language (L1) in the classroom. Refer to Figure 1. As was discussed in detail in Chapters 1 and 2, TESOL educators often provide English Language Learners multilingual resources and celebrate diversity, including students’ L1s. In contrast, many modern foreign language educators prefer or are encouraged to utilize an immersive, nearly monolingual approach to teaching the target language. These teachers are encouraged to communicate in English (the L1) no more than 10% of the instructional time (ACTFL, 2010, p.1).

Whether immigrant or international students are learning English as a second or other language or whether a student is learning Spanish as the target language, both are learning a new language. As the findings have shown, students continue to think and perform cognitive functions in their native language, English, despite the limitations often imposed in their foreign language classrooms. Figure 2, which was introduced in Chapter 1, models the overlap between teaching models with regard to the commonality...
of the use of L1 in the foreign language classroom. As Chapter 4 has introduced and as
Chapter 5 will discuss, there is indeed an overlap.

Figure 1

*Language Camps Without Overlap*

![Diagram showing Language Camps Without Overlap]

Figure 2

*Language Camps With Interrelationships and L1 Overlap*

![Diagram showing Language Camps With Interrelationships and L1 Overlap]

**Purpose Statement and Research Questions**

The purpose of this qualitative study was to explore student use and perceptions
of purposive English and its effects in foreign language classrooms. This study sought to
answer three main research questions: 1) How do high school Spanish students use
purposive English in a foreign language classroom? 2) Why do high school Spanish
students use purposive English in a foreign language classroom? and 3) How do high
school Spanish students perceive the effects of use of the first language in a foreign
language classroom?
Review of the Methodology

The methodology, including detailed information on sampling procedures, participants, and data collection procedures, was discussed in Chapter 3, but a brief summary will be presented here. This research investigation was qualitative in nature and utilized a grounded theory approach to data analysis. The three primary sources of data included eight semi-structured interviews, one focus group interview of nine participants, and artifacts. All participants were high school Spanish students between the ages of 16 and 18. Interviews were conducted at the research site, the students’ Spanish classroom.

The grounded theory approach to data analysis included constant comparison, open and axial coding procedures. All interviews were transcribed and typed using Microsoft Word software. Next, using a line by line approach, the teacher researcher open coded each document and identified the codes using the commenting feature of the word processing program. The teacher researcher identified 1,818 codes. She then printed each of these codes onto a 3 X 5 inch white index card. The codes were labeled with each participant’s pseudonym and line numbers associated with the transcription for easy reference. To ensure constant comparison, the teacher researcher worked with only two to three decks of cards from only two to three interview transcriptions at any given time. This helped her to group the codes into concepts and ultimately into categories that would answer the research questions.

As the early formation of categories began to take shape, additional cards containing codes were evaluated and were either grouped or discarded based on their relationships and likenesses. This process was repeated until all of the codes and cards were reviewed and assigned and saturation of data was achieved. As the categories
emerged, the teacher researcher drew concept maps and schemata on sheets of paper to further connect the data, to draw comparisons, and to begin the axial coding procedures. At this time, subcategories were identified along with their properties and dimensions and these labels and groupings were adjusted and renamed as needed throughout the final phases of data analysis. For example, Motivation and Participation was originally called “Fun”, but as the data analysis progressed, the concepts of confidence and avoidance also became important to this category, so it was renamed. The five categories that emerged were Time, Study and Learn, Brain, Language Choice, and Motivation and Participation.

**Discussion of Findings**

Several factors impact how and why high school Spanish students use purposive English as well as how they perceive the effects of its use. The categories that emerged from the transcript data presented in Chapter 4 will be utilized to answer the research questions. However, there is overlap with the uses of purposive English within and across the categories. In addition to a discussion of the categories and themes that emerged, this chapter will also incorporate a discussion of several artifacts acquired during the study. Additional artifacts are included in Appendix H. The discussion will also align the results with the related literature, previously introduced in Chapter 2.

**Time and Purposive English**

Firstly, high school students must have the time to work in the target language and time to dedicate to mastering the skills that build proficiency. The category Time explored issues that learners face today including limited personal time. Students have extremely busy schedules and often have difficulty finding time to work. High school Spanish students are looking for convenient options, and purposive English provides one such convenience.
The native language is easily accessed in students’ class notes as well as instructional presentations in class because it is faster and takes less cognitive brain power. Using the target language certainly requires more intentional effort to learn to use. Students are able to use Spanish for communication, but those who are enjoy the language and those who take the course as an elective due to interest rather than as a graduation requirement appear to be those who are more willing to exert the time and energy to learn.

Additionally, time is also a factor in overall comprehension when it comes to things like pace and the difficulty of the accents spoken by native speakers. Again, students are busy and are looking for convenience and ease and purposive English provides that. In his investigation of teacher code-switches, Macaro (2001) also found that the L1 allowed the interlocutors (teachers) a quick response as opposed to having to paraphrase or repeat the target language. Students were the primary focus of the research investigation discussed in this chapter, but the convenience of purposive English can be linked back to Macaro’s (2001) teacher code-switches into English.

**Study and Learn and Purposive English**

Undoubtedly a side effect of the lack of personal time and busy schedules, high school Spanish students admit to limited studying. They do not study often and admit the need to study more than the 30 minutes per week that they average. Purposive English may be helpful when it comes to studying or memorizing information for tests. When they do study, they seem exceptionally interested in their abilities to memorize information and often rely on repetition as a technique. Repetition can also occur via writing, but students are careful to avoid redundancy as they realize the need to stay focused. They rely on repetition of materials, whether that includes repeating a set of
paper flash cards or the convenience of digital flash cards on Quizlet. Quizlet will be discussed in an upcoming section.

However, despite their best intentions to memorize information in Spanish, the students also realize that they can quickly forget it, thus yielding a reliance on purposive English to substitute the unknown language. Sampson (2012) also cited equivalence (when an interlocutor has insufficient vocabulary in the target language) as a reason to code-switch to the L1 during communication. Additionally, perhaps the easily forgotten terms or concepts could also be attributed to a difference in BICS knowledge versus CALP knowledge. As was discussed in previous chapters, BICS, or Basic Interpersonal Communication Skills represents the basic working level of proficiency needed for communication. This differs from CALP, the Cognitive Academic Language Proficiency, which represents the deeper-level language necessary for critical thinking. This may indicate that the quick memorization study techniques used by the students do not yield long term recall of the vocabulary terms.

Purposive English may also be used in the study and language learning process, however it has both benefits and disadvantages. Benefits of purposive English to study include assistance with memorization, writing translations, use of cognates, and the use of mnemonic devices. Many students also use purposive English in their notebooks to assist with their Spanish language learning. Participant 4 explained how her use of purposive English is related to her comfort level:

If it’s a very new concept, I will definitely, um, like,- I like to think about the rules in English or depending on my notes, um, and then I like to translate it just to kind of give myself that sense of familiarity with um, the material presented.
But um, if I’m like comfortable with it, it’s like it’s pretty much all Spanish.

(Lines 1035-1039)

This phenomenon can be explained by Gass (1996). Gass (1996) stated that foreign language learners will resort to their L1 when first trying to interpret something in the target language and they will look for similarities or incongruities.

Participant 8 wrote translations into English in his notes as well (Line 631). He also uses purposive English to help him practice the listening selections in the target language by paraphrasing the questions into the first language because this makes the audio selection easier to comprehend (Lines 1037-1049). Although modern foreign language immersive teaching approaches would not favor translations, bilingual education and TESOL programs have done so for decades. “Translation support” is not viewed as a hindrance to language learning (Saville-Troike, 1976, p. 75). Purposive English provides opportunities for such translation support.

**Quizlet and Purposive English**

After hearing several of the first few interviewees mention Quizlet, the teacher researcher was unfamiliar and decided to investigate this further. This demonstrates her use of constant comparison. Quizlet is a computer program or mobile application that operates like a set of virtual or digital flash cards. The Quizlet program was mentioned in all eight of the semi-structured interviews as a primary tool to study vocabulary (Participant 1, Lines 79, 95-96; Participant 2, Lines 87, 187-191, 203; Participant 3, Lines 202-204, 220-222, 226-227, 242, 422-424; Participant 4, Lines 74, 118, 144; Participant 5, Lines 781, 783, 785; Participant 8, Lines 181-182). However, Participant 6 prefers writing tangible flash cards (Lines 57-59) and Participant 7 has tried Quizlet in the past but does not utilize it regularly (Lines 334-339). After asking a few of the students about
it, the teacher researcher discovered that FG Participant 8 is actually the primary creator of the Quizlet for each unit and she shares the link to this program via a group chat. Using Quizlet, the students utilize purposive English as their primary means to study the Spanish vocabulary for class. The entire program is bilingual in nature and the students can quiz themselves in either language using a variety of self-quizzing modes. See Figure 4 for an artifact of Quizlet as a dual-language study technique.

Figure 4

*Quizlet*

![Spanish 4 Unidad 6 Leccion 1](image)

<table>
<thead>
<tr>
<th>Cards</th>
<th>Original</th>
</tr>
</thead>
<tbody>
<tr>
<td>(de) alta definición</td>
<td>high definition</td>
</tr>
<tr>
<td>el avance rápido</td>
<td>fast forward</td>
</tr>
<tr>
<td>el cable</td>
<td>cable</td>
</tr>
<tr>
<td>el control remoto</td>
<td>remote control</td>
</tr>
<tr>
<td>el entretenimiento</td>
<td>entertainment</td>
</tr>
<tr>
<td>el grabador de DVD</td>
<td>DVD recorder</td>
</tr>
</tbody>
</table>

**Brain and Purposive English**

Studying and learning are mental processes requiring training the brain to retain information. The category Study and Learn helped identify some of the ways that
students use purposive English as they acquire information, but there are several invisible
cognitive processes that use the first language as well. High school students use
purposive English in their thought processes, both intentionally and unintentionally,
before a cognitive shift to thinking in Spanish occurs. Many students experience fear or a
lack of confidence when learning Spanish. However, purposive English allows them an
opportunity to prepare their responses mentally in the L1 before responding in Spanish.
Sometimes, they admit that this is intentional, but at other times, the cognitive code-
switch to English is automatic.

As proficiency and confidence increase, however, so does the students’ ability to
think in Spanish. Information in the target language which is unclear can become
cognitively overwhelming for students. As a result, they zone out and experience mental
exhaustion. When this occurs, they are more likely to rely on purposive English to
communicate.

Thinking in Spanish and Cummins’s (1986) Common Underlying Proficiency

As presented in Chapter 4, the Brain category explored students’ thought
processes in both Spanish and English. The data aligned with the Common Underlying
Proficiency model proposed by Cummins (1986). The data suggested that foreign
language students intentionally utilize or rely on their first language, English, to assist
them with learning and using Spanish. Such uses included thinking in English about
unknown words (Participant 5, Lines 887-890), during moments of confusion (Participant
1, Line 571), and for personal study at home (Participant 2, Line 476). Students also
admitted to using English as their primary language of thinking (Focus Group, Line 574
and Participant 6, Line 494).
Participants also claimed that their brains automatically translate from Spanish into English (Participant 3, Lines 1056-1057 and Participant 6, Lines 498-499). The data suggested that students eventually transition from being aware of their thinking in Spanish to another form of automaticity. This automaticity is expressed as thinking in Spanish without any code-switches or metacognitive involvement and is also suggestive of an increased level of comprehension and the Common Underlying Proficiency.

As the subcategory Spanish Mood described in Chapter 4, high school students do have the ability to think and code-switch into Spanish, but much of this depends on their mood and mindset. In addition to the discussions offered by the members of the Focus Group, literally every single individual participant interviewed felt that the Spanish and English languages are connected in their brains (Participant 1, Line 847; Participant 2, Lines 911-914; Participant 3, Line 1554; Participant 4, Line 1201; Participant 5, Line 1252; Participant 6, Line 982; Participant 7, Line 1524; Participant 8, Line 1459). Participant 4 defined this as: “Definitely, there’s a big connection” (Line 1201). Participant 7 explained: “There’s a connection, and I’m, like, starting to explore that and think about how there is that connection” (Lines 1549-1550). He continues: “I’m not focusing as much on English. I’m starting to share that time with Spanish” (Participant 7, Lines 1576-1577). This data completely supports Cummins (1986) dual-iceberg Common Underlying Proficiency model, presented again in Figure 3. Whether they are thinking in Spanish or English, whether intentionally or unintentionally, whether they are focused or in a Spanish mood, students are absolutely accessing their native language structure and using purposive English in their Spanish studies and language interactions. This also aligns with Kroll, Bobb, and Hoshino (2014) who explained the reciprocal interaction that constantly occurs between L1 and L2:
Both of the bilingual’s languages are always active. The parallel activity of the bilingual’s two languages can be observed in reading, listening to speech, and preparing to speak one language alone. (p. 159)

Figure 3

‘Dual-Iceberg’ Representation of Bilingual Proficiency

![Diagram of Dual-Iceberg Representation]

Note. Figure 5.3 The ‘dual-iceberg’ representation of bilingual proficiency.

Adapted from Bilingualism in education by J. Cummins and M. Swain, p. 83.

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Dual-Language Notes Artifact

An artifact that supports the students use of purposive English as well as Cummins’s (1986) dual-iceberg theory is evidenced in Figure 5. During a class activity, students watched an authentic Spanish-language documentary on Bolivian miners with the understanding that they would be asked to identify themes and later write an essay. During her note-taking, Participant 4 utilized a combination of both the Spanish and English languages, providing further evidence of the mental connection of the two language structures in her brain that connect the “iceberg” peaks. See Figure 5.
This excerpt is especially unique because not only does it demonstrate the dual-language thought processes that were analyzed in the Brain category, but it also overlaps with Language Choice because it illustrates examples of clarifications, code-switches, and substitutions throughout. One such example occurs near the end of the document when Participant 4 wrote, “Basilio plans to buscar better work en la ciudad [emphasis added]”. Participant 4 utilized both Spanish and English in her notebook, even within the same sentence or thought.

Figure 5

Participant 4’s Dual-Language Notebook
Language Choice and Purposive English

Foreign Language students constantly make choices of how and when to utilize purposive English or Spanish. In addition to the aforementioned uses of purposive English, it may also provide language support to students, whether that includes providing translations or clarifications in English. Sampson (2012) referred to these clarifications as reiterations. As presented in Chapter 4, purposive English may also play a role with vocabulary acquisition as students rely on both cognates and English to substitute terms unknown in Spanish. In their TESOL study about the uses of L1 in a bilingual special education course, Brice and Roseberry-McKibbin also found that the L1 was used for vocabulary checks. As was discussed in Chapter 2, the WIDA Consortium (2014) explained how people can share more complex thoughts and ideas when they utilize their L1. Similarly, purposive English plays a role in the students who ask for help in the Spanish classroom. Participant 4 explained the importance of being able to use purposive English for clarifications:

I think there has to be some leeway in being able to use English when you ask questions because, you know, it is a second language. It's not something you're familiar with and then you're having a question about the way you use the second language and you're only able to ask that question in the second language, you might be using the part of the second- like the grammar of the second language that you're confused about, you might need to use that in the question that you have in your head. (Lines 1096-1102)

Similar to the results of Thompson and Harrison’s (2014) study, this investigation also discovered that the teacher’s use of L1 influenced the students’ use of L1, which is to say that when the instructor code-switches, so do the students. However, the data
indicated that the teacher researcher maintained a good balance of both Spanish and purposive English in her instructional practice. The Focus Group stated that English should be used when the majority of the class does not understand something, like a new verb tense (Lines 802-806). Turnbull (2001) argued that for some students, the classroom teacher is often their main and sometimes their only exposure to input in the target language, so the use of the target language should be judicious, not solely for the sake of teacher convenience. When the teacher researcher tells stories in Spanish, she will say a word in Spanish and then clarify the word in English to help increase vocabulary (Focus Group, Lines 807-811). This is evidence of her making a judicious rather than a convenient language choice. The students have also observed the teacher researcher paraphrasing in Spanish and gesturing to help foster comprehension (Lines 813-814).

**Dual-Language Verb Chart Artifact**

Participant 5 felt overwhelmed trying to distinguish between all of the different verb tenses and knowing when to utilize each one (Lines 381-386). During a study session with other students (Participant 1, Participant 8, FG Participant 6, and FG Participant 7), Participant 5 decided to create a large verb chart in which he utilized English to provide the translations. He said:

> So, with the English translations, that was just kind of the goal with- . . . The goal was to like help us know when to use them, ‘cause like we know what we wanted to say. And we were like, ‘Oh, I wanna [sic] say we would’ve done this.’ And we were like, ‘Oh what was the verb tense? What was the verb tense’. (Participant 5, Lines 408-416)
Figure 6 provides direct evidence of how Participant 5 and his study group utilized purposive English to clarify grammar so that they would be better able to articulate well-developed responses. This verb chart was created in someone’s basement among a group of friends and it was in no way a task assigned for class or for homework. It also further supports and connects the category Language Choice to the categories Time, Motivation and Participation, and Study and Learn. The verb chart shows that because Participant 5 and his friends desire to increase their proficiency, they found time to study and prep on their own and they utilized purposive English to do so.

Figure 6

*Participant 5’s Dual-Language Verb Chart*
Motivation and Participation and Purposive English

The category Motivation and Participation presented information about language participation, confidence, avoidance, and immersive activities. The data suggested that there was a relationship between the participants’ levels of proficiency and increased opportunities for communication in the native language. As such opportunities present themselves or as they are created by the L2 learners, such as was visible with self-immersive activities, confidence also increases because the students know and comprehend more Spanish than they anticipated. As their confidence increases, they are able to exchange more information in the target language. For example, students in the Focus Group found that they relied less on English to write a class essay assignment than they originally predicted (Focus Group, Lines 590-591). Students in the Focus Group also explained that, “I feel like we’re able to understand like a lot more than we think” (Line 680). Similarly, Participant 1 stated that she learned more in the language than she had anticipated (Lines 547-548). She also explained that she used more purposive English as a beginner and now uses less as her Spanish proficiency has increased (Participant 1, Line 510).

As the students increase their confidence and their proficiency levels also increase, they appear to enjoy the L2 more. The students in the Focus Group all have a desire to be fluent in Spanish (Line 66). Ciriza-Lope, Shappeck, and Arxer (2016) found similar results with their study of English Language Learners who experienced an increase in confidence speaking the target language and engaged more with the English-speaking community. As was stated in the Focus Group interview, students who just take Spanish to complete the graduation requirements differ than those who continue studying as an elective. Ellis (1997) explained how human personalities may impact whether
language learners experience anxiety, and whether or not they are prepared “to take risks in learning and using an L2” (p. 73). The Focus Group explained how their desire to learn the language outweighs any fears:

Part of learning better and, um, having new information, like, come to you more easily, um, it’s a willingness to want to learn versus being, you know, forced to be there. . . Get the credit. . . I think that is definitely a big factor for a lot of people is, it’s easier for you to learn if you want to learn it. (Lines 1072-1076)

Communicative Language Teaching or immersive instructional approaches may incite feelings of distress, fear, and a reduced motivation to participate because of the disallowance of purposive English. Six interlocutors in the Focus Group discussed this:

FG Participant 1: I think participation, it might also drop because they’d be, like, not sure if they’re saying the right thing, so it would be . . . ‘I don’t want to say it ‘cause I’m not sure if it’s right. I don’t know if I’ll get any explanation if it is right.’

FG Participant 6: Yeah, I think I would be a lot more nervous, like in class, I’d be like more nervous to participate in stuff.

FG Participant 9: Yeah.

FG Participant 8: [crosstalk] Apprehensive to say it ‘cause you don’t want it to be wrong, and, if it is, you can’t easily ask why it’s wrong.

FG Participant 9: Yeah.

FG Participant 2: I think it might increase my listening more, but like talking would not increase as much . . .

FG Participant 7: But in a classroom setting, it would be more difficult with just like an hour or two, an hour and a half, of your time every day like only doing
Spanish. It would just be harder to like learn like any Spanish. (Focus Group, Lines 898-920)

This relates back to Dickson’s (1996) survey in which the instructors surveyed felt that target language exclusivity (or near exclusivity) may lead to increased anxiety, demotivation, or even alienation of students.

Allowing for purposive English, however, alleviates some of this distress because the students feel that they can express themselves and are more comfortable to participate. An example of reliance on purposive English to increase comfort and participation occurred with Participant 1. She stated that she would not participate as much in class if English was not used (Participant 1, Lines 822-823). In relation to immersive teaching and the English limitations embargoed, Participant 1 explained, “I feel like I’d be more intimidated to like actually speak in Spanish” (Line 822). In fact, she relies on purposive English and advocates for her own learning even if her code-switches frustrate others working more exclusively in Spanish. She stated, “I would understand that, like, they understand it and I don’t, and I would still ask for help” (Participant 1, Lines 869-870). Wink and Putney (2002) explained that classrooms need to be safe and secure environments in order to foster literacy and cognitive development. Purposive English assists in creating one such safe and secure classroom environment.

Additionally, as was discussed with Self-Immersion in Chapter 4, with increased confidence, students are more likely to engage in authentic and fun activities on their own as opposed to being forced to utilize the language in a formalized classroom setting. Self-Immersion may be a direct manifestation of the silent period of L2 language acquisition. The silent period is a period of time during which L2 learners do not initially speak (Ellis, 1997). Ellis (1997) defined the silent period, “They make no attempts to say
anything to begin with. Of course, they may be learning a lot about the language just through listening to or reading it” (p. 20). Examples of such activities derived from the data included watching Spanish language movies, television shows, or Internet videos, having conversations with native speakers or other speakers of Spanish, and engaging in social activities such as texting or changing the cell phone settings to Spanish. See Appendix H for artifacts that illustrate the phone messages and settings.

Language learners need to feel comfortable in their environment (Ariza, 2006). In addition to the setting, a language learner has more fun when he is confident in his ability to understand, comprehend, engage, and communicate in the target language. “You can just tell when people are interested. And like making effort to make the little comments in Spanish to their friends just for fun,” explained the Focus Group (Lines 1061-1064). Participant 8 was hesitant to communicate in his retail job and he only used English because he was afraid that he wouldn’t understand (Participant 8, Lines 1203-1205). Again, this may also be representative of the silent period that many second language learners experience. Ellis (1997) stated that, “The silent period may serve as a preparation for subsequent production. Some learners talk to themselves in the L2 even when they decline to talk to other people” (p. 20). Despite limiting his verbal interactions with native speakers, Participant 8 was still engaging in self-immersive activities such as watching shows in Spanish. He described it as “a neat experience” (Participant 8, Line 1142).

Self-immersion is likened to an intentional code-switch in which an L2 learner purposefully elects to communicate in or surround himself or herself with the target language. Although the definition of code-switching may vary among researchers (see Code-Switching in Foreign Languages in Chapter 2), this investigation was modeled after
Thompson and Harrison’s (2014) explanation. A code-switch represents any alternation from the target language (TL) to the home language (L1) or another language (such as L3) and vice versa. The data suggested that learners are not completely opposed to immersion, but they prefer to be in control of how and when they utilize purposive English. For example, in the Focus Group, FG Participant 8 stated that having her cell phone display information Spanish was helpful because it makes Spanish “always there” (Lines 165-166). However, in the remainder of her daily life, she is using English as her primary language.

**Implications for Future Research**

Foreign language educators should not restrict the amount of English utilized to 10% or less. Rather, they should allow whatever quantity is purposively used by their students during instructional time. This does not mean that the foreign language classroom should utilize English as the primary language of instruction or that it should go completely unstructured. Instead, when necessary to use, it should not be penalized. Examples of appropriate and often necessary uses of purposive English presented in this study included but were not limited to: understanding native accents, as a memorization or study technique, as an intentional or unintentional thought process, as a means of preparing one’s answer prior to responding in the target language, for translations, for clarifications, for other forms of language support, for vocabulary and cognates, to avoid confusion, and for immersive activities and social engagement. Teachers should also be aware of additional uses of purposive English that may not always occur within the classroom setting, but that may be an important part of the foreign language learning process for many students. Some of these additional uses of purposive English may
include: time and convenience, such as scheduling, pacing oneself, as a means of reducing mental exhaustion, and just for fun.

The teacher researcher of this investigative study cannot provide a concrete figure such as allowing 25% (or another quantitative value) of English nor will she offer a suggested rule that only the beginning language levels may utilize purposive English. The data collected here is all very subjective. While it may be applied to other foreign language classrooms, the amount of and uses of purposive English will vary and will be relative to each individual class and even to each individual language. The teacher researcher feels that other classroom educators must adapt to the needs of their own students. Every foreign language teacher needs to know her students as individual learners and co-construct the culture of the classroom (Dixon, Frank, & Green, 1999), whether that occurs in Spanish, in English, or preferably in a dual-language approach. Teachers should also remember that their language choice may impact that of their students. District policies should not mandate the language choice of the classroom but rather, the teacher and her students should be the interlocutors in control.

Regarding future research, the teacher researcher could essentially create a second study out of the classroom materials and student reflection forms that were not analyzed here. Although many of the student reflection forms were completed in a hurried manner and did not appear to yield rich data, several of them appeared more viable. Additionally, the classroom data was omitted because the point of saturation had been achieved. A future investigation might incorporate narrowing the focus to one or two case study students and transcribing and analyzing their actual classroom contributions and code-switches. It would be interesting to observe whether their perceptions of how purposive English is used and how they actually utilize it match.
Quality Standards and Trustworthiness

Credibility or Internal Validity

Credibility or internal validity refers to how closely the results match reality (Merriam & Tisdell, 2016). Areas of strength for this qualitative research study were rich description, making sense, the presentation of the categories, and identification of areas of uncertainty (such as the limitations discussed throughout the Quality Standards and Trustworthiness section) (Miles, Huberman, & Saldaña, 2014).

Appendix B, titled Student Foreign Language Background Survey Questions, was pilot tested with former Spanish 3 students prior to beginning this research study to help increase reliability and validity. Feedback to the teacher researcher was provided and no revisions to the questions were necessary.

In this investigation, the teacher researcher studied 17 high school Spanish students’ uses of purposive English as well as how they perceive its effects in the classroom. The perceptions and uses of the high school students interviewed may be quite different than the perceptions of other students, for example those in a larger public high school, based on what reality means for them. In addition to a review of the related literature, the primary sources of data collection were the semi-structured interviews and the focus group interview. From these findings, the teacher researcher made observations and interpretations based on what the participants stated. As discussed in the Results section, all of the research findings were grounded in the textual data. This was to strengthen the credibility of the study. Using Maxwell’s (1992) terms descriptive and interpretive (as cited in Miles, Huberman, & Saldaña, 2014), this investigation sought to be descriptive as the participants’ experiences were related to the readers of this study. It
also sought to be interpretive because the teacher researcher relayed to the readers what these experiences meant for the students.

Interview data was collected from eight semi-structured interviews, one focus group interview, as well as artifacts, so triangulation was a strength of this study. It should be noted, however, that triangulation may also involve additional sources of data, additional data collection methods, and/or additional researchers (Merriam & Tisdell, 2016). Additional sources of data may have included partial classroom transcriptions, teacher researcher observations, or student reflection forms, but as was discussed in Chapter 3, those materials did not yield rich data and the point of saturation had already been reached.

Credibility was also ensured by conducting member checks. Member checks increase internal validity or credibility when the researcher solicits feedback from the interviewees on the findings (Merriam & Tisdell, 2016). It was unnecessary to conduct member checks with all of the participants. However, the teacher researcher did reconnect with many of the students, both via email as well as in person, to clarify questions and to ask for additional artifacts as prompted by the interviews. For example, in the transcriptions, many students discussed how they switched the language settings on their mobile devices to Spanish and also how they text socially in Spanish. The teacher researcher asked for evidence of these experiences and interactions among other other work samples as needed. Again, additional artifacts are included as Appendix H.

**Transferability or External Validity**

Transferability, also known as external validity, refers to the extent to which the results of one investigation may be applied to other studies (Merriam & Tisdell, 2016). This study was limited in terms of generalizability due to several factors including the
very particular sample (one Spanish 4 class at a small parochial high school) that was unable to represent a greater population. The population may have included larger public high schools and perhaps a greater variance among language teaching techniques experienced by the students. Additionally, the greater population may have also included other foreign language classes such as French or German. However, with an increased sample size, opportunities for transferability may increase. Yet, Miles, Huberman, and Saldaña (2014) argued that even a small sample size can be transferable if the researcher is persuasive enough. In this regard, strengths of this investigation included adequate descriptions of the sample, a thick description, and implications for future research.

Erickson (1986) (as cited in Miles, Huberman, and Saldaña, 2014) claimed that readers, not researchers, draw connections regarding transferability. Miles, Huberman, and Saldaña (2014) also explained that readers should find the report consistent with their own experiences.

**Dependability or Reliability**

Reliability refers to the ability to replicate findings, but this can be a challenge when working with human subjects (Merriam & Tisdell, 2016). In qualitative research, “researchers seek to describe and explain the world as those in the world experience it” (Merriam & Tisdell, 2016, p. 250). Such experience can be linked with the research questions asking about how and why students use purposive English as well as how they perceive its effects. Another focus group and/or additional case study participants would never be able replicate the exact same results, however, such a study may still be considered dependable if the findings are consistent with the data presented (Merriam & Tisdell, 2016). Reliability can be strengthened via triangulation, peer examination, and an audit trail (Merriam & Tisdell, 2016). Triangulation was discussed in the credibility
section of this paper, and audit trails will be defined in upcoming the Confirmability or Objectivity section. In this qualitative investigation, dependability is strong because the research questions were clearly defined and the study design aligned appropriately (Miles, Huberman, and Saldaña. 2014). Additionally, the teacher researcher discussed her role as a researcher both in the Researcher Perspective section of Chapter 3 as well as prior to beginning each interview, as evidenced in the interview protocols. The findings were also parallel across the data sources (Miles, Huberman, and Saldaña, 2014). Limitations of dependability included having only one field-worker, the absence of intercoder agreement, and the lack of peer review (Miles, Huberman, and Saldaña, 2014).

**Confirmability or Objectivity**

Miles, Huberman, and Saldaña (2014) defined confirmability as “relative neutrality and reasonable freedom from unacknowledged researcher biases—at the minimum, explicitness about the inevitable biases that exist” (p. 311). As discussed in the section Researcher Perspective, the researcher was also the classroom teacher, which served as an asset in some regards, such as a previously established rapport with students. However, as the sole researcher, it could have also created an element of bias. Strengths regarding confirmability in this study included the explicit description of the methods and procedures, including the data collection procedures, and copious notes and records are available should an audit be required (Miles, Huberman, and Saldaña, 2014). Merriam & Tisdell (2016) defined an audit trail as “how data were collected, how categories were derived, and how decisions were made” (p. 252). This teacher researcher believes that dependability was a strength of this study due to the amount of detail and transparency that were intentionally provided to the readers. The study also addressed competing
hypotheses (Miles, Huberman, and Saldaña, 2014) in the review of the related literature in Chapter 2.

**Conclusion**

The purpose of this qualitative study was to explore student use and perceptions of purposive English and its effects in foreign language classrooms. This study answered the three research questions: 1) How do high school Spanish students use purposive English in a foreign language classroom? 2) Why do high school Spanish students use purposive English in a foreign language classroom? and 3) How do high school Spanish students perceive the effects of use of the first language in a foreign language classroom? This chapter discussed the uses of purposive English as they appeared in the five categories of Time, Study and Learn, Brain, Language Choice, and Motivation and Participation. It provided specific examples of how purposive English was utilized by 17 high school Spanish students and several artifacts were also presented and discussed.

As was posited by this teacher researcher throughout this qualitative investigation, if Cummins’s (1986) theory is correct that Common Underlying Proficiency represents a duality between the first language (English) and the target language (Spanish), then why reject the support of L1 or limit it to only 10%? Code-switches occur even when a high level of proficiency has been achieved (Sampson, 2012) and purposive English has proven to be a beneficial study and language learning tool to the high school students interviewed in this study. The answer is that L1 should not be rejected or limited, but rather purposive English should be permitted because the home language is a fund of knowledge (Moll, Amanti, Neff, & Gonzalez, 1992).
References


Chenail, R.J. (2012). Conducting qualitative data analysis: Reading line-by-line but analyzing by meaningful qualitative units. The Qualitative Report, 17(1), 266-269.


Appendix A

Assent and Consent Forms

Assent to Participate in Research Activities (Minors)
Student Perceptions Regarding the Use of Purposive English in a Spanish as a Foreign Language Classroom

1. My name is Señorita Booth.

2. I am asking you to participate in a research study because we are trying to learn more about how students feel about the use of English in a foreign language classroom.

3. If you agree to be in this study, I will ask you to answer some background questions. After that, you may or may not be asked to complete an interview. That decision has to do with research and in no way indicates that you have done anything wrong or that your classmates are somehow better than you. Some students may be asked to continue while others may not, and you should not feel embarrassed or left out in any way. I will share my decision with you privately by either inviting you to an interview or by sharing with you that you have not been selected to move forward at this time.

If you participate, I will be recording your voice with an audio-recording device and you might also be video-recorded or photographed. All of our interviews and class sessions will take place in the Spanish room at school.

- **Focus Group Participants**: If you are invited to participate in a focus group interview and are able to keep the appointment, you will answer some questions and talk to your classmates about how you learn foreign languages. This interview will be conducted primarily in English, but I may ask you to give examples or clarify something in Spanish. This may take between 45 minutes to about an hour and a half.

- **Case Study Students**: If you are invited to participate in the focus group but cannot attend or if there are too many people, you may be invited to do an individual interview instead and you would become a case study student. This would be like a one-on-one conversation in English with me. You may also have to provide some explanations in Spanish during our discussion. It will also involve some additional writing, speaking, listening, or reading samples or tasks (like reflections) in Spanish as necessary. If you are a case study student, I will observe you in the classroom to see how and when you might use English and/or Spanish during class time. You may also be asked to complete a reflection form after one or more class activities. This type of work would be completed during our normal class times. We would schedule our interview for before or after school and that might take between 30 minutes to about an hour and a half.

4. Being in this study should not harm you in any way since we are just having conversations and class sessions. However, I am collecting identifiable information about you, like your full name and where you go to school. If you do feel concerned about anything at all, please come and talk to me.

5. There are no direct benefits to this study, but you might find being in this study teaches you something about how you learn, and you might enjoy being a part of this project.

6. Please talk this over with your parents before you decide whether to participate. I also will ask your parents to give their permission for you to take part in this study. Even if your parents say "yes," you still can decide not to do this.

7. If you don't want to be in this study, you don't have to participate. Remember, being in this study is up to you, and no one will be upset if you don't want to participate or if you change your mind later and want to stop. If you change your mind, please tell me.

8. You can ask any questions that you have about the study. If you have a question later that you didn't think of now, you can email me at booth@lhssc.org. You can also come and see me before or after school.
9. If you agree to participate, I will share the information with other people in the form of presentations and publications. I will use a pseudonym to protect your identity, so no one will know that it was you. I will keep these records secure in my home office. After I have analyzed the data, I will transfer all files to a flash drive that will be secured and professionally destroyed after three years. Paper copies of consent forms will also be stored in a locked file cabinet for up to three years before being professionally shredded.

10. Signing your name at the bottom means that you agree to be in this study. You will be given a copy of this form after you have signed it.

<table>
<thead>
<tr>
<th>Participant’s Signature</th>
<th>Date</th>
<th>Participant’s Printed Name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Participant’s Age</th>
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| Grade in School         |      |
Informed Consent for Child Participation in Research Activities

Student Perceptions Regarding the Use of Purposive English in a Spanish as a Foreign Language Classroom

Participant: ___________________________________________  HSC Approval Number: ______________________
Principal Investigator: Kacey Booth  PI’s Phone Number: 636-928-5100 Ext. 1608

Summary of the Study

This study will be conducted for university research about the use of English in a Spanish as a foreign language classroom. Participation is voluntary. The duration of the study will take place throughout the time span of one unit of the Spanish 4 class. Although some involvement will occur during the normally scheduled school block, some participants may be invited to participate outside of class time, either for a focus group interview or for a case study interview.

1. Your child is invited to participate in a research study conducted by doctoral candidate Kacey Booth under the supervision of Dr. Shawn Woodhouse, Ph.D. The purpose of this research is to investigate how high school students use and perceive the effects of English in a Spanish as a foreign language classroom.

2. a) Your child’s participation will involve one or more of the following actions:
   • consent to photograph, video-record, and audio-record during class sessions and/or interviews.
   • completion of a short demographic/background survey.
   • completion of one or more classroom reflection forms.
   • consent to participate in a focus group interview with other students.
   • consent to participate in a personal, one-on-one interview with the researcher.
   • consent to allow the researcher access to class work samples such as tests, notebook entries, worksheets, projects, and the like.
   • consent to complete additional writing, speaking, listening, and/or reading samples or tasks in Spanish as necessary.

A maximum of 18 student participants may be involved in this research, although not every child will be invited to participate fully in all aspects outside of classroom activities. There may be some candidates who best meet the criteria that will help answer the researcher’s questions. Those students may be invited to continue with interviews or in other ways. If your child is not selected to participate in an interview, this is no indication whatsoever of his or her personal character, his or her language abilities, or his or her importance as a member of the class.

All consenting students will be asked to complete a background survey. After that, a maximum of 10 students may be invited to participate in a focus group interview scheduled at a mutually convenient time. Other students who meet the criteria but who are not involved with the focus group may be invited to become case study students. Case study students will be asked to schedule a one-on-one interview with the researcher. The researcher will also observe these students more closely in class and she may ask them to complete reflections or to provide work samples.

A maximum of eight students will be selected as case study students. All class sessions and additional interviews will be conducted on our school campus in the Spanish classroom.
b) The amount of time involved in your child’s participation will be
• the length of several class activities or full class session blocks throughout one unit, occurring during the regularly scheduled class time (for all participants).
• between approximately 45 minutes to approximately 1.5 hours (if invited to participate in a focus group); times may be scheduled before or after school based on student availability.
• between approximately 30 minutes to approximately 1.5 hours (if invited to participate in a personal interview); times may be scheduled before or after school based on student availability.

There is no remuneration available for participation in this study.

3. There are minimal risks to your child associated with this research. Identifiable information is being collected that could be breached if an exceptional circumstance, such as a home burglary or a cyber attack, would occur. However, the researcher has taken extreme precautions to protect the identity of your child as well to secure and protect any data collected. Participation is voluntary and all answers will be reviewed and analyzed scientifically. There is absolutely no impact on your child’s class grade, academic transcript, or the like.

4. There are no direct benefits for your child’s participation in this study. However, your child’s participation will contribute to the knowledge about foreign language pedagogy and the role that the first language plays in the classroom.

5. Your child’s participation is voluntary, and you may choose not to let your child participate in this research study or to withdraw your consent for your child’s participation at any time. Your child may choose not to answer any questions that he or she does not want to answer. You and your child will not be penalized in any way should you choose not to let your child participate or to withdraw your child. If you choose to withdraw from the study, you can contact me at school: 636-928-5100 Ext. 1608.

6. We will do everything we can to protect your child’s privacy. By agreeing to let your child participate, you understand and agree that your child’s data may be shared with other researchers and educators in the form of presentations and/or publications. In all cases, your child’s identity will not be revealed. In rare instances, a researcher’s study must undergo an audit or program evaluation by an oversight agency (such as the Office for Human Research Protection). That agency would be required to maintain the confidentiality of your child’s data. In addition, all data will be stored on a password-protected computer or disk and/or in a locked home office. After the data have been analyzed, all files will be digitized and transferred to a flash drive that will be secured in a safe deposit box and professionally destroyed after three years. Paper copies of consent forms will be stored in a locked file cabinet for up to three years before being professionally shredded.

7. If you have any questions or concerns regarding this study, or if any problems arise, you may call the investigator, Miss Kacey Booth, or her doctoral advisor, Dr. Shawn Woodhouse at (314) 516-5889. You may also ask questions or state concerns regarding your rights as a research participant to the Office of Research Administration, at 314-516-5897.

I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I hereby consent to my child’s participation in the research described above.

Parent’s/Guardian’s Signature                    Date                    Parent’s/Guardian’s Printed Name

__________________________

Child’s Printed Name

__________________________

Signature of Investigator or Designee                    Date                    Investigator/Designee Printed Name

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Appendix B

Student Foreign Language Background Survey Questions

Instructions: Please complete the following items truthfully to the best of your ability and return this form to Miss Booth by ______________ (Deadline).

Participant Name (Pseudonym will be utilized):

Participant Age: Participant Gender: MALE FEMALE

1. What is your native language, or the language most often spoken at home?

2. Have you ever taken a foreign language class other than Spanish before?

YES NO

If you answered “yes”, please explain:
   a. What language(s)?
   b. Where was/were the class(es) taken?
   c. Explain how long you studied the language (ex. months/semesters/years):
   d. Explain the overall format of the class (ex. online/app, worksheets, teacher lectures, video, etc.):

3. Have you ever taken another Spanish class (or received professional tutoring) with another instructor before? YES NO

If you answered “yes”, please explain:
   a. Where was/were the class(es) taken?
   b. Explain how long you studied the language (ex. months/semesters/years):
   c. Explain the overall format of the class (ex. online/app, worksheets, teacher lectures, video, etc.):

4. What are your goals for taking Spanish 4 this semester?

5. Why are you taking this class?

6. Are you enrolled in the college-credit option for five hours? Why or why not?

7. Do you plan to continue with Spanish 5 and/or Spanish in college? Please explain your plans and what impacted that decision.
Appendix C

Focus Group Interview Protocol

**Purpose Statement:** The purpose of this qualitative study is to explore the use and perceptions of purposive English according to high school Spanish students in a suburb of a large Midwestern city.

**Research Questions:** How and why do high school Spanish students use purposive English in a foreign language classroom? How do high school Spanish students perceive the effects of use of the first language in a foreign language classroom?

**Building Rapport/Background Information:**

1. Consent to Interview:
   a) You and your parents or guardians have already signed a consent form explaining that the purpose of our conversation is for research and that the University of Missouri-St. Louis is unable to compensate you for your time. Please let me know if you have any questions.

   b) Do I have permission to record and transcribe our conversation today?

   c) My role today is that of an interviewer. I will be asking you specific questions, but I may also ask you to explain or expand certain things that you say. I may also redirect your focus back to the questions or topics as necessary. I will not be directly participating in a conversation with you or responding to your statements except to ask you to clarify or tell me more about something.

Today, I would like you to have a group conversation with each other based on the questions or topics that I mention. Please feel free to comment, agree or disagree, or ask one another follow-up questions. You do not need to raise your hand or wait to be called on to participate. I have invited you here because I am interested in what you have to say as a language learner and as a student, and it will be very helpful for me as the researcher if everyone can comment and interact as much as possible. You do, however, retain the
right to pass on commenting or answering questions if you so choose. All of our discussion here today will remain confidential and it will have absolutely zero impact on your class grade or your school transcript. Your discussion will help contribute to the field of second language acquisition and may help foreign language teachers like me examine and modify our classroom practices.

When we are finished, I will own the rights to the audio-recordings and any transcriptions and a pseudonym will be used to protect your identity. All other identifying traits such as the specific name of the institution where you go to school or the names of classmates will also be protected. Do you have any questions?

1. Please state your full names. [Names will be redacted and pseudonyms will be assigned.]

2. What are your goals for taking Spanish 4 this semester? Why did you enroll in this class?

3. Consider that you are a third or fourth year high school student in Spanish 4. Language learners at this level are typically not considered fully bilingual or proficient, but you do indeed possess a certain level of proficiency. How proficient do you feel right now and how does this compare to last year (or prior) during Spanish 1 and/or 2? What about compared to Spanish 3?

   Follow-up: What are some things that you feel like you might feel comfortable doing in Spanish, as in, how might you be able to actually utilize the language? [i.e. ordering at a restaurant, going through an international airport, reading or listening to a Spanish-language article, etc.]

   Follow-up: Tell me about any experiences using your Spanish outside of the classroom, such as conversations with your friends, native-speaking neighbors, at work, mission trips, family vacations, or anything else you can think of.
Probes:
--How did those conversations go?
--Did you feel like you successfully conveyed your message?
--Did you feel worried or embarrassed that you made a lot of mistakes?
--Did you use any English, or did you try to speak in Spanish the whole time?
--If you used English, can you explain why you did or what made it necessary?
--Did you feel like you were using English to mentally translate or prepare your comments ahead of time?

4. Let’s talk about Spanish class now, preferably your experiences with Spanish 4, but if you think of something from a previous class, that’s okay, too—just tell us.

**Students’ Use of English:**
--Do you feel like you personally speak more Spanish or more English in class? Why?

--Compare yourself to your classmates for a moment. How does their language choice impact your language choice? For example, if your partner slips into English, how would you answer him or her?

--What about the class notes? What language do you write your notes in? Do you use that language on purpose, on accident, or does it just seem to happen naturally one way or the other?

--What other kinds of things impact your choice of English or Spanish? Do you think you use it accidentally or on purpose?

--If you prepare a project, like a show and tell presentation or a writing assignment, do you use any English?
--Do you ever use Google Translate, apps or similar websites, or dictionaries to help you? Tell me about how and why. Are you using these types of resources to help you translate a Spanish word into English or an English word into Spanish? How often do you use them?

--Overall, do you feel like it is helpful or harmful when you and your classmates use English? Why?

**Teacher’s Use of English:**

--What about if your teacher uses English? Then what language do you use to reply?

--What kinds of things do you think impact your teacher’s choice of English or Spanish? What do you think about that as far as your own personal learning is concerned?

--Do you prefer when she teaches fully in English, fully in Spanish, or a mix? Can you give specific examples?

--When she does teach or communicate exclusively in Spanish, do you have a difficult time understanding? What could she do to help you understand better?

--When she does teach or communicate exclusively in Spanish, what are some things that she already does or has done in the past that help you to understand? Can you give examples?

--When she does teach or communicate exclusively in Spanish, what language are thinking in?

--When she mentions something in English, like a definition or an explanation, how does that affect your understanding?
---Overall, do you feel like it is helpful or harmful when your teacher uses English? Why?

Do you have any final commentary, ideas, complaints, feelings—anything related to the use of English in the Spanish classroom?

*Thank you for your time today. This concludes our interview.*
Appendix D

Reflection Form

Student’s Name: ______________
Today’s Date: ______________
Instructor: Miss Booth

Classroom Activity Reflections:

Name/Description of Activity:

Approximate Duration of Time:

I. In general, how did the activity go for you? You may answer these questions in English or in Spanish.
   • Did you understand all directions clearly? (If no, please explain.)
   • Did you understand the material presented? (If no, please explain.)
   • Did you complete the activity not necessarily perfectly, but successfully? (If no, please explain.)
   • Do you have any additional questions either about the material or the activity? (If yes, please explain.)

II. Did you think about things using just Spanish, or did you need to use some English to help you complete the task? Using complete sentences in either English or Spanish (or both), answer the following questions as they pertain to your individual learning experience.
   • If you only used Spanish (including only thinking mentally in Spanish) → Why did you only use Spanish and not any English? Was the activity easy for you to understand? Be as specific as possible as you try to explain your reasoning.

   • If you used some English (even silently in your mind), explain when, why, and how you used it.
     o When did you use English? → Did you use English for the whole activity or just a part of it? Please explain.

     o How did you use English? → Did you use English mentally, or did you use it in another way (such as taking bilingual notes, using a dictionary, asking for help, etc.)? Please explain.

     o Why did you use English? → Were you stuck on an item or confused on any directions? Did you ask a friend or a teacher a clarifying question? Try to mention any tricky vocabulary terms, question items, misunderstandings, etc. that may have required extra support in English. Please mention these things specifically.

III. Do you have any other comments about the activity or task or the way that it was presented or discussed?
Appendix E

Semi-Structured Interview Protocol

Student’s Name/Pseudonym: ________________
Today’s Date: ________________
Interviewer: Kacey L. Booth

Semi-Structured Interview Protocol
Student Perceptions Regarding the Use of Purposive English in a Spanish as a Foreign Language Classroom

Purpose Statement: The purpose of this qualitative study is to explore student use and perceptions of purposive English and its effects in foreign language classrooms.

Research Questions:
1) How do high school Spanish students use purposive English in a foreign language classroom?
2) Why do high school Spanish students use purposive English in a foreign language classroom?
3) How do high school Spanish students perceive the effects of use of the first language in a foreign language classroom?

Building Rapport/Background Information:
1. Consent to Interview:
   a) You and your parents or guardians have already signed a consent form explaining that the purpose of our conversation is for research and that the University of Missouri-St. Louis is unable to compensate you for your time. Please let me know if you have any questions.
   
   b) Do I have permission to record and transcribe our conversation today?
   
   c) My role today is that of an interviewer. I will be asking you specific questions, but I may also ask you to explain or expand certain things that you say. I may also redirect your focus back to the questions or topics as necessary. I will not be directly participating in a conversation with you or responding to your statements except to ask you to clarify or tell me more about something. It will be very helpful for me as the researcher if you can answer the questions and offer your opinions as thoroughly as possible. You do, however, retain the right to pass on commenting or answering questions if you so choose. All of our discussion here today will remain confidential and it will have absolutely zero impact on your class grade or your school transcript. Your discussion will help contribute to the field of second language acquisition and may help foreign language teachers like me examine and modify our classroom practices.

   When we are finished, I will own the rights to the audio-recordings and any transcriptions. A pseudonym will be used to protect your identity. All other identifying traits such as the specific name of the
institution where you go to school or the names of classmates will also be protected. Do you have any questions?

Please state your full name. [Name will be redacted and pseudonym will be assigned.]

I. Questions Regarding Vocabulary Comprehension and Preparation:

Think back to when we looked at the vocabulary in our new unit, or whenever we introduce new vocabulary in general. Walk me through what goes on in your mind as you see, hear, and learn new words and phrases for the first time. Be as specific as you can.

- Did you have to flip back and forth to the main vocabulary definitions page in the textbook? If so, how often? If so, why did you feel the need to do this?

- Did the photographs in the textbook or activities in class provide sufficient or insufficient support for these new terms? Why do you say that?

- What would have been more helpful when trying to learn these new vocabulary words?

- In general, how do you study the vocabulary for Spanish class?
  - How often do you study?
  - Do you make flash cards? Write a list?
  - In the lower-level Spanish classes, students were usually required to make flash cards with English translations on one side and Spanish on the reverse side. Do you think that those were helpful? Explain how and/or why you feel this way. Would making flash cards have been helpful on this unit? What about on another unit, if one comes to mind?

- How quickly would you say that, in general, you feel that you pick up vocabulary words? Do you ever feel like you need to use English to help you learn these terms? If so, how?

- Do you ever feel like your teacher needs to use more English to help you learn some of these words? If so, how?
  - What about on some of the homework handouts? Do you ever need to use Google Translate, a dictionary, or access English in another way? If so, please explain.

- Think about some of our class activities that we did to practice new vocabulary terms. Which activity or activities stood out to you as the most helpful and why? Which activity or activities were the least helpful and why? Try to be specific.
  - During these class activities, did you have your vocabulary list or notes out? Why or why not?
  - If you can remember, help me to understand what was going through your mind during the activity. That is to say, what was your thinking process? In other words, how did you comprehend or make sense of what was being taught or presented to you?
  - Did you find that you were using any English, either mentally or in another sense, like a dictionary, to help you? Please explain.
  - Do you have another idea of how to teach or practice Spanish vocabulary in class? What do you think might be the most helpful for you as a student? And would that activity occur only in Spanish, or would English be involved, too?
II. Questions Regarding Grammar:
I’d like to ask you some similar questions, but this time, instead of focusing on vocabulary, let’s talk about learning Spanish grammar. Try to think about our most recent grammar lessons, but if another lesson or grammatical concept comes to mind, that’s okay. Just be sure to tell me.

Walk me through what was going on in your mind as you were seeing, hearing, and learning the new grammatical concept for the first time. Be as specific as you can.

- Did you take any notes bilingually or write down any information in English? If so, how often? If so, why did you feel the need to do this? When did you feel the need to do this?
- What types of activities help you learn the new grammar best? Are there any specific homework assignments, games, or class activities that stand out to you?
- What would have been more helpful when trying to learn the new grammar? Can you give an example of something that didn’t help you as much as you would have liked?
- In general, how do you study the new grammar for Spanish class? Be specific.
  - How often do you study?
  - Do you ever feel like you need to use English to help you practice or translate new materials? If so, how?
- How quickly would you say that, in general, you feel comfortable enough to start using the new grammar, whether it is a verb tense or something else (like new pronouns, for example)?
- Do you ever feel like your teacher needs to use more English to help you learn some of this new material? If so, how?
  - Can you give an example of when your teacher did not use as much English as you would have preferred?
  - What about a time when she used too much English?
  - Is there an example of when she used just the right amount of both Spanish and English?
  - What about on some of the homework handouts? Do you ever need to use Google Translate, a dictionary, or access English in another way? If so, please explain.
- Think about some grammar practice activities completed during class time. Which activity or activities stood out to you as the most helpful and why? Which activity or activities were the least helpful and why? Try to be specific.
  - During these class activities, did you ever use (or wish you had used) any English?
  - What about your classmates? Does it bother you or help you if they use English?
  - Name a memorable grammar activity (it can be the same one as before). If you can remember, help me to understand what was going through your mind during the activity. That is to say, what was your thinking process? In other words, how did you comprehend or make sense of what was being taught or presented to you?
  - Did you find that you were using any English, either mentally or in another sense, like a dictionary, to help you? Please explain.
  - Do you have another idea of how to teach or practice Spanish grammar in class? What do you think might be the most helpful for you as a student? And would that activity occur only in Spanish, or would English be involved, too?
III. Perceptions of Language Use

- We have talked about some of your general study and preparation habits. Would you say that these have evolved or changed over the years as you have advanced to Spanish 4? If so, how?
  - How has your use of English, or maybe your reliance on English, changed or evolved over the years from when you were just beginning to learn Spanish to a now being a more advanced student?
  - Do you use more, less, or the same amount of English as in the past? Please explain.
  - What has changed for you as a language learner and a language speaker or user?
  - In class, do you tend to think and process your thoughts in Spanish or in English? Or, do you tend to use little bit of both languages? Please explain.
    - Is this also true when you are doing homework alone?
    - What about if you are exposed to a native speaker or an authentic resource, like a Spanish-language movie?

- Do you ever listen to authentic materials in Spanish outside of class? These could be things such as podcasts, Internet videos, music, movies—anything like that. Why or why not?
  - How well do you feel that you understand the Spanish communicated in these materials?
  - Do you ever feel the need to use English to provide extra support—anything from translating to using subtitles? Why or why not?
  - What language do you think in when watching a Spanish-language movie or video or listening to a Spanish song?

- Have you ever spoken Spanish and verbally communicated with a native speaker? Or, have you ever communicated using Spanish outside of the classroom or outside of school? If so, tell me about that experience.
  - Were you able to engage in the conversation?
  - Did you feel like you had to stop and use any English? Did the other person ever switch to English?
  - What language were you thinking in?

- Do you feel like you have to mentally translate or think about things in English first before you speak or write in Spanish? What about with listening or reading?

- Some foreign language teachers don’t allow their students to utilize any English in the classroom. To help you better understand this question, this is not necessarily just a teacher preference, but it is an actual foreign language teaching technique used in many public schools and universities.
  - Comment on the idea of having an immersive, Spanish-only classroom where English is never utilized more than 10% of the time. What are your initial thoughts or reactions?
  - Based on your personal experiences as a foreign language student, do you think that this type of immersive teaching approach would be beneficial, harmful, or maybe both?
    - Do you think that it would make a difference whether the students are beginners or more advanced? Please explain.
    - How would you feel about a Spanish-only classroom when it comes to learning new material or new vocabulary?
    - What about if it is a more abstract concept, like reflexive verbs or uses of the subjunctive?
  - How would you feel if using English was scolded or frowned upon, or if your teacher never used it to help you with explanations?
    - What if I told you that some teachers are forced or very strongly encouraged to utilize a Spanish-only teaching approach? Would it make a difference if you knew or understood that many teachers are required by their jobs or district policies to not use any English in the classroom?
Do you feel like using English sometimes helps you understand Spanish, or is it helpful in another way?

- Do you feel like the Spanish and English languages are somehow connected in your brain or in the way that you learn? Can you tell me about that?

- Do you feel like strengthening your Spanish weakens your knowledge of English? Do you feel like using English somehow interferes with how you learn Spanish?

- How do you feel when your classmates use English while you are trying to use Spanish? What about when they are working in Spanish, but you might need to process something in English?

Do you have any final commentary, ideas, complaints, feelings—anything related to the use of English in the Spanish classroom?

*Thank you for your time today. This concludes our interview.*
Appendix F

Transcription Rules

Transcription symbols borrowed from Silverman (2007) are as follows:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>Overlapping speech</td>
</tr>
<tr>
<td>=</td>
<td>No pause between utterances</td>
</tr>
<tr>
<td>(0.--)</td>
<td>Length of pause in seconds/tenths of seconds</td>
</tr>
<tr>
<td>↑</td>
<td>Rise in pitch</td>
</tr>
<tr>
<td>↓</td>
<td>Fall in pitch</td>
</tr>
<tr>
<td>-</td>
<td>Abrupt cutoff/incomplete thought</td>
</tr>
<tr>
<td>° °</td>
<td>Lower volume/special emphasis</td>
</tr>
<tr>
<td>_____</td>
<td>Vocal emphasis of a word/stress</td>
</tr>
<tr>
<td>Hh</td>
<td>Outbreath/sigh</td>
</tr>
<tr>
<td>(utterance)</td>
<td>What the transcriber thinks is being said</td>
</tr>
<tr>
<td>()</td>
<td>Transcriber’s notes/annotations</td>
</tr>
</tbody>
</table>

All transcriptions are to be completed using:

- Microsoft Word.
- Times New Roman font, size 12.
- One-inch margins.
- Page numbers in lower right corners.
- Headings labeled with interview number (ex. Interview # 3) followed by the date (ex. Conducted 10-27-18).
- Line numbers.
- Double spaced lines with 12.24 spacing between paragraphs or changes of speakers.
- Pseudonyms.
Appendix G

Interview Transcriptions

Semi-Structured Interview With Participant 1

Interviewer: Okay. Let's roll. All right. So, we'll go ahead and start with the purpose statement and then I'll kind of walk you through, um, the different sections. And, I'll kind of let you know if we're starting section one, section two, that kind of thing.

Participant 1: Yeah.

Interviewer: All right. So, here you go. Okay. The purpose of this qualitative study is to explore the use and perceptions of purposive English and its effects in foreign language classrooms. So, here are my research questions that I'm looking for.

Interviewer: How do high school Spanish students use purposive English in a foreign language classroom? Why do high school Spanish students use purposive English in a foreign classroom? And, how do high school students perceive the effects of the use of the first language in a foreign language classroom?

Interviewer: So, we'll start by getting your consent to interview. So, you and your parents or guardians have already signed a consent form explaining that the purpose of our conversation is for research, and that the University of Missouri-St. Louis is unable to compensate you for time. Please let me know if you have any questions.

Participant 1: No.

Interviewer: Okay. Do I have your permission to record and transcribe our conversation today?

Participant 1: Yep.

Interviewer: Okay. And, my role today is that of an interviewer. I will be asking you specific questions, but I may also ask you to explain or expand certain things that you say. I may also redirect your focus back to the questions or topics as necessary. I will not be directly participating in a conversation with you or responding to your statements, except to ask you to clarify or tell me some- tell me more about something. It will be very helpful for me, as the researcher, if you can answer the questions and offer your opinions as thoroughly as possible. You do, however, retain the right to pass on commenting or answering questions if you so choose.
Interviewer: All of our discussion here today will remain confidential and it will have absolutely zero impact on your class grade or your school transcript. Your discussion will help contribute to the field of second language acquisition and may help foreign language teachers, like me, examine, modify our classroom practices. When we are finished, I will own the rights to the audio recordings and any transcriptions. A student name will be used to protect your identity. All other identifying traits, such as the specific name of the institution where you go to school or the names of classmates will also be protected. Do you have any questions?

Participant 1: Nope.

Interviewer: Okay. So, please state your full name, and it will be redacted. It's just to keep my recording straight, please.

Participant 1: Participant 1.

Interviewer: Okay. So, first, we're gonna start talking about some vocabulary comprehension. So, think back to when we looked at the vocabulary in our new unit or whenever we introduce new vocabulary in general. Walk me through what goes on in your mind as you see, hear and learn new words and phrases for the first time, and be as specific as you can.

Participant 1: Ah, I mostly look for cognates at first and then I just look for similarities. And then for words that aren't cognates, I usually just think of ways to remember them, like, I don't know. I'm not really sure how to explain that part, but like a little trick for, like if it was like chair, I would be like, "Oh, I see a chair."

Interviewer: Okay. Do you have any other little tricks like that where you can give an example of?

Participant 1: Um, I'm not really sure right now.

Interviewer: Okay. If you think of something, let me know.

Participant 1: All right.

Interviewer: Um, so did you have to flip back and forth to the main vocabulary definitions page in the textbook?

Participant 1: For?

Interviewer: When you're learning new words.

Participant 1: Yeah.

Interviewer: Okay. And if so, how often, and why?
Participant 1: Um, if I'm like doing homework or if I forget a word.

Interviewer: Okay. And, would you say that, that's every time you do homework, or how often would you say that that happens?

Participant 1: ... just like the first two times.

Interviewer: Good. Okay. Um, did the photographs in the textbook or activities in class provide sufficient or insufficient support for these new terms?

Participant 1: Uh, yeah I think it was pretty sufficient.

Interviewer: Okay. And, why do you say that?

Participant 1: Um, well it worked to help me, so (laughs)-

Interviewer: Okay. Okay. Good. What would have been more helpful when trying to learn these new vocabulary words?

Participant 1: Um, I don't know, going over it more than once.

Interviewer: Okay. So, tell me what that would look like?

Participant 1: Like, I don't know, when we do games, just like doing more of them.

Interviewer: Okay. So, more games. Anything else?

Participant 1: No.

Interviewer: Okay. Uh, in general, how do you study the vocabulary for Spanish class?

Participant 1: I use a Quizlet, just like flashcards.

Interviewer: Okay. Okay. So, just the Quizlet, not actual flashcards?

Participant 1: Mm-mm (negative).

Interviewer: Okay. Um, anything else that you use for practice?

Participant 1: No.

Interviewer: Okay. How often do you study for vocab?

Participant 1: Ah, not too often, like twice a week.
Interviewer: Okay. Um, you mentioned the Quizlet, do you do anything else, like do you write out a list or you thought- you said that before you come up with like mnemonic devices, the little “I see a chair.”

Participant 1: Mm-hmm (affirmative).

Interviewer: Anything else like that?

Participant 1: No.

Interviewer: Okay. Um, in the lower level Spanish classes, students are usually required to make flashcards with English translations on one side and Spanish on the reverse side. Do you think that those were helpful?

Participant 1: Ah, kinda, but I would rather use the Quizlet. For- For me, the Quizlet's more helpful, 'cause it's an easier access.

Interviewer: Okay. Tell me why you say that.

Participant 1: Um, 'cause the flashcards, you kinda have to carry around if you wanted to use them. But, if, like you have nothing to do, and you just have your phone, then you can study the vocab.

Interviewer: So, you can do it on the phone?

Participant 1: Mm-hmm (affirmative).

Interviewer: Okay. Um, would making physi- like physical flashcards have been helpful on this unit, or in another unit, if one comes to mind?

Participant 1: Ujh, not really.

Interviewer: Not really? Okay. How quickly would you say that, in general, that you feel you pick up the vocabulary words?

Participant 1: Um, I'm maybe a little slower than other people, but still fairly fast.

Interviewer: Okay. So, why do you say that you're slower?

Participant 1: Ah, just other people seem to have an easier time, like they already know it like the day after, it seems.

Interviewer: Mm-hmm (affirmative).

Participant 1: But, I'm still not totally certain.

Interviewer: Okay. So, how long would you say that it takes you?

Participant 1: Ah, maybe like two or three days.
Interviewer: Couple days? Okay. Um, do you feel like you ever need to use English to help you learn those terms?

Participant 1: Ah, yeah, sometimes, um, if I'm like- if I don't like have any idea like what that word means at all or like how to use it in Spanish-

Interviewer: Mm-hmm (affirmative).

Participant 1: ... then I would wanna, like, know how it's used in English.

Interviewer: Okay. And, would you do that with the Quizlet, or with another way?

Participant 1: Um, probably with the Quizlet.

Interviewer: Okay. Do you ever feel like your teacher needs to use more English to help you learn some of these words?

Participant 1: No.

Interviewer: Okay. Um, what about on some of the homework handouts, do you ever feel the need to use Google Translate, a dictionary, or access English in another way?

Participant 1: Ah, I did- last night I didn't know what- there was like a huge word and I had never seen it before, so I needed a dictionary for it.

Interviewer: Okay. And, do you find that happens with other things too?

Participant 1: Ah, sometimes. Yeah.

Interviewer: Okay. And, you usually go to the dictionary for that?

Participant 1: Mm-hmm (affirmative).

Interviewer: Okay. Um, so think about some of our class activities that we did to practice new vocabulary terms, which activity or activities stood out to you as the most helpful and why?

Participant 1: Um, whenev- the recent one that we did, when you put it on the board and we, uh, communicated with our partner and then we did it as a class, that one was helpful.

Interviewer: Okay. The one with the photos of the remote control and things ((vocabulary unit on terminology related to television))?

Participant 1: Mm-hmm (affirmative).

Interviewer: Okay. Why was that helpful?
Participant 1: Um, I think it just gave me more time to think, like 'cause I was doing it with my row buddy first. And, then, as a class, we did it again, so I could think about it again.

Interviewer: Okay. Um, are there anything else, any other type of activities, could be from a different unit, that might stand out as very helpful?

Participant 1: Um-

Interviewer: ... for vocab.

Participant 1: Not that I can think of right now.

Interviewer: Okay. Um, which activity or activities were the least helpful and why? And, try to be specific. Again, it can be from this unit, from another unit, just tell me what you're thinking.

Participant 1: Whenever we do, like the person that stands up and if they, like, say the word faster, that's not usually helpful to me, 'cause I tend to take more time-

Interviewer: Mm-hmm (affirmative).

Participant 1: But, so ...

Interviewer: So a minute ago, you mentioned that the games were helpful, so which games were you talking about?

Participant 1: Um, well-

Interviewer: 'Cause not that game. So which game were you talking about?

Participant 1: (laughs). No. Um, I don't really remember. (laughs)

Interviewer: Like, where we play with the ball or-

Participant 1: Yeah. That's helpful.

Interviewer: Okay. Okay. And you can't think of another one?

Participant 1: No.

Interviewer: Okay. If you do, let me know when you come back to it.

Participant 1: All right. Yeah.

Interviewer: Um, okay, and then were there any other that were least helpful or that could have been a little bit better for you?
Participant 1: Ah, no.

Interviewer: Okay. So, during these class activities, so, um, we could talk about the ones that, ah, like you mentioned, the slide show with the TV pictures and the re- remote control pictures. During those class activities, did you have your vocabulary list or notes out?

Participant 1: Uh, no I didn't.

Interviewer: Okay. So, during these class activities, so, um, we could talk about the ones that, ah, like you mentioned, the slide show with the TV pictures and the re- remote control pictures. During those class activities, did you have your vocabulary list or notes out?

Participant 1: 'Cause I thought I was being more helpful to try, and learn the words.

Interviewer: Okay. If you could remember, help me to understand what was going through your mind during the activity.

Participant 1: Um, try, and just visualize the vocab page that we had just looked at.

Interviewer: So, what does that mean when you say visualize the vocab page, what does that look like for you?

Participant 1: Um, just like, seeing the word and trying to remember which word was next to it.

Interviewer: Okay. So, you- do you- would you say you have a photographic memory of the page?

Participant 1: No.

Interviewer: But, that's what you're trying to envision?

Participant 1: Yeah.

Interviewer: Okay. Okay. Um, so is there another way that you were able to comprehend or make sense of what was being taught or presented to you? Or, you just kinda try to visually recall it?

Participant 1: Um, kinda, just trying to remember cognates also.

Interviewer: Okay. The cognates. Um, earlier you had mentioned the little, um, the little rhymes or the little, um, mnemonic devices, do you- did you think of any more examples of that?

Participant 1: No, I didn't.

Interviewer: Okay. All right. Um, did you find that you were using any English mentally or in another sense, um, like a dictionary to help you with some of these activities in class?
Participant 1: Um, for like the pseudonyms- pseudonyms ((student means synonyms)), yeah. But, um, yeah I think so.

Interviewer: The- What do you mean when you say the pseudonyms?

Participant 1: Like when I, sometimes I just like kinda replace a word with an English word, just to like make sense of it.

Interviewer: Like a synonym- are you- synonym, is that what we're going for?

Participant 1: Yeah. (laughs)

Interviewer: Okay. I just wanna make sure that I am understanding you.

Participant 1: Mm-hmm (affirmative)

Interviewer: Okay. Okay. 'Cause if I don't, then I'll be calling you in the middle of July and trying to ask you, "When you said this ..."

Participant 1: (laughs)

Interviewer: All right. Trying to get good notes now. Okay. Um, do you have another idea of how to teach or practice Spanish vocabulary in class?

Participant 1: Ah, no. I think that when we do, um, the Kahoots ((interactive iPad game)), that's helpful too.

Interviewer: Kahoots. Okay. With vocab?

Participant 1: Yeah.

Interviewer: Okay. Good. Um, and would that ac- activity occur only in Spanish, or would English be involved too?

Participant 1: Uh, Spanish.

Interviewer: Okay. Good. Okay. Anything else with vocabulary that I didn't ask that maybe you wanna comment on with your study or- or any habits? Okay. All right. You still doing, okay?

Participant 1: Mm-hmm (affirmative).

Interviewer: Need a break? Need a drink?

Participant 1: No. I'm good.

Interviewer: Okay. All right. So, we're gonna switch to grammar. This is gonna be section two. Okay. So, I'd like to ask you some similar questions. But, this time, instead of focusing on vocabulary, let's talk about learning Spanish grammar. So, try to think about our most recent grammar
lessons, but if another lesson or grammatical concept comes to mind, that's okay. Just sure- be sure to tell me what one you're thinking of.

Interviewer: So, walk me- walk me through what was going on in your mind when you were seeing, hearing, and learning the new grammatical concept for the first time, and try to be as specific as you can.

Participant 1: Um, well at first, 'cause this unit is not like my favorite in terms of grammar, um, it's pretty confusing to me. But, I just try, when you write examples on the board, I try to like mimic those at first, and then as I go along, I try to, like, create my own more.

Interviewer: Okay. Do you- When you say it was confusing, do you think that it was confusing 'cause it's new and different and maybe a little difficult? Or is it confusing because of the way it was presented?

Participant 1: Uh, because it's difficult for me.

Interviewer: Okay. Okay. Um, you said it wasn't your favorite grammar unit, um, do you have one that you liked, um, or that you felt like you really clicked with or something like that, that you could maybe talk about?

Participant 1: Ah, when we did the DOPs and IOPs ((direct and indirect object pronouns)) I liked that one.

Interviewer: Okay. Tell me about that.

Participant 1: Um, it just kinda made sense to me and like when you wrote it, it just seemed really clear to me, how it was going.

Interviewer: Okay. Okay. Um, so with some of these examples, you- DOPs or we're talking about imperfect subjunctive with conjunctions in this unit, um, did you take any L bilingually or write down any information in English?

Participant 1: Um, no.

Interviewer: No. You took all the notes in-

Participant 1: Or, when-

Interviewer: Go ahead.

Participant 1: ... when you write an example in and then in Spanish and then you translate it in English for that, yeah. I did in English.

Interviewer: Okay. So, you would write down translations, is that only when I wrote down the translations?

Participant 1: Yeah.
Interviewer: Okay.

Participant 1: Or, if I didn't know one of the conjugations, then I would write it in English.

Interviewer: Okay. But otherwise, you write your notes down in Spanish?

Participant 1: Right.

Interviewer: What about, um, structurally? Like for example, like, this is how you set it up, step one, step two, step three. Would you write down, like those, you know, this is what it is, this is how you do it. Would you write that in Spanish, as well?

Participant 1: No. I'd write it in English.

Interviewer: Okay. So, a little bit of English with structure as well?

Participant 1: Yeah.

Interviewer: Okay. And, how often would you say that you, um, write down stuff in English, with your grammar notes?

Participant 1: Um, usually just whenever I know I'd be confused if I looked at it later.

Interviewer: Okay. And, what makes you think that you'd be confused? Like, how do you know that?

Participant 1: Um, if it was just like a lot in Spanish, and I was kind of confused with the lesson already, then I would write it in English.

Interviewer: Okay. So, something that wasn't clicking?

Participant 1: Yeah.

Interviewer: Okay. Um, so, and you said, let me kind of ... well, I'll just ask this and see what you say. So, why did you feel the need to write in English?

Participant 1: Ah, just 'cause I was confused-

Interviewer: Okay.

Participant 1: And, knew I would need to- more clarification later.

Interviewer: Okay. And, when did you do this?

Participant 1: Ah, I'm not really sure.
Interviewer: Okay. Okay. Um, what types of activities help you learn new grammar the best?

Participant 1: Um, when we try to write sentences on our own and, uh, when you give us English sentences and we conjugate them.

Interviewer: So, like translations?

Participant 1: Yeah, not conjugate. (laughs) Yeah.

Interviewer: Oh, that's okay. I get it. Um, okay, anything else?

Participant 1: Ah, no, I don't think so.

Interviewer: So, a lot of writing in English is what works?

Participant 1: Yeah.

Interviewer: Okay. Um, are there any specific homework assignments, games, or class activities that stand out to you?

Participant 1: Ah, whenever we like make up our own story, that is helpful and usually it's one of your, like, homemade worksheets that are more helpful.

Interviewer: Good. Okay. So, can you give me an example of that?

Participant 1: Um, like, I'm not sure. When, we just did those stories on Monday-

Interviewer: Uh-huh (affirmative).

Participant 1: ... that was, like, it was helpful to me 'cause I was creating it.

Interviewer: Like the- the little silly yearbook photos ((students created a profile of a fictional yearbook character))?

Participant 1: Yeah.

Interviewer: Okay. Good. Okay. Um, what would have been more helpful when trying to learn the new grammar? So can you give an example of something that didn't help as much as you would have liked?

Participant 1: Um, I guess when we do, like book work and it's just asking questions in Spanish and it expects you to respond with the material we just learned. But- 'Cause I'm not quite certain how to do it quite yet.

Interviewer: Okay. Um, so, let me kind of process this for a second. So, if it's a book work where they ask you to respond with the new material, what would be a better approach then, that would, 'cause you said you weren't quite ready to do it yet 'cause you're not, you know, it's new.
Participant 1: Mm-hmm (affirmative).

Interviewer: So, what would be a better approach that would get you more comfortable doing something like that?

Participant 1: Ah, say give an example, like, of what they wanted, like if they asked a question, an example and then gave an answer in the example.

Interviewer: So more examples?

Participant 1: Mm-hmm (affirmative).

Interviewer: Okay. Do you think that those things would be as challenging if they came a little bit later in the unit, or do you think you'd be a little bit more confident then?

Participant 1: Ah, probably a little bit more confident then.

Interviewer: Okay. Okay. Anything else that didn't help you as much as you would like with grammar?

Participant 1: No.

Interviewer: Okay. Um, so in general, how do you study for the new- how do you study the new grammar for Spanish class?

Participant 1: Uh, I just look at my notes usually.

Interviewer: Okay. So, and tell me what that looks like. Do you try to memorize them? Do you try to rewrite them and recopy them? Do you highlight things? Kinda tell me what that looks like.

Participant 1: Um, throughout the unit, I just like study them and then, like, if it's the night before a test, then I'll, like, rewrite it again just to make sure it's there.

Interviewer: Okay. So, you might rewrite some notes? Okay. So, when you say study, would you kind of say, read and memorize?

Participant 1: Mm-hmm (affirmative).

Interviewer: Is that, kind of, what you're going for?

Participant 1: Mm-hmm (affirmative). Yeah.

Interviewer: Okay. Um, so how often do you study the grammar?

Participant 1: Ah, af- if we have a homework assignment, I'll do it like before and make sure I can get it before I do the homework.
Interviewer: Mm-hmm (affirmative). Okay. So before new assignments. Do you ever feel like you need to use English to help you practice or translate some of these new grammar materials, and if so, how?

Participant 1: Uh, yeah. Sometimes I like to see how it'd be written in English, just so I know how it would be structured there. And, then I would see how I, like the differences-

Interviewer: Mm-hmm (affirmative).

Participant 1: And then, I'd be able to help that in En- ah, Spanish.

Interviewer: Okay. So, you like to see it in English, first?

Participant 1: Yeah.

Interviewer: Okay. And would you say that happens a lot with the new grammar?

Participant 1: Yeah.

Interviewer: Okay. Like, every time or-

Participant 1: Probably, yeah.

Interviewer: Like, every time you learn something new?

Participant 1: Mm-hmm (affirmative).

Interviewer: Okay. Okay. Um, how quickly would you say that in general you feel comfortable enough to start using the new grammar, whether it's a verb tense or something else, like pronouns?

Participant 1: Um, usually within the class period it's taught, I try to start, like, more comprehending it and using it.

Interviewer: Okay. Good. Um, and that's just after you've done a few practice activities, you start to-

Participant 1: Mm-hmm (affirmative).

Interviewer: Okay. I mean, I'm not trying to speak for you. I'm trying to make sure I'm understanding.

Participant 1: Yeah. Yeah.

Interviewer: Okay. All right. Um, do you ever feel like your teacher needs to use more English to help you learn some of this new grammar material?

Participant 1: No.
Interviewer: Okay. Why not?

Participant 1: Um, I just don't think it would be helpful 'cause if it's in Spanish, then I still wanna see it in Spanish and hear it in Spanish.

Interviewer: Okay. Just a second. Okay. Can you give me an example of your- of when your teacher did not use as much English as you would have preferred, if you have one?

Participant 1: Uh, I don't really have one.

Interviewer: Okay. What about a time when she used too much English?

Participant 1: Um, I don't really have one either.

Interviewer: Okay. Next question. Is there an example of when she used just the right amount of both English and Spanish?

Participant 1: Ah, pretty much the whole time.

Interviewer: Okay. Good. Okay. So with- with most activities and most lessons-

Participant 1: Yeah.

Interviewer: Is that what you would say?

Participant 1: Mm-hmm (affirmative).

Interviewer: Okay. What about on some of the homework handouts? Do you ever feel the need to use Google Translate, a dictionary, or access English in another way for the grammar homework?

Participant 1: Ah, I wouldn't use a resource. I might just ask a friend how they're comprehending it.

Interviewer: Okay. Ah, what kind of questions might you ask a friend, for an example?

Participant 1: I would just say, like, "What kind of answer is- are we supposed to write down," or like-

Interviewer: Okay. So, would that be more of a ... I'm trying to. I guess I'm trying to reword with that. Would that be more of a "How do you do this question," or would that be more of a "What kind of answer," type, of a question?

Participant 1: Uh, kinda both.

Interviewer: Okay. Okay. All right. And you would ask that person in English-
Participant 1: Yeah.

Interviewer: And, she would respond in English?

Participant 1: Mm-hmm (affirmative).

Interviewer: Okay. And, do you find that helpful when you're trying to figure out how to write it in Spanish?

Participant 1: Yeah.

Interviewer: Why is that helpful?

Participant 1: Um, just, I don't know. It's more clear 'cause I- I know what they're saying, like, for sure. And, so I can still go into Spanish with that.

Interviewer: Okay. Think about some of your, ah, grammar practice activities completed during class time, which your- which activity or activities stood out to you as the most helpful and why?

Participant 1: Um, I don't know. When, we have like a choice between two verbs, like, that helps when you're doing that first. And, then as you progressively get harder, that is helpful, like when you go from just choosing from two verbs to like, um, writing the whole sentence.

Interviewer: Okay. So, you like a little bit, more of the guided, kind of baby-step building into the more advanced sentence?

Participant 1: Yeah.

Interviewer: Okay. Um, which activity or activities were the least helpful with, ah, new grammar? And, it could be from this unit or another unit, just kinda let me know what you're thinking.

Participant 1: Um, usually when it's like listening or something, and I don't think I'm ready for it. Or, but-

Interviewer: Okay. Tell me about that. Let's talk about that listening.

Participant 1: Well, it's- it's kind of okay, because we, like go through the- what we're hearing-

Interviewer: Mm-hmm (affirmative).

Participant 1: ... a couple times and then I can, like, get a better grip on it. But at first, it's pretty confusing. But, after we go through a couple times, it's better.

Interviewer: So, what helps you understand it, like, when you don't get it the first try, what helps on the second and third try?
Participant 1: Um, I guess that I know what I'm looking for.

Interviewer: Okay. Do you find the same thing with reading? Do you have to read passages multiple times?

Participant 1: Uh, no, not really.

Interviewer: Why not?

Participant 1: I think with reading, I just, like, remember it better.

Interviewer: Why do you think that is?

Participant 1: Um, 'cause with listening, you can kinda just zone out. But, for reading, I can, like I know I'm reading it, and I am remembering what I'm reading.

Interviewer: Okay. Okay. So, maybe having it, that you can follow along?

Participant 1: Yeah.

Interviewer: Okay. Um, so dur- during some of these activities, um, did you ever use or wish you had used any English?

Participant 1: Um, can you repeat that?

Interviewer: Yeah. During some of these activities, so it could be like the choose between the- the two verbs or a listening activity, any of those things that you just mentioned, um, do you- did you ever use or wish you had used any English?

Participant 1: Um, usually no. I- If I'm using English, it's usually just to ask, like, what a word means.

Interviewer: Okay. And those words, are those, like grammar words or is that like a vocab word that you don't know, or both?

Participant 1: Uh, both. Yeah.

Interviewer: Okay. Okay. Good. Um, so name a memorable grammar activity and it can be the same one as before, just let me know. And, if you can remember, help me to understand what's going on through your mind and during the activity. So, what's your thinking process? Or, how do you comprehend or make sense of what's being taught or presented to you?

Participant 1: Ah, when we do like the- when we have a sentence that we need to translate into Spanish, I usually go back to my notes and just see how we did it there. And, see what I can apply to the new sentence.

Interviewer: Okay. Um, and with that kind of activity, did you ever find that you were using English?
Participant 1: Um-
Interviewer: Or you said it was a translation?
Participant 1: Yeah.
Interviewer: So, a little bit of English?
Participant 1: Yeah.
Interviewer: Okay. Um, but what about when you're- So, if I give you a sentence in English and you have to write it in Spanish-
Participant 1: Mm-hmm (affirmative).
Interviewer: Um, so tell me what your thought process looks like mentally. Are you using- Are you using Spanish as you're thinking about it or are you still thinking bilingually? If you can- If you can narrow it down, it's a little bit of a tricky question.
Participant 1: Um, I think bilingually.
Interviewer: Okay.
Participant 1: Yeah.
Interviewer: Are you- Anything else to say?
Participant 1: No. (laughs)
Interviewer: Okay. Okay. Um, do you have another idea of how to teach or practice Spanish grammar in class?
Participant 1: No.
Interviewer: Okay. Um, what do you think might be the most helpful for you as a student?
Participant 1: Uh, I think the translations help.
Interviewer: Okay. Again, the translations?
Participant 1: Mm-hmm (affirmative).
Interviewer: And that activity would occur still bilingually?
Participant 1: Yeah.
Interviewer: Okay. Good. Okay. Anything else that you wanna add or go back and discuss on the vocab, or excuse me, not vocab, the grammar?

Participant 1: No. (laughs)

Interviewer: And, no either of that? Okay. Um, okay. We're gonna move into section three now. All right. Still doing okay?

Participant 1: Mm-hmm (affirmative).

Interviewer: Okay. So section three is the last section, but it's still a pretty big section. Um, so we have talked about some of your general study and preparation habits. Would you say that these have evolved or changed over the years, as you've advanced to Spanish 4, and if so, how?

Participant 1: Um, in the beginning, I definitely used more English, and now I'm kinda thinking more in Spanish, than before.

Interviewer: Okay. Tell me more about that.

Participant 1: Um, in the beginning I was kind of just like, like I only knew English really.

Interviewer: Mm-hmm (affirmative).

Participant 1: And, but now, I kinda know both, and I try to use Spanish when I can.

Interviewer: Okay. Good. Um, how has your use of English, or maybe your reliance on English changed, or evolved over the years, from when you were just beginning to learn Spanish, now being a more advanced student? And, you touched on that a little bit, but I'm gonna push you to- to see if we can get a little bit deeper.

Participant 1: Um, well in the beginning, I was, like, wouldn't really know how to like clarify or ask for help in anything in Spanish.

Interviewer: Mm-hmm (affirmative).

Participant 1: But, now I would be able to do that, and you'd be able to answer in Spanish, and I could still understand.

Interviewer: Okay. So, asking for help in Spanish versus asking for help in English? Anything else like that, that you can think of, about how your English usage has changed or reliance on English?

Participant 1: Ah, not at the moment.

Interviewer: Oh, good. That's a good one. Okay. So, would you say that that's because you're able to ask better questions or because you're able to make better statements and get your point across?
Participant 1: Ah, kinda both.

Interviewer: Okay.

Participant 1: And, I would still be able to, like before if you answered in Spanish, I probably wouldn't understand at first. But, now I'd be able to understand it.

Interviewer: Okay. So, not just the way you're using English, but, or Spanish, but the way that your teacher is responding to you?

Participant 1: Yeah.

Interviewer: Um, so I think I already know the answer, but I'm gonna ask you this anyway. Do you think that you use more, less, or the same amount of English as in the past?

Participant 1: Ah, less.

Interviewer: Okay. Good. Tell me about that.

Participant 1: Um, I just try to use more Spanish now 'cause I feel more comfortable with the language.

Interviewer: Okay. When you say you feel more comfortable, can you tell me a little bit about that comfort piece?

Participant 1: Um, I just feel like I have a better understanding and I've learned a lot more, like, than, I had ever known in the language.

Interviewer: Mm-hmm (affirmative). Okay. And, I'm gonna ask, because you mention this comfort piece and there's a lot of language studies. Earlier on, I would see you a little bit more of a quiet and reserved student-

Participant 1: Mm-hmm (affirmative).

Interviewer: Is that more related to your personality or is that more related to, "I'm not sure how," at that time, "I'm not sure how to set it up in Spanish?"

Participant 1: Ah, a little of both.

Interviewer: Okay. Okay. And so, but now that you're more comfortable with the Spanish language, you're more comfortable to participate?

Participant 1: Yeah.

Interviewer: Okay. Excellent. Good. Okay. Um, yeah, that's gonna be helpful. There's a lot of research on that, that comfort in the classroom piece. Um, so what else has changed for you as a language learner and a language
speaker or user? Like over the transition from being a beginner to a Spanish 4 student.

Participant 1: I guess before, like, I wouldn't really know, like, if you had told us a story in class, I would just be confused. Like, I would be like, "What's going on?" But now when you do it, I think it's really funny and, like, I have a good time.

Interviewer: Good. Okay. Good. Okay. Um, in class, do you tend to think and process your thoughts in Spanish or in English? Or, do you tend to use a little bit of both languages?

Participant 1: I would say both.

Interviewer: Tell me about that.

Participant 1: Um, if what we're doing is confusing, then I'll think probably more in English.

Interviewer: Mm-hmm (affirmative).

Participant 1: But if I have a good understanding of it already, then I'll think more in Spanish and just be able to like, go.

Interviewer: Okay. Um, is this true when you're doing homework alone?

Participant 1: Ah, yeah.

Interviewer: Okay. But, you might use a little bit more Spanish if you understand it more?

Participant 1: Mm-hmm (affirmative).

Interviewer: Okay. What about if you're exposed to a native speaker or- or an authentic resource, like a Spanish-English movie?

Participant 1: Um, I'd- when I walk- sometimes I watch movies in Spanish and I find it helpful if I have Spanish subtitles on just to like see what I'm hearing.

Interviewer: So, would that be like a Spanish language audio and Spanish subtitles?

Participant 1: Yeah.

Interviewer: Okay. Do you have an example of that?

Participant 1: Um-

Interviewer: Is it the one we did in class?
Participant 1: It's not an actual Spanish movie but I had it in Spanish. It was, ah, The People versus O.J.

Interviewer: Oh. Okay. And, have you seen that movie before in English?

Participant 1: Ah, it's a show. But, yeah, I had seen it in English.

Interviewer: Okay. So, did that help, kind of, knowing the background story?

Participant 1: Yeah.

Interviewer: Did that help immerse you into the Spanish language piece?

Participant 1: Mm-hmm (affirmative).

Interviewer: Okay. Good. Okay. Um, and that's gonna be a great example for our next one? Did you ever listen to authentic material? Do you ever listen to authentic materials in Spanish outside of class?

Participant 1: Yeah.

Interviewer: Okay. Do you have, um, other things beside the- the shows, like podcasts, Internet videos, music?

Participant 1: Ah, I listen to music.

Interviewer: [crosstalk 00:33:54]. Okay. What kind of music?

Participant 1: Um, like Shakira or other like that.


Participant 1: Um, I just like having, like, other Spanish like experiences, outside the class just to-

Interviewer: Good.

Participant 1: ... immerse myself in the language.

Interviewer: Good. Okay. And, why do you think that's important?

Participant 1: Just so I am like using it outside of the classroom, and I wouldn't like forget it, like-

Interviewer: Good.

Participant 1: Yeah.
Interviewer: Good. Okay. So, with some of these materials, like, ah, the Shakira music, the TV show you just mentioned, how well do you feel that you understand the Spanish communicated in these materials?

Participant 1: Ah, probably not as well as I do as the stuff we're doing in class. But, over time, like, I get it.

Interviewer: Do you think that's because of the vocabulary and the grammar, because of the accent? Why do you think that is?

Participant 1: Ah, I'd say the vocab and the accent.

Interviewer: Okay. And, will you repeat those things until you get them?

Participant 1: Ah-

Interviewer: Or, will you just kind of watch it once and do the best you can?

Participant 1: Ah, just once it once, usually.

Interviewer: Okay. Okay. How often would you say you do those, kind of, activities at home?

Participant 1: Uh, whenever I have time, usually it's like not often, but like-

Interviewer: Once a month, twice a month, something like that?

Participant 1: Yeah, probably.

Interviewer: Okay. Okay. Um, do you ever, when you're using these kinds of resources, do you ever feel the need to use English to provide extra support, from translating using English language subtitles?

Participant 1: Ah, sometimes if I didn't know what they say, I'll, like go back and then put English subtitles on to see what was happening.

Interviewer: Okay. And, why do you do that?

Participant 1: Ah, just, 'cause I was confused and I didn't know what was happening, so I wanted to be more clear.

Interviewer: Okay. And, that's helpful?

Participant 1: Yeah.

Interviewer: Okay. And, how often would you do that, like with one of your shows or movies?

Participant 1: Ah, probably like once or twice every episode.
Interviewer: Okay. Good. Okay. What language do you think in when watching a Spanish language movie or video or listening to a Spanish song?

Participant 1: Ah, probably Spanish.

Interviewer: Good. Okay. Any other comments on that?

Participant 1: No.

Interviewer: Okay. All right. Have you ever spoken in Spanish and verbally communicated with a native speaker?

Participant 1: Um, kind of, I have friends that speak Spanish fluently. But, they're, like not native in the language.

Interviewer: Okay.

Participant 1: They just had lived in Mexico for a couple years.

Interviewer: Okay. And that happens with, um, we're talking about students that are not in your class, people outside of our classroom?

Participant 1: Yeah.

Interviewer: Okay. Tell me about those people and tell me about those experiences.

Participant 1: Um, usually it's just like we're at dinner and just speaking Spanish, just for fun.

Interviewer: Okay. All right. And, how many people do you say are in that- that little Spanish language group?

Participant 1: Ah, three.

Interviewer: Okay. Including yourself, or you plus two others?

Participant 1: Ah, no. I would be- It would be, like, five then.

Interviewer: Okay.

Participant 1: 'Cause Emily would be-

Interviewer: Okay. So, you plus your sister, plus three friends?

Participant 1: Yeah.

Interviewer: Okay. So, with these three friends, um, that are not from our class, um, are you able to engage in conversation with them?
Participant 1: Mm-hmm (affirmative).

Interviewer: Okay. And, did you ever feel like with those folks, you have to stop and use any English?

Participant 1: Uh, yeah. Sometimes.

Interviewer: Okay. Tell me about that.

Participant 1: It's usually with vocab, I wouldn't know how to, like, translate it. I'd use an English word instead.

Interviewer: Would you use the English word in the middle of your Spanish conversation, or do you stop and say “¿Cómo se dice?” Kind of get more specific, if you can.

Participant 1: I would just use the English word in the conversation.

Interviewer: Okay. Okay. Does the other person ever switch to English?

Participant 1: Ah, yeah. Sometimes.

Interviewer: The same way that you do, or what does he or she do?

Participant 1: Mm-hmm (affirmative). The same way I do.

Interviewer: Okay. And, um, how proficient would you say your friends are in this group?

Participant 1: Ah, they're pretty f- proficient. Uh, one of them is getting a major in Spanish.

Interviewer: Okay. So, they're a little older?

Participant 1: Yeah. Well, one of them is my age, and one of them's two years older and one of them's four years older.

Interviewer: Okay. So, and they've all been to Mexico and studied abroad?

Participant 1: Ah, they lived there for four years.

Interviewer: Oh. With missionary or-

Participant 1: Yeah. Well, kind of-

Interviewer: Okay.

Participant 1: Their- Their Dad had a job there and so-
Interviewer: Gotcha. Okay. So they actually would be pretty fluent then?

Participant 1: Mm-hmm (affirmative).

Interviewer: Okay. Okay. Um, so when you're having a conversation with this- this group, what language, um, were you thinking in, when you had most recent conversation?

Participant 1: Ah, English.

Interviewer: You think in English when you're having a conversation in Spanish?

Participant 1: Ah, no. For- I don't- Nevermind. (laughs)

Interviewer: No, that's okay. Let's- Let's- Let's rephrase the question. So, when you were having your most recent conversation or, in general, with this group, so we're trying to get out- outside of the classroom, this other group, um, what language do you to tend to think in?

Participant 1: Mm-hmm (affirmative). Um, usually we don't, like, converse in Spanish. But, if we do, then I'm thinking in Spanish.

Interviewer: Okay. So, normally you converse in English-

Participant 1: Yeah.

Interviewer: But, then sometimes, you converse in Spanish?

Participant 1: Mm-hmm (affirmative).

Interviewer: And when you speak in Spanish, you stick in Spanish-

Participant 1: Yeah.

Interviewer: ... and, mentally too.

Participant 1: Mm-hmm (affirmative).

Interviewer: Okay. Um, so do you ever feel like you have to, and this doesn't have to be just with that group, this could be in general, now-

Participant 1: Mm-hmm (affirmative).

Interviewer: Do you ever feel like you have to mentally translate or think about things in English first before you speak or before you write in Spanish?

Participant 1: Ah, yeah, I would say so.

Interviewer: Okay. Tell me about that.
Participant 1: Um, I usually just try to think about how I already know it, like certain- and then I would try to put it into Spanish words and like ... yeah.

Interviewer: Would that happen every time you speak and write, or just sometimes?

Participant 1: ... just sometimes.

Interviewer: Okay. Was that more of a speaking, or more writing or pretty equally?

Participant 1: ... pretty equally.

Interviewer: Okay. Same kind of question, do you ever have to mentally translate or think about things in English first before you listen or read?

Participant 1: Ah, no, not really.

Interviewer: Okay.

Participant 1: I usually just go into it in Spanish.

Interviewer: Why do you think that, that's different than, speaking and writing?

Participant 1: Um, I'm not like doing the work. I'm just like having it given to me, I guess.

Interviewer: Okay. You're receiving the work. Okay. That makes sense. I gotcha. All right. Some foreign language teachers don't allow their students to utilize any English in the classroom. To help you better understand this question, this is not necessarily just a teacher preference, but it is an actual foreign language teaching technique used in many public schools and universities. So, comment on the idea of having an immersive Spanish-only classroom, where English is never utilized more than ten percent of the time. So, what would be your initial thoughts and reactions?

Participant 1: Um, I think, like, in the long-term, I think it could be helpful, if, like, they're completely immersed, like, for long periods of time, 'cause that's like how people learn foreign- that's how my friends learned foreign language when they were in Mexico for four years, 'cause it was, like, all totally Spanish.

Participant 1: But, in- if it's just like an hour each day, I think it would be more helpful to have English, because they're already exposed to English most of the day. And, I- like it would be helpful so they can understand more if it's in English and Spanish.

Interviewer: Okay. Go a little deeper with- with that last comment. So, I'm gonna kind of paraphrase this and I'm gonna push you a little deeper. So, if you are immersed, like if you're, what I think I'm hearing you saying is, if you're in Mexico full-time, well, then you're gonna be immersed anyway.
Participant 1: Mm-hmm (affirmative).

Interviewer: But, you said, if you're using English throughout the school day, like in the United States, you like a little bit more English instruction. So, I'm gonna, if I'm, understanding you correctly-

Participant 1: Mm-hmm (affirmative). Yeah.

Interviewer: ... so, kind of push a little bit more in that direction, if I understand correctly.

Participant 1: Like initially, I don't think it would be helpful to just totally immerse them in the Spanish language because they would just be confused, and they wouldn't know what's going on. But, like, as a Spanish 4 student, I-I think it's fine to use Spanish the whole time.

Interviewer: Mm-hmm (affirmative). Okay. And, what do you think- Why do you think it might be confusing, if you did the full immersion, like, let's say here?

Participant 1: Ah, if they're receiving instruction, they wouldn't really know how to like translate that and they wouldn't- they would just be confused and wouldn't really know what to do.

Interviewer: Okay.

Participant 1: And it wouldn't be helpful, like when they're doing an exercise, they would be confused and-

Interviewer: Okay. So, based on your personal experience as- as a foreign language student, do you think that this type of immersive teaching approach would be beneficial, harmful, or both?

Participant 1: Um, maybe a little of both. Um, if the, I guess if the student was, like more receptive to new languages, then it would be helpful 'cause they would just be immersed in it. And, it would kind of just flow together for them.

Interviewer: Mm-hmm (affirmative).

Participant 1: But, if the student had a harder time, then it- it would probably be more confusing for them.

Interviewer: And when you say, had a harder time, do you mean, like a learning disability, just a slower-paced student, or-

Participant 1: Just a slower-paced student.

Interviewer: Okay. Okay. Um, and in that case, it might be a little bit more harmful?
Participant 1: Yeah.

Interviewer: Okay. Um, and you touched on this again, but I'm gonna ask you to touch on this again, do you think that it would make a difference whether the students are beginners or more advanced?

Participant 1: Ah, yeah. If they're beginners, then I think it would be more harmful for them to be totally immersed, 'cause they would just be confused the whole time. But, now, as an advanced student, it would be perfectly okay to do that.

Interviewer: Okay. Good. Um, how would you feel about a Spanish only classroom when it comes to learning new material or new vocabulary?

Participant 1: Um, I think it would be fine for-

Interviewer: As a level four student?

Participant 1: Yeah.

Interviewer: Okay. But, not as a level one or two, am I understanding correctly?

Participant 1: Yeah. Mm-hmm (affirmative).

Interviewer: Okay. I don't want to put words in your mouth.

Participant 1: No.

Interviewer: So, I'm just kind of making sure I understand.

Participant 1: Yeah.

Interviewer: Okay. Um, what about if it's an abstract concept, like reflects of verb or the use of the subjunctive?

Participant 1: Um, I think English would be helpful there 'cause- 'cause they already know it in English and it would just be helpful for it to see- for them to see what they already know, and then convert that to something they don't know. But, it would be helpful to-

Interviewer: Well, some of those don't really exist in English-

Participant 1: Yeah. Mm-hmm (affirmative).

Interviewer: So, would you still say the same- the same statement?

Participant 1: Um, what was the-

Interviewer: ... that it would be helpful to- to be taught in English?
Participant 1: Just helpful to like try to relate it to English.

Interviewer: Try to relate it. Okay. How would you feel if using English was scolded or frowned upon, or if your teacher never used it to help you understand with the explanations?

Participant 1: Um, I feel like I'd be more intimidated to like actually speak in Spanish and I would probably not participate as much.

Interviewer: Why do you think that is?

Participant 1: Um, I would probably be more confused and not as comfortable in the classroom.

Interviewer: Okay. What if I told you that some teachers are forced or very strongly encouraged to utilize a Spanish-only teaching approach?

Participant 1: Can you repeat that?

Interviewer: Yeah. What if I told you that some teachers are forced or very strongly encouraged to use a Spanish-only teaching approach? And, maybe I'll give you the following here: Would it make a difference if you knew or understand that many teachers are required by their jobs or district policies to not using English in the classroom?

Participant 1: Um, it- I mean, I would feel- I would know the reason that they're doing it-

Interviewer: Mm-hmm (affirmative).

Participant 1: But, it wouldn't help me to, like, still understand, ah, Spanish.

Interviewer: Okay. Good. Anything else? No. Okay. Um, do you feel like using English sometimes help you understand Spanish, or is it helpful in another way?

Participant 1: Uh, can you repeat that?

Interviewer: Yeah. So, do you feel like using English sometimes helps you understand Spanish, or is it helpful in another way?

Participant 1: Ah, yeah, I think it is helpful when I, like, for when just, when we use it in English. At first, like, when I see that I already know it, and then I can see it in Spanish, then it helps.

Interviewer: Okay. Do you feel like the Spanish and English languages are somehow connected in your brain or in the way that you learn?

Participant 1: Yeah, a little bit. Yeah.
Tell me about that.

Um, sometimes, like- like when I'm having conversation, I- I can go back and forth 'cause, sometimes I'm just not certain how to use it in Spanish. So, I'll use it in English, but-

Mm-hmm (affirmative).

Yeah.

Okay. Um, do you feel like strengthening your Spanish, weakens your knowledge of English?

Uh, no I don't. Ah, I still feel comfortable in English.

Okay. Do you ever feel the opposite, like using English somehow interferes with how you learn Spanish?

Ah, maybe a little bit, yeah, 'cause I am not as strong in Spanish as I am in English. So, if I, like, used English a lot more, then I would forget just Spanish and wouldn't be able to speak it as well.

Okay. And, how do you feel when your classmates use English, while you're trying to use Spanish?

Um, when I try to use Spanish and everyone is using English, I kind of just feel like silly and I'm like- like, "Why would I use Spanish when everyone else is speaking English?" And, it just wouldn't, like, make sense to use Spanish then.

Okay. Um, so what about when they're working in Spanish, but you might need to process something in English?

Um, it may be a little frustrating, but I would understand that, like, that they understand it and I don't, and I would still ask for help.

Okay. Okay. Do you have any final commentary, ideas, complaints, feelings, or anything else related to the use of English in the Spanish classroom?

Um, no.

Anything about grammar or vocab or the way that English is used that maybe you wanna go back and touch on, or that we forgot?

Nope.

Okay. And, I'm gonna ask a third time, did you remember any more of those mnemonic device examples?
Participant 1: Ah, No I didn't.

Interviewer: Okay. All right. If you do, come back and tell me, please.

Participant 1: All right.

Interviewer: So, thank you for your time today, and this concludes our interview.

Participant 1: All right.

Interviewer: All right. Good job. Let’s see- so.
Semi-Structured Interview With Participant 2

Interviewer: Okay. This one should be on. Yeah, and okay, angle this your way. 'Cause I already know what I'm saying. Alright, and-

Participant 2: Do you ask the same questions to everyone?

Interviewer: Whoops.

Interviewer: Um, yes, for the individual interviews. No for the focus group interview. So the focus group interview, when they have their meeting, they will have, there's some similar ones, but, but basically have a little bit of a different set of questions, and they'll have a conversation about them.

Participant 2: Did you come up with all these?

Interviewer: Yeah.

Participant 2: A doctorate's a lot of work.

Interviewer: Yeah. So, this is my interview protocol. So this is what we're gonna talk about today. So-

Participant 2: Wow, alright.

Interviewer: I don't have enough to give you a second-

Participant 2: That's okay.

Interviewer: Bar-

Participant 2: I have this.

Interviewer: But I do have enough to get you a second drink. So you can have another red or another blue-

Participant 2: That's all right.

Interviewer: And if you need to- No, no, no. I really do. I bought 36 juice boxes, so I really do have another one. If you need a drink or you need a break, or you need to stretch your legs, um, just let me know.

Interviewer: Okay. So we're gonna go ahead and scoot.

Participant 2: Alright.
Interviewer: Alright, let's do it. Actually, I need to grab this because I might use that as like a little- Alright, my chair is squeaky. You worried about your your wrappers.

Participant 2: (laughs)

Interviewer: Okay, we're ready to go.

Interviewer: The purpose of this qualitative study is to explore student use and perceptions of purposive English and its effects in foreign language classrooms. So here is my research questions: How do high school Spanish students use purposive English in a foreign language classroom? How do high schools- why do high school Spanish students use purposive English in a foreign language classroom? And how do high school Spanish students perceive the effects of the first language in a foreign language classroom?

Interviewer: So, first we're gonna talk about your consent to interview. So you and your parents or guardians have already signed a consent form explaining that the purpose of our conversation is for research and that the University of Missouri- St. Louis, is unable to compensate you for your time. Please let me know if you have any questions. Ah, do I have permission to record and transcribe our conversation today?

Participant 2: Yeah.

Interviewer: I need-

Participant 2: Yes.

Interviewer: I need the full consent.

Participant 2: Yes.

Interviewer: Okay. Uh, my role today is that of an interviewer. I will be asking you specific questions, but I may also ask you to explain or expand certain things that you say. I may also redirect your focus back to the questions or topics as necessary. I will not be directly participating in a conversation with you or responding to your statements, except you- except to ask you to clarify or tell me more about something.

Interviewer: It will be helpful for me as the researcher if you can answer the questions and offer your opinions as thoroughly as possible. You do, however, retain the right to pass on commenting or answering questions if you so choose. All of our discussion here today will remain confidential and it will have absolutely zero impact on your class grade or school transcript. Your discussion will help contribute to the field of second language acquisition, and may help foreign language teachers like me examine and modify our class prac-, classroom practices.
Interviewer: When we are finished, I will own the rights to the audio recordings and any transcriptions, and a pseudonym will be used to protect your identity. All other identifying traits such as the specific name of the institution where you go to school or the names of classmates will also be protected. Do you have any questions?

Participant 2: No, I do not.

Interviewer: Okay, please state your full name and it will be, will be redacted. This is just for the audio file.

Participant 2: Participant 2.

Interviewer: Okay. Okay, so the first set of questions that we're gonna talk about, um, are relating to vocabulary, uh, comprehension and preparation.

Interviewer: So, think back to when we looked at the vocabulary in our new unit, or whenever we introduce new vocabulary in general. Walk me through what goes on in your mind as you see, hear and learn new words and phrases for the first time. And try to be as specific as you can.

Participant 2: Um, most of the time when we are learning new vocabulary, um, there are a lot of words that look a lot like the English words, so it makes it a lot easier to remember. There's usually an a or an o that goes at the end.

Interviewer: Mm-hmm (affirmative).

Participant 2: Um, but, I mean, usually it's just kind of like a pairing with, if, if it's not a cognate, I mean, if, I just have to go over it a couple of times if I don't remember it. Uh, other than that, I mean, I, I feel like it's pretty easy for me to study that, because I just go over the flash cards, or if I make flashcards, and then-

Interviewer: Do you make physical flashcards or like a, an app?

Participant 2: It's, uh, Quizlet. So-

Interviewer: Okay, tell me about that.

Participant 2: Um, it's basically just virtual flashcards.

Interviewer: Okay, okay.

Participant 2: So, that's as simple as it gets.

Interviewer: Okay, um, and do you have to flip back and forth to the main vocabulary definitions page in your textbook?

Participant 2: Uh, if I don't study enough, yes.
Interviewer: Okay. Um, and if so, how often would you say that happens?

Participant 2: Um, bu-, probably at the beginning of every unit. Uh, before, hopefully not before a test but, um, like are you asking how many times I flip back?

Interviewer: Um, just in general what that process might look like.

Participant 2: Um-

Interviewer: It doesn't have to be the exact number.

Participant 2: If there's a word I remember that was on a vocab, on the vocab list that I don't quite remember but I know it's there, I flip back and check.

Interviewer: Mm-hmm (affirmative). Okay.

Participant 2: Just to make sure, but-

Interviewer: Um, and why do you feel that you need to do that? To double check?

Participant 2: Double check, make sure that it's solid in my memory, make sure I don't confuse other words and then learn it wrong.

Interviewer: Okay. Um, did the photographs in the textbook or the activities in class provide sufficient or insufficient, uh, support for these new terms?

Participant 2: I really don't think it matters. I, I don't see any helping or hurting-

Interviewer: Okay.

Participant 2: In photos.

Interviewer: Tell me more about your opinion with that?

Participant 2: Um, it's, I dunno, I feel like they're kinda ridiculous sometimes.

Interviewer: Okay.

Participant 2: But-

Interviewer: Okay, so do you, so for example, when we do the presentation of the vocab in the book where you do the reading and there's pictures, you don't really look at the photos?

Participant 2: Not really, and if I do, it's more of just a noticing it's kind of weird.

Interviewer: Okay.
Participant 2: So, I, it doesn't really help me.

Interviewer: It doesn't help. Okay.

Participant 2: I don't really look at the pictures.

Interviewer: Okay. Um, so what would have been more helpful when trying to learn these new vocabulary words?

Participant 2: I like the ball game where we pass it to each other-

Interviewer: Mm-hmm (affirmative).

Participant 2: And it's like a competition between your classmates.

Interviewer: Mm-hmm (affirmative).

Participant 2: And the around the world where we move ar-,

Interviewer: Mm-hmm (affirmative).

Participant 2: Move around.

Interviewer: Okay.

Participant 2: And it, when, when the wrong answer is, like, said, it's like verbally said by you or, we, so like it's known.

Interviewer: Okay.

Participant 2: So you can correct yourself, like as you're thinking about it, you're not like. You're not the one participating in it at, at the time but, like you hear the feedback and your thinking about it in your brain so you know what it is for next time.

Interviewer: Okay, um, so in general how do you study vocabulary for Spanish class?

Participant 2: Normally, I just look at the um, vocab in the book and just like go over the book and read it and just think about them. So I like cover up the, one side and I get as far as I can and then I uncover it-

Interviewer: Mm-hmm (affirmative).

Participant 2: When I don't know one.

Interviewer: Okay. Okay, um, and you already said that you make the virtual flashcards. Do you write a list or do anything else?
Participant 2: Um, I have written, I've used like a page, like on, like uh, I've done once or twice, um, where I just write all the vocab words down on a page, and get like the writing memorization because apparently that helps.

Interviewer: Mm-hmm (affirmative).

Participant 2: I've heard. So-

Interviewer: Has it helped you?

Participant 2: I feel like it has.

Interviewer: Okay.

Participant 2: Yeah, for those units.

Interviewer: Okay.

Participant 2: Although, recently I've gotten lazy, so I haven't done that quite as much.

Interviewer: Okay, okay. Um, because you usually have the vocab page memorized.

Participant 2: Yeah.

Interviewer: So, I was asking if there was anything else there? Okay.

Interviewer: Um, in the lower level Spanish classes, students were usually required to make flashcards with English translations on one side and Spanish on the reverse. Do you think that those were helpful?

Participant 2: I thought they were helpful but, uh, I also thought they were just, like, busy work, and-

Interviewer: Okay.

Participant 2: It was kind of annoying, but it also helped.

Interviewer: So-

Participant 2: I don't know where I stand exactly on that.

Interviewer: So was it the, was the busy work the actual practicing or was it just that you had to make it?

Participant 2: That I had to make it.

Interviewer: Okay.

Participant 2: It, it's a lot easier to do that, I do the same thing with that virtually.
Interviewer: Okay.

Participant 2: With the flashcards. And it has about the same effect, it's just a lot easier to make and it's, you can have it with your wherever-

Interviewer: A little bit quicker. Okay, um-

Participant 2: Quicker and convenient.

Interviewer: Okay, uh, would making flashcards have been helpful on this unit or did you make some on this unit?

Participant 2: There is a flashcard deck that all of us use, like, you know-

Interviewer: Okay. Who makes it? Who makes that?

Participant 2: Cal-, Callie made one.

Interviewer: Okay.

Participant 2: And she just kind of sends it to everyone.

Interviewer: Okay.

Participant 2: Then we all study it.

Interviewer: So she's kind of the, the go-to gal for that?

Participant 2: Yeah.

Interviewer: Okay. Um, have you ever done anything different on any other unit?

Participant 2: Um, well like I said, I wrote the vocab on a page.

Interviewer: Okay. But nothing, nothing else. That's kinda, your, your go-to?

Participant 2: Yeah.

Interviewer: Okay.

Participant 2: It's either a look in the book and like just go over the answers-

Interviewer: Mm-hmm (affirmative).

Participant 2: Just, a couple times. Or I write on the page or-

Interviewer: Okay.

Participant 2: Do the Quizlet.
Interviewer: Okay. Um, so how quickly would you say that in general you feel that you pick up vocabulary words?

Participant 2: Pretty fast, depending on how much I'm mentally focused on it.

Interviewer: Okay.

Participant 2: Sometimes if, if I'm really mentally focused on it, I can go over like two or three times and be fine with it for [crosstalk 00:09:52].

Interviewer: So when you say mentally focused, walk me through that a little bit.

Participant 2: Where, uh, my mind is always just purely, I'm not thinking about anything else-

Interviewer: Oh, okay.

Participant 2: Or wondering-

Interviewer: Okay. Okay.

Participant 2: Wondering what, and going over other things in my mind.

Interviewer: Okay. So just really studying?

Participant 2: Yeah.

Interviewer: Um, do you ever feel like you need to use English to help you learn any of these terms?

Participant 2: Yes, all the time. Um, uh, I d-, I d-, I perform better when like, when I can translate the sentence directly to English, so like I have a specific sentence so I know how to like, I feel like I have to know everything, like a direct translation all the time.

Interviewer: Mm-hmm (affirmative), okay.

Participant 2: I don't really think in Spanish, so-

Interviewer: Okay.

Participant 2: I don't really know how to expand on that more.

Interviewer: Okay, that's okay, I have lots of follow-ups.

Interviewer: Um, how quickly would you say that-, oh excuse me. Um, do you ever feel that your teacher needs to use more English to help you learn some of these words and if so, how?
Participant 2: Um, well, sometimes, there's a lot of times where you talk and I, I just kind of start zoning out because I have no idea what you're saying, and then you're like, yeah? And I'm like, sure, sure, yeah.

Interviewer: Okay. Tell me a little bit more about that. Like, what causes you to zone out? Like-

Participant 2: [crosstalk] be like-

Interviewer: Or maybe get lost, or something like that?

Participant 2: Uh, probably the speed you talk at.

Interviewer: Okay, okay good.

Participant 2: The speed and if I hear like three words or like two verbs in a row, then it just gets a bit kinda like- Because if you miss two verbs, it's, you just completely lose the sentence or where it was going.

Interviewer: Okay.

Participant 2: Speed definitely helps.

Interviewer: Okay, good. Um, what about on some of the homework handouts, do you ever feel the need to use Google translate, a dictionary, access to English in another way?

Participant 2: Um, if there's like a weird word and I don't have you to ask about it, yeah, but, it helps to look it up and then- Like if you, y-, you have to probably go over it a couple of times or write more down.

Interviewer: Okay.

Participant 2: Like using Google translate, but-

Interviewer: Okay. Is that the source that you would use if you were at home?

Participant 2: Yeah.

Interviewer: Okay.

Participant 2: But like, it'll give you the wrong answer a lot, so like, you have to make sure and check and use all of what, almost put the whole sentence down, because if you're using subjunctive it makes a big difference.

Interviewer: Right. Okay.

Participant 2: But-
Interviewer: Think about some of our class activities that we did to practice the new vocabulary terms. Which activity, or activities stood out to you as the most helpful and why? And it could be our new unit or if there's something else just let me know what you're thinking about?

Participant 2: Uh, the ball game, like I said before.

Interviewer: Okay, okay.

Participant 2: And the around the world competition games.

Interviewer: Mm-hmm (affirmative). And why would you say that those were the most helpful for you?

Participant 2: Uh, well, I mean you kinda have a goal for yourself, uh, it's easier for me to be more engaged if there's a competition, but I think that's just the way that I've kind of grown up with sports and everything, so-

Interviewer: Do you think it's because you're moving around a little bit more, or is it the, the competition aspect?

Participant 2: It's definitely the competition.


Interviewer: Okay, um, which activity or activities were the least helpful? Still talking about vocabulary. And then why were those the least helpful?

Participant 2: Um, probably what we did today where you just like put them on the board ((vocabulary introduction slideshow presentation with pictures)) and then you talk about them with your partner 'cause if neither of you know it then, and sometimes the answer gets said really quietly and you still don't know what it is after you go through it.

Interviewer: Okay. And so would that, did, did the pictures help you at all? Or if they did not, can you tell me why? If you know, and if you don't know that's okay too.

Participant 2: Um, I, I was more focused on the words. I didn't really pay attention to the pictures.

Interviewer: Okay. Okay, that works. Um, so during these class activities, um, the vocabulary activities, did you have your vocabulary list or notes out?

Participant 2: During the vocab activities?

Interviewer: Just in general. Some of the games-

Participant 2: Uh, no.
Interviewer: Obviously, they would be closed book, but some of the other things maybe.

Participant 2: No, if I needed to open it up I would.

Interviewer: Okay.

Participant 2: Otherwise, no, not until then.

Interviewer: So why did you not need it?

Participant 2: I wanted to test and see if I knew it.

Interviewer: Okay.

Participant 2: If I didn't know it, I would open it up again.

Interviewer: And if you can remember, can you help me to understand what was going on your mind through, if you can rem-, if you can remember, help me to understand what was going through your mind during those types of activities, that's to say, um, what's your thinking process?

Participant 2: Through the games? Through-

Interviewer: Um, sure. We can pick one of the games.

Participant 2: But what do you mean? Well, like, what was the-

Interviewer: Yeah, so, for example, you keep referencing the ball game and the around the world, those are some vocab activities that were helpful for you. So what goes on in your mind when you're thi-, when you're playing those games? Like, what's your thinking process? So, did you, how did you comprehend, or make sense of what was being taught or presented?

Participant 2: Um, well I mean, I dunno, when you're just kind of anticipating your turn coming up and then being ready for it.

Interviewer: Okay.

Participant 2: Um-

Interviewer: Okay.

Participant 2: Uh, going through your mind, so you're just trying to remember everything, I dunno-

Interviewer: Okay.

Participant 2: I don't really know how to-
Interviewer: That's okay, that's okay. Um, did you find that you were using, using any English, either mentally or in another sense, like a dictionary to help you?

Participant 2: Um, not with the games, it was kinda just like, boom-boom.

Interviewer: Mm-hmm (affirmative).

Participant 2: 'Cause you either know it or you don't, so-

Interviewer: Correct. Okay.

Interviewer: Uh, do you have another idea of how to teach or practice Spanish vocabulary in class?

Participant 2: Uh, none that I can think of off the top of my head right now.

Interviewer: Okay.

Participant 2: I'll let you know if I-

Interviewer: Yeah, please do.

Participant 2: Do in future.

Interviewer: Please do.

Interviewer: Um, what do you think might be the most helpful for you as a student? You mentioned the games, is there anything else?

Participant 2: Um, I like the games, I-

Interviewer: Okay. And would those activities only occur in Spanish, or would you ever need to involve English?

Participant 2: Um, with simple vocab it's probably just Span-, help, more helpful for just Spanish.

Interviewer: Okay.

Participant 2: Unless you need to ex-, like explain, explain something that I wouldn't-

Interviewer: Okay.

Participant 2: Understand in Spanish.

Interviewer: But some of those games are a little bit more translation-based, too? So I guess there's a little English that way.
Participant 2: Yeah, those are good too. Yeah.

Interviewer: Okay, okay. Alright. Okay. So we're gonna move on to section two. You still doing okay?

Participant 2: Yeah.

Interviewer: Okay, alright, so this time we're gonna ask some pretty similar questions but we're gonna talk about grammar. Um, so, think about our most grammar, recent grammar lessons, but if there's another grammatical lesson or grammar concept that comes to mind, that's okay. Just, tell me what you're thinking about.

Interviewer: So, wa-, walk me through your mind, walk me through what was going on in your mind as you were seeing, hearing and learning new grammatical concept for the first time, and be as specific as you can be.

Participant 2: Uh, for the first time I had no idea what was going on.

Interviewer: Okay.

Participant 2: And-

Interviewer: So we recently did-

Participant 2: I was really [crosstalk]

Interviewer: Imperfect subjunctive, is that what you're thinking?

Participant 2: Yeah.

Interviewer: Okay.

Participant 2: But like, I, I'd kinda just sit there and like, try to listen, and like, if it just kept going more downhill, I'd zone out and then, yeah.

Interviewer: Okay.

Participant 2: I-

Interviewer: What would cause it to go downhill?

Participant 2: Picking up on, like, if I didn't pick it up, pick it up fast enough and then I'd be thinking about it and would be trying to like figure it out mentally and then you'd move on while I'm thinking about it, trying to figure out what's going on and then we'd move on to another subject- that includes the one I was already thinking about.

Interviewer: Mm-hmm (affirmative). Okay.
Participant 2: That probably doesn't make sense, but-

Interviewer: Um, I'm trying to follow you, you can expand a little more if you like.

Participant 2: So, if I'm stuck on this, still trying to learn this. Which-

Interviewer: Be, be specific, give an example of the moment you were stuck. If you can.

Participant 2: Like, the very beginning. Like, the, conjugations we'll say-

Interviewer: Oh, pick a tense.

Participant 2: Even though that's, I-

Interviewer: Or are you just saying in general?

Participant 2: In general.

Interviewer: Okay, go ahead.

Participant 2: Um, and then you, you move on to like, I don't even know what an example would be, like different ways, different like, and then you'd move to prompts, and then there'd be, you'd give examples of prompts while I'm still trying to figure out this, but like, normally you do a good job of like, making sure that doesn't happen-

Interviewer: Mm-hmm (affirmative).

Participant 2: But, I think because I'm a senior, it's, but, my brain has slowed down a little bit.

Interviewer: Okay, fair enough.

Participant 2: Yeah.

Interviewer: Okay. Um, so did you take any notes bilingually or write down any information in English?

Participant 2: Um, taking Spanish notes probably makes it worse for me because then I have, like, I, I start everything off in English in my notes, so like, in my brain it goes in as English and then I like translate it mentally to Spanish. I feel like it- I'm able to understand the grammar a lot easier that way, but if I have to, if I have to focus my energy on translating the Spanish notes to English and then going back to Spanish again, it's a big waste of time in my opinion, for me.

Interviewer: So you write them in Spanish or English?

Participant 2: I write notes in English.
Interviewer: Okay, okay. That's what I'm asking.

Interviewer: Okay, um, and then do you do that, it sounds like pretty much all the time?

Participant 2: Yeah. Unless you write them in Spanish and I can't translate them fast enough so then I just have to like write down whatever you have up there.

Interviewer: Okay, okay. Um, and you, you do that on, um, the sentences or the endings or like, when, when did you feel the need to do that?

Participant 2: If it's a conjugation I always have the spell-, like, if it's an explanatory, like, how to use the verb or whatever tense you're using-

Interviewer: Mm-hmm (affirmative).

Participant 2: If it's an explanatory sentence like that, then I write it in English. But if you have an example, I write it in Spanish and then, usually you have the Spanish and English translate, translation there so I write those down, but, the how to, how to use stuff would be in English but like-

Interviewer: Okay.

Participant 2: Stuff that I should know in Spanish would be in Spanish.

Interviewer: Okay. Um, so what types of activities help you learn the new grammar best?

Participant 2: Probably, uh, writing them on the board and like, going over them as a class.

Interviewer: Okay. Like, writing verbs, writing sentences, writing something from the book?

Participant 2: Um, full s-, like the full sentences, uh, it, I mean it all helps, but-

Interviewer: Okay, okay. So writing it and then putting it together or-

Participant 2: Like talking about as a, yeah-

Interviewer: Okay.

Participant 2: Putting together as a class and then putting it on the board and-

Interviewer: Okay. Are there any specific homework assignments, games, or class activities that stand out to you? For, for grammar?

Participant 2: Um, just the, I like when you write it on the board-
Interviewer: Okay.
Participant 2: And we talk about it.
Interviewer: Okay. Uh, what would have been more helpful when trying to learn the new grammar? You mentioned writing on the board, is there, is there something that would have been more helpful?
Participant 2: Um-
Interviewer: So can you give an example of something that didn't help as much as you would have liked?
Participant 2: Spanish notes.
Interviewer: Okay.
Participant 2: Uh, notes written in English I can get them down in my head a little quicker.
Interviewer: So, when you say written in English do you mean, um-
Participant 2: Typed.
Interviewer: Like, bilingually written in English or do you mean just presented in English with Spanish examples?
Participant 2: Presented in English with Spanish examples.
Participant 2: Presented in English with Spanish examples.
Interviewer: Um, in general, how do you study the new grammar for Spanish class?
Participant 2: I, I have to practice it, like saying it verbally.
Interviewer: Okay. Do you ever write it, or just mostly verbal for you?
Participant 2: Um, uh, I don't choose to write it.
Interviewer: Okay.
Participant 2: That wouldn't be my choice.
Interviewer: Okay. Um, so how often do you study?
Participant 2: Study the grammar?
Interviewer: Yes.
Participant 2: Um, probably not as often as I should.

Interviewer: Okay, okay.

Participant 2: Um-

Interviewer: So would you say half an hour a week? Two hours a week? Kind of, put it in numbers for me.

Participant 2: Um, well in class it's kind of like, it's a little more consciously focused towards that but, like are you saying by myself?

Interviewer: By yourself. Outside of class.

Participant 2: Maybe a half hour, yeah.

Interviewer: Per week?

Participant 2: Yes.

Interviewer: Okay.

Interviewer: Um, do you ever feel like you need to use English to practice or translate these new materials, like when you're at home studying?

Participant 2: Yes, of course. Yeah.

Interviewer: Okay.

Participant 2: I, well-

Interviewer: But how would that work when you're presenting it, 'cause you said you like to practice verbally, so how would the English come into play there?

Participant 2: I would more think about the way I would structure the English sentence and then form it into the Spanish, like where, whether that be, like, talking about the red dog, even though there won't be a red dog.

Interviewer: Mm-hmm (affirmative).

Participant 2: But, dog red-

Interviewer: Mm-hmm (affirmative).

Participant 2: Like, say the, say the English sentence the way it would be in Spanish and then-

Interviewer: Okay.
Participant 2: Turn it into Spanish words.

Interviewer: Do you use English?

Participant 2: Say the English, English sentence with-

Interviewer: Yeah.

Participant 2: Spanish grammar. That's what I'm trying to say.

Interviewer: Oh, okay, okay. Um, do you use English any other way? For grammar?

Participant 2: Um, that's it.

Interviewer: Okay. Good.

Interviewer: Okay, um, how quickly would you say that, in general, you feel comfortable enough to start using the new grammar, whether it's a verb tense or something like pronouns, or something else?

Participant 2: Oooh, like by myself? What do you mean?

Interviewer: Uh, yeah so-

Participant 2: Like being able to say it, like come up with it, or-?

Interviewer: So I would say, so what I mean by your comfort level to start using it, I don't necessarily mean in class practice, but like, with your own conversation, with your own writing, with your own home study?

Participant 2: Um, I feel like I don't even use some of the stuff that we learn in normal conversation, so- Uh, I mean like sometimes, I really can't even think of a time where I have tried or needed to use like, subjunctive or, uh, I don't, I don't really, I've never thought about it in English-

Interviewer: Mm (affirmative).

Participant 2: So I don't really know how to like- With English, it's just kind of like, the reflexive and then Spanish is a lot more thought, so I just try to, I, uh, I kind of try to avoid using the really complicated-

Interviewer: Okay.

Participant 2: Verb usage, so-

Interviewer: Okay. So you try to simplify your language?

Participant 2: Yes.
Interviewer: Okay, perfect. Okay.

Interviewer: And do you ever feel like your teacher needs to use more English to help you learn some of this new grammar material?

Participant 2: Um, maybe sometimes present it, like I said before, present it in English with Spanish examples.

Interviewer: Mm-hmm (affirmative).

Participant 2: And, yeah that's all.

Interviewer: Okay, um, can you give an example, name me a specific example of when your teacher did not use as much English as you would have preferred? Maybe a specific example.

Participant 2: I really can't re-, I can't remember any.

Interviewer: That's okay.

Interviewer: Um, what about a time when maybe she used too much English?

Participant 2: I definitely can't remember any of those.

Interviewer: Okay. So never too much?

Participant 2: Yeah.

Interviewer: Okay.

Interviewer: Um, is there a time when she used just the right amount of both Spanish and English, a specific example that comes to mind?

Participant 2: Um, you have these times where you use, where you kinda speak in both languages, like, at the same time where, um, I don't even, like half of your words are English and half of them are Spanish and that, that kind of helps me. I don't know why but, I don't think you do it on purpose but it's every now and then.

Interviewer: Mm (affirmative).

Participant 2: I think it's because when you speak fast I can kind of, I don't have to think about the English words but then I can actually do, think about the Spanish words a little faster. I dunno, maybe, maybe not, I dunno.

Interviewer: Okay. Okay.

Participant 2: That's the only time I can think about that.
Interviewer: Um, what about on some of the homework handouts? So, so, still speaking about grammar, did you ever need to use Google translate, a dictionary, or access English in another way?

Participant 2: Um, I feel like the only time I really need Google translate or any other, like, help is if I, if there's like one word I don't know, it's more of a noun or, or a verb that I don't know but, I mean usually we have the, the grammar down pretty well.

Interviewer: Okay.

Participant 2: And I can just go to my book and get a better, I just, I dunno, like that.

Interviewer: Okay. Okay.

Interviewer: Um, and we're still kind of talking about some of the grammar activities, so maybe a little bit less of the presentation, a little bit more of activities, so thinking about grammar practice, um, and activities completed during class time, which activity or activities, uh, stood out to you as the most helpful and why?

Participant 2: Um, for, forming sentences- Well, seeing the sentences get formed and having you, like, underline important things on the board, important words or parts of the new grammar.

Interviewer: Mm-hmm (affirmative).

Participant 2: So I can kind of like distinguish those from what, distinguish the new stuff from the normal sentence.

Interviewer: Okay. And which activity or activities were the least helpful? And try and be specific. You mentioned the notes, but maybe a, an activity.

Participant 2: Um, probably, I'd say like the, like talking to like row buddy or groups or something 'cause not everyone knows how to speak it, and like, if you're just learning it, it's hard to pick up on for the first time, especially if you're talking to, if you're listening to someone who also doesn't really know how to speak it.

Interviewer: Okay. Um, so during some of these class activities that you just mentioned, did you ever use or wish you had used English?

Participant 2: Um, for grammar? Um-

Interviewer: Yeah, still talking about grammar.

Participant 2: I mean, I, I use Engli-, I, like I said before, just translating if need be, like going, English thinking to Spanish, uh, presentation if I'm still, if I'm the one presenting to my peers, so-
Participant 2: Um, yeah.

Interviewer: And, um, what if you're the one receiving from your peers?

Participant 2: A little bit, I dunno.

Interviewer: Okay. That's okay.

Interviewer: Um, so what about your classmates? Does it bother you or help you if they use English?

Participant 2: Um, it doesn't bother me but like, (0.5) I feel like if, if they're helping me in English with the translating, I dunno, I find it helpful I guess.

Interviewer: Okay. Um, name a grammar, a memorable grammar activity, and it can be the same one before, if you wanna talk about the writing of the sentences, um, and I want you to try and walk me through what was happening in your mind during the activity. So that means, what was going on? Like, what was your thinking process? In other words, how did you comprehend or make sense of what was being taught or presented to you?

Participant 2: When you, uh, okay, so for the activity of, like, when you wrote on the board, um, you would like split up the sentence into the important parts and, important or new parts.

Interviewer: Mm-hmm (affirmative).

Participant 2: And then it would just kind of be ingrained in my mind after that, that this is how you set it up and-

Interviewer: Okay, are you talking about a subjunctive sentence? Or just in general?

Participant 2: In general.

Interviewer: Just in general. Okay, so just not a particular unit, just generalized sentence, right?

Participant 2: Yes.

Interviewer: Okay, okay.

Interviewer: Um, and you were doing some mental translation in English with that too?

Participant 2: Yes.
Interviewer: Okay. Um, and then do you have another idea of how to teach or practice Spanish grammar in class?

Participant 2: Not that I can think of.

Interviewer: Okay. And what do you think might be most helpful for you as a student? Anything beside the sentences?

Participant 2: That's all I can think of.

Interviewer: Okay. And what do you think might be most helpful for you as a student? Anything beside the sentences?

Participant 2: That's all I can think of.

Interviewer: Okay. Um, and then those sentences, that activity would occur in Spanish or English too? If I write them on the board, I would put some English too?

Participant 2: Yes, yes.

Interviewer: Okay, okay. Alright.

Interviewer: Were gonna move into section three. Are you still doing okay? You need another Kool-aid or anything?

Participant 2: No, it's okay.

Interviewer: Okay, alright.

Interviewer: So, this is the last section, it's a big section though, but we're, um, on section three. So this time we're gonna get away from vocab and a little bit away from grammar and talk about perceptions of language use.

Participant 2: Okay.

Interviewer: Perceptions of language use. So we have talked about some of your general study habits and preparation habits. Would you say that these have evolved or changed over the years as you have advanced to Spanish four, and if so, how?

Participant 2: I have kind of always used the same-

Interviewer: Mm-hmm (affirmative).

Participant 2: Way of studying.

Interviewer: Okay. Good.

Interviewer: Um, how has your use of English, or maybe your reliance on English changed or evolved over the years from when you were just beginning to learn Spanish to now being a little bit more advanced?

Participant 2: I know more vocab now so, uh, there's less looking back on that.
Interviewer: Okay. Um, do you use more, less or the same amount as, of English as in the past?

Participant 2: Um, less.

Interviewer: Okay.

Participant 2: Less.

Interviewer: Explain.

Participant 2: Uh, well I'm able to translate more easily, depending on what we're talking about. If it's a new, if it's a new unit then maybe not, but like, I r-, have, I have more, it, like, more knowledge about the Spanish language now than I had before, but that's kind of a given since I've-

Interviewer: Right.

Participant 2: Taken so many years.

Interviewer: Okay. Um, what has changed for you as a language learner, and a language speaker or user? Like in your transition?

Participant 2: Um, I think now I'm more interested in just, um, more simple terms, so I can talk about a wider v-, uh, range of topics, and, uh, I would, I'm, I'm less concerned about grammar now because, like, I already know most, most of the tenses I'm gonna use, and I feel like if I try to use anything, any other of the tenses it'll just confuse the other listener so-

Interviewer: Okay. Why do you think it will confuse them?

Participant 2: Well, if I'm talking with, like, other people who are learning the language which is who I've-

Interviewer: Oh, okay. Okay. So with other students?

Participant 2: Correct.

Interviewer: Okay, okay. Um, and still talking about your transition as a Spanish student-

Participant 2: Mm-hmm (affirmative).

Interviewer: In class, do you tend to think and process yours, process your thoughts in Spanish or English? Um, you already mentioned that you use a little bit of English, um, but do you feel like that has changed? That amount has changed the way you process?

Participant 2: Um, some vocab, some vocab words I think about in Spanish, but other than that everything else is English like it used to be.
Interviewer: Okay, so pretty much the same?

Participant 2: Yeah.

Interviewer: Um, is that true when you're doing homework alone?

Participant 2: Yeah.

Interviewer: Okay. And what about if you're exposed to a native speaker? Or another authentic resource like a Spanish language movie?

Participant 2: I really have never been around a Spanish, first-language speaker.

Interviewer: Okay.

Participant 2: Or, and I don't really watch Spanish movies, so-

Interviewer: Um, but we watched some in class, so-

Participant 2: Oh, yeah, okay.

Interviewer: Yeah. So how did that go?

Participant 2: Okay, just rephrase the question, say the question again.

Interviewer: So yeah, so, um, okay, so do you tend to think and process your thoughts in Spanish or in English or do you tend to use a little bit of both languages? And then the follow-up to that is what about when you're exposed to an authentic resource like a Spanish language movie?

Participant 2: Uh, I see the words and then, like I, like before, it, it goes in. I think about it in English, I dunno, I, it, I, I see it-

Interviewer: But what if there weren't any subtitles?

Participant 2: The subtitle, now, see the subtitles, like I can understand.

Interviewer: Okay.

Participant 2: I can read a paragraph and understand what it's saying but like, if I have to like, explain more, it's harder for me to get words out of my mind than looking at them and then understanding them. So I could understand, I could understand most of what the movie was talking about-

Interviewer: Mm-hmm (affirmative).

Participant 2: But if there's a small detail, I've most likely missed it.

Interviewer: Okay.
Participant 2: So-
Interviewer: So, big picture?
Participant 2: Big picture I understood. Yes.
Interviewer: Okay, okay.
Interviewer: Uh, do you ever listen to authentic materials in Spanish outside of class? Podcasts, Internet videos, music, movies, anything else?
Participant 2: Um, occasionally songs. Um, not really other than that, no.
Interviewer: Okay. Um, like what kind of songs?
Participant 2: Uh, ones on the radio.
Interviewer: Oh okay, okay.
Participant 2: Uh, and there, like just, I dunno.
Interviewer: Nothing specific? Okay.
Participant 2: Nothing specific.
Interviewer: Um, so why, or why not? So in your case, why not? With the ex-, um, authentic listening materials?
Participant 2: Um, I dunno, I ju-, don't have any desire to. Um-
Interviewer: Okay, okay. Um, so why, why do you think that is? Just a preference?
Participant 2: Yeah, I guess.
Interviewer: Okay, okay.
Interviewer: Um, so if you are listening to a Spanish song on the radio, or something like that, would you continue to use English to provide that extra support? As you're listening to it?
Participant 2: Hearing it, I hear it and like, I can understand it, I don't need to use English for- I, I, I don't need to go through my mind and process it, like-
Interviewer: Oh, okay.
Participant 2: As, if I'm listening to it.
Interviewer: Okay.
Participant 2: It's just if I'm like, if I'm trying to form an answer listening to Spanish, then I need to form it in English first and then form it in Spanish.

Interviewer: So, let me paraphrase and make sure I'm understanding.

Participant 2: Okay.

Interviewer: So if you're listening to something, you can get the big picture-

Participant 2: Yes.

Interviewer: And you understand?

Participant 2: Yes.

Interviewer: It's when you are producing a response that you rely on English?

Participant 2: Yes.

Interviewer: Okay. Interesting. Yeah, so we call that receptive language.

Participant 2: Correct. That, that-

Interviewer: And we call that productive language. So your receptive language, you don't use as much English?

Participant 2: Yes.

Interviewer: Interesting, okay. Good. This is good, this is helpful.

Interviewer: Um, okay. And um, you said you don't look at any movies or videos?

Participant 2: Not really, no.

Interviewer: Okay, okay.

Interviewer: Um, have you ever spoken Spanish or verbally compute-, communicated with a native speaker?

Participant 2: No.

Interviewer: Okay. Um, have you ever communicated using Spanish outside of the classroom? Or outside of school?

Participant 2: Uh, yeah, when uh, me and my sister are at home, we kind of like to, every now and then, fool around and just like, kind of show off our skills and say things that my parents or brother don't really know, so-

Interviewer: Yeah? So tell me more about what that looks like?
Participant 2: And in baseball, I just like yell a bunch of stuff in Spanish, like hit the ball, uh, throw the ball, “Tiras la pelota,”

Interviewer: Mm-hmm (affirmative).

Participant 2: I say that a lot, so, um, what do you mean, is it like?

Interviewer: So, kind of tell me a little bit more about that, um, conversation with your sister. So, are you able to pretty well engage in those conversations?

Participant 2: Um, it's more like, more joking stuff, like just fun with, stu-, stuff that's like fun to say. It's not really focused on grammar, if that's what you're looking for, but-

Interviewer: No, I, what, I guess what I'm asking is, so if you and your sister at, are at home in the kitchen or living room or wherever you're having your, your family time, um, it's a back and forth conversation?

Participant 2: Yeah. Y-, yeah.

Interviewer: Okay. And you're able to engage actively in that conversation? And participate?

Participant 2: Yeah. Or she'll say something and I'll understand and like say a little, like, something back, uh-

Interviewer: And respond back?

Participant 2: Yeah.

Interviewer: Okay, perfect. Um, and when you're doing that with your sister, do you ever feel like you have to stop and use any English?

Participant 2: Um, not to, not when listening to her but I, if I'm, if I'm forming a long answer I'll, like, stop and pause and think about it for a second then say it.

Interviewer: Okay. How long do you think that pause takes?

Participant 2: Well-

Interviewer: Is it noticeable for others?

Participant 2: L-, l-, less than, well I mean, you're thinking, I dunno. Um, probably less than ten seconds.

Interviewer: Okay, okay. Um, and did the other person, in this case your sister, ever switch to use English?

Participant 2: If there's ever a word she doesn't know, yeah.
Interviewer: Okay.

Participant 2: Like, yeah.

Interviewer: Okay, but just for like that one-

Participant 2: Sometimes there's-

Interviewer: Vocabulary or slang or something or-

Participant 2: Sometimes it's like broken, uh, broken Spanish or whatever.

Interviewer: Okay.

Participant 2: If, say, if you don't know it you just kind of like add an -o to whatever you need to.

Interviewer: Okay, so, kind of substituting vocabulary words-

Participant 2: Yes.

Interviewer: Something like that?

Participant 2: Yeah.

Interviewer: Okay. Um, but not multiple languages like you were talking about earlier, with the examples that I had? Earlier you had said that as a teacher, sometimes I communicate using both languages. This is more of, mostly Spanish with a little English to substitute words?

Participant 2: Uh, ye-, I try to stay away from g-, like, it's more of just like a bragging thing. So like, it would, it would ruin the point of speaking in Spanish if you just ha-, spoke half in English as well.

Interviewer: Okay, okay. I got it.

Interviewer: Um, and you said you were using a little bit of English when you're producing your answers. Is that correct?

Participant 2: If needed. Otherwise you just form a sentence to say a little bit something else, but-

Interviewer: How often is it needed?

Participant 2: Um, depends on what I'm saying I guess. Depends on what the subject is.

Interviewer: Okay, okay. Fair enough.
Interviewer: Um, you've- We've already talked quite a bit about speaking but do you ever feel like you mentally translate things or, um, process it in English when you're writing in Spanish?

Participant 2: If I, if I'm forming, if I'm writing?

Interviewer: Mm-hmm (affirmative), yes.

Participant 2: And I'm forming new sentences?

Interviewer: Mm-hmm (affirmative).

Participant 2: Yes.

Interviewer: Okay.

Participant 2: Same, same way as speaking.

Interviewer: Okay, but not so much with, I, not, you said not with listening, and what about reading?

Participant 2: No, not reading.

Interviewer: Not reading. Okay.

Interviewer: Um, so some foreign language teachers don't allow their students to utilize any English in the classroom. To help you better understand this question, this is not necessarily just a teacher preference, but it's an actual foreign language teaching technique used in many public schools and universities. Comment on the idea of having an immersive, Spanish-only classroom where English is never utilized more than 10% of the time. What are your initial thoughts or reactions?

Participant 2: Um, I feel like things could get lost in, like any details could get lost easily, but I feel like a, a detail would be a part of that 10% of English so it would be easy to avoid miscommunication, but, I mean it, it'd probably help receptive language a lot, which, I feel like that has helped me [crosstalk]

Interviewer: They would, it would, the 10% would help or-?

Participant 2: No, no, I'm, the-

Interviewer: The immersion would help?

Participant 2: The immersion would help.

Interviewer: Okay, okay.

Participant 2: The more you listen to it, the more-
Participant 2: Yeah.

Interviewer: Kind of in favor of the-

Participant 2: Yeah.

Interviewer: The immersion approach. Okay. And would you say that the same would have been true as a beginning student or are you just thinking as an advanced student?

Participant 2: Um, as a beginning student it's a little overwhelming because, uh, well I mean I heard you talking, like, back a couple of years ago, that was overwhelming for me but, I mean, as you understand, as you're in here more often it's easier to just, I think it's just something you have to get over as a student and like, you like, grow into it, but you can't really change, as a teacher you don't really know when that's gonna be, you just have to keep speaking in Spanish until people get it.

Interviewer: Mm-hmm (affirmative), okay, okay.

Interviewer: Um, so based on your personal experiences as a, experiences as a foreign language student, um, do you think that this type of immersive teaching approach would be beneficial, harmful or both?

Participant 2: Uh, if you have, if you're only- If it's 90%, then it's beneficial because you can say the details and not have miscommunications lost in Spanish.

Interviewer: Okay. Um, do you think, uh, we already asked you that question, pardon me.

Interviewer: Um, how would you feel about a Spanish-only classroom when it comes to learning new material or new vocabulary?

Participant 2: I don't even know how that would work. If you, if you don't know the vocab and you're not allowed to use English-

Interviewer: And that's kind of so, um, I don't want, I don't wanna sway your, your response, but to help you understand, um, that Spanish-only classroom is not just a conversational classroom but, for example, the teaching and instruction would also take place in Spanish. So, then kind of repeating that question, how would you feel about a Spanish-only classroom when it comes to learning new material or vocabulary? Is it still beneficial, with that immersion aspect? Or do you wanna change that answer?

Participant 2: Uh, well then maybe not, if it's just 100% in Spanish then, no.

Interviewer: Okay, I'm not trying to sway you-
Participant 2: Yeah.

Interviewer: I'm just trying to clarify.

Participant 2: I feel like I would lose a lot of detail and like, a lot of how to actually speak it if I couldn't use any English at all.

Interviewer: Okay, okay, um, and what if it was a more abstract concept like reflexive verb or subjunctive?

Participant 2: I feel like that would be really hard to learn if it was all Spanish.

Interviewer: Okay. How would you feel if using English was scolded or frowned upon? Or if your teacher never used it to help with explanations?

Participant 2: Um, uh, I think I'd feel a little stuck.

Interviewer: Okay. Can you tell me more about that?

Participant 2: If I didn't know how to say what I wanted to say in Spanish I'd probably just end up being silent.

Interviewer: Okay.

Participant 2: So-

Interviewer: Um, what if I told you that some teachers are forced, or very, very strongly encouraged to utilize a Spanish-only teaching approach? Would that make a difference if I told you, um, would it make a difference if you knew or understood that many teachers are required by their jobs or school district policies to not use any English in the classroom?

Participant 2: Would it change my answer? What, what was that?

Interviewer: So would-

Participant 2: How would I feel? [crosstalk]

Interviewer: The question is, yes, how you feel if I told you that some teachers are forced to utilize, um, a Spanish-only approach and some of that force could come from their jobs, and teaching standards for their jobs in school districts. Does it make sense?

Participant 2: I don't think, I don't think I'd have pity on that, I dunno.

Interviewer: Yeah.

Participant 2: I wouldn't, I don't think anything would change, I dunno, from what I-

Interviewer: From what you already said?
Participant 2: Yeah.

Interviewer: Okay.

Participant 2: Um-

Interviewer: Okay. Alright. And do you feel like using English, um, would help you understand Spanish as opposed to that immersive approach?

Participant 2: Yes.

Interviewer: Okay. Um, do you feel like the Spanish and English languages are somehow connected in your brain? Or in the way that you learn?

Participant 2: Yes. Um, the grammar is somewhat the same, but every, um, like, Spanish grammar is set up just a little differently with adjectives and stuff.

Interviewer: Mm-hmm (affirmative).

Participant 2: Um, but yeah it's connected.

Interviewer: Okay. Um, and, do you feel like strengthening your Spanish weakens your knowledge of English?

Participant 2: No, I feel like it's actually helped.

Interviewer: Really? Okay. And why do you say that?

Participant 2: Because I understand the English grammar better from, because I had, I had no idea, I had no idea before like what any of the tenses were called until, in, in English as well-

Interviewer: Right.

Participant 2: Until I learned them in Spanish and I was like, oh that's actually a thing, because I kind of grew up just, just listening and just kind of repeating in English but then, it's kind of an English and a Spanish grammar lesson.

Interviewer: Okay, okay. Um, so then do you feel like your English would somehow interfere with the way that you learn Spanish?

Participant 2: No.

Interviewer: Okay. Um, how do you feel when your classmates use English, uh, while you're trying to use Spanish?

Participant 2: Like interrupting me? What do you mean?
Interviewer: Um, yeah, it could be interruption or for example, um, maybe you're really trying to focus on something and they use a lot of English and, and are switching languages?

Participant 2: Well if I ask them something in Spanish and then they reply with English, I know they're understanding what I'm saying, so then, so then I know I'm saying it right. So that, that's helpful. That's a helpful indicator. Um, I mean, interruptions are annoying-

Interviewer: Okay.

Participant 2: An-, anyway, so-

Interviewer: Would you prefer that they answered you in Spanish?

Participant 2: Um, I mean, I guess. I, I don't really have, as long as I understand that I said the right thing, I guess.

Interviewer: Okay.

Participant 2: Yeah.

Interviewer: And, what about when they're working in Spanish but you might need to processing, process something in English? So, just the opposite. Are you interrupting them at that point?

Participant 2: Um, I haven't really thought about this before. I hope not. Uh-

Participant 2: Yeah, I hope not. That's all I can say. (laughs)

Interviewer: Okay. Okay. Um, so, do you have any final commentary ideas, complaints, feelings? Anything related to the use of English in the Spanish classroom? Maybe something that you mentioned earlier that you wanna add on, or maybe something that, um, I haven't mentioned that you have thought about?


Interviewer: Okay. Okay. Thank you for your time. This is gonna conclude our interview.

Participant 2: That's it?

Interviewer: That's it.

Participant 2: Wow.

Interviewer: Yeah. You took about 45 minutes.

Participant 2: Flew through that.
Interviewer: Yeah.
Semi-Structured Interview With Participant 3

Interviewer: Four and 4:30.

Participant 3: Perfect.

Interviewer: Okay, red light here. There's a red light here. I'm gonna kind of set this one right here. And was that ... Did that ... Was that one red?

Participant 3: Yeah, it's red.

Interviewer: I looked at the screen but I didn't ... And this is red light. Okay. So I'll put this one up here as well.

Participant 3: Okay.

Interviewer: So those three should be good. All right um, okay. So we're gonna go ahead and get started telling you like the purpose statement and my research questions and then I'll kind of give you some background and we'll jump in.

Participant 3: Okay.

Interviewer: Um, okay so my purpose statement for today is the purpose of this qualitative study is to explore student use and perceptions of purpose of English and its effects in foreign language classrooms. So I have three research questions that I'm hoping that you might be able to help me answer along with your classmates. So how do high school Spanish students use purposive English in a foreign language classroom? Why do high school Spanish students use purposive English in a foreign language classroom? And how do high school Spanish students perceive the effects of use of the first language in a class, in a foreign language classroom?

Interviewer: Um, so the consent to interview. You and your parents or guardians have already signed a consent form explaining that the purpose of our conversation is for research and that the University of Missouri-St. Louis is unable to compensate you for your time. Please let me know if you have any questions. Do I have permission to record and transcribe our conversation today?

Participant 3: Yeah.

Interviewer: Okay. My role today is that of an interviewer. I will be asking you specific questions, but I may also ask you to explain or expand certain things that you say. I may also redirect your focus back to the questions or topics as necessary. I will not be directly participating in our conversation with you or- I will not be directly participating in a conversation with you or responding to your statements except to ask
you to clarify or tell me more about something. It will be very helpful for me as the researcher if you can answer the questions and offer your opinions as thoroughly as possible. You do, however, retain the right to pass on commenting or answering questions if you so choose. All of our discussion here today will remain confidential and it will have absolutely zero impact on your class grade or your school transcript. Your discussion will help contribute to the field of second language acquisition and may help foreign language teachers like me examine and modify our classroom practices.

Interviewer: When we are finished I will own the rights to the audio recordings and any transcriptions. A pseudonym will be used to protect your identity. All other identifying traits such as, such as the specific name of the institution where you go to school or the names of classmates will also be protected. Do you have any questions?

Participant 3: No.

Interviewer: Okay and it will be redacted but for the purpose of organizing my recording, please state your full name.

Participant 3: Like middle name too?

Interviewer: Sure.

Participant 3: Uh, Participant 3.

Interviewer: Okay. Okay. And did I spell this correctly?

Participant 3: Yeah.

Interviewer: Okay, perfect. All right, um, okay so first we're gonna start talking about vocabulary comprehension and preparation.

Participant 3: Okay.

Interviewer: So think back to when we looked at the vocabulary in our new unit or whenever we introduce new vocabulary in general. Walk me through what goes on in your mind as you see, hear, and learn new words and phrases for the first time and be as specific as you can.

Participant 3: Um, usually like it just takes a lot of time for me to like use a word and like I don't like study vocab really but like I just need to like use it a lot and like usually like I try to find connections like, like cognates and like how like it's similar in English and I make really weird like ... How do I explain it? Like not acronyms but like try to find letters in it that like ... Like how I study for tests is really bad but like, like for vocab like I look at certain letters in a word and like make up really random words to help me remember something that helps me remember something which helps me rememb- remembers the word. Which is really backwards how to learn it but like I just try to find like something in the word to remind me
of something that reminds me of the word that I'm trying to learn. Which makes zero sense but-

Interviewer: Can you give me some specific examples?

Participant 3: Oh goodness.

Interviewer: Of your little tricks.

Participant 3: Um, ... If I can remember them. Just [crosstalk] yeah

Interviewer: So this unit we have TV words.

Participant 3: Yeah.

Interviewer: Last unit we had the um, kind of finance and scholarship type words.

Participant 3: So like actuación, like performance [crosstalk]

Interviewer: Yes.

Participant 3: Like, reminds me of acting and like acting is in a performance. So like that's like one way I would know it. And like that's one example of it probably. I don't know of it. Like chismes, somehow that reminds me of like cheese which like smiling and like gossip and like -

Interviewer: Interesting.

Participant 3: It's like I don't know, my mind works really weird.

Interviewer: Keep going. Do you have a few more? 'Cause yeah I like this.

Participant 3: Um, what else? Is there, what words are in it? Like just off the top of my head.

Interviewer: Uh, we had the TV show type.

Participant 3: So ...

Interviewer: We had all the cable and satellite and remote control type words.

Participant 3: Those all ... Okay well me and my friends, a grabador ((Student is thinking of grabar, meaning to record)) like to grab.

Interviewer: Mm-hmm (affirmative).

Participant 3: Like to grab ... we always thought it was to grab but now like we know it's not to grab. And we're like it's to record so we made like an inside joke about it. So like we grab each other and be like, "to record." And
like that's just like something we did like together just really random like inside jokes that help me remember words.

Interviewer: Okay. Um, and I will cover their names, but can you share who you do that with?

Participant 3: Um, Sabrina, Becca, and Furman.

Interviewer: Okay.

Participant 3: Oh Emily, sorry.

Interviewer: Yeah, that's fine. Yeah. 'Cause I have um, lots of students I've been working with. Okay.

Participant 3: Mm-hmm (affirmative).

Interviewer: And I'll change those names out to-

Participant 3: No, you're good.

Interviewer: Reflect um, anonymously. Okay um, so when you're looking at some of those new words, did you have to flip back and forth to the main vocab definitions page in the textbook a lot?

Participant 3: That's for sure. Especially like the first few days of the unit, I'm like flipping back and forth just like to make sure I'm doing it right and to like second-guessing myself. Like I just want to make sure I'm correct and not just writing down something so like I don't think it's ... I don't completely think it's like ... I can't talk. But like so I don't later on think I was actually right the whole time when I'm actually incorrect like how I was like writing it or like completely different word.

Interviewer: Mm-hmm (affirmative).

Participant 3: So yeah.

Interviewer: Okay.

Participant 3: I definitely use the vocab page a lot.

Interviewer: Okay. Did the photographs in the textbook um, or activities in class provide sufficient or insufficient supports for these new terms?

Participant 3: The one we did in class like this unit?

Interviewer: Um, both the remote control type pictures we had with the slide show and then also just the ones that are in your textbook.

Participant 3: Um, I like ... well, I like you did this time, that was fun.
Participant 3: Because like just like repeating it back and forth [crosstalk]

Interviewer: Mm-hmm (affirmative).

Participant 3: Like the first time using your book and the second time not, like memorization that helped. But like the book in general, I like using it 'cause it's like context. Like that first page we do where it has like almost all the vocab words in context, I like doing that one a lot 'cause like, well it's more Spanish but it's also like in context, it has pictures. If I can't remember the word off the top of my head, it usually has like the definition and picture right there and that helps me a lot.

Interviewer: Mm-hmm (affirmative).

Participant 3: So yeah.

Interviewer: Okay. Um, and can you expand why those are helpful to you?

Participant 3: I'm not even like a visual learner, but it still like helps like with a second way to like learn it. Like not just memorization but like visual as well.

Interviewer: Okay.

Participant 3: It's like that second way.

Interviewer: Okay. What would have been more helpful in trying to learn these new vocabulary words?

Participant 3: I'm gonna hate myself for saying this but probably like making me learn it by the quiz. Like I usually don't study as much unless I actually have to. Like if I don't have a test over it, I'm probably not gonna study it that much.

Interviewer: Mm-hmm (affirmative).

Participant 3: Except for like the normal like “oh I understand the words, I'm probably fine.” But if like I had a quiz and I had to learn it, I would like really study for it.

Interviewer: Okay. So is that just based on personal schedule and personal time or is it related to some motivation in language?

Participant 3: Both. Um, I don't have much time outside of school so like I have to like schedule it like ... Not exactly schedule it but like if I have a test, that's more important than just like study the vocab.

Interviewer: Mm-hmm (affirmative).
Participant 3: Or like homework is ... Tops that and I don't have much time like to even sl- Well I have time to sleep, but like I don't have any time to just like watch Netflix or anything, so like if I don't have to do it, I just don't and I take the time for like me. So yeah.

Interviewer: Okay.

Participant 3: Stuff like that.

Interviewer: Okay. Um, so um, and you touched on this a little bit but in general, how do you study the vocabulary for class?

Participant 3: Um, usually one of us makes a Quizlet and I like do like the test version on Quizlet and it's like multiple choice and then I just like test myself till I get like hundreds on it and understand the concept.

Interviewer: Okay. And how often do you study?

Participant 3: Like in general like every night?

Interviewer: For vocab.

Participant 3: For vocab ...

Interviewer: Yeah.

Participant 3: Usually ... well I tend ... spend the time in class and usually that's enough.

Interviewer: Mm-hmm (affirmative).

Participant 3: But then if there's a quiz, I definitely spend at least 15 minutes on it 'cause I don't take that much time to study. Like even for tests I probably spend like 30 to 45 minutes at the most. I just like don't need to study as much as I like ... I don't have time to so I made like my studying habits like better and like I could do it faster and like short-term memory, that helps. But yeah.

Interviewer: So kind of walk me through what that would look like in that 15 minute session.

Participant 3: In the 15 vocab? Well usually like the night before or like two nights before like I'll go through all the vocab and make sure like there's none like ... Like on the Quizlet you can like go through and like do the ones you kind of know, the ones like you do know, like just like go through it to see where your like starting place is at.

Interviewer: Mm-hmm (affirmative).
Participant 3: Make sure like I understand the ones I do know and then I go through the ones I don't know a bunch of times to like understand those and then like in Prime Time ((morning break at school)) before I'll spend five minutes doing a Quizlet one more time like all of them. So that's how I would do it.

Interviewer: So in the Quizlet somebody had explained to me is just like virtual flashcards?

Participant 3: Exactly, yeah.

Interviewer: Okay.

Participant 3: But like there's like testing versions on it too.

Interviewer: Okay.

Participant 3: Like it's not just flashcards.

Interviewer: Okay. And so do you make flashcards? Regular flashcards?

Participant 3: On Quizlet. I don't make them on paper 'cause-

Interviewer: Okay.

Participant 3: They get expensive.

Interviewer: Do you write a list?

Participant 3: Um...

Interviewer: Or like do you write 'em out or is there anything else you do besides Quizlet?

Participant 3: No.

Participant 3: Usually just Quizlet or just like taking a screenshot, not screenshot, but a picture of the book and then like looking at my iPad and like just looking at it.

Interviewer: So kind of taking the book page on the go?

Participant 3: On like a digital thing.

Interviewer: Yeah.

Participant 3: 'Cause like I don't want to carry around the book but I'm like not at my house and I need to study, I'll look at my phone.
Interviewer: Mm-hmm (affirmative).

Participant 3: And just like look at the words

Interviewer: Okay. Um, in the lower level classes, students were usually required to make flashcards with English translations on one side and Spanish on the reverse side. Do you think that those were helpful? Explain how and or why you feel like that.

Participant 3: Um, I don't know if like making them helps, but I liked practicing them every day. Like that just like keep on repeating 'em and I solved them, like trying my flashcards and now trying theirs. Like I don't just like, they're kind of repeating all of it just like helps a lot and like everyday helps and it helped me actually learn them.

Interviewer: Okay. Do you think that it would've um, excuse me ... Would ... Would making flashcards have been helpful on this unit? Or what about in another unit if one comes to mind?

Participant 3: Um, I mean by this time, like, if you aren't studying on your own like it's kind of on you and like we use it enough in class I feel like it's not necessary. I mean the first few days it's kind of hard like learning the vocab that fast, but, I mean I don't know if it's worth, like worth all the work and like time it takes to like to just do it. I think it's fine in like upper level classes like you know enough Spanish to do it.

Interviewer: Okay. Um, how would you say that in general you uh, ... How quickly would you say that in general that you feel that you pick up the vocabulary words?

Participant 3: It's usually like two or three days, depending on how much we use it. If we use it like in a lot of exercises the first day or two, then I'm fine, but then if we don't as much, the third or fourth day sometimes. It just kind of depends on how much we use it.

Interviewer: Do you feel like you ever need to use English to help you learn these terms? And if so, how?

 Participant 3: No, I just like look at the definitions and I usually just use Spanish. I usually pick 'em up pretty fast.

Interviewer: Mm-hmm (affirmative). Do you ever feel like your teacher needs to use more English to help you learn some of these words?

Participant 3: No, especially not in vocab. Maybe like grammatical stuff but not this stuff.

Interviewer: Mm-hmm (affirmative). What about on some of the homework handouts? Do you ever feel the need to use Google Translate, a dictionary, or access English in another way?
Participant 3: Like on the worksheets?

Interviewer: Um, excuse me.

Participant 3: For vocab?

Interviewer: Um, so talking about ... Still talking about vocab.

Participant 3: Mm-hmm (affirmative).

Interviewer: So um, on ... It can be a homework handout or a homework assignment um, related to vocab. Do you feel that you ever need to access English one way or another?

Participant 3: Sometimes I need to look at like the back of the, the vocab page like to find a word. But on that with my book, I have used Spanish like dictionary because I don't have my dictionary like with me at all times but at home I do.

Interviewer: Like the website?

Participant 3: Yeah.

Interviewer: Mm-hmm (affirmative).

Participant 3: It's usually just for [crosstalk]

Interviewer: Spanishdictionary.com?

Participant 3: Yeah. Usually just for one word but like if I don't have my dictionary or my book with me, I have no other choice but to use it.

Interviewer: Right.

Participant 3: So ... And I'm not gonna email you or something so.

Interviewer: Right.

Participant 3: Over one word.

Interviewer: Okay.

Participant 3: So.

Interviewer: Okay um, do you use English in any other way?

Participant 3: Usually not. Like sometimes like when I think things through, yeah. But usually I just answer it directly into español and not even translating into English first.
Interviewer: Mm-hmm (affirmative).

Participant 3: Cause that's something that takes more work that's not needed.

Interviewer: Mm-hmm (affirmative).

Participant 3: Even if it's hard stuff, yes I do translate it into English to back Spanish, but usually it's just Spanish to Spanish.

Interviewer: Tell me about when it gets tricky. Like [crosstalk]

Participant 3: Like, like, like for example like right now like all like the different like imperfect tenses and like when to use which one and I like try to like go slow through it now because I messed up the first day. So like I'll like translate it, like make sure I like catch every single word. Like the cada and después de que, like I didn't know those canceled out or whatever, so like I went too fast through them so I probably should have like actually translated it and been like oh thinking things through. So like just like slowing down.

Interviewer: Okay so maybe a little bit more grammar than vocab?

Participant 3: Yeah, way more grammar.

Interviewer: Okay, okay. And we'll kind of dig deeper into that in a little bit.

Participant 3: Sounds good.

Interviewer: Yeah. Okay um, so think about some of our class a-activities that we did to practice the new vocabulary terms. Um, and if you think of something from a different unit, just kind of walk me through. Uh which activity or activities stood out to you as the most helpful and why?

Participant 3: Um, like every unit I like the first thing we do like all the paragraphs. But then like this unit, doing like the board stuff we did like with the re-remote control and just like reciting it back and forth like it just helped like put it into my brain like keep on going and yeah.

Interviewer: Okay. Um, why are those helpful for you?

Participant 3: I think it's the repetition of it and just like helps me actually learn it and remember it.

Interviewer: Okay. Which activity or activities were the least helpful and why? And try to be specific.

Participant 3: Um, I don't know if I can be that specific, but like sometimes like the very first like, like one and two of the new unit like I don't know the vocab well enough to like do them.
Interviewer: Mm-hmm (affirmative).

Participant 3: And then they're also tied in with the grammar so I'm trying to think of the grammar but I don't know how to ... I can't do grammar and vocab like all new in one like exercise. Like sometimes it's a little too much. So just testing like vocab like it's a little too much at first like the first day of learning the vocab or the first day of learning the grammar.

Interviewer: So do you like when, for example, in class we would have the first day where you might do a vocabulary homework take-home assignment?

Participant 3: Mm-hmm (affirmative).

Interviewer: And then maybe you build into the next grammar point?

Participant 3: Yeah that helps so I know the vocab going into learning the new grammar stuff so it's not like a double whammy on the first like ex- book exercise or whatever.

Interviewer: Okay, okay. Um, and- But in general you don't like when there's new vocab on a brand-new grammar worksheet? Is that I hear you saying?


Interviewer: I'm trying to understand.

Participant 3: Yeah, yeah.

Interviewer: That's something's that not helpful for you.

Participant 3: Not really 'cause then I had to like use my book again or like use Spanish dict ((website)) at times. Like it just kind of depends like I need to get into like my like brain first before like I do the grammar side of things.

Interviewer: Okay. Um, anything else that's not helpful for vocab?

Participant 3: No. the rest of it's pretty like straight forward and easy.

Interviewer: Okay, okay. Um, so during these class activities for this unit, for example, did you have your vocabulary list or notes out?

Participant 3: Oh yeah. I don't know why like I had it out like a lot of this unit. Maybe it's 'cause like the recordings, I actually want to get the words right. But like, like for the first day I had them out and then like even today, like I didn't know what two of the words were on like the imperfect, like the more uses of it.

Interviewer: Mm-hmm (affirmative).
Participant 3: Like two of the words that in your like exercise things I had to like translate into Spanish and I had to look them up to like make sure I was correct slash I didn't know them, so I used it even today.

Interviewer: Okay. Okay um, and, why did you feel the need to do that?

Participant 3: I wanted to like have ... If you called on me I wanted to have the right word and like have the full sentence ready [crosstalk]

Interviewer: Mm-hmm (affirmative).

Participant 3: Not just like parts of it.

Interviewer: Okay. Um, if you can remember, help me to understand what was going through your mind during the activity. So that's to say um, what was your thinking process? Or how did you comprehend or make sense of what was being taught or presented to you?

Participant 3: For which exercise?

Interviewer: Um, let's pick a vocab activity. Uh, you liked the slideshow with the remote pictures.

Participant 3: Mm-hmm (affirmative).

Interviewer: So if you can try to think about that one. But if you want to think about a different one-

Participant 3: No, that works. So what was going through my mind during it?

Interviewer: Yeah.

Participant 3: Well the first time like I literally just like look in the board and making sure ... Like making, connecting dots and I'm like, oh that makes sense. And like I don't know, just like el programa de, they're all programa de’s and then like the word. And then the second time I'm like, oh I remember what that was. Like I don't know just like the first time going through it and like just like understanding like the diff ... I don't know how to explain that, but it's like understanding the words and then doing it without my book was like ac- actually testing my knowledge, if I actually knew them or not, and that helped me. I liked that.

Interviewer: Okay. Um, pardon me. Um, did you find that you were using any English, either mentally or in another sense like a dictionary, to help you?

Participant 3: Maybe on like a worksheet or two, but like it was like for a word or two.

Interviewer: Mm-hmm (affirmative).
Participant 3: And it wasn't too bad. And somethings it wasn't even a vocab word, sometimes it was like another word that I guess we haven't like went over yet.

Interviewer: Oh, okay.

Participant 3: So it's not always like a vocab word.

Interviewer: Just another word in the sentence maybe.

Participant 3: Yeah, that we never had a vocab word for or Spanish two and I forgot it. So yeah.

Interviewer: Okay. Um, do you have another idea of how to teach or practice Spanish vocabulary in class?

Participant 3: Um, like for upper level, no, I think you're doing good. Like especially like I like the slideshow and I like doing like the paragraphs at the beginning. But I liked in Spanish 1 and 2 how we did the flashcards, too. I just don't think it's necessary for 3 and 4 and 5. So I think right now what it is is good.

Interviewer: Okay. Um, what do you think might be most helpful for you as a student?

Participant 3: Um, I think it's good right now. Like-

Interviewer: Okay.

Participant 3: And also maybe like a test ... A pop-up quiz but like kind of tell us in advance so we actually know to study. But like not every unit but like that would actually help me like make the Quizlet and study it so like one of those every once in a while maybe. Just like so I know I have to study.

Interviewer: Okay. And would that activity occur only in Spanish or would English be involved too?

Participant 3: Like in ... Like I liked your vocab quizzes like you listed all like the ... I think it was Spanish words or all the English words and we had to choose like five of them to say and like six was extra credit.

Interviewer: Mm-hmm (affirmative).

Participant 3: I liked that version. So like as a quiz, so like it wasn't too scary if you didn't know all of them but like you had to know enough of them.

Interviewer: Mm-hmm (affirmative).

Participant 3: And I don't know if it was Spanish to English or English to Spanish but one of the two.
Interviewer: Okay, so there might be a little bit of English in there somewhere.

Participant 3: Yeah, a little bit.

Interviewer: Okay. Okay. Anything else about vocab that you haven't mentioned?

Participant 3: I don't think so.

Interviewer: Okay. Okay. Anything else about vocab that you haven't mentioned?

Participant 3: I don't think so.

Interviewer: Okay. We're still doing pretty good. All right we're gonna go into the second section now. You still doing good? You need a drink or anything?

Participant 3: Oh no, I'm good.

Interviewer: Okay, all right. So we're gonna switch to grammar.

Participant 3: Okay.

Interviewer: So I'd like to ask you some similar questions but this time instead of focusing on vocabulary, let's talk about learning Spanish grammar. Try to think about our most recent grammar lessons but if another lesson or grammatical concept comes to mind, that's okay, just be sure to tell me. Walk me through what was going on in your mind as you were seeing, hearing, and learning the new grammatical concept for the first time and be as specific as you can.

Participant 3: So imperfect subjunctive and all the new uses for it?

Interviewer: Yeah.

Participant 3: Um, well since I already knew like how to like conjugate, that part was easy. Just like the uses in general like how to use it is already harder for me. That's why Spanish 4 is a little bit harder than Spanish 3 'cause like conjugations are easy, you just have to know them. But how to use them is what's like tricky and it's like so many exceptions and that's like what gets me. But it wasn't too difficult because, I mean, I knew the conjugations already and especially the first few days it's really straightforward. Like you use it with this and you use it with this. But then when we added in like you could use infinitive for this or present subjunctive or conditional, I'm like that's a lot of tenses to think about for one sentence. So that's a little much, but that's not really imperfect subjunctive, that's like Spanish. That's like in general.

Interviewer: Mm-hmm (affirmative) right, right, right.

Participant 3: So.

Interviewer: Okay. Did you take any notes bilingually or write down any information in English? And if so, how often?
Participant 3: No I usually take all my notes in Spanish, even in other classes my notes are in Spanish.

Interviewer: Really? Tell me about that.

Participant 3: Well being in the Church, I just ... I get bored in that class so I just write all my notes in Spanish 'cause I have time for it like, and usually it's like not stuff that needs to be taken notes of. But I don't know, I just like speak in Spanish in my notebook.

Interviewer: You're entertaining yourself kind of?

Participant 3: Kind of.

Interviewer: Okay.

Participant 3: Yeah.

Interviewer: So I don't mean to ... We're kind of getting off topic, but tell me about that. So he lectures in English, religion class, and you write down what you hear in Spanish.

Participant 3: Like Keynotes ((slide presentations)) or like translating what he says into Spanish.

Interviewer: Yeah.

Participant 3: Yeah.

Interviewer: How well do you feel like you do that?

Participant 3: Pretty well. I mean there's some like ... If he goes too fast like I don't hear the tense and I can't like conjugate fast enough or like some words I don't know what he says 'cause like I don't know all like the Bible-y words in Spanish.

Interviewer: Right.

Participant 3: But [crosstalk]

Interviewer: [inaudible] specific.

Participant 3: It's usually pretty like, pretty straight forward and easy.

Interviewer: Do you have some examples of that that I could take a look at? Not right now but-

Participant 3: Yeah. I probably do somewhere.

Interviewer: Okay, I'd love to see that.
Participant 3: I probably have them. Yeah, no.

Interviewer: And then do you go back and write those in English or that's in Spanish and that's what you study for religion?

Participant 3: It's, it's really random. It's like some classes like I have one page of notes in Spanish, one page in English, it kind of like just depends and it's really like ... I'm a really random note taker anyway, so it's everywhere.

Interviewer: And do you do that by yourself or with friends or?

Participant 3: I think a lot of people take notes in like Spanish in other classes too but like we don't compare notes like that, so.

Interviewer: Okay.

Participant 3: Usually, I know me of course and I think they do it too.

Interviewer: Do you know who else does it or is it the same people you mentioned before?

Participant 3: Yeah we always text in Spanish too so they definitely use it a lot.

Interviewer: Okay. Um, could I ... And again this is not something that you need to do right now but could I get some screenshots of your ... N-nothing personal.

Participant 3: No, yeah.

Interviewer: Um, like no names or anything but can I get some screenshots of your texts?

Participant 3: Yeah. I could probably find some.

Interviewer: In Spanish.

Participant 3: Mm-hmm (affirmative).

Interviewer: Okay, all right. Like I said, I don't need any secrets.

Participant 3: Yeah.

Interviewer: Just kind of this is what you're doing outside of class.

Participant 3: Yeah.

Interviewer: Okay. We'll talk a little bit more about that later and then I'm also gonna ask to see your religion notebook.
Participant 3: Mm-hmm (affirmative).

Interviewer: You already know I want to see your Spanish notebook.

Participant 3: Yeah, no I'll have to see where it is in my notebooks

Interviewer: No, that's interesting.

Participant 3: I know I have them in there somewhere, I do it all the time.

Interviewer: That's really interesting. And we'll probably get back to that a little bit later um, so, but if we don't, promise me you'll look for it.

Participant 3: Mm-hmm (affirmative).

Interviewer: Okay so um, going back to writing down your notes bilingually um, so you usually write your class notes in Spanish?

Participant 3: Mm-hmm (affirmative).

Interviewer: You don't write any English, for Spanish class, you ever write in English?

Participant 3: I mean there's times where I like ... You say the English so I automatically just write it in English 'cause like that's what I'm hearing.

Interviewer: Okay.

Participant 3: But usually I write it all, everything, in Spanish.

Interviewer: Okay.

Participant 3: So ...

Interviewer: But if you hear English in another classroom, you might write it in Spanish.

Participant 3: I ...

Interviewer: Okay I'm just trying to-

Participant 3: It's, it's different.

Interviewer: I'm just trying to know.

Participant 3: It just depends on my day and if I feel like it.

Interviewer: I'm trying to get in that head!
Participant 3: Yeah, no it's crazy. ((laughs))

Interviewer: Okay so um, when do you feel the need to write them in English for Spanish class?

Participant 3: Some, well even when it's a difficult grammar, like I sometimes even write like your like reasons we use it in Spanish which I probably shouldn't so I like if I had to go back to it, I could like read them in English and like if it wasn't like a good Spanish day, I could read them in English and be fine. But like, usually it's all in Spanish. Like I usually don't translate what you have into like Spanish.

Interviewer: Okay.

Participant 3: If you have it in English up there 'cause that like takes extra work. But like usually it's in ... If you have it in Spanish, I have it in Spanish. I don't like translating into English in my notebook.

Interviewer: Okay, yeah. Um, so what types of activities help you learn the new grammar best?

Participant 3: Just a lot of practice and like different examples 'cause like there's so many different exceptions that like I don't think about and it's not as straight forward as like it sometimes can seem. So like just a bunch of different examples of different things that can happen and like more practice I guess but we do a lot of practice so it works.

Interviewer: Okay. Um, do you have a specific type of activity that might help you learn the best? Or an example that comes to mind?

Participant 3: Um, like I like your own worksheets that you create, not like the book ones as much 'cause those are sometimes, like I don't know, sometimes, like I don't know, they're kind of off sometimes.

Interviewer: Right.

Participant 3: And like they're hard like think answers too 'cause it's not like how you type like in your notes so it's like different. So like, like your examples I like and that's why tests are easy 'cause like I don't know, you teach it that way so that's how I learned it so that's why the tests are like easy. So that's how I like to learn it.

Interviewer: Okay. Um, are there any other specific homework assignments, games, or class activities that stand out to you?

Participant 3: I mean games. I like the debates but that's not really grammar. That's just like conversation and practicing Spanish in general. But like specifically like just like more of your example problems that you had like on the first day we do notes. Like today the two examples we had to write ourselves but you had like the English underneath that we had to translate, like I liked that. That helped a lot.
Okay. Um, so what would have been more helpful when trying to learn new grammar? Can you give an example of something that didn't help as much as you would have liked?

Um, the one worksheet ... I don't think it was last night, but like it was just like a bunch of different tenses. It might not have even been a worksheet. I don't know, I don't think up here, but like it was just like conditional and like imperfect subjunctive and then regular subjunctive and then like preterite, imperfect, and I thought it was only going to be like imperfecto de subjuntivo- I can't speak- subjunctive, but like it was like everything, not just like subjunctive and indicative. It was like every single tense you could think of, it could be that. And I was like not ready to think like that yet. I was like still working on like imperfecto de, like, subjunctive so like I wasn't there yet.

Mm-hmm (affirmative).

So like just like straight forward stuff, at least for the first bit, and then you can work in the other tenses.

Do you remember, like if I go back through your reflections or something, do you remember what specific assignment? Can you try to remember exactly which one it was?

I think it was a worksheet. Like it just had [crosstalk]

Like work at ... Homework worksheet?

Yeah, like a homework one like, like gramática something. It might've been even the one we graded today. It has like no ... I wasn't even like thinking about using like preterite or imperfect and I'm like, "Oh wait that wasn't even an option?" So like I thought I only had two options and I'm like oh wait I got that wrong because like-

That's the one where you corrected your own?

Yeah, and I'm like oh I didn't know that was even an option. Like ...

Okay.

So.

Okay. Um, so what would've made that a little bit stronger for you?

I mean I'm ... It probably was in the directions, but like if the directions were clearer that it could be more than just like subjunctive verse indicative, but like so many different tenses, like that or like just like knowing in advance that it's so many different tenses.
Interviewer: Okay. Okay. And do you have trouble with other sets of directions or was this one just a bad example?

Participant 3: I just ... I might've just not read the directions.

Interviewer: Okay.

Participant 3: But like-

Interviewer: So maybe just this one?

Participant 3: It might've been just me but [crosstalk 00:28:41].

Interviewer: Okay.

Participant 3: I was not expecting it, so.

Interviewer: Okay, but usually the directions are pretty good?

Participant 3: Pretty good, yeah.

Interviewer: Okay.

Participant 3: Especially like yours. Like sometimes the worksheet worksheets are kind of off, like weird but [crosstalk]

Interviewer: From the textbook?

Participant 3: Yeah.

Interviewer: Okay.

Participant 3: But usually yours make sense at least.

Interviewer: Okay, okay. Good. Um, so in general, how do you study the new grammar for class? And be specific.

Participant 3: I mean the ones we do in class, and then like the homework assignments, I like try to like make sure I understand it and not just, just like writing down the first answer I think of and just conjugating it however I feel like it. I try to like make sure I understand each sentence. And then if I need like help with one sentence, I'm like, "Hey how did you think through this?" Like to like Ferman or Becca or Sabrina and like they're like, "Oh I thought it was imperfect because of this." And then they like ... we like try to figure out what it is and why it's asking ... we try to like work through the problem together not just like give each other answers. 'cause we would never do that to each other.
So ... That's okay. Do you get together with these girls? Like is this via texting? Is this face to face for a study session? Like what does that look like um, with the other ladies?

It's usually texting, especially lately 'cause we're, we all have like jobs or sports or stuff. So it's usually texting them a quick question and then we talk about it like-

Okay.

Throughout the text or like it can be FaceTime sometimes in Prime Time ((morning break at school)) even. We're like, "What'd you get for this one? Like I don't understand what it's asking for."

Okay.

So.

So you would text ... would you text more on how to do or would you text more like, "Hey, I don't get number five."?

I might like say how ... Like the second option but like we might tell them even the answer to number two, but we always explain why. Like it's always like because like I think it's this because it's these words in the same like mean this. Like we like ... 'cause we also like second guess ourselves, so like we want to make ... We're even like confused with ourselves. When someone else doesn't understand it, we're like wait, did we think it was too easy? 'cause we all have like the same mindset kind of. Like we all like the same academic level too. So like if one person understand it, we're like wait? Did I do this wrong too? So like we always have to explain why we think it-

Right.

And if we have different like opinions, we can like argue about ... Not argue, but like go about it like that.

Okay. So those texts that you share with your friends asking one another for help or study questions-

Mm-hmm (affirmative).

Are those in English or Spanish?

It kind of depends on the mood we're in. Like sometimes like half of us will be in English, half will be in Spanish or it's like Spanglish.

Mm-hmm (affirmative).
Participant 3: Like usually like we speak a lot of like Spanglish. It's like half English, half Spanish in the same text even sometimes. And like I don't know, it's just how we talk. We're ... we just, yeah.

Interviewer: Okay.

Participant 3: It's just random.

Interviewer: May I ... You can, you can select something that you're comfortable to share.

Participant 3: Yeah.

Interviewer: May I have some samples of that?

Participant 3: Yeah. If I can find some, yeah.

Interviewer: They can be screenshots or you can email it to me.

Participant 3: Mm-hmm (affirmative).

Interviewer: Or air drop it. Um, I don't ... If there's any boyfriend, I don't need any-

Participant 3: Oh no.

Interviewer: Yeah.

Participant 3: We do speak a lot of Spanish so like the boyfriend slash like our guy friends don't understand 'cause they know German. Well I mean not very well, but they don't know Spanish, so we speak Spanish so they don't understand us.

Interviewer: When you say you speak Spanish, is that still in text?

Participant 3: Text and in person.

Interviewer: In person too.

Participant 3: Like at lunch, we're like only speaking Spanish if we don't want them to understand.

Interviewer: Okay so you ... And this is getting a little off track.

Participant 3: Yeah, a little bit. ((laughs))

Interviewer: Let’s talk about that. I mean, we're going to talk about that later anyway but when you speak Spanish, is that ... Did you say it was in a lunch room or did I make that up?
Participant 3: Yeah, no lunch.

Interviewer: Okay.

Participant 3: Prime time. ((morning break))

Interviewer: So you speak Spanish as kind of a, a way to-

Participant 3: It's like our own language.

Interviewer: Gossip? I mean-

Participant 3: It's not about them usually.

Interviewer: gossip about the boys, but ...

Participant 3: It's like a way to like ... Us to talk about stuff that they shouldn't know. And like ...

Interviewer: So they're secrets. Girl stuff.

Participant 3: It isn't usually ... Sometimes. But it usually isn't like secrets like they can't know, just like, we'd rather say in Spanish and then confuse them and it's really funny 'cause they don't understand what we're saying. So it's just really funny knowing a different language.

Interviewer: Okay, okay.

Participant 3: 'Cause it's fun. ((laughs))

Interviewer: We'll get back into that in a little bit-

Participant 3: Perfect.

Interviewer: in section three. Um, okay going back, we were talking about um, you're working on some of these class activities um, and you're studying and you may ask your friends. Um, so when do you feel like you need to use English um, either to help yourself prep for that worksheet or that studying or when do you use English um, when you switch back and forth with your friends?

Participant 3: Sometimes just like I don't want to think in Spanish. Like it takes like a little bit extra, like, to think in Spanish than English and so like, if I'm being lazy, then I speak more English. But like sometimes I'm just in a Spanish mood. Like even at work, I speak Spanish more than like English. Well not more than English but I like speak Spanish like other places and it's like if I'm in a Spanish mood, then I'm speaking way more Spanish than English. Like even at home when no one understands me. But usually like it's, it's English more because it is my first language. But
I still speak a lot of Spanish and it's usually incorrect, but like I'm getting my point across, like usually.

Interviewer: Okay. Um, and I understand what you're saying, but my question is how do you use that to help you support yourself with the grammar?

Participant 3: With grammar? Oh.

Interviewer: Like as you're learning the grammar. Those are important things too, but you're doing a grammar worksheet-

Participant 3: Yes.

Interviewer: Do you use English? Or you're doing a grammar study for your test or something like that.

Participant 3: Um, usually like if it's a worksheet, like, in my head I usually translate a good amount of it into English. Like in my head, it's not like writing it down into English and then Spanish again.

Interviewer: Okay. Okay.

Participant 3: But like I translate a good amount of it into English. But the rest of it I just do straight Spanish to Spanish, so.

Interviewer: Okay, okay. Uh, how quickly would you say that in general you feel comfortable enough to start using the new grammar? Whether it's a verb tense or something like a pronoun?

Participant 3: Um, well like this happened like in a lot of years. Like usually like it takes a while to me be like really comfortable with it and just like conjugate without even thinking. So like in Spanish 3, I was so comfortable with like 1 and 2 material, I was just like speaking present and like perfect- imperfecto and preterite like really easily, but then now like conditional's really easy, future's really easy. Subjunctive, like regular subjunctive's really easy. Um-

Interviewer: You mean present subjunctive?

Participant 3: Present subjunctive.

Interviewer: Okay, okay.

Participant 3: Um, imperfecto's not as easy, um. Most of them are pretty easy. Some of the uh, perfect tenses I just like don't use them enough like to like know them as well. I mean, I know how to conjugate them but like just speaking it, I don't use them as much. So like that's not as like good for me, like fluent wise. But like the rest I like ... It takes me like the next class to, not perfect it, but like be a lot more like fluent and fast in it.
Participant 3: So it like takes me almost a semester to like be like-

Interviewer: Okay.

Participant 3: ...way better in it.

Interviewer: Okay. Um, so it takes you a semester before you start feeling comfortable?

Participant 3: Like really comfo- like being able to like conjugate it without thinking as much. Like I can like still use it if I like thought through like how to conjugate, why am I, why I'm using it but that takes a lot more time.

Interviewer: Okay. Um, do you ever feel like your teacher needs to use more English to help you learn some of this new material?

Participant 3: No, some ... No. Maybe in Spanish 3 a little bit more, but this year, no. You're speaking a lot of like both. Or even if you're speaking like just in Spanish, it's like easier Spanish I guess, 'cause you're trying to explain the harder Spanish so like, it makes sense and it's not hard to understand. Spanish 3 like, I felt like ... At least I remember like it being almost too much Spanish to learn a whole new tense in it†. But then you also use English so it, it worked out and I understood everything by the end of the semester.

Interviewer: Okay, can you give an example of when your teacher did not use as much English as you would have preferred?

Participant 3: I don't know if I know any like specifics, 'cause it was a, kind of a long time ago. But um, like I don't know why conditional's sticking out by like the brown and serve, like you said that in English, but the rest of it was like in Spanish.

Interviewer: Mm-hmm (affirmative).

Participant 3: Which was fine, like I understood it and I wrote my notes in Spanish. I still have them but like the first time hearing it, I was like, "I don't even know what conditional is in English." Like I, sometimes like the new tenses I don't even know exist in English, like ...

Interviewer: Okay.

Interviewer: 'Cause I'm not even that good in grammar. But like, if like, I knew what they were in English first and then go to Spanish and it was all Spanish, and I was like, "Okay." And it was a little fast. And then it was all Spanish and I was like, "Okay." And it was a little fast.

Participant 3: Okay. So, um, let me make sure I'm understanding.
Participant 3: So because you didn't know the tenses in English that created a little bit of a challenge for you learning the tenses in Spanish.

Participant 3: Like I don't know subjunctive like is like that big of a thing in English. It probably is, but like I didn't really know that like even really existed in English and I didn't even know like the definition of all of it before. Like and then it just happened in Spanish, and I was like, what is the significance in English? Like how does this translate?

Interviewer: Okay. And that would've been helpful for you?

Participant 3: Yeah like-

Interviewer: Okay, to know.

Participant 3: ...like a five minute lesson in English before the Spanish. Which is probably what English class is for, but I'm ... that was probably like second grade.

Interviewer: Yeah, it was a while ago.

Participant 3: Yeah, so I don't remember that. ((laughs))

Interviewer: Okay. Is there a time she used too much English?

Participant 3: I mean sometimes for like talking in class, you probably could be using a lot more Spanish.

Interviewer: Mm-hmm (affirmative).

Participant 3: Like just like our normal conversations. But no, it never feels like we have to use more Spanish.

Interviewer: Mm-hmm (affirmative).

Participant 3: I mean we speak a lot of Spanish in this class which is pretty nice, so.

Interviewer: Okay. Um, is there an example of when she used just the right amount of both Spanish and English?

Participant 3: I like when you do like the storytimes about your house and your neighbors and that's like almost all in Spanish but like you like add to it in English. Like the things we wouldn't understand in Spanish, like you add to in English. Like I probably shouldn't say this on the record but like the family that lives next to you and like what happened in their house, like I probably wouldn't have understood that if it wasn't in English, but like how your storytimes are like in Spanish but you help it
with English, I like those a lot 'cause I understand it and I like speaking Spanish but it, it's like English as well.

Interviewer: Okay. Okay. Um, and why is English helpful there?

Participant 3: Just to like, I don't know all those vocab words yet.

Interviewer: For vocab, okay.

Participant 3: And even grammar like well usually ... I know on the tenses now but just like in general, how to set up some of the sentences, I'm like I don't know, I haven't learned that yet, or I don't remember learning it at least.

Interviewer: Okay. What about on some of the homework handouts? Did you ever feel the need to use Google Translate, a dictionary, or access English in another way?

Participant 3: Sometimes like for a single word or like a phrase, a short phrase, if I'm not at home. And I have a dictionary at home, but if I'm not at home, I need to use like a Spanish dictionary so.

Interviewer: The website?

Participant 3: Mm-hmm (affirmative).

Interviewer: Okay. All right. Um, think about some grammar practice activities completed during class time. Which activity or activities stood out to you as the most helpful and why?

Participant 3: Usually like the notes that we do. Like the first day or two because either they're in my notebook and I can look back to them and like look at the first examples we did.

Interviewer: Mm-hmm (affirmative).

Participant 3: And with the conjugations again-

Interviewer: Mm-hmm (affirmative).

Participant 3: And like how to use them and then like, those just help me the most probably.

Interviewer: Okay. Um, why, why do they help you the most?

Participant 3: They're just like very straight forward and I like being organized and like having everything on one sheet of paper, like a few pieces of paper, like helps me like to look back later. Like I still look back on tenses now like for irregulars. Like for future tense, I'm like oh I don't remember, that was an irregular. How is it? So I can look back and then see why I use the future, which I know how to know, but like just like looking back and
it really helps like it'd be really straight forward and I like the notes for sure.

Interviewer: Okay. Which activity or activities were the least helpful and why?

Participant 3: Some things from the book exercises or the listen- listening because like I like ... There was like a lot sometimes and like you're answering a question and you're having to use like the new tense and the new vocab and just like a lot and I feel like it's unnecessary to learn the grammar. It's like 'cause like it's so much that you're more focusing on the listening than like the grammar anyway, so it isn't really helping the grammar so yeah.

Interviewer: So how would you change that?

Participant 3: Um, I don't know. I feel like the listenings are good 'cause I know we have to do them and then maybe just like focus on like it in general, like the answer in general, and not like using it as a grammar exercise 'cause I don't know if we do that anyway, but like not focusing as much on the grammar then just like listening it, listening to it and then working on the grammar like separately.

Interviewer: Okay.

Participant 3: Until like you're good enough at it.

Interviewer: And would there be any English use involve, involved in that?

Participant 3: Probably not. Like it probably wouldn't be needed 'cause like listening is like listening to Spanish and literally writing down the Spanish. Like I usually don't even use English to translate anything when I'm doing listening.

Interviewer: Okay, okay. Um, so during the ... You said that you really liked the notes activities.

Participant 3: Mm-hmm (affirmative).

Interviewer: And then you disliked some of the book listening activities. Did you ever use English or wish you had used English on things like this?

Participant 3: Not really. Like we, I know we used English in class, but I feel like that's a good, good amount. Like I don't need like more English and I don't need ... I don't probably want less English either. Like if it was less English, I would be fine probably. But like on the days I'm not good at Spanish, like I'm just not in the like mindset for Spanish, English is probably more ... I'd like it a little bit more, but, right now what we have is fine. Like the little bit of English and mostly Spanish.

Interviewer: Um, did you, did you use any English yourself?
Participant 3: I don't think so.

Interviewer: Okay. Um, what about your classmates? Does it bother you or help you if they use English?

Participant 3: I mean I use English probably more than a lot of people in the class 'cause I just like talk and I don't want to like think about everything. But ... And it's also the end of the day so like I'm tired by then.

Interviewer: Okay.

Participant 3: So like no, I, I know I do it more, so like if they want to speak English like I understand it's Spanish class, so I'm like I don't care what they're doing. I mean that's on them. Like ...

Interviewer: Okay.

Participant 3: It's fine usually.

Interviewer: Um, so do you think it would make a difference if you had it earlier in the day?

Participant 3: I liked it first block. Like I was like tired the first little bit, but like it woke me up and I don't know, I was like new. I, I liked the first block. Maybe even like second block, like I think that would help a little bit more.

Interviewer: Okay. But the end of the day-

Participant 3: I'm just so tired by then. Yeah.

Interviewer: Okay. Um, so name a memorable grammar activity.

Participant 3: Oh goodness.

Interviewer: And it could be the same one as before, if you want to think about the note taking again.

Participant 3: Yeah, probably the note taking.

Interviewer: Okay.

Participant 3: Like the one we did today.

Interviewer: Okay. So today we did the si clauses, como si fuera.

Participant 3: Mm-hmm (affirmative).

Interviewer: Um, so if you could remember, help me to understand what was going on in your mind during the activities. So that's to, to say what was your
thinking process? Or in other words, how did you comprehend or make sense of what was being taught or presented to you?

Participant 3: Um, it was pretty straight forward today. Like you had the like examples like you did by yourself, like the two you did.

Interviewer: Yeah.

Participant 3: And then the next two we did which was like, I was like, they did like ... I was looking back to like the examples and like making sure I formatted it correctly so like, that's like, I was like making sure I like, kept on like ... I kept on like looking back to how you did it and then like making sure I set it up correctly, I guess. And making sure like the conditional's on the right side like it was supposed to be on and the imperfecto was like after the si clause or whatever. So like that's how I did it and I was like looking back to what you did.

Interviewer: So you kind of followed the models?

Participant 3: Mm-hmm (affirmative).

Interviewer: Okay.

Participant 3: Especially the first few times and then I'd be fine by myself.

Interviewer: Um, so did you find that you were using any English, either mentally or in another sense like a dictionary, to help you?

Participant 3: No, not really today. It was pretty like straight forward again, so I was like translating your sentences into Spanish.

Interviewer: Okay. Do you have another idea of how to teach or, or practice Spanish grammar in class?

Participant 3: I don't think so. I mean we've done a lot of different ways in like all four classes, but I think they all like have helped and I've obviously like retained information, so it seems to be working at least.

Interviewer: Okay. Uh what do you think might be the most helpful for you as a student?

Participant 3: Like grammatically?

Interviewer: Yes, in grammar.

Participant 3: Um, I don't know. Maybe like just more practice in general and like ... Like I know like in Spanish 3 for sure like right before the final, like I was like so nervous and like I don't even know what half these tenses are and what they like translate to or what they mean, so like that's more Spanish 3, but like once like I had the final, like I understood at least
what they were and so then in Spanish 4, I knew how to use them. And it's like the continuously of the class, like having it all four semesters for the past two years like really helped me to strengthen like my Grammatical senses and like in Spanish in general.

Interviewer: Okay. Um, and um, so would that type of activity, uh, occur in Spanish or would there be any English involved?

Participant 3: Uh, like if ... Like if one of us has a question, like English is like helpful 'cause like we just want to understand it and like English is the fastest way to make us understand it without like more confusing Spanish on top of that. But like in general, Spanish is usually fine unless we have like a specific question that like Spanish, speaking Spanish, would make it more confusing. 'Cause you have to like go around the question. I don't know how to explain that, but I think that English like to answer a specific question sometimes helps 'cause we have a question in Spanish, like it just like a lot to like take in sometimes when you have like a question.

Interviewer: Okay. So let me kind of paraphrase this back.

Participant 3: Mm-hmm (affirmative).

Interviewer: So English is the fastest way to answer specific questions, so the Spanish ... why would you not want it answered in Spanish if you have a question?

Participant 3: Like if it's really specific and like today like it was you have like the continuously stuff like you do the cada día stuff and después de que-

Interviewer: Right.

Participant 3: Like that I think you said in English anyway. It was like more helpful in English 'cause I didn't understand it in Spanish and like more Spanish would have made it even more complex and like my brain would not comprehend that. So like just like talking in English like explaining why.

Interviewer: Like the customary actions?

Participant 3: Yeah like yeah, talking about that. That would've helped. Like that helped a lot.

Interviewer: Okay. Anything else about grammar?

Participant 3: I don't think so.

Interviewer: Okay. Good. And we're doing imperfect subjunctive today. Okay. All right so we're gonna move on to section three. Still doing okay? You need a drink or?
Participant 3: No, I'm good.

Interviewer: Or to stretch your legs or anything?

Participant 3: No, I'm good.

Interviewer: All right. So this is the last section.

Participant 3: Okay.

Interviewer: But it also, it's also the biggest section.

Participant 3: Perfect.

Interviewer: All right so we're gonna talk about perceptions of language use. So, we have talked about some of your general study and preparation habits. Would you say that these have evolved or changed over the years as you have advanced to Spanish four? And if so, how?

Participant 3: Uh, I think Spanish 1, I was just like so confused in the language in general 'cause like even I took Spanish like for like eight years, but it was really just vocab and like I think we'd learn like ser and estar. And we had to conjugate like three verbs. Like in -ar, -er, and -ir. So like we knew like the very minimals. Like coming in and like having to write sentences, I was like really off. But like going through like it's ... Like I needed more help then like from friends and like from Spanish dictionary but now like I don't use it like at all, like as much. Like me and my friends still talk, like have specific questions, but it's not like, "Oh my gosh, what's this whole section?" Like in a worksheet.

Interviewer: Okay. Um, and I know you did the demographic background but remind me, that eight years, where was that?

Participant 3: Um, Messiah Lutheran.

Interviewer: Okay. And that was the ... Is that the video program or?

Participant 3: Uh, yeah it was like this guy on a video.

Interviewer: Or did you have Mrs. Thaemert?

Participant 3: No, she came the year after us.

Interviewer: Okay, so this is like the video program?

Participant 3: We had a teacher in the room and they would like give us the worksheets and like help us sometimes. Like even my last year, she knew very little Spanish but she still helped us like with like the grammar in general. Like, "Hey, this is how you conjugate like in English so this is how
conjugate in Spanish" but she didn't know that much Spanish, so it wasn't very helpful.

Interviewer: Okay. Do you remember ... and it will be redacted but do you remember the name of the teacher?

Participant 3: Uh, it's Mrs. Brockmeyer. It was like, she didn't know that much Spanish so she could teach us like not Spanish but like the English version of the Spanish almost.

Interviewer: Okay.

Participant 3: Like if that makes sense.

Interviewer: And do you remember the name of the video program?

Participant 3: Uh, well his name was Señor Maurice and I have his Instagram. And I could find out what his like company was through it.

Interviewer: Yeah. Can you get that to me?

Participant 3: Yeah. I can email that tonight with like all the other stuff.

Interviewer: Yeah. Okay. Um, yeah, that might be helpful. It might not be helpful.

Participant 3: Mm-hmm (affirmative).

Interviewer: But it might be something to look at. Okay yeah, that'd be great. Um, so how has your use of English or maybe your reliance on English changed or evolved over the years from when you were just beginning to learn Spanish to now being a more advanced student?

Participant 3: Definitely Spanish 1, Spanish 2, it was way more English. Like and like in Spanglish like when we talk with my friends, it was like all English and like two words of Spanish, like muy buena, muy bueno, lo siento ... And but like, or lo siento, I would say that all the time. But now I say like almost full sentences of Spanish or like paragraphs in Spanish. Like I talk in Spanish to people at my church all the time at work and it's like paragraphs. It's not just like “¿Cómo te llamas((s))? Me llamo Catalina.” Like it's not just that anymore.

Interviewer: Okay.

Participant 3: If that helps. And I used to think about how to say “¿Cómo te llamas((s))” and me llamo Catalina.” I used to have to think about saying that and now that's really, really simple and so is like paragraphs too. Like that's easy to say.

Interviewer: Okay, okay. Um, so do you use more or less or the same amount of English as in the past? And tell me a little bit more about that.
Participant 3: To ... Like, in like life in general or like in Spanish class?

Interviewer: Um, in Spanish class.

Participant 3: Spanish class.

Interviewer: Well or ... well let me rephrase this. Um, so either in Spanish class or when you use Spanish in the real world.

Participant 3: So it's [crosstalk]

Interviewer: So whenever you're using Spanish at all.

Participant 3: Um, I ... If I'm using Spanish, I use more Spanish than English for sure. Especially now, now that I'm in like ((Spanish)) 4 and like 3 and 4, I definitely use more Spanish especially in a sentence. I might not like not know like one word, but like I say the rest of it in Spanish. And it might be a little bit incorrect, but it's way more Spanish than English and yeah. Usually it's, in general, it's more Spanish.

Interviewer: Okay. Okay. And less English?

Participant 3: Yeah.

Interviewer: Okay. Um, what has changed for you as a language learner and a language speaker or user?

Participant 3: Especially from like middle school, like I knew like vocab words and how to say hola but now, forming sentences and like writing essays. I think I have like ... I'm translating these books into Spanish maybe, like it's not a set deal yet, but I might be doing that. So like I don't know, in general, like I'm a lot more confident with the language and I can actually like understand a full sentence instead of just like three words from the sentence.

Interviewer: Okay.

Participant 3: Yeah so that helps me a lot.

Interviewer: Okay.

Participant 3: I like that.

Interviewer: Um, in class do you tend to think and process your thoughts in Spanish or in English?

Participant 3: It really depends. Like it depends on my mindset at the time. But like if I'm in a Spanish mindset, everything going through my mind is Spanish. And maybe like some English to back it up, but like more minimal. There's not like ... Usually it's more Spanish in like especially in class,
like it's way more Spanish. But sometimes like if it's a hard, new grammar unit or like new information in general, I do translate into English in my mind just like automatically. Like I don't even think about it, I'm just like translating into like English so that then that way like, like it's easier to understand what it's asking and then I answer in Spanish like without even like translating into English first and then to Spanish.

Interviewer: So you translate it into English in your mind but you're not-
Participant 3: Just to understand what it's asking.
Interviewer: Doing that, you said it's automatic.
Participant 3: Yeah.
Interviewer: So you're not doing that on purpose?
Participant 3: Um, usually not.
Interviewer: Or just ... and that's when you're listening or reading? When does that happen?
Participant 3: When ... okay so when I'm reading, it's like automatic for sure. Like it's just like I'm reading it and I'm like translating it as I go like, like I know what I'm saying in English like I don't know if that makes sense. But like I'm reading it in Spanish but like my mind's automatically like translating it to English so that way like my mind understands. Like so like I don't know, that's how my brain works. It's really weird. But then like listening, I also ... I just hear Spanish and like Spanish comes out. Like I don't even translate that but reading I do translate to English.

Interviewer: Okay.
Participant 3: Like usually. But it's pretty automatic. Sometimes like some words I'm like, "Oh Alycia, what is this word? Or what's it ..." But usually it's mostly like I can just translate it automatically. Yeah.

Interviewer: So you read it in Spanish and you receive the information in English?
Participant 3: Yeah. Usually.
Interviewer: Okay. But when you are listening, you receive the information in Spanish-
Participant 3: Mm-hmm (affirmative).
Interviewer: And you respond in Spanish.
Participant 3: Yeah, like no English is used.
Interviewer: What about speaking in conversation?

Participant 3: Speaking like it takes long ... Like usually I have to like ... I don't have to translate maybe what they're saying, but like to respond, I don't want to mess up completely especially when I'm speaking, like speaking with like native speakers, so I do like translate what I want to say from English to Spanish just to like double check that I'm, my brain's not gonna like mess up and like conjugate something completely wrong or say a completely wrong like tense or anything like that.

Interviewer: And is that automatic like you talked about? Or is that more intentional or on purpose?

Participant 3: Like the easy stuff's really automatic.

Interviewer: Mm-hmm (affirmative).

Participant 3: But then when I'm working with the harder tenses, I'm like, I'm like okay this first. Okay, it's in this tense. It's in this like form. It's the él form and I'm like, I do think more through that. Like intentionally.

Interviewer: Okay. Okay.

Participant 3: That's just 'cause I'm like nervous I'm gonna mess up in front of them.

Interviewer: Okay good. And we're gonna talk about native speakers in a minute.

Participant 3: Perfect.

Interviewer: Yeah. All of these [inaudible] are tying in together. This is gonna be really good and um, helpful information.

Participant 3: Good.

Interviewer: Um, so you talked about, with the thinking process, you kept using the word Spanish mindset. What does that mean?

Participant 3: Just like sometimes I'm just like in the mood like just to speak Spanish. Like all I'm thinking is in Spanish and even when I'm supposed to be speaking English, I speak Spanish because I just do. Like when I hang out with friends that don't know Spanish, I st-still speak Spanish with them, it's so like, it's so natural and I just speak with like almost all my other friends so it's just like I just like speak it. It just like comes out. I'm like, "Oh wait you don't know what that means." And like I feel bad after doing it, but it just comes out. Like and if I'm in a Spanish mindset, everything's in Spanish.

Interviewer: Mm-hmm (affirmative).

Participant 3: Yeah.
Interviewer: So what triggers the Spanish mindset for you? Besides obviously class time.

Participant 3: Class time, if I'm not really, really tired. Just like random times. Like if I just like ... Like if I'm hyper, it's usually all Spanish. And like, which is probably not good, but I'm hyper around my friends and that means we're all speaking Spanish. And it's ... Sometimes we're like, we're like yelling in Spanish and it's like really funny 'cause like no one else understand what we're talking about. Like at tennis once, me and Furman were, Emily Furman, we were playing tennis against each other and we stopped playing tennis to just yell like everything we were thinking. It didn't have to be yelled. It was like not even arguing but we just yelled everything we were talking about in Spanish and our coach was like, "This has been 10 minutes. You guys need to stop." 'Cause we were just yelling in Spanish and he doesn't understand but just like if we were in that like crazy mindset, we're speaking Spanish.

Interviewer: So when you're having fun?

Participant 3: Usually, yeah.

Interviewer: Okay, okay. Good.

Participant 3: 'Cause all my friends take Spanish, so.

Interviewer: Okay.

Participant 3: It's usually when I'm having fun, yeah.

Interviewer: Okay good. Um, so would you say that you had the Spanish mindset when you were doing the homework alone? Or do you use a little bit of English with that?

Participant 3: U-usually like when I'm doing homework, I'm in like the Spanish mindset anyway because like I'm only reading Spanish because everything's in Spanish so like I'm already thinking in Spanish.

Interviewer: Okay.

Participant 3: But if I'm by myself, sometimes I'm like, "Oh I really wanna just think in English. I'm tired, I just wanna do English." But usually it's still Spanish 'cause it's all in Spanish, that's all my brain sees or whatever.

Interviewer: Okay. Um, and you touched on this a little bit-

Participant 3: Mm-hmm (affirmative).

Interviewer: But we're gonna get into this a little bit deeper.

Participant 3: Okay.
Interviewer: So what about if you were exposed to a native speaker or an authentic resource like a Spanish language movie, then um, do you tend to process your thoughts in Spanish or English or both?

Participant 3: So I have like two different sides to that. For movies, I write, like I do the subtitles in Spanish or I listen to it in Spanish and have the subtitles in English depending on like which one it allows. Like not all movies have both, or TV shows. But like, I just like learning new words that way and like just seeing grammatical tenses in different ways. Like, sometimes like movies like have slang almost and like you can see it differently.

Interviewer: Mm-hmm (affirmative).

Participant 3: Not all of the subtitles are always correct, but like just like seeing it more and hearing it and like seeing it in Spanish right there, I'm like, oh okay that makes sense. And I can like work through it while I'm watching a TV show.

Interviewer: Mm-hmm (affirmative).

Participant 3: But then like the native speaker side, like I know a lot of them like at either my church or like for work like I speak Spanish to like the people that know it.

Interviewer: Where do you work? We'll redact it.

Participant 3: Chick-Chick-fil-A.

Interviewer: Okay.

Participant 3: It's one of my jobs and like we have like three Spanish-only speakers there and they know I-

Interviewer: At work or customers?

Participant 3: Yes, at work and I know customers, too. But like at work there's only three that only know Spanish so like I take their order in Spanish and like ask them things in Spanish and they're like, "Wait you know Spanish?" I'm like, "Yeah." And it's like I just do it in Spanish there, so.

Interviewer: Okay, okay. Um, so then you wouldn't use any English with them?

Participant 3: No.

Interviewer: Okay, okay. And do you have native speakers at church?

Participant 3: Yes.

Interviewer: Okay.
Participant 3: And I, they always bring me to ... Like they always bring them to me 'cause I know Spanish and there's other fluent people there which I don't know why they bring it, they don't bring them to there. Like visitors that come in that are like ... I don't want to say Mexican but like they're actually from Mexico.

Interviewer: Mm-hmm (affirmative).

Participant 3: And they come up 'cause like they know people there and like I don't know why they're not talking to someone else that has a major, just a major person, she got a major in Spanish there and she wants me to do a major in Spanish. But I don't know if I have time for that. But that's, that's you can't get into that. But no and they always come to me 'cause like I'm young and they're like really cool that I know it, too. And they're like, "Wow, you actually know it." And I'm like, "Okay thank you."


Participant 3: Yeah, I know. It's really scary though 'cause they know it so well and they talk so fast and they're so fluent. I'm like hold on. Yeah.

Interviewer: What'd you say there?

Participant 3: Yeah.

Interviewer: All right um, and we're gonna keep going in this kind of direction.

Participant 3: Mm-hmm (affirmative).

Interviewer: Do you ever listen to authentic materials in Spanish outside of class? Um, these could be things such as podcasts, internet videos, music, you mentioned movies, anything like that, tell me a little bit more about that.

Participant 3: Um, my whole Spotify playlist there's like Pan- like what you use like Sirius XM, it's all Sp- like I usually do my Spanish playlist which is like some song that are like have Spanish and English but most are like just Spanish.

Interviewer: Can you name a few songs?

Participant 3: Um, Vivir mi vida ((Mark Anthony)), a lot of us listen to it here. Um, Ay si volvieras a mí ((Josh Groban)) which we learned in Spanish 3.

Interviewer: Yeah. Uh-huh.

Participant 3: I think Bailando ((Enrique Iglesias)), that one might have English in it. But I think there's an only Spanish version too.

Interviewer: Mm-hmm (affirmative).
Participant 3: But like I just like songs like that. Like I have a Spanish playlist that I usually listen to.

Interviewer: Mm-hmm (affirmative).

Participant 3: And like I pick up on words and like, "Oh we just learned that in class." Or like stuff like that. I like listening to Spanish music.

Interviewer: Okay. Um, and how well do you feel that you understand the Spanish communicated in these songs?

Participant 3: Sometimes like the first times I hear it, like it's hard with slang some of the things and weird phrases that aren't like real like phrases. 'Cause songs like, you know, they like paraphrase things sometimes and like have weird phrases. But no, usually like at least like once I listen to it a few times, like I know almost every word in it. Like and I understand what it's saying.

Interviewer: Okay.

Participant 3: Or at least understand like the main message of it.

Interviewer: Um, do you ever feel the need to use English to provide extra support during listening?

Participant 3: I think in Spanish 3 like when we used the ... We did that one song, Ay sí volvieras a mí, like I like liked having the translations and I understood it that way, but for the other songs, I don't think I've looked up the, even like the translation of it.

Interviewer: Okay.

Participant 3: Or even the lyrics in general.

Interviewer: Okay. Um, and you mentioned subtitles before. Did you mean that you put Spanish subtitles with Spanish audio?

Participant 3: No.

Interviewer: Or English subtitles with Spanish audio?

Participant 3: It's usually English audio with Spanish-

Interviewer: Okay.

Participant 3: ...subtitles.

Interviewer: Okay.
Participant 3: It's always the other way around but not all shows and movies have it in Spanish and that, or with English subtitles 'cause they only like shot it in English so I can only do Spanish subtitles. But if they have that option of listening to it in Spanish and like seeing the words in English, I do that one as well.

Interviewer: Um, can you give me uh, an example of a show or movie that you um, did the Spanish subtitles with?

Participant 3: Um, I think The Flash, like it's a TV show-

Interviewer: Okay.

Participant 3: ...um, a few of us watch and I know for a fact it does the Spanish subtitles but it does not do the Spanish audio.

Interviewer: Okay.

Participant 3: So that's one way like I can like watch a new series and like see it on the bottom. So yeah that's one way.

Interviewer: So it's not that you're avoiding the Spanish audio, it's just whether or not-

Participant 3: They don't off- offer it.

Interviewer: Okay.

Participant 3: I probably wouldn't do Spanish on Spanish, just so I can like understand everything that's happening in the show 'cause I still want to watch a show.

Interviewer: Mm-hmm (affirmative).

Participant 3: But like it's nice like as like, I don't know, and I like learning new stuff.

Interviewer: Mm-hmm (affirmative).

Participant 3: So like it's like an extra thing like, "Oh that's Spanish. That's cool." Yeah.

Interviewer: Okay, okay good. Um, so what language do you think in when watching a Spanish language show or movie or a video or listening to one of these songs?

Participant 3: Um, well songs for sure it's like just Spanish. Um, some shows that I actually want to understand them like and be able to follow along more, like the plots, like I like the plots, like I do try to translate into English or like try to understand it in English so then like ... Shows are different than the music so music, I don't need to explain anyone what happens in the music.
Participant 3: And I can, like they can ask me to translate it, I will.

Participant 3: But like the show's more like I wanna know what the plot is like in English. Like...

Participant 3: So that's more how I do it.

Participant 3: But the second movie was really easy. Like I understood everything that happened.

Participant 3: But like since I'm probably more invested in the TV shows and that one show, which I really like that one, but like still, like I think I would like the English help just like to und-make sure I'm understanding everything correctly.

Participant 3: Oh yeah.
Interviewer: Okay.

Participant 3: I do it a lot.

Interviewer: Tell me about those experiences.

Participant 3: So like last weekend at church ... Yeah, last Sunday, I was, I work the bookstore at my church and these two um, people from Mexico came in and they're like ... And they're with like the pastors's, um, sister which I like know a lot 'cause I, she does children's church and I also work in children's church and she's like, "Hey, Participant 3 knows Spanish." And I'm like, "oh no, no." But I was like no it's good 'cause I knew they'd probably only know Spanish, so like it's probably really authentic, and I, sometimes I can't pick up on the heavy accents. But then they were really slow and they were really nice about it so like they asked me my name, how old I am, and like how long I'd taken Spanish. And this like stuff about me and the church even, and like what I was selling.

Participant 3: And like I was like talking to them in Spanish and then they picked up one of these books and we have one in Spanish right now, but then another one, it isn't in yet, and they want me to translate it. But I don't know if that's happening yet. And they're like, "Can you translate this like one thing for us?" Like, like they were really like confused 'cause they're talking to this lady about it and they're like, "We can't understand the words she's using in Spanish." So like I translated the word for them and it was like stuff like that.

Interviewer: What was the word?

Participant 3: It was like ... what was it? It was like ... What was ... I think it was just like pray, something about prayer. But like oh I don't remember now. I was ... It was like prayer. What is the word in prayer?

Interviewer: oración?

Participant 3: Yes. That. It was that. 'cause then I was like explaining like, like I was like cuando you're estoy en la iglesia like all that stuff and I was explaining like the church and like ... Yeah, I think it was prayer.

Interviewer: Okay.

Participant 3: I was really tired then, so I really don't remember what it was but yeah.

Interviewer: Okay. Um, you said that you were a little bit afraid to talk to these ladies. Why was that?

Participant 3: Um, it's 'cause like they have like a great, like ... They're like really good at Spanish so like if I spoke to someone that knew only a little bit of English, like, you know you would catch on 'cause they don't ... They're not saying everything right and like it sounds weird, you know? Like
they don't ... All the verbs aren't agreeing with like their, like everything, like the tense or like, like makes is for like a plural.

Interviewer: Mm-hmm (affirmative).

Participant 3: Like, like it just wouldn't like make sense and you would understand what they're saying, but you would know they're doing it wrong. Like I would just get like there and be like, well she isn't doing this right. Like she's speaking it but like not really. So that's what I was more scared about.

Interviewer: Okay. Okay. Um, so ... But were you able to engage in the conversation with these church-goers?

Participant 3: Yeah and I know I probably messed up, but like they understood what I was saying and I understood what they were saying which is all that really matters.

Interviewer: Okay. Did you ever feel like you had to stop and use English?

Participant 3: I definitely took a second to do some of their harder questions. I like took a second to think and then I'm like, "Oh wait, this is how you do it." But then no, usually like especially the really easy questions, I was just like, did really fast like, "Me llamo Catalina." I'm like oh wait, it's Participant 3.

Interviewer: Yeah, yep.

Participant 3: But my mom's like, "Your name's not Catalina." I'm like, "But it is."

Interviewer: Yes, it is mom!

Participant 3: I was like, "Oh wait, sorry 'bout that." Yeah.

Interviewer: I've got 18 other people who will tell you! ((the classmates all use Spanish names))

Participant 3: Exactly. So yeah just stuff like that. I did that really fast but then, yeah.

Interviewer: Um, did the other person ever switch to English?

Participant 3: No, I don't think they knew much English.

Interviewer: Okay.

Participant 3: They might've said like a word or two but-

Interviewer: And what language were you thinking in?
Participant 3: I think it was, especially for the easy stuff, it was Spanish. And then when they asked me a question I was trying to like make sure I translated what they said correctly into English before I like gave them a completely wrong answer. But besides those, basically just Spanish.

Interviewer: Okay. Would you say that this was kind of a pretty similar experience with the coworkers at the restaurant?

Participant 3: Oh yeah, mm-hmm (affirmative).

Interviewer: Nothing extra there?

Participant 3: No, I don't think so.

Interviewer: Okay, okay. Um, did you ever feel ... well you kind of addressed this but um, I'm gonna ask it anyway. Um, did you ever feel that you had to mentally translate or think about things in English first before you speak or write in Spanish?

Participant 3: Um, usually writing, no, because that's like slower 'cause it takes me longer to write it so I'm just like dah-dah-dah-dah-dah. But then like for speaking, I talk really fast already. Like really fast, so like, I need to slow it down and like sometimes I don't want to just say something and be completely, like just do it wrong, have to repeat myself 20 times trying to fix it. So, I ... speaking is a little different than writing 'cause writing is a lot easier to like go slower and like do it correctly.

Interviewer: Okay. What about um, with listening?

Participant 3: That's pretty- For listening sometimes it takes me like the second or third time to actually get all the questions, but after the third time I usually have every single answer and it's not that difficult.

Interviewer: So, in Spanish?

Participant 3: Usually just Spanish.

Interviewer: Okay, okay. And reading?

Participant 3: Um ... For ...

Interviewer: You had said earlier that you use a little bit of English. Is that still-?

Participant 3: Y-yes. It de... It honestly depends. It usually, it has a mix. Like it for worksheets, usually like I want to understand exactly what the question is asking.

Interviewer: Mm-hmm (affirmative).
Participant 3: Or like exactly like what tense I should use so I'm like reading every single word, sometimes that means translating into English. But like, if I'm just like reading like a story in like Spanish that we do, like the paragraphs or whatever, it's usually just Spanish. And I'm just like, "Okay I understand that."

Interviewer: Okay.

Participant 3: And then it's fine.

Interviewer: Um, you had mentioned translating some books.

Participant 3: Mm-hmm (affirmative).

Interviewer: Um, can you tell me about that?

Participant 3: So I don't even think it's my pastor's books. It's just like um, ... It's not the Bible, but like someone's books, they were trying to translate them to like the Indian languages and the like, like Spanish.

Interviewer: Are they children's books or whole adult reading books?

Participant 3: No, they're not like that. They're like probably like 30 pages. So they're not like that big. And at least like the one I would do it'd probably only be like 30 pages. But then like it would just be like hey make sure this is translated in the way that like we would want it translated.

Interviewer: Yeah.

Participant 3: And like you can use like the other like person that has a major in the church to help you or like the other fluent people.

Interviewer: Yeah.

Participant 3: For like, questions. But I don't know if that's happening 'cause that'd take a lot of work and I don't really have time. But ...

Interviewer: I know it's a church but I hope-

Participant 3: Mm-hmm (affirmative).

Interviewer: Off the record, I hope they pay you for that.

Participant 3: No, I think they would.

Interviewer: Yeah.

Participant 3: But even if they didn't, I wouldn't really care 'cause like ... Well, I probably would 'cause it'd be my time, but like I don't probably have
time in the first place to do it. But it's cool that they're like, they're like, "Oh maybe you could do these for us." I'm like, "Okay."

Interviewer: Well, keep me posted.

Participant 3: Yeah, I will.

Interviewer: All right. Um, so switching gears a little.

Participant 3: Mm-hmm (affirmative).

Interviewer: Some foreign language teachers don't allow their students to utilize any English in the classroom.

Participant 3: Mm-hmm (affirmative).

Interviewer: So to help you better understand this question, this is not necessarily just a teacher preference, but it's an actual foreign language teaching technique used in many public schools and universities. Comment on having ... Comment on the idea of having an immersive Spanish only classroom where English is never utilized more than 10% of the time.

Participant 3: More than ... Okay at least there's like 10 percent. I was like none? I always speak in Span- like I just like sometimes I speak in English like to like my row buddy, like not even thinking about it. Um, like, like I could say it in Spanish, I just like completely forget, oh wait I'm in Spanish class. But I don't think I would like that very much 'cause like I just like being able to use English just in case like I don't understand something or you can explain something better. Like if I was in like ((Level)) 5 or like a college course and I already was really good in the language, I think it would be a little bit different.

Interviewer: Right.

Participant 3: But like, even like 3 and 4, I, I like using English, at least it helps me learn. And I speak a lot of English in this class. Like I'm probably one of the worst ones about it. But like, sometimes I like want to get it, like not have to like think about it in Spanish be-before I just say one sentence. So I think I would definitely like more English than 10. well, 10 percent might be fine, but not completely banned 'cause I, that would be really like a lot of pressure on you to just speak Spanish.

Interviewer: Okay. So based on your personal experiences as a foreign language student, do you think that this type of immersive teaching approach would be beneficial, harmful, or both?

Participant 3: Like I don't think it would be that difficult and I don't think it would be like harmful. I think it would like make you like, you have to speak Spanish. But I think it would also like force people to not talk. If they like even have a question like they don't know how to say it in Spanish, like that would like hurt them because they don't know how to say it in
Spanish and they can't ask their question which makes them like even worse in the language. So like, I, I don't think it would ... It would probably be fine just like, especially in upper level like you know enough Spanish to be fine in it. But like, I don't know, that's like the comfort of being able to speak English, at least for questions. That gives you a lot more like comfort and like I like that.

Interviewer: Would it make a difference whether the students are beginner or more advanced?

Participant 3: Um, beginner, no. You, no. I need way more English. For Spanish 1 and 2 ... Like at the end of Spanish 3 you can start speaking at least like half Spanish, at least more than half. But like sometimes it's like small conversations with your row buddy, you just don't want to think about forming every single sentence into Spanish. Especially when they don't even understand Spanish that well.

Interviewer: Mm-hmm (affirmative).

Participant 3: You don't want to like form this whole sentence and them not even be able to understand you.

Interviewer: Mm-hmm (affirmative).

Participant 3: So like Spanish 3 and 4 and 5, like okay, more Spanish. That's fine. But not in under class ... Like I couldn't do it.

Interviewer: Okay, okay. Um, how would you feel about us being a Spanish only classroom when it comes to learning new material and vocabulary?

Participant 3: .hh Oh. ↑ ((laughs nervously)) Um, I think it depends. Like if you already know so much Spanish ... Like right now you probably could've taught that whole imperfecto thing in Spanish and I would've been able to understand at least most of it and like picked up on it. I mean the English helps support it and helps me understand it a little bit easier, but I don't think it would be like that hard. Especially like now that I know so much that one new tense won't hurt anything, or one new use of it.

Interviewer: Okay. And what if it's a more abstract concept? Reflexive verbs, use of the subjunctive?

Participant 3: Especially like the first time you learn it, yeah, English is necessary. It's just since it's brand new you don't know about it. So, I think especially you do need some English. Maybe not all English but like to support your Spanish. Like when you first learn it.

Interviewer: Okay.

Participant 3: Like the first example or whatever.
Interviewer: Okay. Um, how would you feel if the English was scolded or frowned upon or if your teacher never used it to help with explanations?

Participant 3: Oh goodness ↑, that would be so hard. Like I, again I speak so much English in the class, that would be so hard. Like I just probably wouldn't speak. Like it'd just be really hard.

Interviewer: Why do you think that you wouldn't speak?

Participant 3: Cause then it takes so much more effort to like form a single sentence to tell you something than like ... Like it wouldn't be that hard 'cause I can speak Spanish, but like it just like, that extra step, just like I don't know I think it would like, in the class family, I would really like to stop that 'cause like sometimes we say like mini comments in English, which we could all say in Spanish but like, we're trying to like ... we're just all talking.

Interviewer: Mm-hmm (affirmative).

Participant 3: So like we're doing half Spanish, half English which I don't know. It'd like ... The atmosphere would be a lot different and it wouldn't be as fun and that's why ... That's one of the reasons I kept on going through 5, like for the language and for like, I love the class family so.

Interviewer: Sure.

Participant 3: That's like really helps. So.

Interviewer: Okay, good. Um, okay. What if I told you that some teachers are forced or very strongly encouraged to utilize a Spanish only teaching approach?

Participant 3: I mean I understand that like, that it's a Spanish class. But like German doesn't do it here so like ... Like, like a lot of classes like ... It's really hard learning a new language when you only get spoken to in that language and you don't know enough of it yet to like even understand it. Like you understand English, so that's like first, it's like second nature to you. But like Spanish isn't like that yet. So like, you need time to make like Spanish second nature for you so that you can, like, learn more Spanish in Spanish, if that makes sense.

Interviewer: So-

Participant 3: It's like advanced would probably be fine.

Interviewer: Would it make a difference if it, if you knew or understand that many teachers are required by their jobs or district policies to not use any English in the classroom?

Participant 3: Like I would understand. Especially like in college, I understand that. High school, that's kind of pushing it 'cause like-
Interviewer: Yeah, that's ... I'm kind of talking more of high school at this point.

Participant 3: Yeah. Well, yeah, 'cause high school's pushing it 'cause you don't have enough time to even like understand the cop-concepts. Especially with like a one block, like the block scheduling here. Like you only have like three months to understand all the material you learn like in a year somewhere else. So you don't have enough time to like make that process in your brain and like, I don't know I think it's just really hard. Like you have to learn it so fast. Like I was not anywhere good at like Spanish like literally like a year and a half ago.

Interviewer: Mm-hmm (affirmative).

Participant 3: But now I can speak it well. But it took that much time to get me to this level like I couldn't speak only Spanish in like Spanish one. That'd be really hard.

Interviewer: Okay. Um, so then do you feel like using English sometimes help you-helps you understand Spanish? Or is it helpful in another way?

Participant 3: Just the ... Just that extra support like sometimes just Spanish isn't cutting it and you just need that extra English help. Like especially when you're first learning something.

Interviewer: Okay.

Participant 3: Especially like, even like now I probably could just do a whole Spanish classroom, but it just still helps like that comfort level of having English an opt-option is like really nice.

Interviewer: Okay, good. Um, do you feel like the Spanish and English languages are somehow connected in your brain or in the way that you learn?

Participant 3: Definitely now. Nike not in like the younger classes, but definitely now like there's like ... It just like happens, so I don't know if I'm actually like thinking in Spanish or I'm translating into English sometimes now, like I'm just like ... Like I think I'm thinking in English, but I'm really just like, I just know what the Spanish is. But I don't know if that means like I know the translations in English that fast?

Interviewer: Mm-hmm (affirmative).

Participant 3: Or if I just know Spanish like that's like a second nat-, like I just know it. So like, sometimes like maybe like by ((Level)) 5 or in college, I'll know that it's like I just know the Spanish, but like right now it's like that transition period where I don't know if I'm like translating it really fast or like I just know the Spanish. Like 'cause that's a difference.

Interviewer: Remind me, I can answer that question after.
Participant 3: Yeah.

Interviewer: Okay. Um, yeah, do you feel like strengthening your Spanish weakens your knowledge of English?

Participant 3: ((Laughs)) Well, my English wasn't that great to start with but no, I don't think it does. I think it actually might help, 'cause like some of the grammatical stuff we learn, I didn't know that that was a thing in English. Like it just, I knew it from when I was like one or two, whenever you start speaking, like it just was natural, so like I didn't know the technical terms to it. Like I know fluent speakers and like ... They're not really fluent really, they just don't know the gramatics ((grammar)) behind it and like they're like I didn't even know that was a term.

Interviewer: Mm-hmm (affirmative).

Participant 3: Like I can speak it and it sounds natural, but like they don't know that like it's this term and you only conjugate to like this and like ... well I only know that, I'm not as fluent, but at least I know like the basics behind it. Unlike English where I don't ... Because it's my first language, so I don't think of it like that.

Interviewer: Do you feel like using English somehow interferes with how you learn Spanish?

Participant 3: No, I think it helps more than it hurts, like interferes or whatever, so I mean it just helps me like learn it better 'cause English still is my first language. So everything I can do in English helps me learn the Spanish.

Interviewer: How do you feel when your classmates use English while you're trying to use Spanish?

Participant 3: Um, like classmates slash like my friends in general- when like one of us is speaking Spanish and the other ones aren't, like sometimes it like makes the person speaking Spanish not use Spanish, but also it can work the other way around.

Interviewer: Mm-hmm (affirmative).

Participant 3: So like it, it can go both ways. Like I'm fine with them using English or Spanish when I'm trying to use the other because like, it doesn't interfere with me too much, 'cause I'm not thinking ... But also I hear them, so like it does interfere with me, if that makes sense. Like I'm thinking in English mindset instead of Spanish mindset if they're speaking English, but, at the same time, I still can like think in Spanish without them controlling what I'm hear... like I don't know if that makes sense. Like they don't control like what mindset I'm in like at the time.

Interviewer: Okay.

Participant 3: What they're saying doesn't control it.
Participant 3: I mean usually ... Like, I can understand what they're saying in Spanish, they're trying to explain it to me like I would still be able to understand it. But usually like, especially in the classroom, like they're all like willing to just explain it in English like in a sentence or two.

Interviewer: Mm-hmm (affirmative).

Participant 3: And then go back to Spanish. But especially the first day on recording, me and Alicia and like Emilia and Paola like just spoke Spanish and it was actually really easy. Like I don't think I said a word of English that day.

Interviewer: For the first day of this unit?

Participant 3: I think we were all scared of the recorders.

Interviewer: Okay, okay.

Participant 3: But like we only took, like talked Spanish and I didn't know I could talk that long in Spanish and like form that many ... I knew I could but like-

Interviewer: Mm-hmm (affirmative).

Participant 3: It was like crazy and like oh wait, I'm actually doing this. And now I kind of relaxed but...

Interviewer: Yeah.

Participant 3: But like the first day I was, we were just speaking Spanish.

Interviewer: Mm-hmm (affirmative).

Participant 3: And it was pretty easy.

Interviewer: Okay.

Participant 3: Yeah.

Interviewer: Okay, good. Um, so we are coming to a close here.

Participant 3: Mm-hmm (affirmative).

Interviewer: Do you have any final commentary, ideas, complaints, feelings, anything related to the use of English in a Spanish language classroom? Anything that you wanted to go back and add or forgot to mention?
Participant 3: Um, I mean, I think English should be in a Spanish classroom. Especially like ... It just should be. Like especially like the younger, like the 1, 2, maybe even 3. Like you're gonna need enough of that. Like they're not ready for that. Like I was not ready for just Spanish. I mean in Spanish 2 when we had to like jump to just Spanish, I mean which wasn't ... we still talk, talked in English, but like that was like so scared, scary. But then I could do it, which like was great, but then like I liked having like the fallback, oh you can still speak English. Like it's like a nice fallback in comfort level, like that just helps me.

Interviewer: Okay, okay. Anything else?

Participant 3: I think that's all.

Interviewer: Okay, thank you for your time.

Participant 3: You're welcome.

Interviewer: This concludes our interview. This is great, thank you so much.

Participant 3: Yeah, you're welcome.
Semi-Structured Interview With Participant 4

Interviewer: Okay. This one's recording. We'll put this one on. I'll get this guy on. Whoa. I just turned it off (laughs). This guy is recording. All right. This one's recording. And this one is recording. All right. There's a red light on that, right?

Participant 4: Um, where would the red light be?

Interviewer: Up in the top? You can touch it.

Participant 4: Yes.

Interviewer: Okay. Perfect. I'll put this one kind of... kind of here. Um, we'll kind of do it sideways. Okay. We’re good. So, we'll get started with kind of a little bit of background information and then we'll walk you through the three sections and away we go. All right.

Interviewer: So first I'll read you my purpose statement. The purpose of this qualitative study is to explore student use and perceptions on purposive English and its effects in foreign language classrooms. So, my research questions are, how do high school Spanish students use purposive English in a foreign language classroom? Why do high school Spanish students use purposive English in a foreign language classroom and how do high school Spanish ((students)) perceive the effects of the use of their first language in a foreign language classroom.

Interviewer: So first of all, we'll start with the consent to interview. Um, you and your parents or guardians have already signed a consent form explaining that the purpose of our conversation is for research and that the University of Missouri-St. Louis is unable to compensate you for your time. Let me know if you have any questions. Okay. Do I have permission to record and transcribe our conversation today?

Participant 4: Yes.

Interviewer: Okay. My role today is that of an interviewer. I will be asking you specific questions, but I may also ask you to explain or expand certain things that you say. I may also redirect your focus back to the questions or topics as necessary. I will not be directly participating in a conversation with you or responding to your statements except to ask you to clarify or tell me more about something. It will be very helpful for me as the researcher if you can answer any questions, or, answer the questions and offer your opinions as thoroughly as possible. You do, however, retain the right to pass on commenting or answering questions if you so choose. All of our discussion here today will remain confidential and will have absolutely zero impact on your class score or your school transcript. Your discussion will help contribute to the field of second language acquisition and may help foreign, foreign language teachers like me examine and modify our classroom practices. When we
are finished, I will own the rights to the audio recordings and any transcriptions. A pseudonym will be used to protect your identity and all other identifying traits such as the name of the specific institution where you go to school and the names of classmates will also be protected. Do you have any questions?

Participant 4: No.

Interviewer: Okay. Um, I will redact it, but for the purposes of my recording when I transcribe, uh please state your full name.


Interviewer: Okay. Good. Okay, so first we're gonna start talking about vocabulary. So think back to when we looked at the vocabulary in our new unit, or whenever we introduce new vocabulary in general. Walk me through what goes on in your mind as you see, hear, and learn new words and phrases for the first time and be as specific as you can.

Participant 4: Um, I think naturally, as like English being my first language, I like to look for cognates and stuff. Or like ways that I can remember the words, um, even if it's something silly. Like, um, I can't think of a good one right now but I, whenever I think of a good one, I get like a little excited but um, I- I don't know. Aside from that, I just focus, I guess, on remembering patterns, like the masculine feminine kind of thing and um, like I think I remember the beginnings of words, it's an odd thing, but the beginnings of words better than ends of words, like I always remember the first letter but I might not always remember the full word, but that's usually just what I think about when I see the words.

Interviewer: Okay. Um, so the- the patterns that you were talking about, are you looking at like suffixes like I-O-N, or like what- what kind of patterns. Try to be specific about that.

Participant 4: Um, like in regards to like connecting it back to English?

Interviewer: Mm-hmm (affirmative).

Participant 4: Um. Just any kind of connection that I can draw to a word in English, whether- like a lot of times it's prefixes, I think, or like suffixes or stuff like that.

Interviewer: Okay. And then the- you said you didn't remember, were you talking about like mnemonic devices or...

Participant 4: Um, occasionally that but like less so, more- like more cognates. Like more words that sound like the same thing.

Interviewer: Okay. All right. Um so did you have to flip back and forth to the main vocab definitions page in the textbook?
Participant 4: Um, like during activities-

Interviewer: During class and- yeah.

Participant 4: Um occasionally yes. Like on the first two days before we did like our heavier vocab review or I like looked over a Quizlet, I um definitely had to go back and look at the page.

Interviewer: Okay. Um and how often- you said for about the first two days maybe in class?

Participant 4: Mm-hmm (affirmative).

Interviewer: And then why did you feel the need to do that?

Participant 4: Um I felt a lot of weakness whenever we would discuss the vocab words like, um, just for me personally I don't like not knowing what's going on ever and like hearing the words, I'm like “I don't know what that means”. I hate the feeling of falling behind, so I just like to check up on that stuff.

Interviewer: Okay. Uh, did the photographs in the textbook or activities in class provide sufficient or insufficient support for these new terms?

Participant 4: Um I like- you're talking about the slideshow?

Interviewer: The slideshow and then also the pictures that were in the presentación del vocabulario, in the textbook.

Participant 4: Oh. Yeah. Okay.

Interviewer: Both.

Participant 4: Um the presentación del vocabulario, in the book, um I- For me I don't find it super helpful because sometimes they use language and like um- not like slang terms, but like- I feel like regionally specific phrases-

Interviewer: Okay.

Participant 4: - that don't always make a ton of sense. So, but I really like um, things like the Keynote ((slide presentation about television terms)) we had in class where it, um, forces you to remember a pattern.

Interviewer: You're talking about the one where I had like the remote control-

Participant 4: Yeah.

Interviewer: - and the soap opera.

Participant 4: Mm-hmm (affirmative).
Interviewer: Okay. And that one was helpful?

Participant 4: Mm-hmm (affirmative).

Interviewer: And why was that helpful for you?

Participant 4: Um I like seeing things visually and remembering patterns, it helps my memory. It just improves the quality of it.

Interviewer: Okay. Um, what would've been more helpful when trying to learn these new vocabulary words?

Participant 4: Um I think more like Kahoot-esque games where it's like an informal quiz, just kind of like pushing you off the edge and forcing you to like try and recall it is- I think that's- I mean at least for me personally, that's the best way to learn stuff is- because I can look at it and read over it all I want but it's not gonna matter if I get somewhere where I need to know it and I don't have the book. Like I wanna be able to recall it off the top of my head.

Interviewer: Mm-hmm (affirmative). Okay. Um so quiz-type games?

Participant 4: Mm-hmm (affirmative).

Interviewer: Okay. Um in general how do you study the vocabulary for class?

Participant 4: Um, Quizlets primarily.

Interviewer: Okay.

Participant 4: Um reading over it doesn't really seem to help me too much. Like I said, like I need to like push myself off the edge.

Interviewer: Okay. And what do you do with the Quizlet?

Participant 4: It's- I only do the testing, there's like a testing and there's like the learning thing but I prefer the testing to just throw myself in and quiz and I set it so it's multiple choice and then, um, it's like- like not necessarily that speed matters when learning the vocab, but like getting myself to do it as fast as possible I think helps me- even though the speed's not gonna matter on a test if I need to know the word for scholarship, it's gonna help me like- okay it's right on the top of my head, I don't need to sit there and be like "Oh what was la beca?"

Interviewer: Mm-hmm (affirmative). Okay. Um how often do you study?

Participant 4: Um-

Interviewer: For vocab.
Participant 4: For vocab? Um like when you say like “Oh there's gonna be a quiz tomorrow” I'll study it and if I feel like I'm getting weak in it- it's mostly on an as needed basis. Like it depends on my confidence in the vocab words.

Interviewer: Okay. Um so would you say just before a test or would you say like couple times a week or only when you're motivated by a test?

Participant 4: I would say a couple times a week because um, I don't like to not know it in class activities and stuff.

Interviewer: So how much time would you spend then?

Participant 4: Um we usually have like 50 vocab words, I can run through a quiz of 50 vocab words in like five to ten minutes tops.

Interviewer: Oh, okay. Okay. Do you make flashcards, write a list, anything else like that?

Participant 4: Um not usually. Usually just the Quizlets.

Interviewer: Um in the lower level Spanish classes, students were usually required to make flashcards with English translations on one side and Spanish on the reverse. Do you think that those were helpful?

Participant 4: Yeah I did like those. Um I'm almost nine times out of ten for paper stuff, but in that ca- I'm- with vocab I'm more inclined towards like the Quizlet just for like space issues and I can- I can go through a Quizlet faster than I can like flip over a note card, if that makes any sense.

Interviewer: Mm-hmm (affirmative). Um so would making flashcards have been helpful in this unit or on another unit if one comes to mind?

Participant 4: Um I would have to say no. I- like I said I'm like partial to my Quizlet more than I am to flashcards.

Interviewer: And is that the same Quizlet that um, Callie makes?

Participant 4: Yes.

Interviewer: Okay. So she makes that and then everybody shares that?

Participant 4: Mm-hmm (affirmative).

Interviewer: Okay. And- don't worry, her name is gonna be redacted. Um how quickly would you say- how quickly would you say that in general, you feel that you can pick up vocabulary words?

Participant 4: Um I would say relatively quickly, um just from like making those- especially the ones that are like cognates or they have um, connections
like- or even vague connections to other words in English that I can kind of decipher the meaning. Like um, I can't think of a good vocab word off the top of my head, but you look at it and you can just- you don't- you've never seen it before, but you can kind of like extract the meaning from it just because it looks like something you've seen before.

Interviewer: Okay. Um so in that aspect then do you ever feel like you need to use English to help you learn these terms?

Participant 4: For vocab?

Interviewer: If you're looking for roots and things?

Participant 4: Yeah. I would say yes, looking for roots.

Interviewer: Okay.

Participant 4: But in later stages like before a test I would not say that the English helps.

Interviewer: Okay. Okay. So then in later stages what would help?

Participant 4: Just like Spanish only like we're calling it or- being- I guess in later stages of being exposed to the vocab, like being presented with the English and having to like produce the Spanish is the most helpful like right before a test.

Interviewer: Okay. Okay. Good. Um do you ever feel like your teacher needs to use more English to help you learn some of these words?

Participant 4: I don't.

Interviewer: Okay. Um what about on homework handouts? Do you ever feel the need to use Google Translate, a dictionary or access English in another way?

Participant 4: Um, no. I feel like most of the directions as like, Spanish has progressed, like being in Spanish 1 through Spanish 4, the directions have been very consistent with the level of Spanish that I have in my mind. Um. I feel like the directions on like Spanish 1 worksheets were mostly in English but now, I can't say that I've like come across directions on any kind of activity where I was like "I'm not sure what this means."

Interviewer: Okay. Okay. So then, when you're doing like vocab handouts or vocab work do you ever feel the need to use Google Translate, dictionary or access English in some other way?

Participant 4: No. The only case that I think I would need a dictionary would be if there's some kind of odd phrasing where like, you've seen- like I've seen the word before but I've never seen it used like that, so you'd wanna like-
in the meanings paragraph in a dictionary there's like eight of them, see if one of those aligns.

Interviewer: Do you have a dictionary?

Participant 4: Yes I have a little Webster green pocket dictionary.

Interviewer: Like an actual real dictionary?

Participant 4: Mm-hmm (affirmative).

Interviewer: Okay good. Um some of our class activities that we did to practice the new vocabulary terms. Which activity or activities stood out to you as the most helpful and why.

Participant 4: Um, I really liked the Keynote (slide presentation) where we all ran through it and um, everybody- Like I think we had our books out the first round and everybody just said it, like, as you asked and then, um, the next round we had to put the books away and then see if we could remember it, cause to me that's kind of like the whole pushing off the edge thing with the Quizlet, like going in cold. I think that's really helpful for me to learn vocab words.

Interviewer: Okay good. Um which activity or activities were the least helpful and why.

Participant 4: Um probably the presentación del vocabulario in the book. Um, like I said before, sometimes they use language that we haven't really seen before.

Interviewer: Okay. So when you say that it's language you haven't seen before, are you talking about the vocabulary words like because they're so new, or are you talking about the surrounding text?

Participant 4: Surrounding text.

Interviewer: Okay. That's a little bit challenging for you?

Participant 4: Yes. Um.

Interviewer: Can you tell me a little bit more about that.

Participant 4: It's um- it's almost like it doesn't- I mean I know we don't follow the textbook like rigidly, but it's almost like they're- in order to say what they want to say, they're using the language necessary to say like- I don't know how to articulate it, but if like, you wanted to say something that you have in your mind in English and then you want to make it Spanish, but you don't know how to like translate it in Spanish the exact way that you have it in English, like they just go for it and put it in Spanish in that way even if the students might not know it, instead of doing something
like, “okay this has a similar meaning but not quite”- kind of like, um, oh
↑ today I think it was, um, Estela Furman’s group, they had something
about- it was like importar was the verb and they said um, “tú
importaras” instead of um, “te importara”.

Interviewer: Correct.

Participant 4: So something like that where- like in English it's like, “oh like that's like
I think that's important, like that matters to me,” it's like- and it's not like
the whole “me gusta” is not a very like Eng- it's not like a thing that you
feel in English. [crosstalk] Yeah the structure difference. I feel like they
do a lot of those, so it's not really familiar and that makes it a little bit
harder to understand.

Interviewer: Right, it’s the structure difference. Okay. So it’s not errors that you
found, it's more of like just unusual structure [crosstalk 00:14:46].

Participant 4: Yes, yes.

Interviewer: Okay. Okay. And then do you ever need to use English to support you
when you're doing those readings?

Participant 4: Um in my head, yes. I like to try and figure out what they're saying if I
don't- if it doesn't quite, like, click in Spanish right away.

Interviewer: But you don't usually talk in English.

Participant 4: Not usually [crosstalk 00:15:05].

Interviewer: Okay. Um yeah- and that was the least helpful. Uh, so during these class
activities, maybe like the Keynote ((presentation) or another activity, uh
did you have your vocabulary list or notes out?

Participant 4: Um not- only when we were allowed to. Like not during the part that we
didn't have it out.

Interviewer: When we were quizzing ourselves?

Participant 4: Yeah.

Interviewer: Um so why did you have your book out?

Participant 4: Um, just like as an in-class kinda like safety net.

Interviewer: Okay.

Participant 4: Um cause I feel like I do like- like I said, like 20 times like I do like to
push myself, um to be able to recall the terms off the top of my head but
if it's in class and there's no pressure to like know it off the top of your
head it's nice to be able to like "Oh flip to page 378 and just find it."
Participant 4: Um I- well you actually had caught me off guard with the second part without the books so I was like- I was just like "Oh we're just sayin' the vocab, goin' along" and so that, I was just like okay this is just an in class activity, like I wasn't trying super hard to remember the vocab words, it was just kinda like “okay, I know- if I know this one, I know this one, or if I don't know this one, I don't know this one.” But then when we took the books away, it was like, “okay now I have to like try a lot harder and like okay, what do I- what did I actually retain from just looking at that?” So it was challenging, but- and a little humbling, too, but um I think it really like helped my thought process.

Participant 4: During that activity?

Interviewer: Correct.

Participant 4: I- yeah no.

Interviewer: Um do you have another idea of how to teach or practice Spanish vocabulary in class?

Participant 4: Um besides the whole quizzing method, no.

Interviewer: Okay. Uh what do you think might be the most helpful for you as a student?

Participant 4: Um, definitely the quizzing, just some- I think light like going through the vocab like we usually do like going through its meanings, and then like more quizzing to just kind of practice that being able to recall it off the top of your head.

Interviewer: And would that- would that activity occur only in Spanish or would English be involved too?

Participant 4: Um, I would say it depends on like how like long we've been studying the vocab. I feel in the beginning it's more comfortable for me to, um, look at a Spanish word and say what it is in English because it's- I have a bigger word bank of English in my head than I do of Spanish, like...
Participant 4: Mm-mm (negative).

Interviewer: Okay. Okay. Anything else about vocab to mention?

Participant 4: Um for the imperfect subjunctive with the adverbial clauses, um, I um I don't mean this in like an arrogant way or anything but-

Interviewer: No that's okay.

Participant 4: I t- I feel like I tend to pick up on grammatical things like very quickly and I did not pick up on the adverb clauses with the imperfect subjunctive very quickly at all and I think that it's because um, with grammar and like pretty much everything, I tend to pick up on patterns and rules and so if like a grammar lesson has a lot of rules, it's like, "okay this can only happen when this is there and there's- it's like- there's no- there's like three exceptions, but we're gonna learn them.” That's- like that I can pick up and just run with it and I feel so good about it but the imperfect subjunctive with the adverbial clauses is more like a case by case, and I'm sure you could tell when I kept asking question after question, I was like- was like I wanted to hear like, “okay this- this only happens when this happens” and, but having it depend on case by case that like really slows me down, like um on the first worksheet we had over this lesson, I can normally crank out a worksheet in like 10, 20 minutes. This one took me 40 to 50 minutes.

Interviewer: Really?

Participant 4: Yeah, cause I sat through each one. Um. Another thing I also feel like I don't fully understand stuff unless I write it down so even though like I received handouts, I'll like copy them into my notebook like 9 times out of 10, or I will recopy the words in like colored pen on the actual handout, um just cause I think writing stuff down helps me remember it better. But um, I had my list that I had written down in my notebook and I sat over each problem and I wrote subjunctive or indicative next to each one like an S or an I and I tried to tell myself why cause normally like- whenever we have activities where we do that I can do it in my head, like okay “this is this because”- but I was like I have to write it out and then I
like debated with myself “is it actually this or is it actually that?” So each problem was like, way more labor intensive than I feel like it normally is.

Interviewer: Okay. Do you think um, and we're gonna talk about taking notes in just a moment but do you think that if we had had the note presentation where you could've copied notes would that have been better for you? Than the handout?

Participant 4: Yes, for me personally.

Interviewer: Okay. Okay. Um okay. Um did you- so getting into the notes then- did you take any notes bilingually or write down any information in English?

Participant 4: Um can I- like get it?

Interviewer: Sure! Yeah please.

Participant 4: So I think I did, I'll have to double check. Initially when I copied it down I'm gonna say no. I think I copied it down um like word for word what the handout said, but I made some notes that were in really choppy Spanglish I'm pretty sure.

Interviewer: And remember that you promised that I would get a- get to take your notebook over the summer, too.

Participant 4: Oh yes. Yes. This is all yours.

Interviewer: Great.

Participant 4: Um yeah I do have notes on here like um, I had asked you about what a conjunction time was and I made the notes, that was in Spanglish, but another one was um, I'd written down that the principle action is in the preterite or imperfect, but there are some that has that, and um, they can still be indicative so I had to write- I wrote like “not a por seguro qualification” which- and then um another note was like “¿podría ser infinitivo still?” so it's- I-

Interviewer: Can I take a peek?

Participant 4: Yeah. For sure.

Interviewer: And I'll take a look at this later too [inaudible 00:22:21] ((background noise)).

Participant 4: Yeah. A lot of times I've- this is gonna sound kinda dorky but I-

Interviewer: So there's kind of half and half going on here.

Participant 4: Yeah.
Interviewer: Is what I see. Can I actually- do you mind if I take a picture of this before-?

Participant 4: Yeah I don't mind at all.

Interviewer: I still want your notebook for later but that way I can reference this. So note to self, I am taking a photo of this. It's the orange page adverbial clauses in imperfect subjunctive. Yes, I'm talking to myself.

Participant 4: (laughs)

Interviewer: But I'll take a peek at this, yeah this is interesting. Okay.

Participant 4: I think it's mostly for lang-

Interviewer: Well, a lot of- So in- most of that was originally in Spanish and you put it into English? Um, is that correct?

Participant 4: Yes or um I was like thinking- or, like you gave me an answer in English and um I just put parts of it in Spanish for the sake of efficiency and speed. Sometimes I'll do that like if, um like I kind of do this in other classes too when I take notes, like instead of writing out the phrase in order to you can just write “para” and that saves me like 10 seconds especially if I'm somewhere where I have to be taking notes quickly, I think it's just-

Interviewer: You mean you use “para” in other classes?

Participant 4: Yeah in like my history notebook, I can pull it out and find it.

Interviewer: Tell me more about this, let's talk about that.

Participant 4: (laughs) Um like it's not all the time, it's not like I like have, you know, my history in like- entirely in like 50% Spanish but um. Uh, if there's a word or phrase like in English it's like five words but in Spanish it's one or two just- I can pop it in Spanish and it just- like I'll understand it later on when I go back at my notes but it's just a time saver, especially in classes where it's primarily lecture like um, I have U.S. History with Dr. Conkling and he does a lot of lecture and he doesn't ever have notes on the screen so I have to be like speed writing so in order to keep up with that if I can think of a Spanish phrase that'll shorten it or like make it more shorthand notes I'll do that.

Interviewer: Um can you give me some samples of that as well?

Participant 4: Um like actual physical samples?

Interviewer: Either physical samples or screenshots that you email to me, something like that.
Participant 4: Yeah, I could. I'd have to look in my notebook but.

Interviewer: Can you do- not now-

Participant 4: Yeah.

Interviewer: But can you do that for me?

Participant 4: Mm-hmm (affirmative) yeah.

Interviewer: That'd be great. Okay yeah that's interesting. Um yeah I'm hearing-hearing that from a couple people, so this is interesting. Um, okay. So um it sounds like you write down your notes bilingual- bilingually, would you say that you do that pretty often or how often?

Participant 4: Um extremely often, extremely often. Um you'll see when you have my notebook over the summer I- um after you had mentioned that like I was going through the reflection page and whenever you say bilingual notes I had never thought about that but I looked at my notes from the documentary about the uh Bolivian mining and it's not like legible to people who don't speak any Spanish. It's extremely choppy, I found sentences that made me laugh because it was- it was like a 20 word sentence and it was like sections of three or four words that were in like alternating English and Spanish so.

Interviewer: Kind of half and half.

Participant 4: Yeah.

Interviewer: Okay. So why did you feel the need to do this? In your classes or in Spanish class or.

Participant 4: Um I think for the sake of efficiency, um, and just to be able to keep up if- it's pretty much whatever word or phrase pops up in my head the quickest or if I can think of a quicker substitute for a word or phrase that I'm looking for um, I'll just go for that.

Interviewer: Okay. Um and so you- when did you do this, just to- for speed? Is that-am I understanding correctly?

Participant 4: Yeah. Mm-hmm (affirmative).

Interviewer: Okay. Uh what types of activities help you learn the new grammar best?

Participant 4: Um I would have to say like um in class demonstrations like where we talk about, um, why it's this like in the very beginning that's really helpful and then um.

Interviewer: lecture-type notes?
Participant 4: Yes um. Like where- or you'll give us a sentence to translate like okay here's it in English, tell me it back in Spanish and then um you'll write it up on the board and then you'll explain it like, okay, this is this and then like- like I'm very visual so when you point to things, like um especially when we did the um intention lesson I think, like way back when. Um because the fact that you could underline like the “se” and point to this and like underline the victim and point to that, like that was extremely helpful.

Interviewer: Okay. Um are there any other specific homework assignments, games or activities that stand out to you?

Participant 4: Um.

Interviewer: For grammar.

Participant 4: Not in particular.

Interviewer: Okay. What would've been more helpful when trying to learn the new grammar? Maybe with the imperfect subjunctive for example.

Participant 4: Um maybe more lecture style notes. Um, I feel a lot better about uh-lessons when I can write them down and um- not necessarily structure them in my own way but um, I guess I kinda like color code and like indent in different ways and like just being able to customize the information, so it's in a way that I can look back and understand it. Um it's just- I guess the whole customization of the information is helpful to me.

Interviewer: Um can you tell me about the color coding.

Participant 4: Um it's pretty random, it's not like I- like oh these colors mean these exact things but- I really love those felt tip pens and I have like, 30 of them, and I'll pick three and um it helps me distinguish points, like I'll change a color and every time I'd- like you'd intent if you were making an outline and then um- I read somewhere that you're more likely to retain information if you- in like notes, if you make them pretty and use colors that you like, so I kinda took that and ran with it and um I really like to make like charts and like very visual things using like bright colors.

Interviewer: Has the colors helped for you?

Participant 4: Yes personally. Like I can tell- I didn't use any colors when I was a freshman, I just used pencil and like black pen to take my notes and I was not motivated to look at them at all. But like- as silly as it is I am a lot- like I get proud of my notes, like oh I made that really pretty chart and I go back at it and it makes me remember like- when I'm taking a test I'm like oh that was on the chart with the green polka dots and the blue stripes. Like, stuff like that.
Interviewer: Okay. All right. I guess I'll be checkin' that out later too.

Participant 4: (laughs)

Interviewer: Um can you give me an example of something that didn't help you as much as you would've liked.

Participant 4: Um let me think for a moment. I think um- normally I am a fan of moving very quickly, but um I think with this lesson, I felt like very behind, I felt like we moved very quickly. It was one of those things where I was hoping to look around, have everybody else be like what's going on I don't get it but then other people were like yeah I got it and like- I think it was the first book exercise where it was fill in the blanks with the imperfect subjunctive and adverbial clauses where I was like- everybody else like boop boop boop, like got it down it was all good and I was sitting there like a deer in headlights, I was like I- I could not tell you why this was this. Like I think I felt- I felt- it's ver- I can't explain it it's very strange, I felt like we moved too quickly even though I'm usually one to prefer to move very quickly.

Interviewer: Okay. Um, so in general you mentioned the color-coded notes but in general how do you study the new gru-grammar for Spanish class?

Participant 4: Um I review my notes primarily, um and then handouts like any eBackpack ((online class materials provided by instructor)) things that we have, I like to like- not necessarily spend all my time but I like to review my worksheets and especially focus on the stuff that I get wrong.

Interviewer: Mm-hmm (affirmative).

Participant 4: Um because I don't want that to be a weak spot in the future.

Interviewer: So how often do you study?

Participant 4: Um, I usually if I- it's on an as needed basis or like before a test, kinda the same as vocab, like um, I'm normally not one to go home and like um- I've heard that you should do this, like copy your notes down a second time so you retain the information better, I usually don't do things like that, but after the imperfect subjunctive lesson with the clauses, I felt really lost so I went home and did that-

Interviewer: Really?

Participant 4: Yeah I- I hate um, having things that I feel like I could fix and not doing it, so um, it's really- like that's how the as needed basis comes up so um- Yeah. It's really just as I feel like if I feel weak I wanna go study and then definitely before tests, that's also a really big motivator.

Interviewer: So when you rewrote them did you just copy it from point A to point B or what did that look like?
Participant 4: Um.

Interviewer: Or did you write new examples for yourself?

Participant 4: Um I- I don't tend to use examples unless I'm like in class, it's more like if I can make myself like a um almost like a flow- I don't really make flow charts, but a flow chart type um of note style, like I took all of the um points, like okay so here's when you use it and then here's when you don't, like from the entire handout that we got. ((overhead intercom interruption at school))

Interviewer: What did they say?

Participant 4: They're looking for someone and she's very scared, I'm judging by the giggles that they were kidding.

Interviewer: Okay I believe you. Okay so we were talking about copying over your notes.

Participant 4: Yes. Um, I like to make them as concise and like customized as possible so um, I like compile information from different sections and um if I can move it all into one spot so um, like even though there was like dos and don'ts on each side of the paper I put all the dos in one spot and all the don'ts in one spot.

Interviewer: So what do you do with the original notes once you have them copied?

Participant 4: Um.

Interviewer: Do you throw them away or do you keep both copies?

Participant 4: Keep. Always keep.

Interviewer: Okay. In the same book?

Participant 4: Um like if it's a handout I'll just keep it in my-

Interviewer: Oh okay.

Participant 4: File that um I will keep- I'll just keep it in the same notebook.

Interviewer: Okay. Um do you ever feel like you need to use English to help you practice or translate any materials?

Participant 4: Definitely, for sure.

Interviewer: How?

Participant 4: Um I think just for the sake of clarity, like when asking for help um, because as much as I would like to be able to, I can't articulate myself
and what I mean as well as like, in Spanish, because like I feel like when you're confused and asking a question like what you mean is like so important to what you're asking to get the answer that you need, so um, in English I feel like I can do that much better, like I can communicate and um, make sentences and like edits to my original statements um, a lot quicker and more, um, clearer than I could if I was using primarily Spanish.

Interviewer: Okay anything else with how you use the English? Or not? That's good. Um how quickly would you say that in general you feel comfortable enough to start using the new grammar? Whether it's a new verb tense or something else like pronouns, and I know you said you had a little bit of difficulty this unit, but kind of in general.

Participant 4: Um I feel like if it's a good lesson for me and like after the first day I wanna try and start using it, like or just- I think just even thinking about it or if I encounter like um- oh for instance in Spanish 2, um when I was working on my final, um I wanted to say like a “have done” phrase like an haber plus a past participle, but I didn't know that yet, so like, later on, when I learned that like, being able to like think like “oh I can say this now”, like whenever we have conversational activities, I think, um, after we do a grammar lesson it's like always being on my toes like okay, I can say this now. I don't have to like um like beat around the bush I guess and like rely on like the fact that um other people kind of know what I'm saying or like me like randomly throwing in English words.

Interviewer: Okay. Um did you ever feel like your teacher uh- do you ever feel like your teacher needs to use more English to help you learn some of this new material?

Participant 4: Um no, I think that the level of English has been appropriate throughout like all four courses of Spanish that I've done.

Interviewer: Okay. Can you give an example of when your teacher did not use as much English as you would've preferred?

Participant 4: Um I think in Spanish 2 when we first started um doing the like Spanish only classroom, we did a grammar lesson a few days after we started that and it wasn't- it wasn't like I couldn't understand, but it was kind of like a little bit of a culture shock to be like okay it's not just- I'm receiving information about Spanish in Spanish, so that was a little bit different and more challenging.

Interviewer: What about a time when she used too much English?

Participant 4: Um, I mean, as an English speaker I am always open to like more English and being able to understand better. Um I would say maybe um on like cone- like grammatical concepts we've been over for a while like we've alr- like we're reviewing them but other than that, I really haven't identified an issue.
Interviewer: Is there an example of when she used just the right amount of both? Of both Spanish and English.

Participant 4: Um I think the grammar lessons in Spanish 3 and 4 were a really good balance um cause it- there was never- I never felt like oh I need to ask her to repeat that in English. I feel like um you're very intuitive about when, um, we might not understand a phrase that you're using, like you'll repeat yourself in English really quickly and I think that that's really helpful, that's kind of helped um me- not necessarily stuff we are learning in the curriculum, but like picking up on um little phrases like asi like I didn't know what that meant, and so like you had said something using that and then you repeated yourself in English, and I was like “oh that's what that means” and now I have little words like that I can use like later on.

Interviewer: Okay. The asi with the imperfect subjunctive?

Participant 4: Yeah.

Interviewer: Okay.

Participant 4: I just- I have never actually looked to confirm what it means but it's something like this or like that. Is that what it means?

Interviewer: Right.

Participant 4: That's what I've like picked up on, but I have a lot of little words like that, I think.

Interviewer: So if I say like “Por favor, pongan las mochilas y cosas así detrás de los pupitres” so your book bags and stuff like that.

Participant 4: Mm-hmm (affirmative).

Interviewer: Y cosas así. Yeah. Exactly. Muy bien. Okay. Uh good. So uh what about homework and notes or homework assignments, do you ever feel the need to use Google Translate, a dictionary or access English in another way with your, um, grammar work?

Participant 4: Um, I think the only times that I'm like really prompted to reach for my dictionary is like the random time that the book uses a different verb or um- a lot of times I feel like I can extract the meaning well enough without going to another source, but if it's like the verb is what determines like if my answer's right or not, um I'll definitely go like and look for it like in the dictionary.

Interviewer: Okay. Um so think about some of the- think about some grammar practice activities completed during class time. What activity or activities stood out to you as the most helpful and- and why? And if there's something from another unit just let me know what you're thinking about.
Participant 4: Well for grammar in particular, um, I really like at the beginning to do the fill in the blank activities where it's a paragraph and it gives you the verb and you have to decide whether it's one of like two to four tenses and um I also- I do like, um, the short little listening activities where, um, it just uses like later on after we've been more exposed to a concept it uses the concept and you have to like flip it from the points of view. Like if they use it as like the yo form or the tú form a lot in the thing and you have to think like okay, this is how I set it up in the él/ella form or the usted form. Stuff like that.

Interviewer: Okay. Um which activity or activities were the least helpful?

Participant 4: Um, I can't name a specific type, because I think they vary between listening, reading and writing, but sometimes the book has very um uh-questions that aren't exactly clear like- I think um- I mean I'm no educated book writer, but I feel like um especially when you're introducing a new grammatical concept, it's their- the answers to each question should be like extremely clear. Like I feel like you could get in to more like ambiguous questions like after you've been exposed to the concept for a longer time, but I feel like in the beginning it's not really helpful to have questions like that.

Interviewer: And do you think some of the ambiguity is on like materials that I've presented in lecture or more textbook materials?

Participant 4: More textbook.

Interviewer: A little of both?

Participant 4: Yeah.

Interviewer: More textbook.

Participant 4: Mm-hmm (affirmative).

Interviewer: Okay.

Participant 4: Definitely more textbook.

Interviewer: Okay. Um so during these class activities, um fill-in-the-blank or something else, did you ever use or wish you had used any English?

Participant 4: Um I think I only have ever felt that way if I was confused and I just didn't ask a question, like I got kind of like a partial answer from extracting it from like what we were doing like, oh like um, like we went over like the answers to an exercise in class and then somebody said it and I was like okay I was kinda thinking that, but I'm not entirely sure. It's like moments like that where I wish I would've used more English- I think there are a few moments like in Spanish 2 after we first started the Spanish only thing, like it was like a really intimidating idea at first and
so I think I didn't ask um like a few questions just because I was like, I don't know how to articulate this in Spanish but other than that, no.

Interviewer: Okay. Um. What about your classmates. Does it bother you or help you if they use English?

Participant 4: Um, if we're doing it depends on the activity. If we're doing like, um, like a tough new grammar lesson and we're all like in this together cause we're all confused and this is a very new challenging subject, I think English is awesome. Like especially for the sake of clarity and to get rid of confusion, but if we're doing um like a discussion activity or um, some kind of book activity where the language is at a level, um, which it isn't like a hassle to like try and like say stuff in Spanish and like think in Spanish um, I tend to get a little bothered because I want to be able to like- I like practicing like that and like talking and trying to push myself to see what I actually know and um, in exercises like that where there's a lot of discussion like, um either debates or if we're doing- oh I can't think of an activity, but like oh- the speed dating thing that we did to find partners, like when people use a lot of English during that tends to get frustrating, um, because it feels like you're not like practicing as much and it- I find that if we do a lot of activities where there's like- when people just kinda slip and use a lot of English, like later on, I'm like- I forget certain things if that makes any sense-

Interviewer: Mm-hmm (affirmative).

Participant 4: But um it's usually only those like discussion, like more like hands on, like get up and move activities.

Interviewer: Okay. Um and- is there any other way- I mean you kind of talked to me about how you might use some English there, but how did you comprehend, um, or make sense of what was being taught and presented to you with some of these grammar activities?

Participant 4: Um I think it was mainly just like listening and going through what I know in my head like um, uh some things like, like any like present tense normal conjugation of the verb hablar like that is not- like stuff like that does not require any thought, like “okay, I know exactly what that means.” But um if it's like- if it's one of those new phrases that's presented and then you follow it in English- if you don't follow it in English, or like the split second before you do I'm like, like “okay like let me think, like what do I know that could help- that relates to that or seems similar or that I could help- that I could use to help derive meaning from what was said in Spanish?”

Interviewer: Okay. Um and that actually leads me right into the next question. So did you find that you were using English mentally or in another sense like a dictionary to help you?

Participant 4: Um yes. I think it definitely depends on um my level of confusion. Um like if we're doing a really easy like listening exercise and it's all um like
vocab and grammar that I've been exposed to before, it's too much of a hassle to like try and like think it all in English and be like okay I'm gonna translate this into Spanish, it's easier to just like work with what I know entirely in Spanish. But if it's something newer um that I'm not as comfortable with it's definitely- I think it's actually more of like a safety net thing to like go back to the English and be like okay I can express myself with this instead of relying solely on Spanish.

Interviewer: Okay. Um just a moment here. Okay. Do you have another idea of how to teach or practice Spanish grammar in class and what do you think might be the most helpful for you as a student?

Participant 4: Um as for new ideas, I can't think of anything off the top of my head, but helpful for me as a student, um, any opportunity I have to be able to write stuff down on my own.

Interviewer: And would that activity occur in Spanish or English? Or would English be involved?

Participant 4: Um likely yes. Um like I showed you some of my customized notes, it tends to be a mix of both, um, Spanish and English.

Interviewer: Okay. Good. Anything else?

Participant 4: Um, nope.

Interviewer: Okay good. All right. Do do do. Let's move on to section three- still doing okay, need a break or anything?

Participant 4: Oh yeah, no I'm good.

Interviewer: Perfect. All right so we've talked about some of your stu- general study and preparation habits. Would you say that these have evolved or changed over the years of you- as you have advanced to Spanish 4?

Participant 4: Um I would say definitely yes. Um as Spanish has become like, more conversational and you're working more towards um proficiency in like the later Spanish levels um, there's a lot more like pushing it's not ju- like I can't just do a Quizlet and be like okay this is good, I have to do a lot more like actual practicing whether that's something like talking to myself alone in my room just to see if I could remember the um, the material.

Interviewer: Now do you do that sometimes?

Participant 4: I do sometimes (laughs). It's very interesting to hear to my family that nobody else speaks any Spanish but um I- I do do that a lot, like if I look at my notes and um like how we go over the test before the test it's like okay, this is gonna be what's goin' on, this is what you need to be able to do um, I'll give myself a few minutes to review all my material like my notes, handouts, whatever, close it off and then um like give myself some
kind of practice like to see if I actually can do it without the notes and then if I think I can, I'll go like a once over just to double check and then I'm done studying. Or if I can't that's gonna like prolong the time that I study.

Interviewer: Okay. Um how has your use of English or maybe your reliance on English changed or evolved over the years from when you were just beginning to learn Spanish to now being a more advanced student?

Participant 4: It's- it's a crazy difference. Like in Spanish 1 um, I don't like- there was never a time where people would like conversationally say stuff unrelated to class in Spanish, like it was definitely like all the talking was in English unless you were actually doing an exercise.

Interviewer: Right.

Participant 4: But now it's like, um like I can lean over to Alfredo or Paola and I can tell them something about my weekend in Spanish. Like granted it might be a little choppy as I'm trying to find the right words but that would've never happened in Spanish 1 or 2.

Interviewer: Mm-hmm (affirmative).

Participant 4: Well not late Spanish 2.

Interviewer: Right. Right.

Participant 4: Yeah.

Interviewer: Okay. Um sorry I lost my place. Uh do you use more, less or the same amount of English as in the past?

Participant 4: Definitely less. Definitely less. If I wanted to lean over and tell somebody about like the new top I bought last weekend, I would have said it all in English in Spanish 1 and 2, but now I'm like, oh like I went and did this and I think um especially like in Spanish 3 how it's so heavy on grammar, like learning all those new grammar terms and then li- um learning how to use them was like extremely helpful in my conversational ability.

Interviewer: Um just a moment. I'm so sorry. ((person knocking on classroom door))

Participant 4: It's all good.

Interviewer: Hi. Oh thank you! Note to the recording. I was just provided a dictionary.

Participant 4: (laughs)

Interviewer: Okay. I was like, I didn't know who that guy was. Okay. All right. So uh we were just discussing- I'm sorry um. Did I ask you- I apologize- did I
ask you what has changed for you as a language learner and a language speaker or user?

Participant 4: Um.

Interviewer: Or I think we were on the more, less or same amount.

Participant 4: More less same amount of English.

Interviewer: Okay so then the next question. What has changed for you as a language learner and a language speaker or user?

Participant 4: Um it's- I'm not like actively aware of the way that my proficiency has expanded like as it's happening, but um like looking back and like the stuff that I know now and like especially my experiences outside of school, like if I see signs or things like everything has like a little like Spanish translation underneath it.

Interviewer: Right.

Participant 4: Being able to understand stuff like that and then um, sometimes I um- this is kind of silly, but I saw this thing on Pinterest that said one of the most helpful things in learning a language is like keeping a diary-

Interviewer: Mm-hmm (affirmative).

Participant 4: So sometimes as silly as it is if I'm driving somewhere at night and I get scared I like- I'll talk to myself and sometimes I'll do it in Spanish like to see if I can process what's going on around me sometimes it's just like a fun little challenge like to see-

Interviewer: And are you alone in the car when you do that?

Participant 4: Yes, for the most part. Unless I'm with somebody that's like taken Spanish 3 or 4.

Interviewer: So you would be giving yourself like a, like what kind of things would you say to yourself? Like you don't have to get too personal. But give me an example.

Participant 4: Have you- I don't know if you've seen these but like vlogs or like video blogs where people just talk about what they're doing, that's pretty much it. Like okay like I'm backing out of Target like it's not like- (laughs) I'm- I'm probably making myself out to sound like very crazy, but it's-

Interviewer: No I don't think so.

Participant 4: Definitely like a thing that I've started doing since I've like gotten a license and been able to go places alone and I can be kind of like skittish sometimes and if I get freaked out hearing like noise, like any- even if it's
just the sound of my own voice, is like comforting and I- like one day I was like hmm I wonder if I could like say this in Spanish and I started like- it's not all the time, but it's um, it definitely happens like, like okay I'm pulling into my driveway but then driveway will definitely be said in English because I don't know the word for driveway in Spanish but-

Interviewer: Okay.

Participant 4: Stuff like that.

Interviewer: And are you actually recording those or are you?

Participant 4: No. Not actually recording (laughs).

Interviewer: Okay.

Participant 4: I'm sure I'm making myself sound very crazy.

Interviewer: No. No no no. Um and the reason I say this, and I'm really not supposed to engage in interaction, but I used to, this was back years ago when things were different, I used to go in chat rooms and I would type back and forth in Spanish with people on the computer-

Participant 4: Oh!

Interviewer: And that's how I built up my writing skills.

Participant 4: Oh.

Interviewer: Um, which is different. And it's-

Participant 4: Yeah.

Interviewer: And it's supposed to be about you, but I don't think you're crazy, different learners do things differently.

Participant 4: I've experienced that too like um, uh I have an Instagram and they have this thing called like an explore page-

Interviewer: Mm-hmm (affirmative).

Participant 4: Where it just gives you like it notices the kind of things that you look at and then it gives you things that they'll think you like and um, I like this one singer and her name's Lana del Rey and so an account popped up for her, like it was a video of her singing, but the person running the account was a Spanish speaker, and so I was like “ooh this is kinda interesting” and I like scrolled through like all- like you can go through all the posts at one time and I was just scrolling through them to see like if could understand like the captions of the photos and videos without having to press the see translation button-
Interviewer: Okay.

Participant 4: And see like where I was like weak or not.

Interviewer: Okay.

Participant 4: Yeah.

Interviewer: Cool. And we're gonna talk about some things like that in a minute here too. Um so in class do you tend to think and process your thoughts in Spanish or in English or do you tend to use a little bit of both?

Participant 4: Definitely a little bit of both.

Interviewer: Okay. Kind of explain that to me.

Participant 4: Um it goes along with the whole like level of confusion thing, I think. Um if I really need to be able to like, express myself clearly, and um process information as clear as I can like when it's presented very new, or I just happen to be like not understanding it very well. um I will definitely be thinking mostly in English. But if we're doing like a conversational activity or a listening or stuff like that it's- for me it's much easier to stay in Spanish in like- the writing, the thinking, the reading and the speaking.

Interviewer: Mm-hmm (affirmative).

Participant 4: It's must easier for that when the material is familiar.

Interviewer: Okay. Um would you say that this is true, uh, with your thinking process uh when you're uh doing homework alone?

Participant 4: Um yeah. I would maintain the same thing that if it's um like vocab worksheets, like no English goin' on whatsoever.

Interviewer: Mm-hmm (affirmative).

Participant 4: But um if it's like a new grammar worksheet it's- like in- I think mostly with grammar, um, I try to like, because my notes are bilingual like in the way that I- that's like the way I understand it, I have to like have some kind of bilingual thinking going on. Like oh, like okay so this- like if I wrote the rule down in English or Spanish or a mix of both, I'm gonna remember it like that and that's what I'm gonna be thinking about when I'm doing the problem.

Interviewer: Okay. So it's kinda based on your notes then?

Participant 4: Mm-hmm (affirmative). Yes.
Interviewer: Okay. Um okay. What about if you were exposed to a native speaker or an authentic resource like a Spanish language movie. Then what is your thinking process, Spanish or English or both?

Participant 4: I have been exposed to like native speakers, my family and I went on vacation to the Dominican Republic over- like in December. And um, my thought process is “oh my goodness! I am not as proficient as I thought I was primarily.” (laughs) Um but uh it's- it's a very like on your toes kind of thing, it's not- it's so incredibly different from the way that I would converse with somebody in English. Like there's little to no thought behind um like the structure of what I'm saying.

Interviewer: Mm-hmm (affirmative).

Participant 4: Like right now I'm not thinking about the way that I'm- like the syntax of the sentences that I'm saying to you, but whenever I had to try and like speak in Spanish I not only had to make sure- like listen and make sure that the words that I heard were, um, the correct words so that I could process them into words that I knew in Spanish, but I also had to like configure a response and give that back out verbally. So, it's definitely- it makes me a lot more aware of like the process that my brain goes through to speak because it's so slowed down because that's not the language that I was brought up with and that I've been comfortable with for so long.

Interviewer: Okay. Um you mentioned this a little bit, but we'll dig a little deeper- do you ever listen to authentic materials in Spanish outside of class? Podcasts, Internet videos, music, movies, anything like that?


Interviewer: Can you give me- you mentioned Lana del Rey, can you give me another example?

Participant 4: Um for the music, um I actually do listen to “Malamente” ((song by Rosalia)) like outside of class like- that one song we listened to and then um there's uh a different song called “Mia” by Bad Bunny and Drake, I just found it cause I liked Drake as an artist, but um, that's like- it's like-like it's um songs- it's not like I go out of my way sometimes to look for Spanish music but um, if there's any like kinda- kinda when “Despacito” was popular too-

Interviewer: Mm-hmm (affirmative).

Participant 4: Like I'll listen to stuff like that um-

Interviewer: Okay.

Participant 4: If it happens to be popular, like across like worldwide charts too.

Interviewer: Okay anything else with listening type things?
Participant 4: Um I- oh um have you seen those Buzzfeed, like, recipe videos?

Interviewer: Mm-hmm (affirmative).

Participant 4: Or I don't know the name of the company that produces them, but they're like 30 second informative things about like um- I think we watched some of them in our like Spanish 3 like um watch and then discuss.

Interviewer: Mm-hmm (affirmative).

Participant 4: Some of them pop up in Spanish, like on my Pinterest, because I pinned one little recipe video-

Interviewer: From Buzzfeed vide-videos?

Participant 4: Mm-hmm (affirmative) yeah in Spanish, so that's how like I learned some like cooking words-

Interviewer: Okay.

Participant 4: And that's actually how I figured out that um uh aceite was oil-

Interviewer: Mm-hmm (affirmative).

Participant 4: I didn't know that, every time we did the prayer I was like I don't really know what that means, but I watched a video and they poured olive oil into the bowl and the screen said “aceite” and I was like oil! It all makes sense! Like, so stuff like that.

Interviewer: Anointing. Okay. Uh good. Um so how well do you feel that you understand the Spanish communicated in these materials?

Participant 4: Um, I would say um for like, when it's not super conversational or it's just captions and stuff like that, I would say like 9 times out of 10 I get what's going on.

Interviewer: Okay.

Participant 4: But um there is always that little “see translation” tool which is helpful, and that kinda- I think it's helped expand my vocabulary and understanding just a little bit cause I can where I'm weak-

Interviewer: And that's on the- like Instagram and stuff?

Participant 4: Mm-hmm (affirmative).

Interviewer: And is that, I'm assuming like a computer generated thing?
Participant 4: Yeah, it's like computer generated. Like they have it for um- they like detect like your language that you have it set it and then any language that's not, that they'll give you the option.

Interviewer: Mm-hmm (affirmative). And do you use that sometimes?

Participant 4: Yeah sometimes.

Interviewer: Okay. And does that help?

Participant 4: Um yes. Like either to confirm what I was thinking or like, um, I learned the word for pieces that way cause I was like I don't- I don't know what pedazo is, but yeah.

Interviewer: Um so then the English then provides extra support in this area?

Participant 4: Yes. Yes.

Interviewer: Okay. Um do you use any other, uh, source of English to provide extra support or feel any other need for English with some of these authentic listening materials?

Participant 4: Um no. I've thought about like for some of the songs in Spanish I listen to like looking up the lyrics and seeing what I don't understand, but um of course that's always a thing I think of when I'm driving and I can't actually do it so I never get around to it-

Interviewer: Right.

Participant 4: Um so it ends up mainly just being in Spanish seeing what I can understand from what they're saying.

Interviewer: Okay. Um so what language do you think of when watching a Spanish language video or movie?

Participant 4: Um.

Interviewer: Or listening to a Spanish song, anything like that.

Participant 4: Um at first it's definitely Spanish like- it's almost like I go through rounds of like scanning what I'm hearing like in my head like the first round is like is all Spanish, like I'm detecting words that I know or language that I'm familiar with and that I can just be like, oh I get that meaning right away. And then um- and then it'll switch back to English if I'm like, oh I don't know what that phrase means or I have no idea what they just said, then I'm like thinking in English like is there any like- is there any kind of similarity like cognate-ish kind of thing going on that I could help derive that meaning.
Interviewer: Okay. Um and you touched on this before, um, but have you ever spoken Spanish or verbal- verbally communicated with a native speaker?

Participant 4: I have. Um with uh some of the staff and like attendants at, um, the hotel that I was at in the Dominican. Um it was very interesting, they get very excited um like because I'm- I do not look like look at all like I would know any Spanish and-

Interviewer: And you're young.

Participant 4: Yes, and I'm very young and um there's people, like, um, my dad who has no idea what's going on and he also is- he doesn't hear well. So they can say like little directions- like they would- um some of the employees that we would see all the time would pick up that I knew a little bit of Spanish and they would say something to me instead of my dad and have me tell my dad what we needed to do. So like little words and phrases, like um, like “if you could go please go stand and wait over there your table will be ready in a few minutes,” like stuff like that um would go to me and then I-

Interviewer: In Spanish?

Participant 4: Yeah it would go to me in Spanish and I would like say like, like “oh, gracias” and then stuff like that and then I would translate it back to English for like my family and stuff.

Interviewer: That's cool.

Participant 4: Yeah it was very cool like especially um- cause there were a lot of people that lived in like the Dominican Republic that were at the hotel.

Interviewer: Okay.

Participant 4: So um it was (laughs). Um my like- if my- one of my brothers or like my dad or my stepmom needed something, they're like I don't know how to like- if it wasn't like a simple kind of thing, they're like do you have- do you know any words like I remember um at a restaurant it was- it put me on my toes to like think about words that I knew in Spanish. Um, my dad didn't know um- my dad was trying to ask our waitress if he could buy wine by the glass or if he had to buy a full bottle-

Interviewer: Mm-hmm (affirmative).

Participant 4: And she didn't quite get what he was saying, she's like “yeah, you can buy wine” cause that's what she thought he was asking and he's like “say that” and I was like incredibly embarrassed because I'm at this big table and all these people are looking at me and I'm like okay, I have to scan the words that I know, I'm like I don't remember the word for glass, so I had to- like I had to say part. Um like and then of course um it was- it really pushed me, like I learned um like- I- this I also thought of as like a safety net for the final, like I learned a lot of describing things using
other words that you know if you don't know the word for that thing. Like um, my brother and stepbrother even though they're very immature, so they were like- they kept asking me how to say like dumb things, they were like- they were like “oh how do you- how do you say gun in Spanish” and at that time I was like I don't know and I was like “una cosa de violencia”, like “a thing of violence” and I was like, um, oh if I get something like that in the final, like, I can describe it like that.

Interviewer: Yeah, we call that circumlocution.

Participant 4: Oh.

Interviewer: There's actually a word for that whole phenomenon that you just described, it's called circumlocution. Cause circum, around. Locution, anything with locut- is talking or speech, so talking your way around that so. Yeah that- that's a- there's a real linguistic term for that so there you go.

Interviewer: Um good! Um, I like your story. So uh were you able to engage in that conversation with these, uh waiters and um, hotel staff?

Participant 4: Um for the most part yes. Um because about like 80% of them were like, okay I'm gonna just use very simple language because I'm- like I have no idea what this person's, like, language ability or level is, and so for those conversations, like um, I had um one of my waiters ask me like, “oh is this your family?” cause they asked like oh like “¿cómo estamos esta noche?” and so my family like was like I- and so like I'll respond back, and they like oh that one speaks Spanish. And then they'll use small terms but there were a few that came at me in full blown complex language rapid fire and I (laughing) it was so embarrassing. I was like, um, I would have to say things like, um, like “I can't hear- I can't understand hearing well” or um “I can't speak as well as I could read or write” and like to which they would like laugh and then they would simplify their language back down to the level that like the other 80% would normally use with me. So it was- it was successful depending on the person.

Interviewer: Okay. Okay.

Participant 4: Yeah.

Interviewer: Yeah okay. Um so did you ever feel like you had to stop and use any English with some of these conversations or did the other person ever switch to English?

Participant 4: Um yes, they definitely did switch to English for some parts, um. Like um, there was at one point where I was at a food counter waiting for um, a pizza that I ordered to be done cooking and um, one of the employees came up to me and started talking to me and um, I was at like a patio so it was very loud and um, I remember saying like uh “no puedo oírlo” um I said “hay demasiado” and I didn't know the word for sound so I said
“noise” and then at that point they were like “oh yes, it is very loud in here.” So where I like showed like, um, words that I didn't know they would switch to more English or like the longer that I talked with them they would add in like more English.

Interviewer: Okay.

Participant 4: Mm-hmm (affirmative).

Interviewer: Okay good. Um and what language were you thinking in when these types of conversations were taking place?

Participant 4: Um, if it started off like- most of them started off in Spanish, I would definitely be thinking in Spanish. Like okay, like I have to think of all like- I was goin' into my word bank, goin' into what I knew and tryin' to formulate that stuff. But if it got really confusing (laughs) like um and I could not understand a word of what was going on I was- it was all English. Like again like going back to the confusion thing, if the confusion was high there was a lot of English going on.

Interviewer: Okay. Um and you said that this trip was in December 2018?

Participant 4: Mm-hmm (affirmative).

Interviewer: So right between ((Spanish)) 3 and 4?.

Participant 4: Yes.

Interviewer: Okay perfect. Um okay do you feel like you have to mentally think- uh, translate or think about things in English first before you speak or write in Spanish?

Participant 4: Um not always. If it's a very new concept I will definitely um like- I like to think about the rules in English or depending on my notes, um, and then I like to translate it just to kind of give myself that sense of familiarity with um, the material presented. But um, if I'm like comfortable with it, it's like it's pretty much all Spanish.

Interviewer: Um, do you feel like you have to mentally translate or think about things in English first with listening and reading?

Participant 4: Um, only if it's something that I've never heard before.

Interviewer: Okay.

Participant 4: If, um, it's like familiar vocab and grammar that I've been exposed to I don't feel the need to translate it back into English. I feel like- as weird as it is to try and like understand and describe, I feel like the meaning just like clicks without the translation.
Mm-hmm (affirmative). Okay. Um, some foreign language teachers don't allow their students to utilize any English in the classroom. To help you better understand this question, this is not necessarily just a teacher preference, but it is an actual foreign language teaching technique used in many public schools and universities. Comment on having the comment on the idea of having an immersive Spanish only classroom where English is never utilized more than 10% of the time. What are your initial thoughts or reactions?

Um kind of the same- like not as extreme but kind of the same way I felt in Spanish 2 when that was- not necessarily like introduced in the same way, but kind of introduced. Um I think- I think it could be beneficial like just as a pusher like just to push, um, the students to see like where their language is at and really um like- it's kinda like, you know, like throwing a kid in a pool like to see if they learn how to swim like that kind of thing like to try and see what you can work with and what you have.

But um I think it's good for like uh like when we do the debates and stuff like that, and then like conversation activities like Spanish only is awesome for that, like trying to push yourself to see what you can work with, um, with what's going on in your head. But, the whole concept of that in a learning environment makes me a little like eh- like it makes me a little nervous because um, like just I think the two times that it happened to me in Spanish 2 where I was like, oh like- especially in a- the classroom setting if there's a penalty for using English when there are like words or phrases that you could've used in Spanish, um, that's really intimidating like for asking questions, um, because, it's sometimes like- if for me if I ask a question in Spanish like and it's about something that I'm confused about, I have structured the question in my head, I've thought about it and I have produced this singular sentence or two to like give and then get an answer.

Mm-hmm (affirmative).

But, um, like being able to- it's really important to be able to ask questions in English I think because you can edit them a lot quicker. Um, like you can make changes. Like if-

What do you mean by that?

If I were- if I spent all this time to make this one question for you in Spanish and then you didn't quite understand what I meant, I would kind of be like a fish out of water trying to like edit that and make it, um, appear in a way that would make more sense and really convey what I meant. But in English, I can just go back and be like oh well like let's talk about this part of number 4, like do you mean this part or this part? I'm like this part because of this and I can like- it's- I don't have to go through the whole like “let me look at my word bank,” “my grammatical bank and this is what I can create,” like the English is just- it's natural like it just- I can convey what I mean a lot quicker.
Interviewer: Okay. So kind of based on speed and clarification if I'm understanding you correctly?

Participant 4: Yes definitely.

Interviewer: Okay. Um, do you think it would be harmful, this immersive approach in any way? You kinda mentioned some benefits.

Participant 4: I think it could be harmful ↑ if there's like penalties especially in presenting new material, um, because like just from what I've noticed and from what I notice with myself and my classmates, it's like, I think there has to be some leeway in being able to use English when you ask questions because, you know it is a second language, it's not something you're familiar with and then you're having a question about the way you use the second language and you're only able to ask that question in the second language, you might be using the part of the second- like the grammar of the second language that you're confused about, you might need to use that in the question that you have in your head.

Interviewer: Mm-hmm (affirmative).

Participant 4: So it could get really like sticky I think really fast if there's like, oh like, you have um a 10 point like Spanish usage participation thing like each day. Like every time you use English that's a point away.

Interviewer: Mm-hmm (affirmative).

Participant 4: Like I think that could be really harmful especially when learning new material.

Interviewer: Okay. Um do you think it would make a difference whether the students are beginners or more advanced?

Participant 4: Um, definitely. I think for beginners um- if we had tried to introduce a Spanish only classroom when I was in Spanish 1, it probably would've been very quiet because nobody would have the language skills necessary to communicate themselves and what they mean. Um, but I think for more advanced- like whenever we were in Spanish 2 and you'd say “okay, Spanish only now guys” everybody kind of tenses up a little bit and they're like- they really- there's a lot of pauses before you say because you- like what you mean because you have to think about it a lot longer.

Interviewer: Mm-hmm (affirmative).

Participant 4: But whenever you say oh “¡no inglés!” in Spanish 4 it's like okay, like it's not a big deal like, I'm like okay I feel like I have enough to work with and if not, I know that I can say ”¿cómo se dice?” and stuff like that.
Interviewer: Okay good. How would you feel about a Spanish on- how would you feel about a Spanish only classroom when it comes to learning new material or new vocabulary?

Participant 4: Um, I would not feel that great about it. Um just cause um at least what I've noticed in my thread of answers that I've given to you throughout this interview, a lot of my use of English goes back to my level of confusion and the more confused I am the more English that there is because I think like there's a really big emphasis on being able to communicate clearly and I can communicate my most- my most clear or clearest in um English just because that is my first language and I feel like if you take that away when you're learning something new it's like counterproductive because um you can't like- I think when you learn things that are new you need to be able to ask questions because the goal is to be able to understand the material, and if you take away being able to ask questions I think that's really gonna put a stop to the progress of learning.

Interviewer: Okay. Um what if it's a more ab- I feel like I know what you're going to say, but I'm going to ask you anyway. What if it's a more abstract concept like a reflexive verb or uses of the subjunctive? Then how do you feel about the immersive teaching?

Participant 4: Um I feel like that would be fine cause in um-

Interviewer: Really?

Participant 4: Like.

Interviewer: Okay.

Participant 4: If, well if it's- are these new, like are they being introduced as new in this scenario?

Interviewer: Yes.

Participant 4: I- I retract my statement; definitely not fine. In my head I was thinking more like Spanish 3 when we did little stops of review from stuff from Spanish 1 and 2 and we did that like almost entirely in Spanish because we had been exposed to it before, it wasn't like goin' in like, cold turkey but I think if that was new I think being able to use English is really important.

Interviewer: Okay. Um how would you feel if English was scolded or frowned upon or if your teacher never used it to help with explanations?

Participant 4: Um, I would not feel comfortable and I would not feel like um I was in an environment in which um I could learn to the best of my ability. Cause I think- some of that English, like you need to be able to communicate to be able to learn cause it's that whole like exchange and a lot of times it's verbal, and if you can't like- if you're not getting and you
can't give that information and like, communicate what you need to, it's-there's not gonna be a lot of learning going on, I don't think.

Interviewer: Okay. What if I told you that some teachers are forced or very strongly encouraged to utilize a Spanish only teaching approach?

Participant 4: I would say that that would likely need to be reevaluated. Um, because it's- the whole point of like being in a classroom to learn another language is to learn. And if you're taking away um like it's- it's almost like, I don't know if this is a good analogy or not, but if I had never been given like the booklet on like Missouri road laws or like the book that they give to every, like, permit driver about “here's the road laws, here's what needs to happen” and somebody just put me in a car and told me to go. Like.

Interviewer: Yeah.

Participant 4: I-

Interviewer: Good analogy.

Participant 4: I don't know if I'm supposed to stop at this- I don't know if green means stop or go ↑, like nobody ever taught me, I don't know what to do when I come across railroad tracks if I like haven't been given the material in a way I can understand rather than just goin' in cold and havin' somebody like- it would- like if they couldn't use words. Like in your driver's test where they can't tell you what to do, like if that's how it was, that would be horrible. Like it's almost the same as like if you were in Spanish learning a new thing and the only way that your teacher could tell you about it was in Spanish it would just be the same as not being able to tell you at all.

Interviewer: Mm-hmmm (affirmative). No, I really like the analogy. This is good. Um, would it make a difference if- if you knew or understood that many teachers are required by their jobs or school district polity- school district policies to not use any English in the classroom?

Participant 4: Um, I would definitely be more sympathetic towards the teachers, like I would not be as, like I would not be as upset like- as I've said before I'm definitely not pro, like, full immersive classroom whenever you're learning, but I would definitely not- like if it was just like the teacher was like, “okay we're only doing Spanish and it's Spanish only from now on because I want to push you the entire time. I'm never gonna let you use English it's wrong like you can't ever, ever use it,” I would likely be upset with the teacher, but knowing that they were forced to I would feel-I would want to go talk to the person that made that rule and be like come sit in listen and watch this because nothing's happening.

Interviewer: Yeah. Okay good. So then do you feel like using English sometimes help you- helps you understand Spanish or is it helpful in another way?
Participant 4: Um, for sure it definitely helps me understand Spanish.

Interviewer: Okay. Uh do you feel like the Spanish English languages are somehow connected in your brain or in the way that you learn?

Participant 4: Um, definitely there's a big connection.

Interviewer: Tell me about that.

Participant 4: At least from looking at other languages that I've had no exposure to other than just seeing them cold, um, I think that English and Spanish have really- like just the letters having a very similar alphabet is very helpful and there's a lot of, um, uh prefixes and suffixes and roots and things like that, um, that I think connect it back to English. I feel like um- I feel like it would be a lot harder to go- like to go from like English to like, um, I don't know, um like Arabic or something like that-

Interviewer: Mm-hmm (affirmative).

Participant 4: Where there's an entire- like the alphabet is so different, and I feel like in English and Spanish there's so few, like, sounds that aren't shared, like, I think you mentioned that the “th” sound isn't used in Spanish- ((student is referring to /ð/ phoneme as heard in “the”))

Interviewer: Correct.

Participant 4: Um but it's just little things like that but other than that-

Interviewer: Unless you're in Spain, “zapatos” ((/θ/ phoneme as heard in “think”)).

Participant 4: Oh (laughs). Oh man.

Interviewer: But it has a little bit of a different- it's definitely not a T-H spelling, but they don't use the like “the”- ((/ð/) they would use (/θ/)) but not-

Participant 4: Yeah.

Interviewer: Yeah. Mm-hmm (affirmative).

Participant 4: Yeah like I think that there's, the sounds that we hear in Spanish coming like as a primary English speaker, um, it's not anything that I've never heard before. Like even the letters of the alphabet that are different, it's not anything that I'm like, “oh never in my life have I ever heard a word that didn't have that like vowel sound,” maybe the “ll” but other than that.

Interviewer: Mm-hmm (affirmative).

Participant 4: I feel like it's pretty familiar.
Interviewer: Okay. Do you feel like strengthening your Spanish weakens your knowledge of English?

Participant 4: I would say no.

Interviewer: Okay.

Participant 4: Um at least at the point of proficiency and like knowledge of Spanish that I'm at now, um, I feel like I would have a long way to go in Spanish before I would ever get the two close to each other. Um just because I have almost 18 years of English under my belt and I have, I think two years of like serious high school Spanish and then I had- I had grade school Spanish but we didn't learn grammar until I was in 7th grade, it was kind of just numbers, shapes, animals, sports like regurgitated for like six years.

Interviewer: Right.

Participant 4: So, I definitely think that, um, there isn't really much of a damage to my English from learning Spanish.

Interviewer: Can you remind me where you did your grade school studies?

Participant 4: Um Messiah Lutheran.

Interviewer: Messiah. Okay. And is that- that was mostly the video program?

Participant 4: Yes. Um in my later years in middle school, 7th and 8th grade my actual teachers got more involved, like, but it wasn't like the way you're involved with our teaching because like this is what you do like you do language, they were learning with us ↑ (laughs).

Interviewer: Oh okay.

Participant 4: Yeah like my 8th grade, um, teacher, she was just my homeroom teacher and she was like, “I kinda wanna learn Spanish, so I'm gonna do this with you guys” but it was- but she kind of taught it in way because she was like at a higher level of just education in general, she could understand it and pick it up quicker and then she would- it was almost like a tutoring thing. And then give it back to us.

Interviewer: Okay. So do you feel like your use of English then interferes with how you learn Spanish?

Participant 4: Um I don't think that it ever has hindered me unless it's been like in a conversational activity where I'm using English when I could be using Spanish.

Interviewer: Okay. How do you feel when your classmates use English while you are trying to use Spanish?
Participant 4: Um, I feel a little stunted, if that makes any sense. Um like I- I jus- I think it's really cool to be able to know another language and to understand, um, like communication in- in an entirely different way and I like to be able to like demonstrate that and like practice it, and I don't like it whenever- I've had like- this- not in Spanish 3 and 4 but in Spanish 1 and 2 where I'm with people that are required to take a language course instead of like being there cause they wanna be there, they're like oh like, they have the whole like, “school is dumb attitude, like I don't wanna do this,” like and I'm like, “oh, okay I guess I'll just think it.” Like- and then I'll just say everything in English and then hope that, you know, Señorita doesn't see me cause I don't wanna get, you know, penalized but I, I don't know. I always felt kinda sheepish, like especially if I was with people that I really wasn't comfortable with and they were speaking a lot of English I would just kinda match that. I tend to match like, um, my row buddy or like my partner’s like Spanish usage I guess, if that makes any sense.

Interviewer: Well what about when you're trying to work in Span- uh excuse me, what about when they are trying to work in Spanish but maybe you need to process something in English?

Participant 4: Um, I would definitely like- I will make that known like I will either- just by going in English or telling them, like maybe we should stop for a minute like pause, like I don't- like I'm not really quite sure what's going on here.

Interviewer: Okay. Um so do you have any final commentary, ideas, complaints, feelings, anything related to the use of English in the Spanish classroom? Maybe something that you mentioned before that you wanna build back on, something that you forgot to mention, any final statements related to the use of English in our classroom?

Participant 4: Um not that I can think of.

Interviewer: Okay. All right. Thank you for your time today, this concludes our interview.

Participant 4: Thank you.

Interviewer: Good job. All right.
Semi-Structured Interview With Participant 5

Interviewer: Okay, now we're in a fresh folder. Okay. So, let's get going. So, the purpose of this qualitative study is to explore student use and perceptions of purposive English and its effects in a foreign language classroom. So, my research questions that I'm looking for are, how do high school Spanish students use purposive English in a foreign language classroom? How do high school Spanish students use purposive English? Why do purpo- why do high school Spanish students use purposive English in a foreign language classroom?

Interviewer: And how do high school Spanish students perceives the effects of the use of a first language in a foreign language classroom? So, the first thing we're gonna do is get your consent to interview. So, you and your parents, or guardians have already signed the consent form explaining that the purpose of our conversation today is for research in the University of Missouri-Saint Louis is unable to compensate you for your time.

Interviewer: So, please let me know if you had any questions. Do I have permission to record and transcribe our conversation today?

Participant 5: Yes.

Interviewer: Okay. My role today is that I'm an interviewer. I will be asking you specific questions, but I may also ask you to explain or expand certain things that you say. I may also redirect your focus back to the question or topics as necessary. So, I will not be directly participating in a conversation with you, or responding to your statements except to ask you to clarify, or to tell me more about something.

Interviewer: Um, it will be very helpful for me as a researcher if you can answer the questions and offer ... And offer your opinions as thoroughly as possible. You do however retain the right to pass on commenting, or answering questions if you so choose. All of our discussion here today will remain confidential, and it will have absolutely zer- zero impact on your class grade or your school transcript.

Interviewer: Your discussion will help contribute to the field of second language acquisition, and may help foreign language teachers like me examine and modify our classroom practices. When we are finished, I will own the rights to the audio recordings and any transcriptions. A pseudonym will be used to protect your identity. And all other identifying treats such as the specific name of the institution where you go to school, or the names of classmates will also be protected. Do you have any questions?

Participant 5: No.

Interviewer: Okay, let me grab a pen for myself here. All right. Um, so please state your full name and I will redact that later. Just for the recording.
Participant 5: Participant 5.

Interviewer: Okay. And all right. So first we're gonna start talking about questions regarding vocabulary comprehension and your preparation. So, think back to when we looked at the vocabulary in our new unit, or whenever we introduce new vocabulary in general. Walk me through what goes on in your mind as you see, hear, and learn new words and phrases for the first time. Be as specific as you can.

Participant 5: Um, I guess I like ... I try to s- uh- I see what the translation is, and then I associate the word with the image of a ... like what it is, or like the act of it. So, if I'm going through and I see like, an apple, I'll try not to associate like manzana with the word apple and then like constantly be translating between the two. I think it's easier just to like substitute the word in, I don't know if that makes sense.

Interviewer: So, are you saying that you substitute an image?

Participant 5: Yes.

Interviewer: Okay. So, like the pages in the book, and the slideshow where there's pictures, those types of things would be helpful for you?

Participant 5: Yes.

Interviewer: Okay. Um, and you touched on this a little bit. Do you have to flip back and forth to the main vocabulary definiti- do you ... Excuse me, did you have to flip back and forth to the main vocabulary definitions page in the textbook?

Participant 5: The first time.

Interviewer: Okay. And how- how often did you have to do that?

Participant 5: Half of them.

Interviewer: Okay. And why did you feel the need to do that?

Participant 5: 'Cause I hadn't really looked at them before I was like, I just gone over them once, but and memorized them you know, in a minute. So, after like going through them once and then seeing all the pictures, it helped me process. Like it gave like a memory to the word so I could remember it.

Interviewer: Okay. So then when you recall things, you're relying on the textbook or the, the photograph instead of the textbook translation?

Participant 5: Yes.
Interviewer: Okay. So, that's kind of leading us right into the next, um, question. Did the photographs in the textbook or activities in class provide sufficient or insufficient support for these terms?

Participant 5: They did, because like-

Interviewer: Okay.

Participant 5: ... I would, I don't know, I would see the image, and it would just give like an additional thing. Like I can memorize like a list of words and their translations, but like it helped, uh, give like a more personal feeling to it.

Interviewer: Okay.

Participant 5: 'Cause sometimes if you're just going to like a list of translations, you're just going through it to memorize it, to get like a good grade on a test or whatever. And then like the next unit that comes around and you do the same thing, and you forget about the last unit. But like if, I like see it and use it more, I memorize it. So if I'm like, if I've got a word and I wanna memorize it, I try to use it more.

Interviewer: Mm-hmm (affirmative).

Participant 5: Instead of like, just like, having it memorized, because eventually I'll probably forget about it.

Interviewer: Okay.

Participant 5: But if I'm like constantly using the vocabulary and using it in a conversation.

Interviewer: Okay.

Participant 5: Using the vocabulary in conversation helps a ton.

Interviewer: So, not just the photos but also conversation?

Participant 5: Yes.

Interviewer: Okay. So, what would have been more helpful when trying to learn these new vocabulary words? And it can be this unit or another unit just kinda specify and walk me through that.

Participant 5: Um, I don't know. The one section, I think it was like Spanish 2.

Interviewer: Okay.

Participant 5: Where it was, uh, irregulars, we had a list of all of the verbs and translations, but I don't think I ever used many of them, because they're
kind of obscure verbs that didn't really ... that wouldn't necessarily be in everyday conversation. So, I didn't find myself using them, and I forgot about them.

Interviewer: So, you find words that are more typical, or more conversational, would be more helpful as opposed to just any random word?

Participant 5: Yes.

Interviewer: Something that you can use. Okay. Um, so in general, how do you study the vocabulary for class? You touched on it a little bit, but walk me through that a little bit more.

Participant 5: Um, if it’s like the night before a vocab test, I'm probably gonna use like a Quizlet.

Interviewer: Okay.

Participant 5: And just like put the words in, have a definition, and then I don't just use the flashcards setting of it. I use the multiple choice. So, I'd go through and have different options, and I have to pick the right one.

Interviewer: Tell me what a Quizlet is. Be a little bit more specific.

Participant 5: It's an app where you like, you make a vocab deck, like it's the same as like writing out the paper deck.

Interviewer: Okay.

Participant 5: But then, it takes all those words and you can go through it like the flashcards deck. Or, they make games for you like, uh, here's a Spanish word, here's four English definitions, which one is the right one.

Interviewer: Okay. Okay.

Participant 5: So, there's different, like, ways to use it.

Interviewer: Um, and how ... Still talking about vocabulary, how often do you study?

Participant 5: Not enough.

Interviewer: Okay.

Participant 5: I need to study a little bit more.

Interviewer: Um, can you put that in numbers, you know, 20 minutes a week? An hour a week?

Participant 5: Probably 30 minutes a week.
Interviewer: Okay.

Participant 5: Depending on how long we've been in the unit.

Interviewer: Okay.

Participant 5: 'Cause I know if it's a longer unit, I probably don't ... I study it over like a longer range.

Interviewer: Okay. Okay. Um, and you mentioned making a Quizlet. Do you make any flashcards, or is the Quizlet replace that?

Participant 5: That kind of replaces it.

Interviewer: Okay, um-

Participant 5: Um, I don't usually make paper flashcards.

Interviewer: Do you do anything else? Like do you write out a list of the words or anything else?

Participant 5: I did that once, but I haven't done it in a while.

Interviewer: And how did that go?

Participant 5: It did help me memorize it.

Interviewer: Okay.

Participant 5: But, I'm not sure.

Interviewer: It generally not. Okay.

Participant 5: Yeah, I don't usually do that.

Interviewer: Um, in the lower level Spanish classes, students were usually required to make flashcards with English translations on one side and Spanish on the reverse. Uh, do you think that those were helpful? And explain w- how and/or why you feel this way.

Participant 5: Um, I felt that like they were helpful sometimes, but then there were other ones where it was like (0.04) I didn't feel like I- I don't know, like Spanish 2 and Spanish 1, there are still a lot of words. I've taken Spanish before, and I like still knew them. So, it wasn't necessarily like, "Oh, these are new words." I was just kinda like making the flashcards, but now that I'm in Spanish 4, it might be like, a better idea to write all the words out just like-

Interviewer: Okay.
Participant 5: ... 'cause I only like said like the pictures, like just writing it out and like seeing it is like a lot easier than just like looking at the translation instruction.

Interviewer: Do you- Do you ever do anything with pictures on your own?

Participant 5: Sometimes.

Interviewer: What would that look like?

Participant 5: Um, I would just like ... I don't know if I would like actually take pictures, but if I go through like the vocab list, I like tried using the words in a sentence, and like making like an action or like a sentence.

Interviewer: Okay.

Participant 5: That I can like picture my mind.

Interviewer: Okay, so mental pictures as well as-

Participant 5: Yeah.

Interviewer: ... as physical class. Okay. Um, and then would making flashcards have been helpful on this past unit or the current unit you're on, or maybe even in another unit if one comes to mind?

Participant 5: Um, probably just for the memorization factor of it. 'Cause I don't ... I probably won't use flashcards. It'll be more just for the process of making them.

Interviewer: Okay.

Participant 5: 'Cause I ... My mom saw me like plenty of times, it's like, "Hey, if you write it out, it- you memorize it a lot more."

Interviewer: Right. Right.

Participant 5: So, that would be more of the reason for making them.

Interviewer: Okay. Um, how quickly would you say that in general you feel that ... How quickly would you say that in general, you feel that you pick up vocabulary words?

Participant 5: It takes me a while. It- I guess, I have to use them. I, uh, I just need to be able to like have a situation where I need to use it.

Interviewer: Mm-hmm (affirmative).

Participant 5: And then like, "Oh, this is ... This is the word that I need to use, and then I'll use it." And the more I use it, it's like, it just becomes my vocabulary.
I feel like if I just study vocab, I'll know what it is, but I won't necessarily, like, remember how and when to use it.

Interviewer: Okay. Um, do you ever feel like you need to use English to help you learn these terms? And if so, how does that look?

Participant 5: Not really.

Interviewer: Okay.

Participant 5: I guess when I approach it, it's kinda like (0.06) I try to use the Spanish to help out the Spanish instead of like translating. I, uh, I don't like translating it back and forth like, if I'm doing a worksheet, I don't wanna like, see the sentence and then translate it to English and then translate my response into Spanish. I'd rather just like see the Spanish response and like say, "Okay." And like just know what that means instead of like-

Interviewer: Okay.

Participant 5: ... picturing the Spanish instead of like translating to English, then picturing it.

Interviewer: Wait, say that ... Say that last part again.

Participant 5: So like if I have a sentence-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... and it's in Spanish.

Interviewer: Give me an example.

Participant 5: Um ...

Interviewer: It doesn't have to be fancy. Just give me an example.

Participant 5: Like, (0.08) ¿Dónde está-?, uh, (0.08) I need a noun-

Interviewer: Banco.

Participant 5: ¿Dónde está el banco?

Interviewer: Uh-huh.

Participant 5: I don't try to say like, “where is the bank? Oh, it's over there.” I say like, I just try to picture like I see a bank in my mind and it's like, okay.

Interviewer: Mm-hmm (affirmative).
Participant 5: It's over there, but I say that in Spanish like, “Está allí” or something.

Interviewer: Okay.

Participant 5: So, I try to make pictures in my mind instead of <translations>.

Interviewer: Okay. Okay. Good. Um, do you ever feel like your teacher needs to use more English to help you learn some of these new words?

Participant 5: No.

Interviewer: Okay. Um, what about on homework handouts? And, you, you just touched on this a little bit, but I'm gonna ask again. What about on homework- homework handouts, do you ever need to use Google Translate, a dictionary, accessing English in another way?

Participant 5: Sometimes I have to use a dictionary to find like a word that's not necessarily a vocab word.

Interviewer: Mm-hmm (affirmative).

Participant 5: Like, I've never seen this word before, and it's not a vocab word, I might have to use it.

Interviewer: Okay.

Participant 5: But like if it's like, "Oh, I've seen that word before. It's gotta be a vocab word from somewhere," I'll try to go look up in the book.

Interviewer: Okay, but in general, you don't use a lot of English for that?

Participant 5: No.

Interviewer: Okay. Um, think about some of our class activities that we did to practice our new vocabulary terms. Which activity or activities stood out to you as the most helpful, and why? And which ones were the least helpful and why? And it could be something that we've been doing in class recently, or if something else comes to mind, just tell me what you're thinking about.

Participant 5: I definitely like the discussions, like the debates.

Interviewer: Okay.

Participant 5: Because they put us in a situation where we have to use different kinds of words. Like instead of just going through a unit and all the vocab being about this one thing like right now it's like TV-
 Participant 5: ... w- we don't necessarily have to only talk about TV. It can be like a broad range of subjects-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... in a short amount of time just forcing us to use the vocab from different places and put it into practice more than just like, here's a unit about TV. Once we're done with the TV, we're gonna go onto the school, and then we're only gonna talk about-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... school. I think that like, that's what helps my vocab, 'cause it's like, I'll hear a word in the discussion, and once it's said a couple times, I'll remember what it is. And then I'll be able to use that in my discussion.

Interviewer: Okay. Um, uh, which activities were the least helpful with vocab?

Participant 5: I don't know, depending on the difficulty, the listening. 'Cause like-

Interviewer: Okay.

Participant 5: ... a lot of times, and I know it's kind of the point of the listening is like to push like- getting used to talking to people that are bilingual and like we don't know all the vocabulary. We're not fluent. So like, there's gonna be stuff that they say that we're not necessarily gonna understand, but we still have to like (0.3) process what they're saying-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... and interpret it the best way we can, but like sometimes they'll be talking so fast that it's like I can't ... I don't know that word, and then it just like goes over my head.

Interviewer: Mm-hmm (affirmative).

Participant 5: Um, (0.4) I'm trying to think of anything else, but-

Interviewer: And when you do that, you are listening for Spanish words that you know. It's not because you're trying to think about it in English.

Participant 5: Yeah.

Interviewer: Okay. Okay. Um, so during these types of class activities, did you have your vocabu- vocabulary list or notes out? Why or why not?

Participant 5: For the listening?

Interviewer: Um, any of the vocabulary activities. It could be this unit, units in general.
Participant 5: On worksheets, I may have my vocabulary stuff.

Interviewer: Okay.

Participant 5: But other than worksheets and like classwork, things like that like, do-

Interviewer: You do have it out during classwork?

Participant 5: ... like do section 6 and it's like-

Interviewer: Yeah.

Participant 5: ... a new, brand new set of vocab.

Interviewer: Mm-hmm (affirmative).

Participant 5: Then maybe I'll switch. But like if we're having a discussion or we're doing a listening, I don't have it out at all.

Interviewer: Well, for example we did a reading assignment today, did you have your vocab out, or did you flip the page back to the vocabulary list?

Participant 5: I didn't have to do it today.

Interviewer: Okay.

Participant 5: Because we've had it for a couple days, so.

Interviewer: Okay. Okay. But if it was day one, then maybe?

Participant 5: Yeah.

Interviewer: Okay. Um, and so if you can remember, um, with some of these different vocabulary activities, um, can you try to help me understand what's going through your mind? Um, you talked about having some mental images, but if you have something like a listening or reading comprehension, you probably can't have a mental image for everything. I could understand that maybe for like vocabulary terms, but maybe something where there is a little bit more communication. So, what's going on with you thinking process? Um, so you talked about listening activity, you talked about a reading activity. Um, how do you comprehend or make sense of what's being taught or presented to you?

Participant 5: I guess I try to pick out words that I know. And then like if there's a word that I don't know, I'll put together the words around it, like I've got a sentence here that I know what it is. I've got a sentence where I kind of know what it means. And then there's like some words that I don't know what they mean, and then I've got another sentence where I don't know what it means. I can kinda like assume what's going on in the middle.
Participant 5: But other than that, s-

Participant 5: The most helpful thing would be the debates, because ...

Participant 5: Just because it puts you in a situation where you have to use it.

Participant 5: I mean, when you're having a-

Participant 5: ... When you're having a conversation is, we usually always do it in Spanish, except for words where it's like slang words. So like if, like today we had “binge watching”-

Participant 5: ... and things like “live stream”.

Participant 5: But those don't necessarily have like a clear Spanish translation word for word.
Participant 5: So, I'm sure we could like-

Interviewer: Or at least we don't know it yet.

Participant 5: Yeah. So if, if that's the case, that would be the only time we would really use English.

Interviewer: Okay. Okay. All right. Um, we're gonna switch gears a little bit. And now, we're gonna talk about some grammar. All right, so talking about grammar, um, I'd like to ask you some similar questions. Um, but this time, instead of focusing a vocabulary, we're gonna talk about learning Spanish grammar. So, try to think about our most recent grammar lessons, but if another lesson or grammatical concept comes to mind, that's okay. Just be sure to tell me.

Interviewer: Um, and I want you to walk me through, walk me through what was going on in your mind as you were seeing, hearing, and learning the new grammatical concept for the first time. So for example, most recently we worked with the imperfecto de subjuntivo, the imperfect subjunctive, but if you think about another lesson, um, just let me know and be as specific as you can. So, thinking about some grammar, uh, did you take any notes bilingually or write down any information in English?

Participant 5: Sometimes it just happens like even when I'm just like writing out like imperfect subjunctive, I'll write it out in English and then I realize, and I'll like, go down like thing. And I'll see, like, imperfecto de subjuntivo. And it's like sometimes those just go together in my head, but I mean, most of the time I'm n- my notes are in Spanish. Occasionally, if it's like the first day and we're learning a new verb tense or something it's like, some if it's in English just because we're like still learning-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... what the tense is, but most of the time my notes are in Spanish.

Interviewer: So, be a little bit more specific, um, when you ... on, those times when you do use English, um, how often does that happen? I know you said at the beginning, but be a little bit more specific. And then also why you feel the need that you are using that English.

Participant 5: I guess when I'm doing a verb tense, it's like what happens when you use the verb tense.

Interviewer: Mm-hmm (affirmative).

Participant 5: So like, move the se to the front or something like that, that's what I'll write in English. But if it's like a simple Spanish sentence where I can write it out, I'll use that. But if it's like a direction on how to format the sentence, that's usually when I use the English.

Interviewer: So, directions-
Participant 5: Directions and-

Interviewer: Structure.

Participant 5: ... structure, yeah.

Interviewer: Okay. And, what types of activities help you learn the new grammar best?

Participant 5: I had a terrible time learning the verb tenses, because we did so many so fast that I didn't know when to use any of them.

Interviewer: Okay.

Participant 5: Like I know how to use them, and I knew like what the conjugations, and things like that were, but I didn't know like when should I use this one or this one, or this one.

Interviewer: Mm-hmm (affirmative).

Participant 5: So eventually, I just made a big chart with every single verb tense, and what it meant. So like would have, would- would blank. And then like, things like that. So, that's when I use the English a bit. And I ca- I can show you the chart [crosstalk 00:22:52].

Interviewer: Yeah, I was ... Actually, that was my next question.

Participant 5: Yeah.

Interviewer: Is can I have that chart and make a copy of it? Or if you did it in an iPad, can you email it to me?

Participant 5: This- This is our big giant chart.

Interviewer: Oh, wow. Did you make this at home?

Participant 5: Uh, I made it with some of my friends.

Interviewer: Okay. Okay.

Participant 5: We got together, and we were studying it for Spanish class.

Interviewer: I'm guessing your, your usual- your usual group of five?

Participant 5: Yes.

Interviewer: Okay. So, you kind of made some English translations on here.

Participant 5: Yes.
Interviewer: So, tell me about why you made this chart, and then also how, how you use English. And can you send me a copy of this as a great ... You don't have to send it right now, but you can send it later.

Participant 5: Um, so with the English translations, that was just kind of the goal with ... It was ... the goal was to like help us know when to use them, 'cause like we know what we wanted to say. And we were like, "Oh, I wanna say we would've done this." And we were like, "Oh, what was the verb tense? What was the verb tense?"

Interviewer: Mm-hmm (affirmative).

Participant 5: So, it was kinda like putting the verb tense not necessarily the conjugations with what we wanted to say but like, oh, I need, like preterite, to say that I wanted to do this. But it's like it was putting that and then using like okay preterite, I know the preterite conjugations, so that's how I would say this, if that makes any sense.

Interviewer: So ...

Participant 5: So we, we put the English definition of the verb tense-

Interviewer: Right.

Participant 5: ... with the verb tense, and then the verb tense with the conjugations instead of like just saying like ...

Interviewer: Okay.

Participant 5: ... we wanna use this just ... instead of like saying like, English definition of the verb tense straight to the conjugation.

Interviewer: So, instead of like, let me give you an example on this, and you clarify if I’m understanding. So, instead of saying, hablar means to speak, you would ... your- your chart and your translation is more like preterite means spoke one time. Am I understanding you correctly?

Participant 5: Yes.

Interviewer: Okay. Okay. And you did that for all of the tenses. Okay. Um, so would that ... something like that in class have been more helpful as we went through, or were there just too many tenses?

Participant 5: Um, the one time we did that big chart with all of the lines-

Interviewer: Right.

Participant 5: ... connecting it, that helped a lot.

Interviewer: Okay.
Participant 5: But I do think it was a little confusing with all the lines.

Interviewer: Okay, yeah.

Participant 5: Like it was ... It was kinda like an, a big ol' spiderweb, but the connections didn't really help all that much.

Interviewer: So, then what would have been more helpful?

Participant 5: Just to kinda like put it out there.

Interviewer: Okay.

Participant 5: And like, I guess like the connections are important like haber and stuff like that, like-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... but I also kinda felt like connecting it too much to other things just kinda mixed them all together.

Interviewer: Threw off you, like the ending of things.

Participant 5: 'Cause like a lot of like endings are really similar.

Interviewer: Right.

Participant 5: So like if you say like, "Oh, this one is similar to this one, because the endings are similar."

Interviewer: Mm-hmm (affirmative).

Participant 5: It's kinda like, well then, which one is which? It get- It kinda gets lost in all the verb tenses.

Interviewer: So, in that case you use English to help you differentiate?

Participant 5: Yeah.

Interviewer: Okay. Okay. Um, so in general, I will probably come back to that a little bit more. Um, in general, how do you study the new grammar for Spanish class and be specific? So, you've showed me a little bit about how you studied the verb tenses and conjugations as a whole, but there's other things that aren't necessarily verb tenses as well. So how, how do you go about studying new grammar?

Participant 5: Um, so this is kind of like the opposite of the vocab.

Interviewer: Mm-hmm (affirmative).
Participant 5: Like vocab I'll try not to use English-

Interviewer: Yeah.

Participant 5: ... and translate things, but with the grammar, I feel like it's a ... I use a lot more English to like understand how the sentence is formatted instead of like, this is just how it is in Spanish. 'Cause I feel like I need something to base it off of. Like something that I know that I can, like, just transfer to Spanish. Um, I'm trying to think of something else, but ...

Interviewer: So, and it sounds like some of that is structure and some of that is definitions. Not definitions of vocab, but like understanding how the sentence not only is formed of what the sentence means.

Participant 5: Mm-hmm (affirmative).

Interviewer: Okay. So, there's a little bit of translation piece there. Okay. Um, and that kind of was my, my next question was, do you ever feel the need to use English to help you practice or translate new materials? So, we kinda talked about that. Um, how quickly would you say that in general you feel comfortable enough to start using the new grammar? Whether it's a verb tense or something else like pronouns.

Participant 5: Verb tenses, it takes me a while.

Interviewer: Okay.

Participant 5: But things like, the one day where we did the impersonal se and things like that, I got that really fast.

Interviewer: Mm-hmm (affirmative).

Participant 5: So I guess depending on like, I don't know what it is about verb tenses, but like adding endings to the verbs, it kinda like throws me off, 'cause they're all really similar. And I guess I haven't like processed it enough to like say, "Oh, that ending means th- this."

Interviewer: Mm-hmm (affirmative).

Participant 5: But it takes me a while on the, the verb endings, but on like other things that aren't necessarily like-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... like 'cause we don't really have verb endings in English. I'm not that ...

Interviewer: Not like, not like [crosstalk 00:28:52].

Participant 5: ... not like, not like conjugations.
Interviewer: Yeah, not like in Spanish [crosstalk 00:28:54].

Participant 5: So, that's kind of where it's I guess it throws you off, 'cause it's like you have to learn something completely new, whereas like as the impersonal se it was kinda like they do this like-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... it's like, and assumed that's like just the impersonal-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... but I guess it's the newness of, of a verb ending.

Interviewer: Okay. Okay. Um, yeah, do you ... Do you ever feel like your teacher needs to use more English to help you learn some of this material? And if so, why? Or excuse me, if so, how. If so, how?

Participant 5: I guess when we're doing that verb endings, it would have been nice to have more of like, “this thing means this,” and like just have that constantly in your mind that this verb tense means this. 'Cause like we learned all the verb tenses and we knew like how to format a verb tense sentence.

Interviewer: Mm-hmm (affirmative).

Participant 5: But like, I feel like the English translation would have given us more like how to use it, and like when to use it.

Interviewer: Mm-hmm (affirmative).

Participant 5: So, that would have been my only thing about using more English.

Interviewer: Okay. Um, do you have another example when your teacher did not use as much English as you would have preferred beyond the conjugation aspect?

Participant 5: No.

Interviewer: Okay. Um, what about say when she use too much English?

Participant 5: Uh, not really.

Interviewer: Okay.

Participant 5: I don't think so.

Interviewer: Um, is there an example of when she used just the right a- right amount of both Spanish and English?
Participant 5: Probably around the, uh, the impersonal se.

Interviewer: Okay.

Participant 5: I thought that one was like, that one was really clear about like what it meant like, especially with like the sign activity. Like we took a, it's like ... We took a sign that like already existed sometimes, and like, turned it into something in Spanish.

Interviewer: Mm-hmm (affirmative).

Participant 5: So, it was kind of like, it gave us like an English example, and it gave us an opportunity like this is what it would be in Spanish.

Interviewer: Mm-hmm (affirmative).

Participant 5: So, I thought that one was really good.

Interviewer: Okay, good. Um, what about s- on some of the homework handouts? Do you ever feel the need to use Google Translate, a dictionary, or access English in another way? And if so, please explain.

Participant 5: Um, if I needed anything, eh- it would probably be on like, verbs.

Interviewer: Okay.

Participant 5: 'Cause if I haven't like translated before, I'll be like, is this one a regular? Is this one not a regular? What do I need to do?

Interviewer: Mm-hmm (affirmative).

Participant 5: And it's like, it kinda just gets me nervous if it's a verb that I've never seen before and a brand new conjugation. So that is like the only time that I would need anything on that.

Interviewer: Okay. Um, think about some grammar activities completed during class time. Uh, which activity, um, stood out to you as the most helpful and why?

Participant 5: Um, I guess what I said before, the big writing it on the board activity helped some.

Interviewer: Mm-hmm (affirmative). What about when we did the posters that are in the back where we kinda did the same, uh, similar idea in groups?

Participant 5: Some of those kinda confused me a little bit.

Interviewer: Okay.
Participant 5: I didn't necessarily understand them, but I know a lot of other people would turn like, "Oh, what's that?" like verb tense.

Interviewer: Mm-hmm (affirmative).

Participant 5: But I never really found myself looking back there, 'cause every time I would look back, they'd be like, "Oh, what's that?" And then I wouldn't find it up there. And I'd be like, "Oh now, what do I do?" So I guess they kinda confuse me a little bit.

Interviewer: Okay.

Participant 5: But I don't know if that's just me or if that's kinda like-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... just how I process things, so.

Interviewer: No, that's okay. That's good. That's good. Um, and was there another activity besides the writing of the verbs that you found? I know you mentioned the verbs, you're mentioning personal se, it could be something in the book even, um, that was helpful to you, or maybe something else that was not helpful to you? Either- either- either avenue.

Participant 5: So on the bookwork, there was the first time we ever did the chart kind of reading.

Interviewer: Mm-hmm (affirmative).

Participant 5: Like we read through and then we made a chart.

Interviewer: Mm-hmm (affirmative).

Participant 5: And I think that was right after we learned a new verb tense. And that one kinda helped me, like, pick out, like, it was easier to identify the verb tenses.

Interviewer: Mm-hmm (affirmative).

Participant 5: Like the endings like stood out to me like, "Oh that one's that verb tense." So like, whenever I saw it later on, it would be like I could, I could pick it out more easily.

Interviewer: Okay. So kind of what I'm hearing is organization eh- if I'm understanding you correctly?

Participant 5: Yeah.
Interviewer: Okay. Okay, um, and then was there anything else, I knew you mentioned just in general some issues of the conjugations. Any other specific activity or activities that were the least helpful?

Participant 5: The-

Interviewer: And try to be specific if you can.

Participant 5: Preterite and imperfect.

Interviewer: Okay.

Participant 5: Like the reason why you would pick between the two, that I struggled with a ton. And I don't ... I'm not sure why. It was just because when I processed it, I could see it both ways. I could see like, like it happened one time in the past, but it also was like a ... It could ... Or the, I guess not that, but like there's like specific times where it's preterite and imperfect.

Interviewer: Right.

Participant 5: And then there's other times where it's like, which one is it? It could be both. I don't know which one to pick.

Interviewer: Right.

Participant 5: And I guess that's the time where I was like, I have n- I'm really confused. So like, the reasons ones, they helped, but they also confused me a little bit 'cause-

Interviewer: So, would you say that during those did you use the English?

Participant 5: I would use it to decide [crosstalk] which one to use. 'Cause we had those cheat sheets that was like, this is when you use preterite. This is when you use imperfect.

Interviewer: Right.

Participant 5: And I'd take the sentence I’d say, did it happen, or does it qualify here or does it qualify here? Did it happen one time in the past or did it happen multiple times?

Interviewer: Mm-hmm (affirmative).

Participant 5: Is it a reoccurring thing?

Interviewer: Okay.

Participant 5: But yeah.
Interviewer: And what about your classmates, does it bother you or help you if they use English?

Participant 5: S- If they're like explaining to me, it's a lot more helpful to use English, but if they're having a conversation, I don't like when they use like English to get their message across.

Interviewer: Okay.

Participant 5: So like if they're saying like, if I ask them questions like, how do you use this verb tense? And they say, "Oh, you just do this, and this is what it means," and things like that. That helps me get like a better grasp on what the verb tense is.

Interviewer: Mm-hmm (affirmative).

Participant 5: But if I'm trying to use the verb tense, and they're just like, uh, and then they say like, ¿qué significa? and then basically what they wanna say, it's like it's not that helpful.

Interviewer: Okay. Um, hmm, uh. Name a memorable grammar activity, and it can be one that you mentioned before. Um, if you can remember, help me to understand what was going through your mind during the activity. So, that's to say, what was your thinking process? In other words, how did you comprehend or make sense of what was being presented or taught to you?

Participant 5: Can you repeat that?

Interviewer: Mm-hmm (affirmative). Yeah. So, name a memorable grammar activity, and it could be one of these that you've mentioned before. Um, if you can remember, help me to understand what was going through your mind during that activity. So, that's to say, what was your thinking process? In other words, how did you comprehend or make sense of what was being taught or presented to you?

Participant 5: Um, subjunctive trigger prompts. Those ones were really stressful for me. And I guess I used I would ... Which one ... There was- There was some activity where we did, uh, it was like this could be a always trigger prompt, a sometimes trigger prompt or-

Interviewer: Oh, uh, adverbial clauses, the conjunctions?

Participant 5: Yeah.

Interviewer: Okay. So, walk me through that a little bit more.

Participant 5: And it wasn't ... There is like a packet where we had like fill in the blank-
Participant 5: ... and it was things like that. Um, that helped more with like associating, 'cause I knew what, uh, what the sometimes trigger prompt was. And then like there is some of the ones that was like always, sometimes, and then ojalá que and things like that.

Interviewer: Mm-hmm (affirmative).

Participant 5: But, I would always mix up which trigger prompts were which. So, I guess that was more of like a vocab kind of thing, because (0.3) I would know like if it was, uh, could go both ways I'd be like, okay. But then like, if it wasn't, a, it could go both ways than I thought it was. That's when I would get like messed up. So, that one helped a lot because it was like putting them all out there, and I'd have to go and like look for it to figure out if it was actually in the middle (Conjunctions in the middle of the handout could be either subjunctive or indicative)) or not.

Interviewer: Mm-hmm (affirmative).

Participant 5: And I guess it forced me to use them more. Like what I said, like using things in conversation, and just like using the words helps you memorize ↑ them more. So like it put me in a position where I had to use the trigger prompt to find out if it was like always or sometimes ((subjunctive)).

Interviewer: Right. And when you were making those decisions, did you find that you were using any English either mentally or in another sense like dictionary to help you? Or, I know we had that cheat sheet that had a little bit of those translations.

Participant 5: Sometimes? Like when I would use English, it would be for like, understanding a sentence, 'cause I'd see the trigger prompt, and I'd know like, okay, this one's always subjunctive.

Interviewer: Mm-hmm (affirmative).

Participant 5: But then I wouldn't necessarily know what the trigger prompt meant. So, it would like help me put-

Interviewer: Okay.

Participant 5: ... the sentence together and make sure I understood what the sentence meant.

Interviewer: So, let me, let me give you an example, and then you can tell me if I'm understanding you correctly. So, if you have something like, um, después de que, you knew that it meant after or you knew that it was subjunctive, but you didn't necessarily remember that it meant afterwards, something like that?

Participant 5: I would have known that- that like a harder one, would have been-
Interviewer: But, but that kind of idea.

Participant 5: ... one I have never heard before, but like yeah.

Interviewer: Okay.

Participant 5: That- That's kind of the idea.

Interviewer: So like aunque.

Participant 5: Yeah.

Interviewer: You know what aunque means, but you weren't sure when to use it, so you use a little bit of English to-

Participant 5: Piece together the sentence and like-

Interviewer: Okay. Okay.

Participant 5: ... just to understand the sentence probably.

Interviewer: Okay. Okay. Um, so do you have another idea of how to teach or practice Spanish grammar in class?

Participant 5: Um, I don't know. The, the big chart that we made really helped a lot.

Interviewer: Mm-hmm (affirmative).

Participant 5: Um, so maybe like, make one of those? But other than that, not really. It's more of just like, putting it into practice.

Interviewer: Okay.

Participant 5: And like using it.

Interviewer: Okay.

Participant 5: 'Cause I know that there's some verb tenses that like after we went over it, it was such like a rare use of a verb tense that-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... I'd never find myself using it. And then the one time I would need to say it, I would forget what it was. So I mean like, just I don't wanna say like constantly reviewing 'cause that's, that's a lot of work, but like just incorporating it into things and like making us like go back and look like, "Oh, what does this mean?" It's, it's this verb.
Interviewer: Uh- And that verb chart like the- those review activities that you're, you're discussing would have a Spanish example and English example, or Spanish example and an English explanation?

Participant 5: Not necessarily. I guess like w- when I'm saying that, I guess like if we're looking at like a piece of classwork-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... and it's about vocab-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... I guess using multiple different verb tenses throughout it.

Interviewer: Okay.

Participant 5: Like, I don't know, 'cause like ...

Interviewer: So, you wanna see it more in practice or your recommendation would be to see it more in practice not just conjugating in the board?

Participant 5: Yeah.

Interviewer: Okay. Okay.

Participant 5: 'Cause I'm ... I guess I'm m- more of a hands on learner kind of thing.

Interviewer: Mm-hmm (affirmative).

Participant 5: Like, I like to like see it and use it.

Interviewer: Mm-hmm (affirmative).

Participant 5: And then it gets into my head, and I remember things. That's just how I work.

Interviewer: Okay. Okay. Um, and then so if you did the activity that you're describing where you used any vocabulary and bring in old verb tenses, um, would that occur in only Spanish, or would there be any English involved in that review process?

Participant 5: At the beginning, it would probably be kinda like, “Oh, what is, like, conditional?” “Oh, that's would do this,” or whatever.

Interviewer: Mm-hmm (affirmative).

Participant 5: So, it's like, at the beginning it would kinda be like translating like, okay I wanna say this. I use the conditional. I conjugate the verb in the conditional, and then I just make the rest of my sentence. But after a
while, I feel like I'd kinda get into the fact where it's like, oh I can just automatically ... I know that I need to use the conditional to say this instead of saying, “oh, I wanna say this, how do I ... Which verb tense?” I just like know that that's what I need to use.

Interviewer: Okay. Okay. Um, so we're gonna switch gears again. Are you okay? You need a break or anything?

Participant 5: Yeah, I'm good.

Interviewer: Okay. Do you want another juice box?

Participant 5: No, I'm good.

Interviewer: Okay. All right. So, we're gonna switch gears again. So, we're in section three, which is the last of the three sections. And this time, we're gonna talk about perceptions of language used. So, we have talked, uh, about some of your general study in preparation habits. Would you say that these have evolved, or changed over the years as you have advanced to Spanish 4? And if so, how?

Participant 5: Um, I guess when I did Spanish 1 and 2, we had to do the vocab cards.

Interviewer: Mm-hmm (affirmative).

Participant 5: Spanish 3, I found myself not doing as much of the vocab as I needed to be doing. And I think that that did not help me that I need to do that. And I'm trying to get back into doing that by doing the Quizlets and stuff. I've recently kinda like started doing more of the vocab.

Interviewer: Mm-hmm (affirmative).

Participant 5: And, I don't know if that was kind of like a learning process, like I took the flashcards for granted, and I was like, "Okay, vocab's easy. I just make a flashcard deck-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... and I kind of know most of the vocab.” But then like once I didn't have to do it, I was like, I just took it for granted that I know the vocab. And then, I was like, "I don't know the vocab." So, I guess I've kind of started going back into it. Not necessarily like writing out note cards-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... but like just like making sure I know what the vocab is.

Interviewer: So you think that the everyday flashcards like in Spanish 1, Spanish 2 because you were constantly practicing them every day or almost every
day, that was kinda ... I don't want to say forcing, but that was helpful 'cause you were kind of exposed to it regularly?

Participant 5: Yes.

Interviewer: Okay, is that ... am I on the right track?

Participant 5: It was a lot of work to do the vocab- uh- or like the note cards like-

Interviewer: Yeah.

Participant 5: ... all in one night.

Interviewer: Right. Right.

Participant 5: So, I don't know if that was ... That's what I liked about the-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... free reign was like, I can do it on Quizlet-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... and I ca- I can use whatever like-

Interviewer: Right.

Participant 5: ... software I need to use or like I can write it out if I want to. And I don't necessarily have to do all in one night. Like most of the time it was on a weekend if we did like, like the vocab or, but every now and then it'd be like, do this tonight and it was like kinda like a ... It wasn't a hard process, but it's like a time-consuming process.

Interviewer: Right. Right.

Participant 5: And, I don't know. But it definitely did help like get the vocab into your mind.

Interviewer: Okay.

Participant 5: Instead of like, pushing it off.

Interviewer: Okay.

Participant 5: So, it was kinda like it was good, but then there are other aspects of it where it was like more freedom would have been nice.

Interviewer: Mm-hmm (affirmative).
Participant 5: It's like the middle ground is like what I'm trying to get right now.

Interviewer: Right, exactly. Exactly. Um, and then, it could be regarding the vocabulary or just your preparation in general, grammar. Um, do you feel like as you've evolved as a Spanish student, do you feel like you use more, less, or the same amount of English as in the past?

Participant 5: Way less. (laughs) At first, I was trying to translate a bunch of stuff, but now it's kinda like I know, like I can ... Before, I would always think in English and like just try to translate, but now I can kinda think in Spanish and it's like I'm ... I've had like the ... I've had a Spanish dream once. It was kinda weird.

Interviewer: Yeah.

Participant 5: Yeah.

Interviewer: Okay.

Participant 5: It's been a while, but it happened.

Interviewer: So, when do you think or maybe explain to me a little bit more about when that transition of you, you just said, “I used to think in English, but now I'm mostly try to think in Spanish.” When do you think that transition, like when did you ... When did you feel that shift?

Participant 5: And of 2, beginning of 3.


Participant 5: Yeah.

Interviewer: Okay. Okay.

Participant 5: 'Cause at that point, I feel like I had enough to be able to, like, have a conversation.

Interviewer: Mm-hmm (affirmative).

Participant 5: Not necessarily like, oh I can say past tense. I can say-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... conditional, all this, but like I could say, like, enough-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... to get what I was thinking across.
Participant 5: Um, well, I've tried learning a little bit of Polish.

Participant 5: And Polish is a lot different from English, but it's a lot closer to Spanish.

Participant 5: So, I've found myself when I'm learning Polish, like I've got a verb chart, and it's like, they've got a ser and estar in Polish. So, I found myself like putting it into Spanish instead of actually putting it into English.

Participant 5: So like learning Spanish has given me like a platform to put it in other languages, so.

Participant 5: It depends on the activity.

Participant 5: Because if it's a point where we're like all talking in English, and it's just kinda like casual conversations, it's definitely in English.

Participant 5: But then like, if we're like half talking in English, half talking in Spanish, sometimes just like it's just easier to think in Spanish, or in Eng-

Participant 5: But sometimes I'll be like, "Oh, I need to do it in Spanish, I'll, da- da." If it's ... It depends like if we're, if we're using ... If it's in a time we're using both.
Participant 5: It's like, it depends on if I know how to say what I want to think in Spanish. Or if it's like-

Interviewer: Right.

Participant 5: ... it's just easier to do it in English.

Interviewer: And those times where we're using both, are you talking by what times that are a little bit more social or a little bit more downtime?

Participant 5: A little bit more social.

Interviewer: Okay. Okay.

Participant 5: But then if it's like, we're having a Spanish conversation-

Interviewer: Mm-hmm (affirmative). More class work.

Participant 5: ... if- Yeah.

Interviewer: Okay.

Participant 5: Or if it's like a, a debate, it's like most of the time I'm thinking like in Spanish.

Interviewer: Okay.

Participant 5: But every now and then if I have like a really complex like thing that I wanna say it's like-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... I wanna say this so bad, but how do I get that into Spanish and make it make sense?

Interviewer: Mm-hmm (affirmative). Okay.

Participant 5: So, if it's like something that's like, super easy to say, then I'll think it in Spanish. But if it's like a really hard, long sentence that isn't necessarily something we've learned yet-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... then I'll probably, like, process it in English first.

Interviewer: Okay. Okay. Good. Um, and, uh, would you say the same is true when you're doing homework alone? So not classwork, not partner work, but when you're doing homework alone, would you say that the same is true that you're mostly thinking in Spanish? Okay.
Participant 5: The only time I'd say I was thinking in English is if I've never seen a word before.

Interviewer: Okay. Okay.

Participant 5: And I'm just kinda like, "What does this mean?"

Interviewer: Kinda like what we- Okay, kinda like what you mentioned before?

Participant 5: Yeah.

Interviewer: Okay, just kinda checking. Um, and what about if you're exposed to a native speaker or an authentic resource like a Spanish language movie?

Participant 5: I (0.5)... I, uh, okay. So like, we've had ... We've seen two movies-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... in the recent times.

Interviewer: Mm-hmm (affirmative).

Participant 5: So like, the first one, it was a kid talking and it felt a lot easier to understand him, 'cause he would talk slower. But then I don't know if it was the volume or what, but like, The 33, there would be times-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... where I was like, I can't even understand what they're saying. And it was like even if it was like a super simple sentence I'd be like, "Wait, what did they say?" So, it might have just been like the actors being older or if it was like ...

Interviewer: And you think it could be maybe because one was a documentary so it's a little bit more-

Participant 5: More laid back and kinda like-

Interviewer: Right.

Participant 5: ... real life. That could have been.

Interviewer: I'm just asking. I'm not influencing.

Participant 5: Yeah. I just feel like it was like, he was a lot easier to listen to. Eh- um, and like understand. And then the other thing is, I have a really hard time transitioning from like the Spanish we speak and then like the Spain Spanish.

Interviewer: Mm-hmm (affirmative).
Participant 5: 'Cause like the-the-the-th accent-

Interviewer: Mm-hmm (affirmative). Mm-hmm (affirmative).

Participant 5: ... throws me off so much. But I feel like after like ... What was that listening activity we did the other day? The, the one with the house.

Interviewer: Oh, the Madrid. Yes, the house in Madrid.

Participant 5: Yeah.

Interviewer: Yeah.

Participant 5: For the first five minutes I was like, I can't even understand a word that they're saying.

Interviewer: Right.

Participant 5: But then after that, I kinda like slowly kinda like transitioned, so.

Interviewer: Mm-hmm (affirmative), you acclimate.

Participant 5: You acclimate slowly.

Interviewer: Mm-hmm (affirmative).

Participant 5: And I kind of started to understand it towards the end.

Interviewer: Okay. Okay. Um, do you ever listen to authentic materials in Spanish outside of class? And these could be things like podcasts, Internet videos, music, movies, anything like that? Why or why not?

Participant 5: I was singing along to the Spanish songs at Prom and everybody was like-

Interviewer: Okay.

Participant 5: ... “What? You know this song?” So I do listen to some, like, Latino pop music.

Interviewer: Okay. Can you be specific?

Participant 5: Um, ¡Gente de Zona es bueno!

Interviewer: Okay.

Participant 5: Yo no sé más, pero.

Interviewer: Okay, that's an example.
Participant 5: Es bueno.

Interviewer: Okay, um, and how well do you feel that you understand the Spanish as communicated in this material? So you say you listen to the music.

Participant 5: First-

Interviewer: So, how well do you feel that you understand [crosstalk 00:54:00]? 

Participant 5: The first time I listen to the song, I don't get much. But then like as I listen to it over and over, I'll pick up a little bit more. And then if there's like a word that is like, this word keeps coming up-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... I'll go look it up, so.

Interviewer: Oh, okay.

Participant 5: Oh, that's what that means. Now, the song makes a lot more sense.

Interviewer: Mm-hmm (affirmative).

Participant 5: So.

Interviewer: Okay. Um, so then you do sometimes use English to translate certain things with the songs.

Participant 5: Yeah.

Interviewer: Okay. Um, and then what language do you think in when watching a Spanish language movie or video, or listening to a song, a Spanish song?

Participant 5: Um, it depends on my level of understanding. 'Cause like, in the documentary video with Bolivian guy-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... I could get a lot more in Spanish going, but then in the other one ((major motion picture The 33)), it was more of a complex storyline.

Interviewer: Mm-hmm (affirmative).

Participant 5: And I'd be like, I'd just be trying to like, comprehend the storyline in English.

Interviewer: Mm-hmm (affirmative).
Participant 5: But like events and things that were said, I'd try to do it in Spanish as much as possible.

Interviewer: Okay. Um, have you ever spoken Spanish or verbally communicated with a native speaker?

Participant 5: Hmm, no.

Interviewer: Okay.

Participant 5: I don't think so.

Interviewer: Um, or have you ever communicated using Spanish outside the classroom or outside of school?

Participant 5: Actually, I take that ... I take the last one back.

Interviewer: Go ahead. Go ahead.

Participant 5: My cousin's wife is from Mexico.

Interviewer: Okay.

Participant 5: And I ... I've talked to her a little bit-

Interviewer: Okay.

Participant 5: ... but it's not much. She's fluent in Spanish, so.

Interviewer: Okay. Okay. Um, have you ever communicated using Spanish outside of the classroom or outside of school?

Participant 5: Just a little bit.

Interviewer: Okay.

Participant 5: Not a lot.

Interviewer: With- With who? Tell me about that experience?

Participant 5: Like I've, I talked to her a little bit.

Interviewer: The sister-in-law?

Participant 5: Yeah.

Interviewer: Cousin ... Was it cousin-in-law?

Participant 5: Cousin's wife, so I guess.

Participant 5: Yeah. Um, sometimes I talk to myself in Spanish. Just 'cause like-

Interviewer: Really? Tell me more about that.

Participant 5: ... sometimes if I'm like, especially like last year, around the wintertime. So, that have been like just after getting into Spanish like Spanish 1 transitioning to like Spanish 2.

Interviewer: Mm-hmm (affirmative).

Participant 5: ... I was at volleyball and I'd be like, “¿Dónde está mi pelota?”

Interviewer: Hmm.

Participant 5: “Y”- Things like that, just like simple things like that. Just like saying it, and it's like just 'cause it was fun to say.

Interviewer: Okay.

Participant 5: So, I just found myself using it every now and then. Sometimes I'll talk to my mom in Spanish and it's like, or sometimes my sister 'cause she knows a little bit like-

Interviewer: Okay. Okay. Um, so maybe focusing a little bit more on that cousin's wife, um, but, or one of the other people, but maybe kinda thinking about the cousin's wife. Um, were you able to engage in a conversation with her?

Participant 5: It was a really brief conversation. It was just kinda like, "Oh, you speak Spanish?" I was like, “Sí, hablo español.”

Interviewer: Oh, okay. Okay.

Participant 5: It wasn't like a really long conversation in Spanish.

Interviewer: So, was that hesitation more socially based than linguistically based?

Participant 5: Yeah.

Interviewer: Okay.

Participant 5: It was kinda like, just like the time and that it happened. It wasn't like every time we’d speak in Spanish.

Interviewer: Okay.

Participant 5: It was kinda just like, oh, and just ...
Interviewer: Okay. Okay. What about the conversation with your mom then? ((Participant’s mother is somewhat bilingual, although not fully proficient.))

Participant 5: Um-

Interviewer: Um, were you able to engage in conversation there?

Participant 5: Yeah.

Interviewer: Okay.

Participant 5: That's when it's like sometimes we'll just be like talking and it's like, "Oh." Uh, sometimes she'll just like randomly talk in Spanish like ask me a question in Spanish, and I'll like respond in Spanish.

Interviewer: Mm-hmm (affirmative).

Participant 5: And then like we have a little tiny conversation in Spanish, but like most of the time it's pretty simple conversation.

Interviewer: Mm-hmm (affirmative).

Participant 5: I don't use many of like the ... Other than like preterite and maybe future tense, I don't use many of the verb tenses outside of the classroom, but-

Interviewer: Okay. Why is that, do you think?

Participant 5: I don't necessarily feel comfortable with using them yet. I'm getting there with conditional tense.

Interviewer: Okay, but not with future and perfect tenses, not yet?

Participant 5: The future and preterite, I can probably use.

Interviewer: Preterite you said preterite, okay. Okay.

Participant 5: But-

Interviewer: Okay.

Participant 5: ... not much other than that.

Interviewer: Um, so when you have these types of conversations, do you feel like you ever have to stop and use the English, or does the other person ever switch to English?

Participant 5: For words that we don't know like slang words-
Participant 5: ... or things like that, um, that would probably be the only time we'd have to use English.

Interviewer: Okay. And what language were you thinking in when you have these conversations?

Participant 5: Mostly Spanish.

Interviewer: Okay.

Participant 5: But if it was like slang.

Interviewer: Okay. Okay.

Participant 5: Probably in English.

Interviewer: Um, do you feel like you have to mentally translate or think about things in English first before you speak or write in Spanish?

Participant 5: Hmm, a couple circumstances, like if it's like a new verb tense, or like something brand new that's like we just learned it.

Interviewer: Mm-hmm (affirmative).

Participant 5: But if it's like something I'm comfortable with, I'd either just think in Spanish, say it in Spanish and that's ...

Interviewer: Okay. So you had just indicated that there were some tenses that you weren't comfortable with. So, in those cases, would you have to stop and think about it in English?

Participant 5: Yes.

Interviewer: Kind of group yourself and then present it?

Participant 5: Yeah.

Interviewer: Can you tell me a little bit more about that? What that might look like?

Participant 5: Um, a lot of times I'll like ... If there's something I wanna say, I'll open up my iPad, look at the verb chart and say like, "Ope!, that's the ending I need to do." I'll conjugate it and I'll say it.

Interviewer: Mm-hmm (affirmative).

Participant 5: And after that, I'm done with English and I'll just Spanish it from there.
Interviewer: Okay. Um, what about with listening and reading? We talked about listening a little bit earlier. Um, but we didn't really talk about reading yet.

Participant 5: I feel like I understand a lot more reading than I do listening.

Interviewer: Okay. Okay.

Participant 5: Unless it's like, 'cause if it's like a super complicated thing, it might take me a while to process what they're saying. But if it's like listening, they don't really give you time to process. It's like-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... bam, bam, bam, bam. This is what ... 'cause it- Spanish speakers talk pretty fast.

Interviewer: They do.

Participant 5: And sometimes that's hard to get used to. So like if you're reading it, it gives you like ... You can, like, learn at your own pace.

Interviewer: Mm-hmm (affirmative).

Participant 5: And process what it is, 'cause it's a lot easier to think and process things in Spanish when it's presented in like your own pace.

Interviewer: Mm-hmm (affirmative).

Participant 5: But if it's like presented on a listening and they're talking really fast, you're kinda like panicking like, "Oh, I need to get this number down. I need to write this down and take notes." So, I feel a lot more comfortable reading just 'cause it like allows me to learn my own pace.

Interviewer: Okay. Um, and we're getting toward the last chunk of questions here. So, I have quite a few more, but we're kinda of bringing it- um, towards the close. Um, so some foreign language teachers don't allow their students to utilize any English in the classroom. To help you better understand this question, this is not necessarily just a teacher preference, but it's an actual foreign language teaching technique used in many public schools and universities. So, comment on the idea of having an immersive Spanish-only classroom where English is never utilized more than 10% of the time. Um, and what are your initial thoughts or reactions? And I understand that you're a Spanish 4 student, but maybe you just keeping in mind that transitional period, too.

Participant 5: Uh, I think that would be not beneficial for the students, because there's parts of things where it's like Spanish is not the same as English. So, teaching them something that is completely new to them that they've never seen before in a foreign language that they might not necessarily
have ever had any like experience with that all, and expecting them to like understand it, wouldn't necessarily work at all. But like, if you incorporate like directions and like verb tenses, where it's like this is a completely new experience for you into English, that helps a lot more.

Interviewer: Mm-hmm (affirmative).

Participant 5: I don't ... English isn't required for vocab necessarily 'cause like, especially like nouns. You can like see like, “una bandera es ((está is correct verb)) aquí.”

Interviewer: Right. Exacto. Entiendo, entiendo. Um, so based on your personal experiences as a foreign language student, do you think that this type of immersive, um, approach, uh, you already said it it's not beneficial, but do you think it's harmful in any way?

Participant 5: Um-

Interviewer: And remember, it's not just necessarily- To explain it a little more, it's not just necessarily what the teacher does in instruction, but what happens with the classroom speakers and students as well, just to help you understand that.

Participant 5: I would think it could be harmful for certain students, that if they get taught a new verb tense-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... and they have no idea what it means or when to use it, and they just, like, know information, they might be able to pass a test, but they're not gonna be able to use it outside of the classroom.

Interviewer: Okay. And do you think that that would make it a difference, um, speaking towards this 10%, um, or less of English- Do you think that that teaching style would make a difference whether the students were beginners or more advanced?

Participant 5: If they're more advanced, it could work.

Interviewer: Mm-hmm (affirmative).

Participant 5: But for like Spanish one ...

Interviewer: Mm-hmm (affirmative).

Participant 5: ... probably not gonna work.

Interviewer: Okay.

Participant 5: So like Spanish 4, we could probably have an entire class in Spanish.
Interviewer: Yeah.

Participant 5: And never speak a word of English, and everybody would get most of the lesson, and we'd be able to learn.

Interviewer: Right.

Participant 5: But it's natural and it wouldn't necessarily work.

Interviewer: Okay. Um, so how would you feel, then, about having a Spanish only classroom when it comes to learning new material and new vocabulary?

Participant 5: Um, if the classroom were to be Spanish only, zero English-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... and maybe learning vocab, it would definitely ha- have to be like picture based.

Interviewer: Okay.

Participant 5: 'Cause I mean, like, that is kind of what like babies do when they like learn their f- 'cause they don't know any language.

Interviewer: Right.

Participant 5: They get ... They assume, like, an image or an object with a word.

Interviewer: Mm-hmm (affirmative).

Participant 5: So, it's like, that's what we have to go back to. And that's kinda like that would not keep a high schoolers attention for very long. It's like, “es una manzana.”

Interviewer: Mm-hmm (affirmative).

Participant 5: And like they just feel like they're being taught like a baby.

Interviewer: Mm-hmm (affirmative).

Participant 5: And it's not very like advanced. But if it was to be only Spanish, they would have to be like a lot of like hands on, image learning.

Interviewer: Mm-hmm (affirmative). What about for grammar?

Participant 5: I (0.3) don't know how you would do that at all. That would just-

Interviewer: Okay, you don't see that being-
Participant 5: ... I could see that being a big problem.

Interviewer: Yeah. Yeah. Okay. Uh, what about if it's an even more abstract concept, like a reflexive verb or the use of the subjunctive? Then what might that look like in a zero English or 10% or less English classroom?

Participant 5: Students might be able to make a sentence, but they wouldn't know what it meant.

Interviewer: Mm-hmm (affirmative).

Participant 5: And they wouldn't be able to like ... If you don't know what something means, you'll never like understand and be able to think in Spanish.

Interviewer: Mm-hmm (affirmative).

Participant 5: Because the thinking in Spanish happens like over time as you learn more things. And instead of translating, it just becomes more natural. And that'll never happen if you don't, like, get the first stepping stone.

Interviewer: Okay.

Participant 5: I've also think like there are certain classes where it's like sometimes you have to teach yourself, and I feel like that would be like a big one. You would start having to like teach yourself using other techniques.

Interviewer: Probably some English?

Participant 5: Probably some English.

Interviewer: Okay. Okay. Um, so how would you feel if using English was scolded or frowned upon, or if your teacher never used it to help you with any explanations?

Participant 5: Um, I remember when we were in, uh, is it, is it one or two where we like say like not much more English, 'cause like at the end of ((Spanish)) 1 like transitioning to ((Spanish)) 2-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... is that what it's like, we had ... You had said something like no more English, you'll get like ...

Interviewer: Oh, uh, I think we tried that in 2.

Participant 5: Yeah.

Interviewer: I think, I think we tried that-

Participant 5: Everyone was terrified.
Interviewer: ... second half of 2.

Participant 5: Because it's like, oh no, what am I gonna say?

Interviewer: Okay.

Participant 5: I don't know how to do all this, but like we didn't e- it wasn't even that strict. It was like it was kind of just like instead, uh, it wasn't like “You're not, you're not allowed to use English.”

Interviewer: Mm-hmm (affirmative).

Participant 5: It was more of just like, “If you can say it in Spanish, try it in Spanish.”

Interviewer: Mm-hmm (affirmative).

Participant 5: It was just getting us to use more.

Interviewer: Mm-hmm (affirmative).

Participant 5: It wasn't like a rule. So ... 

Interviewer: What if it were a rule?

Participant 5: Then I think the terrifiedness would have stayed around.

Interviewer: Okay. Okay.

Participant 5: And we would have all been freaking out like, oh no, how am I gonna make it through Spanish?

Interviewer: Okay.

Participant 5: And we would definitely have a good class of 22.

Interviewer: Right.

Participant 5: Like or 18 or whatever we have right now.

Interviewer: Yeah. A big class.

Participant 5: Yeah.

Interviewer: Um, so what if I told you that some teachers are forced, or very strongly encouraged, to use a Spanish only teaching approach?

Participant 5: It might work at upper level Spanish, but definitely wouldn't work at lower level Spanish unless the student is willing to put in a ton of work
outside of a classroom by teaching himself, like, using a YouTube or Duolingo or something.

Interviewer: Mm-hmm (affirmative). Um, 'cause that actually does exist, and then my s- follow-up question to that is, would it make a difference if you knew or understood that many teachers are required by their jobs or school district policies not to use any English in the classroom. Does it make a difference in, in how you might approach that?

Participant 5: A little bit, because it also says like, like if the person that's saying like this has to be Spanish only, if they don't speak Spanish they're ... or they, they don't speak a foreign language, or have never taken a foreign language-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... they're not gonna know, like, that's really hard to do.

Interviewer: Mm-hmm (affirmative).

Participant 5: So it's like you almost have to be a Spanish teacher to make that decision. And if it's somebody that's not a Spanish teacher making that decision, I could see where then it's like, "Oh, make them use Spanish. Make them all use Spanish. Get them used to Spanish." But then it's like, if you actually like dive deeper, it's like, that's not how like your brain would work. So.

Interviewer: Okay. Um, and I think you've kind of already answered that question. Do you feel like the Spanish and English languages are somehow connected in your brain, or in the way that you learned?

Participant 5: Yes, because like-

Interviewer: Tell me more about that.

Participant 5: ... especially if I'm like getting something new. If I'm getting something new like new information, then I have to like translate a little bit. But then like as it gets more normal-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... I kind of like separate them, and they'd become like two separate things. Like I can think in Spanish, or I can think in English.

Interviewer: Mm-hmm (affirmative). Okay.

Participant 5: So.

Interviewer: Um, and do you feel like strengthening your Spanish weakens your knowledge of English?
Participant 5: No.

Interviewer: Do you feel like using English somehow interferes with how you learn Spanish?

Participant 5: Maybe, 'cause sometimes I feel like there's just like an easy way out to like use English.

Interviewer: Mm-hmm (affirmative).

Participant 5: 'Cause like, “¿Cómo se dice?” - whatever you wanna say.

Interviewer: Mm-hmm (affirmative).

Participant 5: That's like, it's almost like there's an option there to cheat out of using the Spanish.

Interviewer: Okay.

Participant 5: It's like a free card, like free space! I can just get out of it this time and not put in really any effort. But like, putting in the work to like even if we rehearse like just getting up and grabbing a dictionary, like just go grab a dictionary and like sit back down, find the word, and then you can say it in Spanish. And then you know that word, you've used it and in a conversation-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... and it's gonna stick with you. So like-

Interviewer: Okay.

Participant 5: ... sometimes it can interfere, but like.

Interviewer: Okay. How do you feel when your classmates use English when you were- when you are trying to use Spanish?

Participant 5: Um, sometimes it sounds really weird. Like it just sticks out to me like I-are you gonna use Spanish or is it like ... I know like a lot of times like, there's like things like, “um” and people say “like” a lot.

Interviewer: Mm-hmm (affirmative).

Participant 5: So like, if they're ... Okay, I did it right now. If they're in a, a sentence, and they're saying Spanish, but then they need to pause they'll say, um, or like, and it's like, they're in a Spanish sentence using English, and it's like a, a Spanglish sentence.

Interviewer: Mm-hmm (affirmative).
Participant 5: So that kinda confuses me a little bit.

Interviewer: Okay.

Participant 5: But then other times, they just straight up like take the freebie and just speak in English.

Interviewer: And do you feel like that either bothers you as a person or bothers you as a learner?

Participant 5: Sometimes it just like sticks out to me. It's like-

Interviewer: Okay.

Participant 5: ... they kinda like tuned out.

Interviewer: Some more of a distraction is that-

Participant 5: Yeah.

Interviewer: ... maybe a better word? Okay. Um, o-

Participant 5: But I- I don't necessarily feel bad that they're like speaking in English.

Interviewer: Mm-hmm (affirmative).

Participant 5: But it's also if we're speaking in Spanish right now, I'm trying to make the effort, but you could also, like, make the effort.

Interviewer: Mm-hmm (affirmative).

Participant 5: But I understand if it's like a word we haven't learned yet like binge or-

Interviewer: Right. Right. Right. Right.

Participant 5: ... something that, it doesn't have a Spanish translation, like that's okay.

Interviewer: What about the opposite? What about when they're working in Spanish, but that maybe you need to stop and process something in English?

Participant 5: That's ... I only would do that if I'm having a really hard time understanding something. Like new verb tense.

Interviewer: Mm-hmm (affirmative). Okay.

Participant 5: I don't necessarily know how it works yet.

Interviewer: Okay.
Participant 5: But say you got like a really good Spanish student, like, really good grade you know, like-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... they can speak really fast, everything is ... They're really good. I'm like, how- hey, how do you do this? It's like-

Interviewer: Mm-hmm (affirmative).

Participant 5: ... It's kinda like just like learning it.

Interviewer: Okay.

Participant 5: It's the learning process.

Interviewer: Okay. Okay.

Participant 5: I wouldn't use it to cheat out-

Interviewer: Okay.

Participant 5: ... or I'd prefer most of the time not do that.

Interviewer: Okay. Um, so do you have any final commentary, ideas, complaints, feelings, anything related to the use of English in a Spanish classroom that you haven't mentioned yet?

Participant 5: Hmm, nope. Mm-mm (negative).

Interviewer: Any- Anything else that comes to mind, or maybe something that we discussed that you would've revisit as we bring it to a close?

Participant 5: Not really. I'm good.

Interviewer: Okay. Okay. Well, thank you for your time. That's gonna conclude our interview.

Participant 5: Well, all right.

Interviewer: All right. Good job. All right, this is gonna get me some good data here.
Semi-Structured Interview With Participant 6

Interviewer: This one's on. Excuse me. This one's on. And normal people don't have three microphones. This is just for me because-

Participant 6: Just to be safe.

Interviewer: Right, you got it. You got it. All right. So, uh, we'll go ahead and get started. So the purpose of this qualitative study is to explore student use and perceptions of purposive English and its effects in foreign language classrooms. So here are my research questions. How do high school Spanish students use purposive English in a foreign language classroom? Why do high school Spanish students use purposive English in a foreign language classroom? And, how do high school Spanish students perceive the effects of the use of first language in a foreign language classroom? So first of we'll get served with a consent to interview. So you and your parents or guardians have already signed a consent form explaining that the purpose of our conversation is for research and that the University of Missouri-St Louis, is unable to compensate you for your time. Please let me know if you have any questions. Okay. Do I have permission to record and transcribe your interview today?

Participant 6: Yes.

Interviewer: Okay. And my role today is that of an interviewer. I will be asking you specific questions, but I may also ask you to explain or expand certain things that you say. I may also redirect your focus back to the questions or topics as necessary. I will not be directly participating in a conversation with you or responding to your statements except to ask you to clarify or tell me something more about that. It would be very helpful for me as a researcher if you can answer the questions and offer your opinions as thoroughly as possible. You do, however, retain the right to pass on commenting or answering questions if you so choose. All of our discussion here today will remain confidential and we'll have absolutely zero im- impact on your class grade or your school transcript. Your discussion will help contribute to the field of second language acquisition and may help foreign language teachers like me, examine and modify our classroom practices. When we are finished, I will own the rights to the audio recordings and any transcriptions. A pseudonym will be used to protect your identity, all other identifying traits such as the specific name of the institution where you went to school or the names of classmates will also be protected. Do you have any questions?

Participant 6: Nope.

Interviewer: Okay. Uh, and please state your full name. It will be redacted, but it's for the recording to, to keep my files organized.

Participant 6: I'm Participant 6.
Interviewer: Okay. Okay, let's get started. Um, so first we're gonna start talking about some vocabulary preparation and comprehension. So think back to when we looked at vocabulary in our new unit or whenever we, or whenever we introduce new vocabulary in general. Walk me through what goes on in your mind as you see, hear, and learn new words and phrases for the first time, and try to be as specific as you can.

Participant 6: Um, a lot of times when looking at new vocabulary, I tend to look for, um, words that are kind of like the same as they are in English as in Spanish 'cause those are like the easiest ones to remember.

Interviewer: Mm-hmm (affirmative).

Participant 6: And then I use, I usually learn those first and then I, um, learn all the other ones. A lot of times I use, um, flashcards. That seems to be like one of the biggest like aids in like anything that has to do with vocabulary is just, that's really easy for me to memorize. And then also like writing things down and then writing down the English like five times, like each word that helps me remember a lot. So a lot of like reading and writing I think is like what helps me kind of retain it. So...

Interviewer: Okay. Um, so the flashcards, is that actual flashcards, cards or is that like a Quizlet app?

Participant 6: Um, a lot of times I do actual flashcards-

Interviewer: OK.

Participant 6: ... because I feel like when I write it down, I remember it a lot better. So-

Interviewer: Okay. Do you have some, some of those that you could share with me? It doesn't have to be today, but do you have something-

Participant 6: Um-

Interviewer: ... you can bring in from like a previous unit or-

Participant 6: Yes.

Interviewer: ... this unit?

Participant 6: I could.

Interviewer: Did you make some for this unit?

Participant 6: No, not yet.

Interviewer: Okay. Did you make some from previous unit?

Participant 6: Um, I think I did.
Interviewer: Okay. If you can bring some of those in and let me take a look, that'd be helpful.

Participant 6: Okay.

Interviewer: Yeah, um, and then tell me, uh, again what you said about writing down the information as you practice it.

Participant 6: Yeah, so a lot of times, um, I'll just, I have like a blank notebook that I keep that like, it's just full of like I write each, um, vocabulary word like five times and then I write its English translation five times. And I feel like when I do that, that helps me like retain it a lot.

Interviewer: So you write down the English as well.

Participant 6: Mm-hmm (affirmative).

Interviewer: Okay.

Participant 6: Yeah.

Interviewer: Good. Okay. Um, do you have to flip back and forth to the main vocabulary definitions page in your textbook a lot?

Participant 6: Um, not if I've studied it, but if I haven't like thoroughly studied it, then I probably have to.

Interviewer: Okay. Um, and then when you do need to do that, uh, why do you feel that you need to do that?

Participant 6: Um, a lot of times it's just because I haven't-... taken the time to memorize it.

Interviewer: Okay. Um, so did the photographs in the textbook or activities in class provides sufficient or insufficient support for these new terms?

Participant 6: Um, a lot of times it's sufficient. Seeing it like in actuality helps me like correspond the word with the action a lot of times or like the word with the object.

Interviewer: Mm-hmm (affirmative).

Participant 6: So...

Interviewer: Okay. Uh, and what would have been more helpful in trying to learn these new, new vocabulary words?
Participant 6: Um, I don't know. I, I think that vocabulary like exercises helped me a lot. Especially like, um, when you play the game like where we go around the world ((Interactive classroom vocabulary game)) and stuff like that, that helps me memorize. 'Cause then it's like, it's not just me learning it. It's also like me learning it with the entire class a lot of times. So...

Interviewer: Okay. What about some of the activities in the book?

Participant 6: Um, a lot of activities in the book like, um, just kind of the brief ones we do where it's like fill in the word or like choose the word from the word bank, that helps you remember it, too.

Interviewer: Okay.

Participant 6: 'Cause um, like sentence structure, sometimes it helps me remember the word a bit easier 'cause then I know what context to use it in. So that's why like the examples tend to help me a little bit more.

Interviewer: Okay. Um, and you've already touched on this a little bit in general, but uh, how do you study the Spanish for class?

Participant 6: Um, I usually use the flashcard method or um, if I really need to memorize it like for a test, I tend to do the writing down five times-

Interviewer: Okay.

Participant 6: ... then the English five times.

Interviewer: And how often do you study for vocabulary?

Participant 6: Um, I think like I study usually like for the first few days, like after you assign the study, but after that I usually know it.

Interviewer: Okay. Um, in the lower level Spanish classes students were required to make flash cards with English translations in one side and Spanish on the other. Do you think that those were helpful?

Participant 6: Yeah.

Interviewer: Okay. Um, and why do you feel, and you still do those, why do you feel that that's helpful for you?

Participant 6: Um, it's always been a technique that like I've used to study like in any class really like-

Interviewer: Really?

Participant 6: ... I usually, yeah, I do it a lot in, um, classes that I tend to like, it's a lot of information all at once. Like history for example, I do it a lot with that
'cause it helps me like retain ↑ I guess better. I think I get it from my mom. My mom used it in college a lot, and so I tend to use it lot too.

Interviewer: Okay. Um, how quickly would you say that in general you feel that you pick up the new vocabulary words?

Participant 6: Um, fairly quickly. It doesn't take me that long to like memorize them, unless it's like a really big, like almost as like a full page of vocab, then it takes me a bit longer. But usually for the most part it's just like half of a page, it's, it only takes me like, I guess like a night or so of like studying it.

Interviewer: Okay. Um, and do you ever feel like your teacher needs to use more English to help you learn some of these new words?

Participant 6: Um-

Interviewer: And if so, how?

Participant 6: Not really.

Interviewer: Oh, okay. Um, what about on some of the homework handouts? Do you ever need to use Google Translate, a dictionary or access English in another way?

Participant 6: Um, a lot of times like if, I don't know a word like that I'm gonna use in like a sentence 'cause sometimes it lets you like write your own sentence about something, I usually use the dictionary, but there are times when like I have to like look up like on the Internet, like the conjugations of certain words because I don't know how to spell them, a lot of times. So-

Interviewer: What type of website would you use for like a verb conjugation?

Participant 6: Um, I don- don't know, like I don't have a certain one but there is like one website, I don't remember what it's called, but it's like Spanish conjugations and you can pick like what forms you're supposed to use with them-

Interviewer: Okay.

Participant 6: ... and then you can click like the word and then it conjugates it for you.

Interviewer: Can you check and let me know if you have that-

Participant 6: Yeah.

Interviewer: ... on your iPad later? Okay. Okay, good. Yeah, that's helpful um, 'cause if somebody else brings up that website that might be something of interest.
Participant 6: Okay.

Interviewer: Um, so think about some of our class activities that we did to practice the new vocabulary terms, and it can be something from this current unit or if you think of something else, just let me know. Uh, which activity or activities that stood out to you as the most helpful?

Participant 6: Um, activities... I wouldn't say there's like a specific one. I think that in general, like just doing an activity with the class is really helpful when it comes to vocabulary. Um, I don't think there's like a specific form that really helps me or at least that like stands out to me. But it usually helps.

Interviewer: Okay. And when you say in class, is it something in the textbook or just interaction with other people or both?

Participant 6: Usually it's interaction with other people.

Interviewer: Okay. Um, do you have anything that comes to mind that was the least helpful?

Participant 6: Um-

Interviewer: For vocab?

Participant 6: I think that like looking at it just like once when we read it through and then doing an activity like it’s first time looking at the vocabulary and then I read it as a class and then going on to do an activity that like makes, freaks me out a little bit 'cause then I don't really know it that well and I'm always like afraid I'm gonna like say the wrong thing in class.

Interviewer: Okay.

Participant 6: But um, yeah that's, that's really the only thing that kind of...

Interviewer: So what would be a way, um, to change that that might work for you as a learner?

Participant 6: Um, I guess-

Interviewer: When you're doing your [inaudible]

Participant 6: I guess like wait a day or so to like let us study it for like one night and then the next day do an activity using the vocab instead of just like going straight into a game right after looking from the vocab for like the first time. 'Cause a lot of times I tend to not be able to memorize it just by looking at it like once.

Interviewer: Mm-hmm (affirmative).
Participant 6: Um, 'cause I'm one of those people that needs a lot of like repetition-

Interviewer: Mm-hmm (affirmative).

Participant 6: ... is a big thing for me because like that's the only way I can really like memorize it fully, is if I like re- like recite it a lot. And so looking at it just like once and then going to a game, it's kind of nerve-wracking for me.

Interviewer: So it's going to the game, but not like a book activity.

Participant 6: Yeah.

Interviewer: Book activities you're okay?

Participant 6: Yeah. 'Cause then I can flip back-

Interviewer: For like day one.

Participant 6: Yeah. For day one.

Interviewer: Okay. And um, you actually are rolling right into the next part here. Um, so during these class activities, did you have your vocabulary list or notes out?

Participant 6: Uh, yeah.

Interviewer: Okay. Why?

Participant 6: Um, I just haven't taken the time to memorize it. I've been a little busy with like other things, so I haven't taken the time to do vocabulary, but I'd probably get to it over the weekend. So-

Interviewer: Okay. Um, if you can remember, help me to understand what was going through your mind during, um, one of these class activities. So kind of like pick an activity, let me know what it is, and then kind of walk me through.

Participant 6: Um, well the debate activity we did-

Interviewer: Yes.

Participant 6: ... using-

Interviewer: Okay.

Participant 6: ... using the new vocab.

Interviewer: Yes.
Participant 6: I really, first of all, I really liked the debate with vocabs, 'cause, or like the debate sessions I guess, that's like one of my favorite activities. Um, 'cause then I don't only get my perspective on it, on different things, but I also get, I'm like my friend's perspective on different things. Um, and I also just think it's like really interesting. But it also does help me to learn like different words 'cause it's like, it helps me associate different words with different things I guess. Especially when we do like arguments where it's like, “I think this because of this,”

Interviewer: Mm-hmm (affirmative).

Participant 6: And then they use a certain vocab word that helps me, like, remember it, I think.

Interviewer: Mm-hmm (affirmative). Okay. Um, and did you find that you were using any English either mentally or in another sense like a dictionary to help you?

Participant 6: Um, a lot of times I use it mentally just like when I hear a word in Spanish, I immediately like of the word in English and that helps me like, I guess, learn a little bit better, but that's just like my knee jerk reaction whenever I hear like a word in Spanish, I'm like, "Oh it means this in English." And then I'm able to like conversate to other people.

Interviewer: Okay. Do you have another idea of how to teach or practice Spanish vocabulary in class?

Participant 6: Um, no, not, not really. I don't think... I think most of the forms that we use like learning vocab and stuff like that are pretty helpful. So...

Interviewer: Okay. Um, what do you think might be the most helpful for you as a student?

Participant 6: Like in class or like?

Interviewer: Either way.

Participant 6: Um, I think writing down, I know I’ve said that like four times, but-

Interviewer: That's okay. No, that's okay.

Participant 6: Writing things down is, is probably like the number one way I learn things. Is like-

Interviewer: Okay.

Participant 6: ... just constant repetition it's like a big thing. So-

Interviewer: And would that activity occur in only Spanish or would there be some English as well?
Participant 6: Um, it’d probably be in English as well if it's learning vocabulary, 'cause then it's like I'm writing it down in Spanish and then I'm also writing it down in English, so it's easier for me to memorize.

Interviewer: Okay. Good. All right. Um, so we're gonna move on to section two, still doing okay?

Participant 6: Mm-hmm (affirmative).

Interviewer: Okay. So we're gonna talk about grammar. Um, so I'd like to ask you some similar questions, but this time instead of focusing on vocab, let's talk about learning grammar. Uh, so try to think about our most recent grammar lessons, but if another lesson or grammatical concept comes to mind, that's okay. Just let me know what you're talking about.

Participant 6: Mm-hmm (affirmative).

Interviewer: Oh, excuse me. So walk me through what was going on in your mind as you were seeing hearing and learning the new grammatical concept for the first time. Be as specific as you can. So that could be imperfect subjunctive that we did last week. That could be the, um, conjunctions with imperfect subjunctive from this week. So, kind of walk me through your mind, what happens when you see, um, hear and learn those from the new time. For new, as new for the first time.

Participant 6: Um, I think a lot of times, like when I'm learning it for the first time, I try to write down as many notes as I- I can when you're speaking in English. And then I try to write them in English so that it's easier for me when I go back to learn it, that I have the notes in English and I'm like, "Okay, well this means what this" like this goes with this and this is the sentence structure in English. So then it's easier for me to translate it into Spanish, if that makes sense.

Interviewer: So, uh, you say you write your notes in English. Is that when I as the teacher am speaking in English or do you translate what I'm saying and then write your notes in English or both?

Participant 6: It's usually when you are speaking English, a lot of times if you speak Spanish, I tend to write my notes in Spanish, but if you say something in English, then I usually write it down. But like for example like the sentences that are like on the board, like for a gram- like grammar lesson or something like that, if they're in Spanish, then I write them in Spanish in my notes. But then usually underneath I write like in English what it means also. And then I highlight whatever, like new tense or whatever we're using so that it's easy for me to see what it is in English and Spanish.

Interviewer: Okay. Um, not now, but maybe later or, um, maybe next week, can I take a peek at your notebook?

Participant 6: Sure.
Interviewer: Okay. Um, and, so it sounds like you take some notes bilingually. So how often would you say that you do that?

Participant 6: Um, I would say for every lesson we have, I take notes-

Interviewer: Okay.

Participant 6: ... because notes are like kind of another way for me to recite, I guess, and learn and stuff, so.

Interviewer: Okay. And why do you feel the need to do that?

Participant 6: Um, a lot of times like if I learn something, I am definitely not gonna be able to remember it like right off the bat. So I feel like I need to write it down and then I can look back at it just in case, because I don't wanna rely solely on my memory all the time. And it's easier for me to write things down and keep track of them, so-

Interviewer: And when did you feel the need to do that?

Participant 6: I usually do that for every new grammar tense we use.

Interviewer: Okay.

Participant 6: So... Even if it's like something that we've already learned, but it's kind of changed a little bit, I usually write down all the notes 'cause then it's easier for me to look back and study them, so.

Interviewer: Okay. Um, what types of activities help you learn the new grammar best?

Participant 6: Um, new grammar… I think like, um, those worksheets, like the one that you gave us today where it's like the worksheets made ↑ by you, I think, a lot of times those are the ones that usually help me 'cause then it's easier to like, I don't know, kind of like understand. Like the examples in the textbook aren't like always exactly what are in my notes a lot of times, so it feels like the transition I guess is a lot easier to like your worksheets versus like the t- to like the, the textbook’s, worksheets and stuff.

Interviewer: Okay. Um, are there any other, uh, specific homework assignments, games or class activities that stand out?

Participant 6: Um, other than like debates and games? Not really. 'Cause those are the ones that like tend to help me learn the most or, well, it's easier to like to learn I guess, but not really.

Interviewer: Okay. Um, what would have been more helpful when trying to learn the new grammar?
Participant 6: Um, I (0.3), I don't know. I guess, I guess I just need repetition, I guess, and that's something that I have to do on my own, really, um, versus like doing it, doing it in class. It's kind of just more like a one on one thing with just like myself, versus like doing it with the entire class. Like if I, like if there's, um, like the si clause for example, it was something that I like really struggled with, and so I had to take a lot of time like outside of class to like write my own sentences, like studying my notes and stuff like that because I didn't wanna like weigh down the whole class by like asking, "Oh, can we like go over this again?" 'Cause it kind of felt like everybody, everyone else already knew it. So I would like go over it with myself versus like with everyone else, so-

Interviewer: Okay. Okay. Um, can you give an example of something that didn't help as much as you would’ve liked?

Participant 6: Um-

Interviewer: Still talking about grammar.

Participant 6: Um, somebody didn't help? Um, I know everyone like kinda hates the textbooks, but like the textbooks are definitely not my favorite activity.

Interviewer: Mm-hmm (affirmative).

Participant 6: Like I just, it's not that, it doesn't help me learn, 'cause like I do learn using the textbook, it's just that it's not my favorite form of learning grammar, I would say. Like it's just, it's not as like, I guess interactive it feels like, it's just not as like hands on as like other things. So-

Interviewer: Okay. So it's maybe not that it's not helpful, it's just less interactive-

Participant 6: Yeah,

Interviewer: ... less hands on. Okay. Okay. Um, in general, how do you study the new grammar for Spanish class and try to be specific?

Participant 6: Um, new grammar a lot of times I, those like sheets that you hand those out where it's like kind of like the guidelines and stuff, I highlight a lot of stuff on those and I also like, um, whatever I highlight, I also write down like in my notes or like, you know, on various papers and things like that. So when I do need to study, it's there for me to like reference it.

Interviewer: Mm-hmm (affirmative).

Participant 6: And then, um, a lot of like worksheets I use a lot, too. I don't really use a lot of, like, I don't go back and look at like things we did in the textbook. I usually use like worksheets or the sheets that you give us, so-

Interviewer: Okay. Um, and how often do you study?
Participant 6: Um-

Interviewer: The grammar, The grammar, I would say like I usually study like a few days after we learned it and then, you know, like we do activities in class and then I usually start studying like a few days before whatever test we have coming up.

Participant 6: Mm-hmm (affirmative). Um, and do you ever feel like you need to use English to help you practice or translate new materials? And if so, how?

Interviewer: Okay, good. Um, how quickly would you say that in general, you feel comfortable enough to start using the new grammar, whether, whether it is a verb tense or something else like pronouns?

Participant 6: Um, like how, like in between time that we've like learned it?

Interviewer: Um, so, so I guess what I'm asking is... So let me repeat the question and then I'll try to paraphrase it. So how quickly would you say that in general you feel comfortable enough to start using the new grammar, whether it is a verb tense or something else like new pronouns, for example. So um, I'm not asking, you know, how you feel co- like do you feel comfortable doing a class activity, I guess what I'm saying is as a language speaker, as a language learner, like, "Oh, I get this, I can do this now." Something like that would maybe indicate your comfort level.

Participant 6: Um-

Interviewer: But you can interpret it a different way.

Participant 6: Um, usually like if it's something like brand new, it usually takes me about like a week or so-

Interviewer: Okay.

Participant 6: ... 'cause um, it's just, it takes me a minute to like be able to like go off the top of my head and be like, "Oh, it's in this form, so it's gonna be this." And then I can just say it, 'cause it usually takes me a second. So it takes me about a week or two, I would say, depending on like what lesson it is. Like depending on like what grammar lesson it is. Like if it's something that builds off of something that we already know, or if it's something completely like different, usually it takes me like two to three
weeks if it's like completely different. But if it's something that we've built off of, it usually takes me like one to two weeks, I would say, so-

Interviewer: Okay. Um, do you ever feel like your teacher needs to use more English to help you learn some of this material? The grammar material?

Participant 6: Um, not really. I wouldn't say I, I don't really think like, to me at least it doesn't really make a difference whether or not like you explain it in English or Spanish. I usually understand it either way. And like if it's something that I genuinely can't understand like in Spanish or English, then I usually like ask a question or like ask my friend next to me. But usually I can understand it in Spanish and English, so-

Interviewer: Okay. Can you give an example of when your teacher did not use as much English as you would have preferred?

Participant 6: Um, not as much English? I don't, I mean I can't really think of anything that like specifically stands out. I don't think I've ever really, I guess like in Spanish 1 and 2, where like I didn't know as many like words or like phrases and things like that, like it was a bit harder to understand. But like so far, like in 3 and 4, I haven't really had that problem anymore.

Interviewer: Is there an example of when she used just the right amount of both Spanish and English?

Participant 6: Usually in all the lessons.

Interviewer: Okay, good.

Participant 6: So...

Interviewer: Um, excuse me. What about on some of the homework handouts? Did you ever feel the need to use Google Translate, a dictionary or access English in another way?

Participant 6: Um, a lot of times I use that website that I was talking about if it's a new like grammar, um, whatever like grammar lesson or something like that, 'cause I don't want to get it wrong. And it also kind of helps me learn if I like look it up and I see it and I can write it down. That helps me learn better rather than just like guessing or like, or at least making a guess, I guess.

Interviewer: Okay. Think about some grammar practice activities completed during class time. Which activity or activities stood out to you as the most helpful and why?

Participant 6: Um, as the most helpful, I would say like, um, group activities are really nice. Um, and kinda like the games are kind of nice too, like the buzzer game. That's kind of nice.
Interviewer: Okay.

Participant 6: Um-

Interviewer: What kind of group activities where you referencing?

Participant 6: Um, just like the ones that we do, like where we have the sticky notes and we kind of have to put the sticky notes and like kinda have to put-

Interviewer: Oh, okay.

Participant 6: ... in like-

Interviewer: Sure.

Participant 6: And then, um, the one where it was like the celebrities, I don't remember like what-

Interviewer: Mm-hmm (affirmative). The matching.


Interviewer: Okay. So not just partner but more of a, of a small group.

Participant 6: Mm-hmm (affirmative).

Interviewer: Okay. So during the- these activities that you just mentioned, did you ever use or wish you had used any English?

Participant 6: Um, I use English like a little bit, especially if I need like clarification on like what a word means. Um, usually it's like vocabulary terms that I just can't remember off the top of my head. I usually ask my friend like, "Oh, what does this mean?" like in English and then they say the word in English. But for the most part we all communicate in Spanish, 'cause it's, it's easier to transition from like, you speaking Spanish to writing down Spanish versus like you speak English with someone and then writing down that English into Spanish on the worksheet, if that makes sense. So that's why I just usually just do it all in Spanish cause it's just easier. So-

Interviewer: And what about your classmates? Does it, and you sort of touched on this, but does it bother you or help you if they use English?

Participant 6: It doesn't bother me. It, um, I would say like in certain situations it helps me. Um, and it also, it makes me feel a little bit better if they use English 'cause they're like, "Oh, I don't understand this." It kind of helps me. It's easier for me memorize especially if I teach it to someone else a lot of times.

Interviewer: Mm-hmm (affirmative).
Participant 6: So that could help too.

Interviewer: Um, so name memorable grammar activity and it could be one of the ones that you mentioned before, matching, the celebrity matching or sticky notes. Uh, and if you can remember, help me to understand what was going on in your, in your, going through your mind during the activity. So that is to say what's your thinking process, like how do you comprehend or make sense of what was being taught or presented to you?

Participant 6: Um, a lot of times like in group activities, um, I'll say like what I'm thinking like, "Oh it could be this in Spanish" and then whatever feedback I get from like the rest of the group helps me like change my answer. If I get something wrong, they like help, like fix it for me. It also helps me learn a little bit better, if that makes sense. 'Cause then it's like I get instant feedback from like my other friends and stuff like that so-

Interviewer: Okay. And that feedback is important for you to make corrections?

Participant 6: Yeah.

Interviewer: Okay, good. Do you get that, that same kind of feedback when you're working with just one seat partner or do you get more when you're getting interaction with the group?

Participant 6: Um, I would say I get like the same amount. Like, I just, the reason why I like groups so much is because it's not just one person. Like partner group or like partner work isn't that bad. Like I'm perfectly fine with partner group or like partner work. But group work is also really nice 'cause then it's not just one person. Like, if one person doesn't understand or like your partner doesn't understand the grammar lesson, then it's like you're saying what you're saying it could possibly be wrong and then they're not correcting you. But then if it's like a group activity, then like there's multiple people in the group thing and be like, "Oh, well that's actually not right."

Interviewer: Mm-hmm (affirmative).

Participant 6: You know what I'm saying? So...

Interviewer: Okay, good. Um, and did you find, still talking about some of these types of activities, the group activities which work for you. Um, did you find that you were ever using any English mentally or in another sense like a dictionary to help you?

Participant 6: Um usually mentally.

Interviewer: Okay.

Participant 6: But-
Participant 6: Can you explain or tell me more about that?

Interviewer: Um, I guess like just, I usually just translate things into English. Like as soon as someone says it in Spanish, my brain automatically translates it into English. And then that also helps me like form my sentence in my head in Spanish, if I know it English first, if that makes sense.

Interviewer: Um, yeah. Can you, I'm gonna press you a little bit further on that. So when you say your brain automatically, um, translates, tell me a little bit more about what that process looks like for you.

Participant 6: Um, usually it's just like someone will say a sentence in Spanish and then, and then my brain is immediately like, like if someone says like, "Oh I like the grapes" like in Spanish and then my brain is immediately be like, "Oh that's, I like the grapes." And then my brain is like, "Oh, me too." And then my brain is like, "Me too" in Spanish and then I say it. Does that make sense?

Interviewer: So if it comes in, it comes in in Spanish, you kind of pause and then you're ready to respond in Spanish?

Participant 6: Yeah.

Interviewer: Okay. What about if it's like reading and writing?

Participant 6: Um, I do that a lot in reading and writing too. But writing, I tend to like if it, if there's like a sentence in Spanish, I will write like the English translation like underneath it so that it's easier for me to like think of my sentence that I'm about to write down, if that makes any sense.

Interviewer: Mm-hmm (affirmative).

Participant 6: 'Cause that's easier for me to like keep track of like what's going on, like in the story or like in whatever section we're reading or something like that. It just helps me like keep track and think of like what I'm gonna say back. So-

Interviewer: Okay. Uh, we're gonna come back to that a little bit later. Um, 'cause I think that's really interesting and that's really gonna help with the research questions. So we'll come back to that mental translating a little bit more. Um, do you have another idea of how to teach or practice Spanish grammar in class?

Participant 6: Um, honestly, not really.

Interviewer: Okay. Um, what do you think might be the most helpful for you as a student?

Participant 6: Like grammar-wise or?
Interviewer: Still talking about grammar, yeah.

Participant 6: Um, most helping me as a student? Um, I guess again, it's just like repetition, learning. Um, writing things down is really helpful. Um, group work is really helpful. Things like that are-

Interviewer: Okay.

Participant 6: primarily what helps me learn.

Interviewer: And those activities would occur only in Spanish or a little bit of English?

Participant 6: Um, I guess when I'm first learning it, I usually use Spanish, but I try to like, I guess wean myself off the English as I'm learning it in Spanish. 'Cause I know I'm not gonna be able to completely depend on English all the time. So I try to like use less of it the more I learn it because then it's like strengthening my Spanish as I'm going along.

Interviewer: So tell me more about how you would wean yourself off of the English. I mean I- I think I understand what you're saying, but you know, I want to kinda hear what you're... You tell me in your words what that means to you.

Participant 6: Um, so like, like it's like the second day we learn a new grammar lesson. I get a worksheet. A lot of times I will like write down like the sentence or whatever in English underneath it and then I help- And then I like write my sentence in Spanish. But if I'm trying to like stop myself from like writing in English all the time, I like won't translate it into English and then I just have to depend on my own, like, self to like be able to just write it down like correctly just off the bat instead of looking at the English translation, if that makes sense.

Interviewer: Yeah. Do you have any, um, 'cause as a teacher I hadn't noticed that you write it down that way. Do you erase it or?

Participant 6: Um, I usually write it in that notebook that I was talking about-

Interviewer: Okay.

Participant 6: ... earlier.

Interviewer: Yeah.

Participant 6: Um, so-

Interviewer: So you'll say, let me, let me see if I understand. So if it's a worksheet, you'll prep it in the notebook first.

Participant 6: Yeah.
Interviewer: And then present your final copy of the worksheet-
Participant 6: Yeah.
Interviewer: ... when you're confident.
Participant 6: Yeah. 'Cause I don't, I, it kinda bothers me like if I write something down then I erase it a bunch of times.
Interviewer: Do you, do you label those notebooks pretty well?
Participant 6: Um-
Interviewer: Like, like if, if I asked to look at your notebook, will I know that, oh, this is worksheet number one, this is worksheet number two?
Participant 6: Um, probably not.
Interviewer: Okay.
Participant 6: It's kind of just a smorgasbord-
Interviewer: Okay.
Participant 6: ... of different stuff. Like I've been using it since, shoot, I don't know, like Spanish 3 I guess.
Interviewer: Really? Okay. Is that the same as your class notebook?
Participant 6: Um, no, it's, it's not the same as my class notebook. It's just kind of like a random notebook. But um, I haven't been doing it lately 'cause I haven't had like the time, like on the worksheet last night. I didn't do it at all-
Interviewer: Right.
Participant 6: ... 'cause I didn't really need it.
Interviewer: Right.
Participant 6: ... Um, I don't remember the last time I used it though. I haven't used it like in uh, in a while. [crosstalk]
Interviewer: For a period of time, yeah.
Participant 6: But um, I used to use a lot in Spanish 3 cause Spanish 3 was like a lot of stuff.
Interviewer: Mm-hmm (affirmative).
Participant 6: So I used to do a lot in Spanish 3, but Spanish 4, I haven't used it as much, I would say, but yeah.

Interviewer: Okay. Um, can I see both of those notebooks?

Participant 6: Yeah.

Interviewer: Okay. Maybe you can kind of get those together and check that website for me.

Participant 6: Okay.

Interviewer: Okay. Um, so we're entering into section three, which is the last section. We've still got a lot to go. You still doing okay? You need a break or anything?

Participant 6: What time it is? Okay. We're good.

Interviewer: We have about 15 minutes.

Participant 6: Yeah.

Interviewer: Okay. All right. So now we're gonna talk about your perceptions of language use. So we've talked about some of your general study habits and preparation habits. Uh, would you say that these have evolved or changed over the years as you have advanced to Spanish 4 and if so, how?

Participant 6: I wouldn't say that they have like changed. I would say that like, I guess in a way they've advanced because like I kind of, I'll admit in Spanish 1 and 2, I wasn't really that worried about it. Like I didn't study as much as I do now because like now I've kind of realized that like I have a genuine interest in like learning other languages. So, I tend to study a little bit more than I do or than I did in Spanish 1 and 2. But I wouldn't say that it's like changed in any way. I still do the same things like flash cards-

Interviewer: ... write things down, like things like that. So-

Interviewer: So more but not a different approach.

Participant 6: Yeah.

Interviewer: Okay. Um, how has your use of English or maybe your reliance on English changed or evolved over the years from when you were just beginning to learn Spanish to now being more advanced?

Participant 6: Um, I don't use Spanish as much, like in Spanish 1, like if I don't have my Spanish 1 notebook anymore, but if you saw it, it would be just like
all my notes would be in English. All the sentences, um, all the notes, everything like that would be in English because that's what I kind of like depended on ↑. But in Spanish 3, I tried to write a lot more like in Spanish Spanish ↑ rather than English, um, because I felt like I needed to just like stop depending on English as much, 'cause I felt like it would strengthen me a bit more in Spanish if I wrote down everything in Spanish. Um, I use a little bit of English like here and there-

Interviewer: Mm-hmm (affirmative).

Participant 6: ... but honestly not as, not even half as much as I did in ((Spanish)) 1 and 2, so-

Interviewer: Do you feel like that move to more Spanish, like with your notes and stuff, do you feel like that did help you?

Participant 6: Um, yeah, I do-

Interviewer: Or do you feel like it got confused?

Participant 6: I feel like it helped me a little bit more because like, it just (0.3), writing things down like in Spanish ↑ helps me memorize things in Spanish -

Interviewer: Mm-hmm (affirmative).

Participant 6: ... rather than in 1 or 2 when I was writing things down in English, it was helping me memorize it in English, and I didn't need to memorize it in English 'cause I wasn't gonna be able to write English like all my tests. So writing it in Spanish in my notes and then writing it again in Spanish, like in worksheets and stuff like that is a lot more helpful 'cause then it's like, well I already wrote it down once so I can write it down again in Spanish. Does that make sense?

Interviewer: Mm-hmm (affirmative).

Participant 6: So-

Interviewer: Okay. Um, so what has changed for you as a language learner and a language speaker or user like over the years?

Participant 6: Um, language learner, language speaker. Um, I, when I was like in grade school, I think I started Spanish in like fifth grade. Um, I wasn't really that worried about it. Like in middle school I had, er, had Spanish or stuff like that, but I wasn't really that worried about it. But once I got to high school, I started to take it like a little bit more seriously because like, um, I started to realize that like teaching language was like something that I wanted to do in the future. Um, I've always been interested in like Asian countries and Asian speaking countries and things like that. So I've always had an in- an interest in like going to like Japan or Korea or something and teaching English, versus like, teaching Spanish I would say. But I do like, I do have an interest in language so.
Interviewer: Okay. Um, And uh, I feel like you've kind of already mentioned that a little bit. Um, so do you tend to process and think about things in Spanish or English, um, when you're doing homework? You said you mentioned about, um, doing the notes. Um, I'm trying to paraphrase my follow up question here 'cause you already answered the first one. Um, okay. So do you tend to think and process your thoughts in Spanish or in English or do you tend to use a little bit of both languages if you're exposed to native speaker or an authentic resource?

Participant 6: Um, if I'm exposed to like a native speaker, so like I've watched movies in Spanish before.

Interviewer: Yes. Correct.

Participant 6: Um, a lot of times I tend to translate it into English. Like if it's immediate like feedback, like, um, the miner movie ((The 33 about the trapped Chilean miners)) that watched where it was like all in Spanish, a lot of times I like they would say something in Spanish and then I will go back in my head and I was like, "Okay, this is what that means." And then it would help me understand like the movie a little bit better. But I will say that that does like slow me down a little bit, 'cause it's like I have to like, okay, this is what this means, this is what form it is. Okay. That's what that means. And by the time they've already switched onto like a different subject or something like that. So it does slow me down a little bit. But that's just-

Interviewer: So you understand?

Participant 6: But I understand, yeah.

Interviewer: The parts that you're receiving, you understand. Okay. Um, and then going on with that same idea, do you ever listen to authentic materials in Spanish outside of class, podcasts, Internet videos, music, movies?

Participant 6: Um, I would say like a lot of times, uh, there's like music that I listen to.

Interviewer: Okay. Can you give some examples?

Participant 6: Um, Rosalia. She is-

Interviewer: Okay.

Participant 6: She's really awesome. I like her. Um, Becky G, she has a lot of good songs. Um, Bad Bunny is another like Latin or sorry, Spanish speaking, um, artist that I listened to.

Interviewer: Okay. You’re good.

Participant 6: So-
Interviewer: Okay. Um, and with these kinds of, uh, examples of music, how well do you feel that you understand the Spanish communicated?

Participant 6: Um, pretty well. Um, in songs that's a little bit harder than like just regular speaking 'cause it's like with a beat and there speaking on tempo or sometimes they have accents like Rosalia, she's from Spain, so her-

Interviewer: Mm-hmm (affirmative).

Participant 6: ... she has like a, um, Spain accent, which is kind of like the θ ("th" unvoiced) sound.

Interviewer: Correct.

Participant 6: So it's a bit more like, harder to like understand what she's saying, but it's not so much like the words that she's saying that I don't understand. It's just like the accent and like the pronunciation that like sometimes is a little bit harder, so-

Interviewer: Okay. Okay. Um, so still talking about some of these, um, resources the, the music, do you feel that you ever need to use English to provide extra support, um, translating or if you were watching movie or video, subtitles, or maybe in your case translating the lyrics, something like that?

Participant 6: Um, in movies a lot of times I tend to use subtitles. Um, just 'cause it's like, a lot of times that I'm watching a movie I wanna know the storyline and so I can't always just depend on myself to like completely keep up with the storyline as it goes. I use subtitles to just like able to like take a little bit of the pressure off ↑, I would say.

Interviewer: Subtitles in English?

Participant 6: Yeah.

Interviewer: Okay. If it's a Spanish language?

Participant 6: Mm-hmm (affirmative).

Interviewer: Okay. What about with the music examples?

Participant 6: Um, a lot of times music, I just listen to it and I can like usually understand it. 'Cause music, 'cause songs are kind of those things where it's like, you can just repeat them over and over and over again 'cause like the-

Interviewer: Yeah.

Participant 6: ... the repetition thing. So, songs are a little bit easier to understand.
Interviewer: Yeah, that sounds like it would make sense.

Participant 6: Mm-hmm (affirmative).

Interviewer: Okay. Um, and what language do you think in when watching a Spanish language movie, um, or listening to a Spanish language song?

Participant 6: Um, when watching a movie, which is kind of odd, I, usually, like a lot of times I think in Spanish, um, which is kind of weird 'cause like I usually translate back into English, but if they're like speaking Spanish, then like I find myself like in my head responding to what they're saying with Spanish versus English, which is kind of, kind of weird.

Interviewer: Mm-hmm (affirmative).

Participant 6: Um, but-

Interviewer: Why is it weird?

Participant 6: I don't know, I just, I never thought that I would like do that, you know, 'cause like my whole life I've always like heard something and then translated back into English-

Interviewer: Right.

Participant 6: ... in my head. But like I find myself like being able to like respond in Spanish a little bit more.

Interviewer: Mm-hmm (affirmative).

Participant 6: So-

Interviewer: Maybe you're getting more proficient!

Participant 6: Yeah, I don't know! (laughs!)

Interviewer: It's a good sign, it’s a good sign! Okay. Um, have you ever spoken or verbally communicated with a native speaker?

Participant 6: Um, with a native speaker? Um, no. I, I haven't. I-

Interviewer: Okay.

Participant 6: ... don't think I have.

Interviewer: Okay. Um, have you ever communicated using Spanish outside of the classroom or outside of school?

Participant 6: Um, outside of the classroom? I, I don't think so, but um, I have like my, well my mom's friend's cousin is um, Hispanic. So sometimes like when
we go out, 'cause he comes to like family dinners a lot, we talk back and forth in Spanish.

Interviewer: Mm-hmm (affirmative).

Participant 6: Like every once in a while, but it's mostly just like for fun than, rather than like actual, like concrete, like sentences and stuff like that.

Interviewer: And are you able to engage in that conversation?

Participant 6: Mm-hmm (affirmative). A lot of times it's like if we're at dinner and he's speaking to someone, um, in Spanish, I can like understand what they're saying. I don't necessarily respond, but I can like understand, kind of like eavesdrop, I guess.

Interviewer: Mm-hmm (affirmative).

Participant 6: But I don't necessarily like always respond, but-

Interviewer: Okay.

Participant 6: ... I understand.

Interviewer: Okay. Um, and then do you feel like you ever have to stop and use English when you're commu- Is it a guy? When you're communicating with this guy?

Participant 6: Um, sometimes-

Interviewer: Or listening to this guy?

Participant 6: Um, sometimes yeah, 'cause, um, he has like an accent and he speaks a little bit faster.

Interviewer: Where is he from?

Participant 6: Um, I, I think it's, um, not Spain, but, um, I- I can't remember. But I think it's like, it's either Mexico or, um, Guatemala.

Interviewer: Okay. Latin America.

Participant 6: Yeah, Latin America.

Interviewer: Okay, okay.

Participant 6: But-

Interviewer: And does he ever switch to English?
Participant 6: Um, yeah, he can speak English and Spanish, but-

Interviewer: Okay.

Participant 6: ... sometimes he just speaks Spanish for fun.

Interviewer: What language do you think you're, think in when you're communicating with him or when you're listening to him?

Participant 6: Um usually in English-

Interviewer: Okay.

Participant 6: ... and then I can respond back into Spanish.

Interviewer: Okay. So that kind of translation piece. Okay. Um, and I think you kind of addressed that. I don't think I heard you mentioned too much about reading. Do you feel like you mentally translate things into English, um, first before you read?

Participant 6: Um... Sorry, my mom is texting me.

Interviewer: It's okay.

Participant 6: Um, what was the question again?

Interviewer: Uh, yeah. So we talked about you reading, uh, you speaking and writing and listening, but do you feel like you have to mentally translate things if English when you're reading?

Participant 6: Um, yeah.

Interviewer: Okay.

Participant 6: Reading is, um, I usually translate it into English or I write it down a lot of times.

Interviewer: Okay. So kind of the same process as before. Okay. Um, I knew we were on a little bit of a time crunch here, so let me try to get to the last little chunk of questions.

Participant 6: Whoa, actually I have a little bit more time.

Interviewer: Oh you do?

Participant 6: Yeah. 'Cause I was, I was gonna go somewhere at 4:00, but then it got canceled, that’s what I was texting-

Interviewer: Are you sure?
Participant 6: Yeah. Yeah, that's fine. I'm gonna have my dad pick me up-

Interviewer: You're positive?

Participant 6: Yeah.

Interviewer: Okay. Okay. 'Cause I was trying to pull out just the important ones to get you outta here on time.

Participant 6: Yeah, no, I don't, I don't have-

Interviewer: If you're sure?

Participant 6: Yeah. I don't have to leave till like 5:00 or so.

Interviewer: Okay. All right.

Participant 6: So-

Interviewer: Well then we'll just - we'll try to still keep it, but it might go a little bit more like 10 minutes though.

Participant 6: Okay.

Interviewer: Okay. Perfect. Perfect. Yeah. Okay, good. Um, so then let's go back to that reading concept again. So I'll, I'll kind of repeat that question. Uh, so do you feel like you have to mentally translate or think about things in English first, uh, when you're doing reading?

Participant 6: Yes.

Interviewer: Okay.

Participant 6: Reading is, um, reading is a little bit more like, thought provoking I would say than like regular speaking. 'Cause, I don't know, reading is just like, it kind of takes me a second 'cause I have to like read it and then I write it in English or whatever if I need it. Um, and then I can construct my answer in Spanish. Um, but, speaking is a little bit easier, like during the group discussions when people say things like it's like automatic, but like reading it takes me a little bit more.

Interviewer: Mm-hmm (affirmative).

Participant 6: I don't know why, but it just does. So that's kind of my thought process.

Interviewer: Okay. All right. So some foreign language teachers don't allow their students to utilize any English in the classroom. To help you better understand this question, this is not necessarily just in teacher preference, but it's an actual foreign language teaching technique used in many public schools and universities. So, comments on the idea of having an
immersive Spanish only classroom where English is never utilized more than 10% of the time. So what would be your initial thoughts and reactions?

Participant 6: Um, that would be a little daunting I would say. Like it's um, it's not like I'm not completely against it. Like I think that the best way to like learn any language is like to be completely immersed in it no matter what it is so that it's like, it feels a little overwhelming at first, but the more you learn, like the easier it gets. But I would say like, you still need some English, especially like explaining different grammar concepts.

Interviewer: Mm-hmm (affirmative).

Participant 6: Like it's just, it's easier when it's explained in English rather than in Spanish, because sometimes it might get a like a little confusing. Um, but I'm not completely against it. But-

Interviewer: How would that work with the way that you like to process and take notes for yourself?

Participant 6: Um-

Interviewer: If everything was presented in Spanish and everything was conducted in Spanish.

Participant 6: Um, if it's conducted in Spanish? Um, a lot of times I would say it would be like, it would kind of be like the notes I took like in Spanish 1 and 2-

Interviewer: Mm-hmm (affirmative).

Participant 6: ... where it was like, it was said in Spanish and then I wrote it down in English, I would say, and I don't think that that would help me as much↑. Um, but I mean, I guess everyone learns differently. But for me, it's just like I, it's easier if someone explains it in English and then I write it down in English or Spanish, whatever I need to. Um, and then it's easier for me to like understand and learn, rather than like just so- like solely Spanish I would say.

Interviewer: Okay. So based on your personal experience as a foreign language student, do you think that this type of immersive teaching approach would be beneficial, harmful or maybe both?

Participant 6: Um, it could be beneficial depending on like, I guess the way each person learns, like if someone, if the easiest way for someone to learn is like to be completely submerged into something and then learn it over time, like that might be really awesome for them. But for some people it might be really harmful because it might be a little bit kind of intimidating for some people.

Interviewer: Mm-hmm (affirmative).
Participant 6: Um, 'cause it's kind of like, well why even try if I don't understand that from the first, the first get go, I guess. I know there's a lot of people that are like and I'm kind of like that, where like if I don't understand something as soon as I see it, it's kind of like a little part of me gives up 'cause it's like, well like how am I supposed to learn and if I can't, how am I supposed to learn further I guess if I can't learn the first few steps.

Interviewer: Right.

Participant 6: So-

Interviewer: Right. And do you think that that would be true for yourself?

Participant 6: Yeah.

Interviewer: With this immersive teaching?

Participant 6: I would say it would be kind of, kind of harmful ↑ 'cause I feel like I wouldn't learn as much†.

Interviewer: Mm-hmm (affirmative).

Participant 6: Um-

Interviewer: And you might give up.

Participant 6: Yeah.

Interviewer: Okay.

Participant 6: So-

Interviewer: Okay. Um, would it make a difference whether the students are beginners or more advanced?

Participant 6: Um, yeah, it probably would. Like i- if the whole class is starting out, like from just like the basics, that might be a little bit more comforting 'cause then I feel like everyone's on an even playing field. But if like there are some people who are just starting out and then there's some people who are like really advanced, came from like Spanish speaking families and things like that, like that might be a little bit intimidating. Um, but then again, like you have to look at it in the aspect of like they can also teach you things like if they've, you know, they have Spanish speaking families and they've like learned Spanish their whole lives, it's probably easier for them to teach things to you if they know English and Spanish.

Interviewer: Mm-hmm (affirmative).

Participant 6: So-
Interviewer: Okay.

Participant 6: ... that could be a little bit more helpful.

Interviewer: Okay. Uh, how would you feel about a Spanish only classroom when it comes to learning? Excuse me. How would you feel about a Spanish only classroom when it comes to learning new material or new vocabulary?

Participant 6: Um, that probably wouldn't help me. Um, I would say like if it's only Spanish and like no English, it would probably be like, just kind of like the giving up thing. Like it would just kinda be like, "Well, it's gonna take me forever to like learn this if I don't know it in English, let alone Spanish." And it's kind of like, it's just, it's a little daunting, intimidating I guess. But-

Interviewer: Okay. Um, what if, what about if it is a more abstract concept like reflexive verbs or the subjunctive?

Participant 6: Um-

Interviewer: If it was an immersive teaching approach.

Participant 6: I probably would not be able to understand it. I probably wouldn't be able to understand it, let alone take notes on trying to understand it. Um, uh, it's not necessarily that I don't understand, like, you know, the sentences that they're saying about the topic, it's just that I don't really know how to take notes on that.

Interviewer: Mm-hmm (affirmative).

Participant 6: It's for me to like be able to take notes, like write things down, write points down, things like that if it's in English, 'cause then it's like, okay, well this means this and I can connect it to this rather than it just all being in Spanish.

Interviewer: Mm-hmm (affirmative).

Participant 6: Um, that's kind of like a little too much and um, that probably wouldn't help me that much. But I mean-

Interviewer: Okay. How would you feel if using English was scolded or frowned upon or if your teacher never use it to help you with explanations?

Participant 6: Um, I think it would kind of like intimidate me to like speak in class. Um, like I'm personally one of those people that like doesn't like speaking in, in class, I'm not like a big raise my hand and ask a question person. I've just always been like that. So if like speaking a certain language was like scolded or like you got in trouble for it or like people didn't want you to do that, it would probably kind of really turn me off to
like just speaking in the class in general because like I'm not confident speaking in English let alone the different language that I'm trying to learn. So it's kind of like, it would just, that would just really kind of put me off to like, speaking in any form in the class I think.

Interviewer: Okay. What if I told you that some teachers are forced or strongly encouraged to utilize a Spanish only teaching approach?

Participant 6: Um, I mean I guess like in theory, it seems like a good idea. Like if you're trying to learn any language, like only use that language so it's easier for you to like memorize it or like, you know, repetition and stuff like that. But I think for some cases for people, everyone learns differently and everyone has different ways of like absorbing information. And for me, like, if it was only in Spanish and there was no English, like I probably wouldn't have learned as well just because it's like, I just, it's just like too much. It's just like kind of overwhelming. So-

Interviewer: Would it make a difference if you knew or understood that many teachers are required by their jobs or school district policies to not use any English in classroom?

Participant 6: Um, then yeah, I could understand that. I can understand why their teaching method is like that because like, that's kind of what they're not forced, but what they're encouraged to do I guess, I can understand it from that perspective. But if, if it's just like regular school teacher who is just kind of like they hire you and they're like, "All right, this is Spanish class, like have at it." If they only want to speak Spanish then like it's kind of like, well you have to cater to different people, like different needs and stuff like that. If you have the ability to like contour how you teach to each kid, then you should use that. You shouldn't just only use like a one size fits all when it comes to like learning different languages, I don't think.

Interviewer: Yeah.

Participant 6: So-

Interviewer: Good. Okay. Um, so then do you feel like using English, knowing about some of these immersive approaches that are out there, do you feel like you using English, that it helps you to understand Spanish or is it helpful in another way with the instruction?

Participant 6: Yeah, it does. It does help me learn Spanish. Um, explaining in English, of course, is like, you know, it helps me understand it in Spanish. And then also like vocab wise, um, knowing the word in English and then being able to translate it into Spanish is pretty helpful, I would say. That's why I write down it in Spanish and English, so that it's like my brain is like, okay, it's not just a random Spanish word. It's also like it's, it means this. So, then it's easier for me to like understand it or like memorize it.
Interviewer: And it's almost like you read my mind, 'cause the next question, do you feel like the Spanish and English languages are somehow connected in your brain or in another way that you learn?

Participant 6: Um, I would say yeah.

Interviewer: Or, in the way that you learn. And let me re- let me rephrase that question I misread it. Do you feel like the Spanish and English languages are somehow connected in your brain or in the way that you learn?

Participant 6: Um, I would say yeah.

Interviewer: Okay.

Participant 6: Um-

Interviewer: Tell me more about that.

Participant 6: Um, I think like... 'Cause when things are first introduced to like in English and then they're like, "Okay, this is what it means, learn it in English, this is what this, this, this and this means." And then they're like, "Let's take this and then translate it into Spanish." Then it's kind of like you already have the framework for what it means.

Interviewer: Mm-hmm (affirmative).

Participant 6: Does that make sense? Like-

Interviewer: Can you give a, a more concrete example?

Participant 6: Um-

Interviewer: If you can. And you can kind of make up an example, but can you give me, and it can be a bilingual example, but kind of try to walk me through what you're trying to say.

Participant 6: Um, okay. So like if there was like a sentence in English that is like, "The boys like this, but they also like this."

Interviewer: Mm-hmm (affirmative).

Participant 6: If you didn't know like the, like form of like, "But they also" like if you didn't know that form, it's easier to like be like, "Okay, this is the sentence and then let's go into Spanish and say it in Spanish and then be able to highlight where that like conjugation is." So like in Spanish you would highlight like the Spanish portion of like, "But they also."

Interviewer: Mm-hmm (affirmative).
Participant 6: That would help me a lot 'cause then it's like that's what it is in English and then here's it in Spanish, and then here's how you use it, you know?

Interviewer: Okay.

Participant 6: If that makes sense. I don't know, I can't... I'm hard... Like it's hard to explain how that works.

Interviewer: Um, I'm... I don't know. I'm, as, I guess maybe, um, I, how do I say this? Are you able to give me a bilingual example of how they might be co-connected in your brain?

Participant 6: I-

Interviewer: And if you can't that's okay. But I'm just trying to get, um, I guess a little bit deeper at what you're saying.

Participant 6: I can't think of one like off the top of my head.

Interviewer: Okay. That's okay.

Participant 6: But-

Interviewer: That's okay. That's okay. Yeah. You still gave me some examples. I'm just trying to follow you, um, and see how it goes. Um, do you feel like strengthening your Spanish weakens your knowledge of English?

Participant 6: Absolutely not.

Interviewer: Okay. Tell me why.

Participant 6: Um, I think that... I- I don't think that like learning any language would like kind of like de-strengthen your original first language. I think that if anything, like learning a different language also helps you like not learn more English, but I guess like understand English better, 'cause then it's like this is it in English and this is it in Spanish and it helps you learn both languages. It's not like this is it in Spanish and now I'm losing my information on English because I'm learning too much Spanish. Like that's never happened to me or it's never happened to me at least like that's, I've never like thought that, that like I'm losing my knowledge of English with learning Spanish.

Interviewer: Okay. What about the opposite? Do you feel like using English somehow interferes with how you learn Spanish?

Participant 6: Um, yeah, sometimes. I think that like if I use, like if I get into like the rut of like lo- or like using English too much and not enough Spanish, then it's like, I start to like, kind of like, not remember what it is in Spanish, um, and I only remember what it is in English. That happens to me a lot where it's like, if I only learn it in English and I only recite in
English, and it's like I'm losing what it means in Spanish also. So that's why I try to like write it in Spanish and then also write in English and then wean myself off of English by only writing it in Spanish.

Interviewer: Okay.

Participant 6: So-

Interviewer: Um, and how do you feel when your classmates use English when you're trying to use Spanish?

Participant 6: Um, it doesn't, it doesn't really matter to me. I mean, it just is what it is. I guess everyone has different ways of like communicating or like learning and stuff like that. And so, it doesn't, it doesn't really bother me to like use English or Spanish in certain situations.

Interviewer: Okay. What about when they're working in Spanish, but maybe you need to process something in English?

Participant 6: Um, then usually I tend to like ask, um, like, "Oh, well, like what does this mean in English?" or like "¿Qué es la palabra?" But, um, but a lot of times I, I just ask if I need to. Um, and if I don't know then I usually ask like you or someone else, so-

Interviewer: Okay. Um, and then do you have any final commentary, ideas, complaints, feelings, anything related to the use of English in the Spanish classroom? Maybe something that we talked about that you wanna revisit, something that you thought about, maybe question, comment you'd like to add or ask?

Participant 6: Um, no, not really.

Interviewer: Okay.

Participant 6: Mm-mm.

Interviewer: Okay. So this is concluding our interview, so thank you for your time today.

Participant 6: Thank you.

Interviewer: Yeah, all right. Uh, we still it made pretty close to your goal.

Participant 6: Yeah, yeah...
**Semi-Structured Interview With Participant 7**

**Interviewer:** Each one has been like an hour and a half.

**Participant 7:** Okay.

**Interviewer:** You got red light?

**Participant 7:** Mm-hmm (affirmative).

**Interviewer:** Okay. Longest one has been like an hour and a half. Shortest ones have been about 45 minutes.

**Participant 7:** Okay.

**Interviewer:** So, anywhere in that timeframe. Are you personally on any kind of a time schedule that we need to honor?

**Participant 7:** Nah. I just have a lot of homework tonight.

**Interviewer:** Okay.

**Participant 7:** So-

**Interviewer:** Okay.

**Participant 7:** ... I'm good to go.

**Interviewer:** So, if it takes over an hour, you're okay with that?

**Participant 7:** Yeah.

**Interviewer:** Okay.

**Participant 7:** No problem.

**Interviewer:** All right. Because I did have one person that we tried to keep it short 'cause she had a request to do that.

**Participant 7:** Yeah.

**Interviewer:** Okay. So, today's date is May 14th, 2019. That's not your name, but that's fine.

**Participant 7:** (laughs)

**Interviewer:** Um. Actually, that's gonna bug me. All right. We're gonna recycle that one because I don't know why it's getting messed up, so I print extras. Okay. So, May 14th, 2019.
Interviewer: Okay. So, we're gonna go ahead and get started. I'm gonna start with my purpose statement, my research questions, walk you through some background information, and then we'll jump in.

Participant 7: Okay.

Interviewer: So, the purpose of the qualitative study is to explore student use and perceptions of purposive English and its effects in foreign language classrooms. So, the three research questions that I'm hoping that you might be able to help answer, um, along with your colleagues are: How do high school Spanish students use purposive English in a foreign language classroom? Why do high school Spanish students use purposive English in a foreign language classroom? And how do high school Spanish students perceive the effects of the use of the first language in a foreign language classroom?

Interviewer: So, we're gonna talk about, um, building rapport and your consent to interview. So, you and your parents or guardians have already signed a consent form explaining that the purpose of our conversation is for research and that the University of Missouri-St. Louis is unable to compensate you for your time. Please let me know if you have any questions.

Participant 7: Nope.

Interviewer: Okay. Uh, do I have permission to record and transcribe your interview today?

Participant 7: Yes.

Interviewer: Okay. My role today is that of an interviewer. I will be asking you specific questions, but I may also ask you to explain or expand certain things that you say. I may also redirect your focus back to the questions or topics as necessary. I will not be directly participating in a conversation with you or responding to your statements except to ask you to clarify or tell me about something. It will be very helpful for me as the researcher if you can answer the questions and offer your opinions at thoroughly as possible. You do, however, retain the right to pass on commenting or answering questions if you so choose. All of our discussion here today will remain confidential, and it will have absolutely zero impact on your class grade or your school transcript. Your discussion will help contribute to the field of second language acquisition and may help foreign language teachers like me examine and modify our classroom practices. When we are finished, I will own the rights to the audio recordings and any transcriptions. A pseudonym will be used to protect your identity. All other identifying traits such as the name of the specific institution where you go
to school or the names of classmates will also be protected. Do you have any questions?

Participant 7: Nope.

Interviewer: Okay. Um, please state your full name, and we'll redact it, but it's for the recording.


Interviewer: Okay. And before we get started with the questions, I forgot to give you your Scooby Snacks and granola bar.

Participant 7: Oh (laughs).

Interviewer: So, I, I ... Before we start-

Participant 7: (laughs)

Interviewer: ... the questions, anybody who comes by gets afterschool snacks.

Participant 7: Ah, thank you.

Interviewer: So, the kids this morning ate all of the chocolate chip, but we do have peanut butter, marshmallow and s'mores. So, which-

Participant 7: Oh.

Interviewer: ... flavor would you like?

Participant 7: S'mores, please.

Interviewer: Perfect.

Participant 7: That's my favorite one.

Interviewer: Okay. Here you go.

Participant 7: Thank you.

Interviewer: All right. So, you're welcome to munch on those now because I know that you will get hungry, and that part's off the record.

Participant 7: Okay.

Interviewer: Because I forgot to give that to you earlier, so you are welcome to munch away on those.

Participant 7: Okay. Thank you.
Interviewer: You're welcome, and I apologize for not giving those to you earlier.

Participant 7: Oh, it's no problem.

Interviewer: All right. So, back to the interview now. So, we're going to start by talking about vocabulary, uh, comprehension, and preparation.

Participant 7: Okay.

Interviewer: So, think back to when we looked at the vocabulary in our new unit or whenever we introduce new vocabulary, in general. Walk me through what goes on in your mind as you see, hear, and learn new words and phrases for the first time and be as specific as you can.

Participant 7: Like, the process for me learning them?

Interviewer: Yes.

Participant 7: Okay.

Interviewer: Yes.

Participant 7: Um, so, for learning new vocab, usually I like to have it all out in front of me, so the vocab in the book is nice because it has all the Spanish words, all of the English words right next to it. Um, and I usually try and draw a connection between the Spanish word and something else. So, like, if it's a cognate, it's a lot easier because then I know, okay, that makes sense because it sounds similar. If not, I try and make the word look like something else-

Interviewer: Okay.

Participant 7: ... that can relate to the word in Spanish. Uh, it's kind of weird to, like, explain-

Interviewer: ... No, please do. Yeah.

Participant 7: Yeah. And so, yeah. I just try and find, um, that, like, connection that I can make. Sometimes, it makes sense in my brain and not necessarily in others. Um, I'm trying to think of a-

Interviewer: So, what the ... You mentioned making a connection. What does that look like beside cognates?

Participant 7: Um, like cocinar, um, sounds a little bit like cook, kitchen, but it's not, like, exact. Like, so, like when I learned cocinar, to cook-

Interviewer: Mm-hmm (affirmative).

Participant 7: ... I'd, I used-
Participant 7: ... like, that, um, and everyone like, aprender?
Participant 7: Aprender sounds like apprehend. Apprehend learning.
Participant 7: Like, just trying to draw those connections. Uh, for some words, I can't do it, but, uh, that's my main method, but repetition really is what helps me, um, get it down.
Participant 7: And I can't do, uh, note cards. It's, um, I, I have to see like all of it in front of me.
Participant 7: Um, 'cause I go back, and I repeat.
Participant 7: Um, and that's what I like. I do that with, uh, other classes as well.
Participant 7: Um, I had to go back probably, um, if I had to give a number, probably four or five times.
Participant 7: Um-

Interviewer: Like, per class or just in general?

Participant 7: Oh, uh, in general.

Interviewer: Okay.

Participant 7: Probably, um, as it went on, it got easier, but at the beginning per activity, I'd have to go back multiple times.

Interviewer: And why there was that?

Participant 7: Um, I'm not necessarily super good with memorization.

Interviewer: Okay.

Participant 7: U- um, so if I see something at first glance, I'm going to forget it. Um, that, that's kind of hard for me, but after multiple times, um, of looking at it, I'm gonna memorize it pretty easily.

Interviewer: Okay. Um, so, did the photographs in the textbook or the activities provide sufficient or insufficient support for these new verbs?

Participant 7: Um (0.3), yeah, some of them are helpful. Some of them, uh, just make it more confusing.

Interviewer: Okay. Try to be specific if you can, and then why, why you're saying what you're saying.

Participant 7: It's usually the ... When they try and make something, um, I don't know. Um, I'm trying to think about it. Like, they try and put a word in with something it really doesn't match to. They're just trying to add that vocab word in so that they can say that they put a picture with it.

Interviewer: You mean like in the textbook?

Participant 7: Mm-hmm (affirmative).

Interviewer: Or some of the ones from class? Like, 'cause we did the one where we had the remote control. That was a PowerPoint that I presented, or-

Participant 7: Oh.

Interviewer: ... do you mean the ones in the book?

Participant 7: The ones in the book.

Interviewer: Okay. Let's talk about the ones in the book, so I'm with you now.
Participant 7: Okay.

Interviewer: Okay. So, go ahead.

Participant 7: Yeah. They'll try and put, like, um, a vocab word in where it's not really applicable.

Interviewer: Okay.

Participant 7: They're just trying to, I don't know. I feel like they're forcing it.

Interviewer: Do you have an example of when you felt that?

Participant 7: Hmm. (0.7) I'm not totally sure. Um, yeah. I don't.

Interviewer: Okay.

Participant 7: Yeah.

Interviewer: But you've felt that way in the past.

Participant 7: Yeah. I've felt that way in the past.

Interviewer: Okay.

Participant 7: Yeah. Maybe not as much for this unit, 'cause unit's pretty cut and dry, but for some others where it's more, um, like you have to interpret it a little more.

Interviewer: Okay.

Participant 7: It doesn't make sense sometimes.

Interviewer: With the pictures?

Participant 7: Yeah.

Interviewer: Okay. Um, what about some of the other activities in class? Do those provide sufficient or insufficient support for the new terms?

Participant 7: Um, I definitely liked the presentation that we did for the new vocab terms, 'cause we went over that multiple times.

Interviewer: Right.

Participant 7: Um, I think that's really what helped me memorize it, 'cause I'm very visual.

Interviewer: Okay.
Participant 7: I put, um, a picture with something, and I usually remember it. And if I see it many times, I, that also helps me in remembering it. Um, so, yeah. Putting it there to be able to read it and saying it out loud also helps.

Interviewer: Okay.

Participant 7: Kind of using, like, all the senses to, um, really make it concrete.

Interviewer: So, visual, saying it out loud. Anything else?

Participant 7: Um, hearing it also helps.

Interviewer: Okay. So, what about like when we do the pronunciations?

Participant 7: Um, the first time doing pronunciations, it kind of goes in and out.

Interviewer: Okay.

Participant 7: Yeah.

Interviewer: Okay. Um, so what could have been more helpful in trying to learn these new vocabulary words?

Participant 7: I don't think anything could have been more helpful. I think doing the presentation as we did it, uh, three times was really what helped me remember it.

Interviewer: Okay.

Participant 7: Yeah. And we did it daily, so that was good, too, 'cause it wasn't just an intro and then we forget about it-

Interviewer: Mm-hmm (affirmative).

Participant 7: ... and then expect to know it. We did it every day, so we knew.

Interviewer: Okay.

Participant 7: Um, that it was solid.

Interviewer: Um, so in general, how do you study your vocabulary for class?

Participant 7: Um, for vocab for class-

Interviewer: Yes.

Participant 7: ... I usually go along with the homework. Um, I'm gonna be honest. I don't really study the vocabulary↑.
Interviewer: Okay.

Participant 7: Usually, I try and use it, um, more in, like, responses and, like, real-life situations. Well, as real life as it gets in Spanish class.

Interviewer: Right.

Participant 7: But, um, I don't ... I do well, like, saying it more than I do, um, just, like, listening to it or seeing it.

Interviewer: Mm-hmm (affirmative).

Participant 7: Um, see, if I can use it in a sentence, that tends to go better for me.

Interviewer: So, um, did you study vocab in the past, like in Spanish 1, Spanish 2?

Participant 7: Yeah. I studied it more then, I think, because-

Interviewer: Okay.

Participant 7: ... it was more, um ... I feel like we had more, like, quizzes. Um, more of it had to be done like for a grade.

Interviewer: Right.

Participant 7: And that was a big motivator.

Interviewer: Okay.

Participant 7: But now, I'm focusing more on, like, developing my language skills.

Interviewer: Correct.

Participant 7: So, I, I feel like I want to use it more than I want to just memorize it.

Interviewer: Okay. Um, and you touched on this earlier, but do you make up flash cards? Do you write a list? Is there anything that you do that's kind of like your thing?

Participant 7: Um, I, I like to write it down on paper.

Interviewer: Okay.

Participant 7: So, I'll go through and I'll write down the Spanish word and the English word, um, and then, like, read over it multiple times. It makes a connection, I guess.

Interviewer: And you write it in English, also?
Participant 7: Yep.

Interviewer: Okay.

Participant 7: Yeah.

Interviewer: Why do you do that?

Participant 7: I'm not sure. It's worked for other classes, um, for example, in anatomy, we have Latin that we have to memorize.

Interviewer: Oh, okay.

Participant 7: So I would write down the Latin, uh, suffix, or whatever part of the word it was, and then I'd write down its English equivalent.

Interviewer: Okay.

Participant 7: And that worked really well for me, so I started doing that in Spanish and it worked, also.

Interviewer: Okay. Uh, and how often would you say that you, uh, write things down for Spanish class for vocab?

Participant 7: Um, not super often. Probably, once a unit, maybe once every other unit, but it's when the vocab is especially hard.

Interviewer: Okay.

Participant 7: Yeah.

Interviewer: Um, and when it's harder, would there be less cognates? Something like that?

Participant 7: Yeah.

Interviewer: Okay. Um, in the lower level classes, students were usually required to make flash cards with the English translations on one side and Spanish on the reverse side. Do you think that those were helpful? And, explain how or why you feel this way.

Participant 7: I didn't think they were as helpful. Of course, my learning style's different from other people's, but, um, I enjoy, as I said earlier, I enjoy, um, like talking through the vocab.

Interviewer: Okay.

Participant 7: So, maybe like speaking in class with other students about like how to use the vocab or writing it down and using different examples. I think the
most helpful way I've learned it is when we were required to use, um, like, certain vocab words and make like 15 sentences.

Interviewer: Uh-huh (affirmative).

Participant 7: And we had to use those vocab words in each sentence, and, um, it helped me, it helped give me an example of how to use it.

Interviewer: Mm-hmm (affirmative).

Participant 7: And that's what I refer back to, uh, those examples usually.

Interviewer: Um, would it, would making flash cards have been helpful on this unit or in another unit if one comes to mind?

Participant 7: Um, not really.

Interviewer: Tell me about that.

Participant 7: I'm terrible with flash cards (laughs).

Interviewer: Do you use the Quizlet, the virtual flash cards?

Participant 7: I started to, and then I realized it wasn't working. So, I stopped using that, and I started just looking at the page. And, um, it's a little harder on Quizlet because you have to, um ... It gives you like certain ways to learn it, and I really just want to see it all out in front of me. And, you have to scroll in order to do that. Um, so that's why I just either write it down on a piece of paper or look at the vocab sheet in the book.

Interviewer: Okay. Okay. All right. Um, how quickly would you say that in general you feel that you pick up the vocabulary words?

Participant 7: It usually takes until the end of the unit, so if the unit takes, I don't know, two weeks, it'll take that long.

Interviewer: Okay. Um, and do you ever feel like you need to use English to help you learn these terms, and if so, how?

Participant 7: Yeah. I use English to, as I said, uh, draw that connection, um, if I can. Um, if I can't, then I usually just try and make an example for myself, um-

Interviewer: Okay.

Participant 7: ... for a word I don't know or that will-

Interviewer: Can you give me an example of what you would mean with that?
Participant 7: Y- Yeah. So, like, um, if I'm trying to learn the word like, uh, I don't know, agua, and I'm like, "Okay. It doesn't really ..." Uh, that's not a good example because it sounds (laughs) ... Okay. Um-

Interviewer: Is there one from this unit maybe that comes to mind? The TV stuff?

Participant 7: Oh. Um-

Interviewer: Or the finance and college unit that we just finished prior to that?

Participant 7: Grabador.

Interviewer: Okay.

Participant 7: Uh, that means recording, TV recording.

Interviewer: Grabar. ((to record))

Participant 7: Grabar.

Interviewer: And, yeah.

Participant 7: Okay.

Interviewer: Go ahead.

Participant 7: Yeah. So, grabar-

Interviewer: Grabador is the, um, recorder device.

Interviewer: Yeah.

Participant 7: Okay, yeah. The device. So, um, I would have to say like: “Necesito ver mi programa favorita ((favorito)). Entonces, voy a grabar la programa ((el programa)) antes de salir.”

Interviewer: Okay.

Participant 7: Or salgo. Sí.

Interviewer: Okay. And you do that in Spanish?

Participant 7: Yeah.

Interviewer: And you don't use any English to help you with that process?

Participant 7: No.

Interviewer: Okay.
Participant 7: Not with that one.

Interviewer: Okay. Uh, so, um, when you said that you use English to draw a connection, that's mostly for cognates?

Participant 7: Uh, yeah. Cognates, um, words that I can maybe make sound similar in English.

Interviewer: Okay.

Participant 7: Sometimes, just how odd the connection is helps me, too, um, which is, um ... That's what I do in Latin, too, for anatomy. Um, if something is like, sounds like another English word, then I'll try and connect that English word to what needs to be-

Interviewer: Okay.

Participant 7: ... the translation.

Interviewer: Okay. Um, excuse me. Do you ever feel like your teacher needs to use more English to help you learn some of these words?

Participant 7: Uh, no. Not at all.

Interviewer: Okay. Um, moving on to some of the homework handouts, do you ever feel the need to use Google Translate, a dictionary, or access English in another way?

Participant 7: Um, yeah. Sometimes, I feel like I need to do that. Um, if I forget, um ... One of the words that I had such a hard time with is alguien ((someone)). Um-

Interviewer: Uh-huh (affirmative).

Participant 7: 'cause it sounded like, it looks like aunque ((although)).

Interviewer: Right.

Participant 7: And I, I just couldn't get it down 'cause it also had the E-N, which it sounded like “bien”.

Interviewer: Oh.

Participant 7: It looked like a bunch of different words that you could just put together, so, um, for that one, I had to refer back to some other source on, like a dictionary to figure out-

Interviewer: Okay.

Participant 7: ... or-
Interviewer: Okay. Was that a book dictionary? Was that a website dictionary?

Participant 7: I think it was a website.

Interviewer: Okay.

Participant 7: I'm not sure.

Interviewer: Do you know the name of the website?

Participant 7: Um, spanishdictionary.com-

Interviewer: Oh, okay.

Participant 7: ... I think.

Interviewer: [inaudible]

Participant 7: Yeah.

Interviewer: Okay. Um, and do you ever feel the need to use English in a different way other than the dictionary?

Participant 7: Um, you mean in the classroom or with homework?

Interviewer: Uh, still talking about homework and-

Participant 7: Homework.

Interviewer: ... vocabulary. We'll talk about group a little bit later.

Participant 7: I use it mentally sometimes to arrange the way I want to say something. Um, or like how I want to respond to something. (0.5) So-

Interviewer: Okay.

Participant 7: Yeah. If someone said, “¿Cómo estás?” for like a homework question, I'd think, um, I don't do this anymore, but with more complicated-

Interviewer: Right, right.

Participant 7: ... language.

Interviewer: This is the sample, yeah.

Participant 7: Yeah. I'd have to think, "Okay. I am well. Estoy bien."

Interviewer: So, you, um, think it through in your mind in English before you write it. Was it before you write it or before you speak it or both?
Participant 7: Um, more before I speak it.

Interviewer: Okay.

Participant 7: Unless it's something easy I can respond to, or like not as hard as like something we had just learned. So, with the subjunctive, I still have to, like, develop that a little more, but if we're talking about the imperfect, preterite, something we learned in-

Interviewer: You're right.

Participant 7: ... Spanish 2, that I can just, um, say right back.

Interviewer: Okay. So, if it's more complex, you use a little bit of English before you, like as you think it before you speak it?

Participant 7: Mm-hmm (affirmative).

Interviewer: And what about when you write it?

Participant 7: When I write it, I tend to do that, too.

Interviewer: Okay.

Participant 7: Uh, there's less of that, though, 'cause I have time to process it in Spanish. When I'm speaking, I feel like I need to, like, reply as fast as I can.

Interviewer: Okay. Okay. Um, and there's a little bit more that we'll talk about those kinds of things later on, too, but since you brought it up.

Participant 7: Okay.

Interviewer: Um, okay. Um, so thinking about our class acti- some of our class activities that we did to practice these new vocabulary terms. W (hich activity or activities that stood out to you as the most helpful and why? Which activity or activities were the least helpful and why? And try to be specific, and that could be on this unit or if there's something else that comes to mind, just make sure that you tell me which one you're thinking of.

Participant 7: Okay. Um, the most helpful activities I feel that we do are the ones where it takes some creativity.

Interviewer: Okay.

Participant 7: So, I'm excited about, um, the final because it, it's taking, um, like, improv, but in Spanish, and you have to be, um, like, quick about it.

Interviewer: Right.
Participant 7: You have to create that language instead of, um, something like, um, like writing sentences. In class, sometimes when we do that, um, I feel like with Spanish, I need to be more creative than, um, I don't know how you'd say that, like (0.5), yeah. I don't, I don't know how to, like the word for it.

Interviewer: Okay.

Participant 7: Um, just like cut and dry, like-

Interviewer: Okay.

Participant 7: Yeah.

Interviewer: Okay.

Participant 7: Writing stuff down. So, yeah. I'd say like skits, um-

Interviewer: Okay.

Participant 7: ... presentations, the Spanish 3 project where I talked about my air purifier for cars in Spanish.

Interviewer: Oh, the invention assignment.

Participant 7: Yeah, yeah. 'Cause you have to use the Spanish language in a different way than, um, like something we did with the unit. It's more like-

Interviewer: Right.

Participant 7: ... discovery, I guess.

Interviewer: Yeah. Okay.

Participant 7: Yeah.

Interviewer: That's a good word for it. Okay. Um, which activity or activities, still talking vocab here, um, were the least helpful and why?

Participant 7: The least helpful, um, probably reading through them. That's nice for pronunciation, but for memorization and, uh, further use, it doesn't really help me, at least.

Interviewer: Okay. Okay. And why do you feel that way?

Participant 7: Um, 'cause we only go over it one time, that first time, and then, uh, we're like supposed to, like, memorize it later, or like do it in the homework, um, and I just don't really, um, like, pick it up that quick.

Interviewer: Okay.
Participant 7: I don't know. Maybe if, like, we went through it one more time or something, a little more repetition, I would get it a little better, but I know some kids in the class get it like that. ((snaps fingers))

Interviewer: Yeah.

Participant 7: So, it's, I guess that's just the way I do it.

Interviewer: Okay.

Participant 7: Yeah.

Interviewer: All right. Nope. Everybody's got a different way.

Participant 7: Right.

Interviewer: I'm discovering that as we go.

Participant 7: Yeah.

Interviewer: Um, okay. So, during some of these class activities, um, did you have your vocabulary list out or your notes? Why, or why not?

Participant 7: Um, so, I didn't. Sometimes, the best way for me to learn is failure.

Interviewer: Okay.

Participant 7: So, if I don't know a word, and I don't have the sheet in front of me, I have to, um, think about possibilities of what it could be. And when it's not that, and like that realization comes into effect, it's like, "Oh. Okay. That's what it means."

Interviewer: Okay.

Participant 7: And so, um, yeah. It's kind of like failing helps you realize that your wrong answer was incorrect, so it's not that, and that there's a different answer to it.

Interviewer: Okay. So, um, if you can remember, excuse me, help me to understand what was going on in your mind during the activity. So, that's to say, what was your thinking process, or in other words, how did you comprehend or make sense of what was being taught or presented to you?

Participant 7: Um, it, it was pretty simple, I think. I was just like, "Okay. Grabador is, um, a recording device."

Interviewer: Uh-huh (affirmative).
Participant 7: And then, like, sometimes if we would go fast, I wouldn't be able to, like, like, repeat it in my mind. Um, so, like, sometimes I would only get certain words, so when we, w- went back through it, I was able to go back and look at the words that I didn't get that first time. But usually, I, like, replay it in my mind for like repetition.

Interviewer: Okay. And, did you find that you were using English either mentally or in another sense, like a dictionary to help you?

Participant 7: Yes.

Interviewer: Okay.

Participant 7: Um-

Interviewer: Tell me about that.

Participant 7: So, you mean for like learning the vocab?

Interviewer: Right. So, um, with some of these different activities that we did for the vocab-

Participant 7: Mm-hmm (affirmative).

Interviewer: ... let's say in this unit, um, or in general, did you find that you were using any English, either mentally or in another sense?

Participant 7: Yeah.

Interviewer: 'Cause you keep talking about repetition, so-

Participant 7: Mm-hmm (affirmative).

Interviewer: ... I'm wondering if that is repetition involving English as well, or repetition just in Spanish or kind of what role does English play with, with, um, what's going on mentally with your-

Participant 7: Yeah.

Interviewer: ... thought process.

Participant 7: English is more just like if I see a word in Spanish, I'll think about in English, um, mentally, what it means. And like, try and draw that connection, I guess, that I made prior to that. Um, and that's more for the words like programa- that sounds like program, so that's pretty easy. But when it gets more complicated, I can't really do English thinking. It's more just like, "What does that mean?" That's pretty much the only question that I ask myself at that point.
Interviewer: Okay. And when you say, "What does that mean?" you kind of ask and answer yourself in Spanish at that point?

Participant 7: Um, pretty much.

Interviewer: To the best of your-

Participant 7: Yeah.

Interviewer: Okay.

Participant 7: Best of my ability.

Interviewer: Okay.

Participant 7: Yeah.

Interviewer: Yeah. Okay. Um, excuse me. And pardon my, uh, my voice and my nose here. Um, do you have another idea on how to teach or practice Spanish vocabulary in class?

Participant 7: Um, I think anything visual is good. So, when you put the pictures up on the screen and connected the word with the picture, uh, that was helpful for me. But, I'm a very visual learner.

Interviewer: Okay.

Participant 7: So, um, like, in Spanish 2, you brought in props for some words.

Interviewer: Uh-huh (affirmative).

Participant 7: That was helpful.

Interviewer: Okay.

Participant 7: Um, especially if there was like some story connected to it, like, um, I don't know. I'd still remember, uh, calabeza ((calabaza)). That's-

Interviewer: Calabaza?

Participant 7: Right. Calabaza. That's pumpkin, right?

Interviewer: Correct.

Participant 7: Yeah, and I remember that because you had a pumpkin on your desk, so, like that, and like you enjoy Halloween.

Interviewer: Uh-huh (affirmative).
Participant 7: So, that story-
Interviewer: I do, really (laughs).
Participant 7: Yeah (laughs).
Interviewer: I love Halloween!
Participant 7: That story, like, connects that word, and it helps me remember it.
Interviewer: Okay. Okay. Good. And, um, so some of these activities that you are suggesting that might be, uh, helpful, um, the visuals, the props, connecting it to a story. Um, do you think that those would occur in Spanish only, or would English be involved, too?
Participant 7: Uh, Spanish only is fine for that. Um ... 
Interviewer: Why do you say that?
Participant 7: I don't think English needs to be used for, like, describing it. Um, like, whenever we did, like, story time in Spanish, it was easy enough to understand that, and since it's a new vocab word, making that connection with Spanish we've already learned-
Interviewer: Right.
Participant 7: ... um, it actually helps it a little more-
Interviewer: Okay.
Participant 7: ... because you're using the language, and you're using that, I guess, part of your brain to really understand it. I don't know. When more Spanish is used, I tend to pick up more Spanish.
Interviewer: Okay. I'll write that down. We need that.
Participant 7: Okay.
Interviewer: It'll be on the transcription, too, but I'm going to write it down. “When more Spanish is used, I tend to use more Spanish.” Okay. So, uh, you still doing okay? You need a break or anything?
Participant 7: Nope.
Interviewer: Okay.
Participant 7: Yeah, I'm good.
Interviewer: All right. So, we're going to move on to section two, so we're going to talk about, uh, some questions regarding grammar. So, I'd like to ask you
some similar questions, but this time, instead of focusing on vocabulary, let's talk about learning Spanish grammar.

Participant 7: Okay.

Interviewer: So, try to think about our most recent grammar lessons, but if another lesson or grammatical concept comes to mind, that's okay. Just be sure to tell me.

Participant 7: Okay.

Interviewer: So, walk me what was going on in your mind as you were seeing, hearing, and learning the new grammatical concept for the first time and be as specific as you can.

Participant 7: Okay. So, that was imperfect subjunctive, right?

Interviewer: Mm-hmm (affirmative), right.

Participant 7: Okay.

Interviewer: So, with the conjunctions and adverbial clauses.

Participant 7: Okay. So, I had already learned that, which kind of helped with things.

Interviewer: Right.

Participant 7: But for learning it this time, especially with like learning how to use tenses with the subjunctive and having if you can ... Sorry. A conjunction in there, too, that was bringing in three new, like, three things we had learned prior-

Interviewer: Right.

Participant 7: ... so that, that like clogged my brain. I was, um, like, trying to figure that out. Um, it made sense, but like putting it into use was a little hard. Um, so, learning, learning that new grammar, I also try and make that connection to English. Um, I try and use logic, like, it makes sense that you would use a different tense to talk about, um, something that hadn't happened before, like trying to reason it out, I guess. Um-

Interviewer: Um, what do you mean by use logic?

Participant 7: Like with, what is it? Um, I don't know. It's like organizing my thoughts so, like, s- uh, saber and conocer.

Interviewer: Okay.
Participant 7: It's, um, like making sure there's a clear division between the two and remembering that. Um, so, like saber is more like knowledge like, “I know Spanish.”

Interviewer: Right.

Participant 7: Where conocer is more familiar, um. So, if I can make that, like, division, it's a lot easier. Uh, with the subjunctive here, is a little harder because we don't really have that in English-

Interviewer: Right.

Participant 7: ... as much. So, it's more just, um-

Interviewer: Excuse me. Excuse me. ((sneezes))

Participant 7: Like, no. You're fine (laughs).


Participant 7: No, no. You're fine. Um, sorry. It's hard to explain. Um-

Interviewer: So, right before I was sort of sneezing (laughs) ...

Participant 7: (laughs)

Interviewer: Um, you were saying that you use logic to kind of organize and classify saber and conocer-

Participant 7: Mm-hmm (affirmative).

Interviewer: ... but then, you were saying that with the subjunctive, because it doesn't quite go into English the same way as it does into Spanish, and then that's kind of where you, where you were thinking, I think.

Participant 7: Yeah. Um, it's just a matter of making that, like, my reality, like-

Interviewer: Okay.

Participant 7: ... with Spanish 'cause since it's not my first language, it's, um, it's like a lot harder to, like you grow up with it in English, like certain grammar, um, things and stuff. Sorry. That was so specific (laughs). Like certain grammar rules, but, um, doing that for Spanish, it's like learning a whole new, like, way to think about things. So, it's really just, um, application.

Interviewer: Okay.

Participant 7: Yeah. Sorry. That's a terrible explanation, but-
Interviewer: Oh, that's okay. Um, it might make sense when we go back through the transcriptions. Um, let's see if we can dig a little, dig a little deeper with some follow-up questions.

Participant 7: Okay.

Interviewer: So, I'm kind of still talking about, um, new grammar and, uh, learning some stuff in class, and again, it can be something, um, from this unit with the imperfect subjunctive, or if you think of something else, just kind of tell me where you're at.

Participant 7: Okay.

Interviewer: So, did you take any notes bilingually or write down any information in English? And if so, how often?

Participant 7: Um, I took notes bilingually every time, so if something was on board and it was in Spanish, I wrote it down in Spanish. If it was in English, um, I usually wrote it down in Eng- in English. Um, when it was written down in Spanish on the board↑, I was more likely to take down notes in Spanish, but if it was written in English on the board, I would probably take notes in English.

Interviewer: Okay. Um, so, kind of what I hear you saying is that you kind of mimic what the teacher did? I don't want to put words in your mouth.

Participant 7: Mm-hmm (affirmative).

Interviewer: I'm, I'm kind of clarifying.

Participant 7: Yeah. That's pretty much what I do.

Interviewer: Okay.

Participant 7: 'Cause I don't enjoy going from like Spanish to English to Spanish when I'm reviewing my notes again. Um, I, I enjoy just being able to read one language.

Interviewer: Okay. Um, so, why did you feel the need to do this, the bilingual, back and forth? And also, when?

Participant 7: Um, so, I usually use English when I can't express what I'm trying to say in Spanish, um, for like words I don't know yet or concepts I don't know yet. Um, and I, yeah. That's kind of also the why, 'cause I'm not super familiar sometimes with the concept, but when we were relearning like something like the subjunctive, it was easy to write down in Spanish the notes about- 'cause I had more, uh, like grammar knowledge and more like grammar vocabulary-

Interviewer: Okay.
Participant 7: ... to use to write down notes in Spanish.

Interviewer: Okay. Um, so what types of activities help you learn new grammar the best?

Participant 7: Um, I'd say like writing it up on the board, um, like writing examples of it. Um ...

Interviewer: Are there any specific homework assignments, games, or class activities that stand out to you?

Participant 7: I enjoyed the Kahoot ((interactive iPad quiz game)) sometimes for that-

Interviewer: Okay.

Participant 7: ...'cause it's really quick. You have to know it, and it also adds that component of, like, possibly, like, failing, and being able to look at your mistake and realize why you made that mistake.

Interviewer: Okay. So, what would have been more helpful when trying to learn the new grammar?

Participant 7: Um, maybe like more, um, I don't know. For this unit, I think what we did was good. Like, you had the worksheet, or the sheet where it separated like-

Interviewer: Yep.

Participant 7: ... the different parts of it.

Interviewer: Like the notes handout?

Participant 7: Yeah. Yeah. That helped because it ... It was like a formula, um, and formulas tend to be kind of nice because you can apply it to, like, other examples, um, like-

Interviewer: Okay.

Participant 7: ... especially with writing. If you'd have, like, uh, like the main clause, or no--the main verb, and then you had the conjunction, and then the second one, or however that like, the dependent. I don't know how to say that, but-

Interviewer: The main clause and the subordinate clause?

Participant 7: Yeah. Yeah. And then, you had the conjunction if you can just like have a formula for that, it's pretty easy for me at least to go and like recreate that.

Interviewer: Uh-huh (affirmative). I get it.
Participant 7: Yeah.

Interviewer: Okay. Uh, yeah. And what would have been more helpful when trying to learn the new grammar? Or can you give an example of something that didn't help as much as you would have liked?

Participant 7: Um, the, like the matching thing.

Interviewer: Okay.

Participant 7: That didn't seem to help as much, um, for me at least. (0.3) It wasn't-

Interviewer: Um, kind of walk me through that.

Participant 7: Yeah. It wasn't that it was-

Interviewer: What worked? What didn't work?

Participant 7: Yeah. What didn't work was the ... Like we weren't adding in the conjunctions with it. We weren't, um ...(0.5) I guess it was just more about like connecting like what made sense to, like, another one that made sense, so I'd try and find vocab that matched with vocab on the other one-

Interviewer: Right.

Participant 7: ... instead of, um, looking for, like, the subjunctive, like the, maybe like a preterite and an imperfect subjunctive-

Interviewer: Uh-huh (affirmative).

Participant 7: ... and putting those two together, um, which was probably what it was for, and I just messed up in some way (laughs) on that.

Interviewer: Okay.

Participant 7: But, um, I tried to make more of a connection with like the context.

Interviewer: So, with that activity, um, are you kind of saying that it would have been more helpful to have the verb conjugation provided to you and then just match it, or am I misunderstanding that?

Participant 7: Um-

Interviewer: 'Cause I hear you say that you were focused on the vocab-

Participant 7: Yeah.

Interviewer: ... and I follow you-
Participant 7: Mm-hmm (affirmative).

Interviewer: ... but kind of where did that fit with the grammar connection for you? Or, maybe there was no grammar connection. Maybe that's where the weakness is, kind of if you can build on that a little.

Participant 7: Yeah. There was confusion for sure, but if would have been conjugated already, that might have helped 'cause, uh, like the second one in the matching, we had to, like, conjugate ourselves, and that kind of...

Participant 7: ... confused me for like part of it, um, like just figuring out which two went together, and so that's why I really just relied on the vocab. Um, now that I know, like, now that I've been through it and I understand more what it's about, I probably would have been, if I did it again, it would probably help.

Interviewer: Uh-huh (affirmative).

Participant 7: But just going through that that first time was a little confusing.

Interviewer: Okay. Um, okay. Um, anything else on that? Otherwise, we'll-

Participant 7: No.

Interviewer: Okay.

Participant 7: Yeah.

Interviewer: Okay, good. Um, so, in general, how do you study the new grammar for class? And be specific.

Participant 7: Um, homework, mainly, writing out examples, uh, answering questions.

Interviewer: Okay.

Participant 7: Maybe looking through my notes.

Interviewer: Okay. How often do you study?

Participant 7: Um, pretty much every night, every other night if we don't have homework one night.

Interviewer: Okay.

Participant 7: But, I try and keep it fresh. Sometimes, I'll like, I don't know, say something to my family with the new tense that we learned, and they like don't know what I'm talking about, but it's still a way for me to study it.

Interviewer: Okay. So, kind of saying it out loud?
Participant 7: Mm-hmm (affirmative).

Interviewer: Okay. Um, do you ever feel like you need to use English to help you practice or translate new materials?

Participant 7: Um, yeah, I do because usually I'll translate the question, if there's a question given, I'll translate that into English, and then I'll figure out how I would respond in English, and then, see how that fits in with the new grammar that we learned.

Interviewer: Okay. Do you do that every time or just on the sentences that are more challenging?

Participant 7: Uh, sentences that are more challenging, I tend to do it on.

Interviewer: Okay. Alright. Um, how quickly would you say that in general you feel comfortable enough to start using the new grammar, whether it's a verb tense or something else like pronouns?

Participant 7: Um, like comfortable like I can speak it well?

Interviewer: Uh-huh (affirmative). I would say comfortable where that you could speak it well, or you're willing to try to start speaking it. Whatever, whatever comfort kind of means to you.

Participant 7: Okay. Well-

Interviewer: When you would start to use it.

Participant 7: Yeah. I'm, I'm comfortable to start using it as soon as I learn it because-

Interviewer: Okay.

Participant 7: ... using it is the best way for me to kind of remember it.

Interviewer: So, how soon would you anticipate that? That that transition takes place for you to, "Okay. I feel good about imperfect subjunctive with conjunctions, and I'm gonna do it now"?

Participant 7: Um, probably the day after the first lesson.

Interviewer: Okay.

Participant 7: Yeah.

Interviewer: Um, so, do you ever feel like your teacher needs to use more English to help you learn some of the new material?

Participant 7: No.
Interviewer: Okay.
Participant 7: Ever.
Interviewer: Okay. Uh, can you give an example of when your teacher did not use as much English as you would have preferred?
Participant 7: No.
Interviewer: Okay.
Participant 7: No. I like more in Spanish for sure.
Interviewer: Okay.
Participant 7: Yeah.
Interviewer: What about a time she used too much English?
Participant 7: Um, I think it was the other day. We were going through ... I forget. Uh, gosh. It was last week, um, and there was like a lot of English. I think you were speaking like a lot of English that day.
Interviewer: Okay.
Participant 7: And like, you don't usually speak a lot of English, which I enjoy 'cause I'm able to think in Spanish and-
Interviewer: Right.
Participant 7: ... think that way.
Interviewer: Right.
Participant 7: But that particular day, there was a lot of English being spoken, and everything that we were learning in Spanish was kind of like, um, like you would say it in S- like the example in Spanish and then explain it in English.
Interviewer: Uh-huh (affirmative).
Participant 7: And, um-
Interviewer: Do you remember what lesson that was? 'Cause I've been, I've been kind of keeping, um, detailed lesson plans, and then I can maybe kind of go through that as I work with my data.
Participant 7: It was last week. Shoot. Um-
Interviewer: But if you don't remember, that's okay, too.

Participant 7: It was probably around the middle of the week.

Interviewer: Okay.

Participant 7: It was ... We did something with a presentation, um-

Interviewer: Well, we did the yearbook (fictional character profiles), and then we did the listening where it was the house in Madrid, and then after that, we started the vocab and then the new grammar unit.

Participant 7: It was probably something with the vocab or grammar.

Interviewer: Okay. Okay.

Participant 7: Like the start of that, yeah.

Interviewer: Well, and if you think about it, um, you know, let me know, 'cause those are kinds of things that I'm looking for, kind of those details that I can kind of cross-reference to see what we did in class.

Participant 7: Right.

Interviewer: So, if it, if it kind of comes to mind, um, at the end, just let me know, and we'll come back to that question.

Participant 7: Okay.

Interviewer: Um, what about a time where she used just the right amount of both Spanish and English?

Participant 7: Um, that's usually every day, 'cause-

Interviewer: Okay.

Participant 7: ... usually you try and explain, um, everything in Spanish. And then, when we're really confused, you try and explain what we didn't understand in English, uh, which helps if we're just totally lost.

Interviewer: Right.

Participant 7: So, I would say, pretty much every day, um, there's a good amount of both being used.

Interviewer: Okay. Um, what about on some of the homework handouts? So, did you ever feel, or do you ever feel the need to use Google Translate, a dictionary, or access English in another way? Kind of again, looking towards that grammar.
Participant 7: Um, for grammar, not really.

Interviewer: Okay.

Participant 7: Uh, I don't trust anything with grammar 'cause, um (0.5), like, I don't know. A few years ago, when I didn't know a lot of Spanish, and I like, I don't know, I wanted to translate something for fun-

Interviewer: Right.

Participant 7: ... um, I would put it in Google Translate and think that was the answer, but now, sometimes, I'll just put like a sentence I have, I don't know, for curiosity.

Interviewer: Sure, sure.

Participant 7: I'll but a sentence I have in Google Translate, and it'll come up with something like crazy.

Interviewer: Right.

Participant 7: And I'm like, "Okay. That's not at all what I thought." I don't really trust Google Translate for a dictionary either 'cause it comes up with like a different, a bunch of different like words it could be, so, yeah. I don't, especially with grammar, I don't trust anything.

Interviewer: Okay.

Participant 7: Except for like the book, my notes-

Interviewer: Right.

Participant 7: ... people who are like actually teaching it.

Interviewer: Right. Okay. Okay, good. Um, so, think about some grammar activities completed during class time. Which activity or activities, uh, stood out to you as the most helpful and why?

Participant 7: For this past unit?

Interviewer: Uh, it could be. If you think of something else, just walk me through which one you're on.

Participant 7: Okay.

Participant 7: My personal favorite was the Ron uh, like the story-

Interviewer: Uh-huh (affirmative).

Participant 7: ... about like, I don't know, like Ron, except you put the R-A-N-
Interviewer: Uh-huh (affirmative).

Participant 7: ... like at the end. Um, that's how I remem- I remembered, um ... Oh, and also like the, like Lady Gaga, like-

Interviewer: Uh-huh (affirmative).

Participant 7: ... Poker Face, or no. Bad Love? I forget.

Interviewer: Bad Romance? ((Teacher connection of imperfect subjunctive verb endings to a popular song))

Participant 7: Bad Romance. There we go. Um, for like the -ra, -ras, -ra, -ramos

Interviewer: Right.

Participant 7: ... that, um ... something just more like light-hearted, like again, that story connection. Like I can remember back to, "Oh, Bad Romance. What's that line in there?"

Interviewer: Uh-huh (affirmative), uh-huh (affirmative).

Participant 7: Um, yeah. That- that's probably the best example I can think of-

Interviewer: Okay.

Participant 7: ... because that didn't, like, leave my mind. It was perfect 'cause I just kept ... I remembered it every time we would refer back to that tense.

Interviewer: Okay, good. Um, so, which activity or activities stood out as the least helpful as, or and why?

Participant 7: Um (0.5), least helpful. For grammar?

Interviewer: Yes.

Participant 7: Yeah. I don't ... I can't remember any. Most grammar lessons-

Interviewer: Okay.

Participant 7: ... that we do are pretty beneficial.

Interviewer: Okay.

Participant 7: Yeah. Unless I just don't understand what we're doing in class, anything that we do it's either, it's either like, "Oh, this is easy. I don't know why I have to do this," or, "Okay. I think I'm starting to get this a little more."
Interviewer: Okay. Um, so, um, maybe think back to something from this unit. Um, so, 'cause that's the most recent here.

Participant 7: Mm-hmm (affirmative).

Interviewer: So, during these class activities, did you ever use or wish you had used any English?

Participant 7: Um-

Interviewer: With the imperfect subjunctive, for example?

Participant 7: Right. I used it for like the matching activity.

Interviewer: Mm-hmm (affirmative).

Participant 7: I never want to use English because, I don't know. If I use English, I feel like I'm creating a dependency on it, so, I try and use Spanish as much as I can. But for some of that, it was harder to understand, um, what like the question was, if there was a word I didn't know, I'd ask in English what it meant or like try and talk about it in English. But, um-

Interviewer: So, on that activity, and I haven't taken a look at your reflection for me yet, but when did you use English?

Participant 7: I used English when like discussing whether or not it would fit, mainly talking about grammar, talking about-

Interviewer: Oh, okay.

Participant 7: ... um, like how to conjugate the verb and why.

Interviewer: Okay.

Participant 7: Mainly for the why.

Interviewer: Okay.

Participant 7: Because that's always the hardest part to explain in Spanish.

Interviewer: Um, what about your classmates? Does it bother you or help you if they use English?

Participant 7: Um, it depends on the activity. For stuff that is like we should know it by now, um, I get kind of annoyed whenever they use English-

Interviewer: Right.

Participant 7: ... because I'm like, "We can talk about this in Spanish. We can like practice." But, if it's still fresh, if it's still hard, then I, I like it that they
like speak English so that we can understand each other so that when we talk about it in Spanish, we know what we're talking about.

Interviewer: Um, okay. Um, name your gram- mem- excuse me. Name a memorable grammar activity, and it can be the same one that you mentioned before-

Participant 7: Mm-hmm (affirmative).

Interviewer: ... if you can help me to, if you can remember, help me to understand what was going through your mind during the activity. So, that is to say, what is your thinking process, or, in other words, how did you comprehend or make sense of what was being taught or presented to you? So, maybe with that matching activity, for example.

Participant 7: Okay. Um, so, my thought process was, um, like, first I thought, "Okay. How are we supposed to match these?" Like, "What's the, what's like the link? What's the like logic behind it?"

Interviewer: Mm-hmm (affirmative).

Participant 7: Um, and once I figured out, "Okay. We're trying to match it so that the context is the same," because like one of them was about like folletos ((brochures)) and then, uh, la playa ((beach)).

Interviewer: Mm-hmm (affirmative).

Participant 7: And so, making those, uh, vocab connections was good first of all, and then when we had to make the connection between like grammar usage, um, that was when it got harder. That's when I started asking my classmates, uh, "Would this be correct?" I'd, like, put two together and ask if that was a good match.

Interviewer: Okay, okay. And tell me a little bit more about that. Um, did you find that you were using English either mentally or in another sense, like a dictionary?

Participant 7: I was using English, um, to, like, communicate about, uh, like, if they would match or not.

Interviewer: Okay.

Participant 7: Um, yeah. I didn't really use any English to, like, ask, "Okay," like, "Why or why not would these two go together?"

Interviewer: Okay. Excuse me. Okay. Um, do you have another idea of how to teach or practice Spanish grammar in class?

Participant 7: Um-

Interviewer: Or what do you think might be the most helpful for you as a student?
Participant 7: Most helpful is just using it, um, like, I don't know, doing, like, writing a letter to, I don't know, like a long-lost family member or something or something creative like that.

Interviewer: Okay. Okay. And would that activity occur only in Spanish, or would it be, uh, English be involved, too?

Participant 7: Um, only in Spanish.

Interviewer: Okay.

Participant 7: Yeah.

Interviewer: Why?

Participant 7: Um, (0.3) the immersion effect.

Interviewer: Okay.

Participant 7: It, it helps just- (0.3) you're like getting kind of like weaned off of that English dependency to, like, speak. 'Cause like in Spanish 1 and 2, we didn't know enough to really to speak a lot, to read, or write a lot, um, but now that we know a lot more, it's a lot better, in my opinion, to be able to, um, like speak and write-

Interviewer: Okay.

Participant 7: ... and read and without any of that English.

Interviewer: Okay, good. All right. We're going to move on to section three. You still doing okay?

Participant 7: Yeah.

Interviewer: Okay.

Participant 7: I am.

Interviewer: All right. I'm just going to grab a Kleenex here. You need a break or anything?

Participant 7: Um, nope. I'm good.

Interviewer: Okay.

Participant 7: Thank you.

Interviewer: Good. All right. Um, so this is the last section, but it's also a little bit of the longest section, so-
Participant 7: Okay.

Interviewer: ... um, I would say we are probably 2/3 of the way there.

Participant 7: Okay.

Interviewer: Um, so, this time we're gonna talk about perceptions of language use. So, we've talked about some of your general study habits and preparation habits, so would you say that these have evolved or changed over the years as you have advanced to Spanish 4, and if so, how?

Participant 7: They have. Um, with more simple Spanish, it was, um, more like, I guess, like cut and dry, like, "Okay. I'm gonna," like, "study this to get a good grade so that, you know, I keep my, I don't know, 4.0," or whatever. But, um, now my study habit is to more, like use it, um, not so much like memorization and then forgetting about it, like just memorize for the tests. Um, so, yeah. I'd say that's definitely changed with the way I try and like study, the way I try to remember it, and use it.

Interviewer: Okay. Um, how has your use of ... And you've touched on this, but we're gonna dig a little deeper. How has your use of English or maybe your reliance on English changed or evolved over the years from when you were beginning to learn Spanish and now being a more advanced student?

Participant 7: English is more of the thought process.

Interviewer: Okay.

Participant 7: Um, it's more just thinking, "Okay. What do I want to say to this person?" And then, figuring it out in Spanish and then correcting myself, um, mentally like using English, I guess.

Interviewer: Okay. And, um, and that's kind of where you're at now as a more advanced student?

Participant 7: Yeah. Mm-hmm (affirmative).

Interviewer: Okay. Where do you think you were maybe prior to that with the English? So, you say English is more of thought process now.

Participant 7: Mm-hmm (affirmative).

Interviewer: Was that true then, also, as a beginner?

Participant 7: English, uh, as a beginner, I would use English, and then I would translate it into Spanish word by word.

Interviewer: Okay.
Participant 7: But I don't, I don't do that as much anymore, um, because of the amount of time, I guess, I've put into learning Spanish. Over time, it just becomes, um, more natural not to use English.

Interviewer: Okay. Um, uh, okay. Sorry. Do you use more, less, or the same amount of English as in the past? And explain.

Participant 7: Um-

Interviewer: Explain that to me.

Participant 7: A lot less.

Interviewer: Okay.

Participant 7: Yeah. It's just, um, sometimes translating what the person said to me, um, but then I'd think about it in Spanish, like how I'm gonna respond, um, and, yeah. That's a lot less than before because before, I would think about ... I'd translate what the person said to me, and then like I'd have to translate from English into Spanish what I wanted to say back. So-

Interviewer: Okay

Participant 7: ... definitely a lot less English.

Interviewer: Um, what has changed for you as a language learner and, uh, what has changed for you as a language learner and as a language speaker or user?

Participant 7: Um, I feel like before, or no- Um, I'd- I'm using Spanish a lot more, so, um, lately, it's been kind of weird. I've been, um, I- I'd see like, okay, the other day I'd- I was going to say, "Wrist," but instead, I said, "muñeca."

Interviewer: Uh-huh (affirmative).

Participant 7: And I'm like, "But, that's Spanish." So, it's like, I don't know. It's like invading my brain. (laughs)

Interviewer: Okay.

Participant 7: Yeah. It's, um, like certain words I want to say in English it takes a little longer because I also have those Spanish words in there, and I want to use those sometimes over my English words, but no one's gonna understand me (laughs), and-

Interviewer: Okay.

Participant 7: ... um, I speak Spanish to my family-

Interviewer: Yeah.
Participant 7: ... sometimes to practice.

Interviewer: And they don't know Spanish. Is that correct?

Participant 7: Right. So, they'll just be like, "English, please," or, um, yeah. Like, I don't really have, like except for Spanish class, I don't really have anyone else I can talk to.

Interviewer: Right.

Participant 7: So, me practicing that Spanish, um, just comes at the price they have to pay for listening to me, pretty much (laughs).

Interviewer: Okay, okay, okay. Um, and this kind of related to that. In class, do you tend to think and process your thoughts in Spanish or in English?

Participant 7: Um-

Interviewer: Or you tend to use a little bit of both languages?

Participant 7: A little bit of both. More English than Spanish, but I definitely use some English. I mean, Spanish.

Interviewer: So-

Participant 7: I'm sorry.

Interviewer: Clarify that for me.

Participant 7: Yeah.

Interviewer: More Spanish than English or more English than Spanish?

Participant 7: More English than Spanish.

Interviewer: Okay.

Participant 7: But I definitely use, um, Spanish when I can.

Interviewer: Okay.

Participant 7: That's preferred.

Interviewer: So, a little bit more English, but Spanish is definitely used.

Participant 7: Yes.

Interviewer: Okay, okay. I follow you. Is this true, also, when you're doing homework alone?
Participant 7: Um, yeah. Yeah.

Interviewer: Okay.

Interviewer: What about if you're exposed to a native speaker or an authentic resource, like a Spanish language movie?

Participant 7: Um-

Interviewer: What the thought process is.

Participant 7: Yeah. Uh, with native speakers, I get flustered with the situation, so it's kind of funny. I go to Spanish first, and then if I'm not, if I feel like I'm not communicating well, I go to English only, um, mainly just because I, like, panic, 'cause I'm trying to respond. Um, that happened to me, like, five months ago. We were doing a food drive, and there was a gentleman who came by who didn't speak English. So, I told him I spoke Spanish and that I wanted to collect food, but I was, I, yeah, I couldn't really think too clearly at moment. So, it took me a while to, like, collect my thoughts and to, like, get it back to him, like, what I wanted (laughs). Um, so, I guess it's really like the pressure-

Interviewer: Okay.

Participant 7: ... of speaking Spanish that makes it hard.

Interviewer: What's the pressure that you feel?

Participant 7: Um, the pressure to give a timely response. He was very patient with me, but I knew I was taking his time, so I kind of ... And also, like, the spontaneity caught me off guard of the situation.

Interviewer: Where was the food drive?

Participant 7: Midtown Market.

Interviewer: Oh, okay. So, this was just a man from the public, not somebody that you know.

Participant 7: Yeah, exactly.

Interviewer: Okay, okay.

Participant 7: Yeah.

Interviewer: Okay. Okay. Um, anything else about that, or ...

Participant 7: Um, movies are different.

Interviewer: Okay.
Participant 7: Um, I just ... I know I have time to think about it, but I also do miss some things because, you know, they don't stop talking. They don't wait for you to think about it and then get back to, like, speaking to you.

Interviewer: Right.

Participant 7: You have to go with it, or else, you'll lose it.

Interviewer: You can hit the pause!

Participant 7: Yeah (laughs).

Interviewer: (laughs) I mean, you can't hit a pause on the man in public, but-

Participant 7: That's true. Yeah.

Interviewer: All right. All right. Um, so, kind of related to that, do you ever listen to authentic materials in Spanish outside of class? These could be things such as podcasts, Internet videos, music. You mentioned movies. Anything like that? Why, or why not?

Participant 7: Yeah. Um, I listen to a lot of, uh, Spanish music.

Interviewer: Okay. Can you give some examples?

Participant 7: (laughs) Yeah. Um, let's see. Suavemente by Elvis Crespo, um, let's see... Oh, Vivir Lo Nuestro with Marc Antony, uh, Anthony, sorry. Um, what's another one? I listen to, uh, Pitbull. He's a little hard to understand.

Interviewer: Uh-huh (affirmative).

Participant 7: But, um, it’s like a difference, like different styles of it.

Interviewer: Correct.

Participant 7: Like, Pitbull's a little more like, like Spanish hip-hop-

Interviewer: Correct, correct.

Participant 7: ... I guess you could say, where, um, Elvis Crespo's more like a different style of mariachi.

Interviewer: Like a pop-

Participant 7: Yeah.

Interviewer: ... or something?

Participant 7: Like a pop, yeah.
Interviewer: I'm not familiar with him, so-

Participant 7: Yeah.

Interviewer: Okay.

Participant 7: Um, oh, sorry. Uh- I also ... Sometimes, I'll look up Spanish videos, but, um, I also watch Sesame Street in Spanish, sometimes.

Interviewer: Okay.

Participant 7: Uh, just to, um, I don't know, learn new vocab, if I can-

Interviewer: Yeah.

Participant 7: ... or to like-

Interviewer: Yeah.

Participant 7: ... listen to the native speakers. Not like Elmo doesn't sound like a native speaker, but some of like-

Interviewer: Right.

Participant 7: ... the human guests they have on there.

Interviewer: Right, right.

Participant 7: Yeah.

Interviewer: Okay.

Participant 7: Yeah. And it's easy enough for me to understand, and listening's not easy for me. So, if I can make it easier, like Sesame Street, which is for kids, then, um, I feel like I can develop from there. It's a good basis.

Interviewer: Good. Okay. Um, so how well do you feel that you understand the Spanish communicated in some of these materials?

Participant 7: Um, stuff like Sesame Street, very easy.

Interviewer: Okay.

Participant 7: Um, it's just kind of listening to that native tongue-

Interviewer: Uh-huh (affirmative).

Participant 7: ... for like the harder words. Um, when it comes to songs, uh, like the one example, Suavemente, that's pretty easy-
Participant 7: ... because the chorus is repeated multiple times.

Interviewer: Uh-huh (affirmative).

Participant 7: When it comes to him like saying other words, um, some of them I don't know. Um, so, I guess it depends on, like, how complex, uh-

Interviewer: Okay.

Participant 7: ... his, like, language is.

Interviewer: So, for you, is complexity more grammatical, more vocabulary based, maybe both?

Participant 7: Vocabulary based.

Interviewer: Okay.

Participant 7: 'Cause I can hear the endings of words and recognize it as a verb, but I don't necessarily know what that verb means.

Interviewer: Okay. Do you ever feel the need to use English to provide extra support? Um, anything from translating to using subtitles on some of these types of things?

Participant 7: Um-

Interviewer: And why, or why not?

Participant 7: I don't use it for songs, but for ... I didn't use it for Sesame Street either, so I'd, I feel the need to-

Interviewer: Okay.

Participant 7: ... but I don't. Um, I use, sometimes, I use Google Translate when I'm listening to the song, and-

Interviewer: Okay.

Participant 7: ... I pick up a word, and I'll type it in there, and um, usually, it comes up with a good result. Like, I can be like, "Oh, okay. That's what he meant when he said that."

Interviewer: Right.

Participant 7: Um, which helps a lot with just kind of, like, un- understanding what-
Interviewer: Okay.

Participant 7: ... is being said. Yeah.

Interviewer: Excuse me just a second.

Participant 7: Okay.

Interviewer: Umm, okay. Um, so, what language were you thinking in when watching, um, oh, excuse me. What language do you think in when watching a Spanish language movie or video or listening to a Spanish song, it could be Sesame Street, or it can even be one of the movies that we watched in class recently.

Participant 7: Mm-hmm (affirmative).

Interviewer: So, what language do you think in?

Participant 7: So, with the, say the Chilean miner movie ((The 33)).

Interviewer: Right.

Participant 7: I tend to think in Spanish when I'm translating it, like, or no. When I'm thinking about the words, I think about it in Spanish. But whenever I, when I'm thinking about like the theme about it, the ideas-

Interviewer: Right.

Participant 7: Like the emotion, um, I think in English. Um, I could think in Spanish. It just takes longer, and quite frankly, I'm not patient enough (laughs) to think about it.

Interviewer: Why do you say that?

Participant 7: Um, I don't know. I just kind of wanna ... Let's see. (0.4) I guess I don't wanna wait for myself to go through that process of, um, thinking in Spanish 'cause it, it takes a while to, like, process and, uh, develop those thoughts.

Interviewer: Okay.

Participant 7: So, I just wanna, like, think about it in English and be able to do it at a faster pace.

Interviewer: Okay. Um, okay. Uh, have you ever spoken and verbally communicated with a native speaker? And you mentioned someone earlier.

Participant 7: Yeah.

Interviewer: It can be another example.
Participant 7: Um, I spoke with him. I ... There was a, um, oh, uh, kid on my soccer team. His mom was from Guatemala, and his dad was from Mexico, and, um, I spoke with them sometimes. Uh, sometimes, when I'd-

Interviewer: With the parents or the child?

Participant 7: Oh, the parents.

Interviewer: Okay.

Participant 7: Yeah.

Interviewer: Okay. Keep going.

Participant 7: Um, when I go to, like, Mexican restaurants sometimes, uh, I'll speak in Spanish. There was one instance where our server, um, wasn't super good with English, and he had a hard time understanding me. So, I, I guess I wasn't super patient, and I just started speaking in Spanish-

Interviewer: Uh-huh (affirmative).

Participant 7: ... which he loved, and, um, it was actually really beneficial because I learned, um, like, new vocab. He would help me if I didn't know how to say it. Uh, like, caja para llevar-

Interviewer: Uh-huh (affirmative).

Participant 7: ... means to-go box, and-

Interviewer: Uh-huh (affirmative).

Participant 7: ... I learned that from that experience of, like, genuine, uh, conversation.

Interviewer: Okay, okay. Um, so, were you in, were you able to engage in, uh, these conversations?

Participant 7: Yes.

Interviewer: Okay. Uh, did you ever feel like you had to stop and use then English? Or, did the other person ever stop and switch to English?

Participant 7: Um, not unless I would say like, "¿Cómo se dice, like, to-go box?"

Interviewer: Uh-huh (affirmative).

Participant 7: ... and then, he would respond with me how to say it. That was the only instance. Otherwise, it was just Spanish.

Interviewer: Okay. What language were you thinking in?
Participant 7: Um, a combination of both.

Interviewer: Okay.

Participant 7: So, it's pretty much the same process. I think about ... I kinda translate what is said into English-

Interviewer: Right.

Participant 7: ... and then I produce a response in Spanish. Um, I don't really need English for the response.

Interviewer: Okay.

Participant 7: So-

Interviewer: And earlier, you had mentioned that some of that deep thinking takes longer. Did you find that, that taking longer for you, too, to engage with some of these people, or were you able to keep up pretty well?

Participant 7: Um, it, the longest part for me is, uh, probably, like, trying to understand what they said.

Interviewer: Okay.

Participant 7: Creating a response is pretty easy. Um, but, like, thinking about, "Okay. He said this to me," 'cause sometimes it's hard, and they have like a different tone, like a different way of saying it. Um, and so, it's and harder for me to understand what they said, but once I get that down, and I create that response, it's a lot easier.

Interviewer: Okay. Um, so that tone, is that referring to the accent?

Participant 7: Yeah, the accent.

Interviewer: Okay, okay.

Participant 7: Like, uh, I don't know. Like a deeper, like, voice, I guess.

Interviewer: Right. A male, a male voice.

Participant 7: Yeah.

Interviewer: Yeah. Big difference.

Participant 7: Male voices I tend to have a harder time with-

Participant 7: ... than, like, female voices, um, and then, like, the Spanish accent with the-

Interviewer: Right.

Participant 7: ... the way they say their Cs and Ss.

Interviewer: Right.

Participant 7: I have a hard time with that.

Interviewer: Okay.

Participant 7: Yeah.

Interviewer: Okay, good. Um, do you feel like, and you've talked about this a little bit, but we're going to try to dig a little deeper. Do you feel like you have to mentally translate or think about things first in English first before you speak or write?

Participant 7: Um, if I'm developing an idea, I have to use a little more English. Um, if I'm really just responding to a question like, "What do you want for dinner?" it's pretty easy just to say, like, use some of the verbs they already used or just create your own response.

Interviewer: Right.

Participant 7: But, if we're talking like about the Chilean miner movie, and like the essay we wrote, I had to think a little bit in English about, "Okay. What's the main theme in this, and how do I want to communicate that in Spanish?"

Interviewer: Okay. Um, what about with listening and reading? Do you feel like you have to mentally translate or think about things in English first before reading and listening?

Participant 7: Listening, I don't have a lot of time for thinking about it in English, um, 'cause I'm trying to hear what they said, and, um, with reading, I tend to ... I feel like I have more time, so I think about it in English. Um, sometimes, I translate it if, like the, like Spanish, you know how it's a lot different sometimes with, like, sentence structure. So, I'll have to rearrange it into how it would sound in English so I can understand it.

Interviewer: Right.

Participant 7: And then, I can go back to, uh, like reading the sentence over again in Spanish and being like, "Okay. That's how it lines up."

Interviewer: Okay. Um, so, some foreign language teachers don't allow their students to utilize any English in the classroom. To help you better understand
this question, this is not necessarily just a teacher preference, but it is an actual foreign language teaching technique used in many public schools and universities. Comment on the idea of having an immersive Spanish-only classroom where English is never utilized more than 10% of the time. So, what are some of your, uh, initial thoughts and reactions?

Participant 7: I think that's perfect.

Interviewer: Okay.

Participant 7: Yeah. Um, let's see. Um, when I was ... And this isn't in Spanish, but when I was in Poland-

Interviewer: Mm-hmm (affirmative).

Participant 7: ... sometimes, um, listening and everything and like asking what certain things meant, it- that was the best way for me to learn the language while I was there. Like the immersion, like-

Interviewer: Uh-huh (affirmative).

Participant 7: ... you, you hear certain sounds, um, and it's a very different language, but you can start to understand what someone might be saying after a while. Um, and it's ... I don't know. Something about immersion is just so helpful.

Interviewer: Okay.

Participant 7: Um, like those schools that do immersion from young age, I think is perfect, also, 'cause it doesn't give you an opportunity to use the English and go, "Well, what did they say here?" You have to keep up.

Interviewer: Right.

Participant 7: And I think that survival aspect of it, um, is awesome for, like, learning languages.

Interviewer: Okay. Um, remind me. It doesn't really exactly have to do with our study but remind me just so that I can kinda situate. Have you had some Polish classes before, or how do, how have you been learning the Polish language? Just help me situate your immersion experience.

Participant 7: Yeah. I've watched, uh, videos online. I've gone ... There's an app called Duolingo.

Interviewer: Right.

Participant 7: Um, I've tried to teach myself simple grammar, um, like some vocab words.
Participant 7: Um, it's a little harder 'cause they have cases, whereas Spanish and English don't have cases.

Interviewer: Right.

Participant 7: So, that part, um, I haven't been able to learn, but a lot of it is done ... I learn like little basics here, and then when I go over there, um, some of the, like, English speakers will help me, like, be able to communicate-

Interviewer: Okay.

Participant 7: ... um, a little easier.

Interviewer: Okay. So, mostly personal study at home and no formal classes or training.

Participant 7: Right.

Interviewer: And then, some of the immersion.

Participant 7: Yes.

Interviewer: Okay. Okay. All right. Um, and how, and that's a mission trip?

Participant 7: Yes.

Interviewer: Okay. And how long have you been doing that? How many times have you gone over?

Participant 7: I've gone over twice, and that was for about a week and a half each.

Interviewer: Okay. Okay. And that's not really particular to this study, but when I consider, like, your comments on immersion, it's helpful to situate that.

Participant 7: Okay.

Interviewer: Okay. So, kind of going back then to Spanish, um, so based on your personal experiences as a foreign language student, do you think that this type of immersive teaching approach would be beneficial, harmful, or maybe both?

Participant 7: I can only really see it ... Okay. It could be a harmful for like grades if a student isn't doing as well with the immersion process.

Interviewer: Okay.

Participant 7: But for learning the language, I cannot see how it would be harmful↑, especially if there i- if like 10% of the time you can use English.
Interviewer: Right.

Participant 7: 'Cause for that 10%, you can ask clarifying questions, ask, "Well, ¿Qué significa?" And then, have an English response so that next time the word is said, it's clear as-... um, yeah. It's clear for the student, but, um, I don't see how it could be harmful.

Interviewer: Okay. Um, and, uh, did you have any benefits for that? You, you touched on it a little bit with Poland, but maybe kind of bringing it back to Spanish.

Participant 7: Um, for full immersion?

Interviewer: Um, right. The immersion process-

Participant 7: Yeah.

Interviewer: ... that we're talking about as a teaching technique for schools.

Participant 7: Yeah.

Interviewer: A classroom teaching technique.

Participant 7: Um, there's a lot for immersion, since you can't use English, there's a lot more of vocabulary, like common words that you don't really learn in the classroom otherwise that are being spoken. So, it's, it's just more real life. It's how it's going to be if-

Interviewer: So, well, what I'm looking for is-

Participant 7: Mm-hmm (affirmative).

Interviewer: ... immersion as a classroom teaching style, not so much dropping you into the foreign country, but-

Participant 7: Mm-hmm (affirmative).

Interviewer: ... in immersion in a classroom teaching style.

Participant 7: Oh, okay.

Interviewer: If that makes sense.

Participant 7: Yeah.

Interviewer: Which is a similar-

Participant 7: Mm-hmm (affirmative).
Interviewer: ... concept, but, so immersion as a teaching technique within the classroom.

Participant 7: Yeah, and the benefits of it.

Interviewer: And there may be any benefits there, or any harm there?

Participant 7: Um-

Interviewer: I mean, you mentioned the grades.

Participant 7: Yeah. The grades, that's the only-

Interviewer: Okay.

Participant 7: ... harm. Yeah. Benefits would just be, uh, like being thrown into a classroom where you have to learn Spanish in Spanish-

Interviewer: Right.

Participant 7: ... which is different than a lot of classrooms where it's learning Spanish in English-

Interviewer: Right.

Participant 7: ... and you don't really get to think about those ideas in the other language.

Interviewer: Okay.

Participant 7: Mm-hmm (affirmative).

Interviewer: Um, do you think it would make a difference whether the students are beginners or more advanced?

Participant 7: Um, yes↑? Um, if the students aren't as advanced, it's a little harder to be able to communicate, and I feel like there's a lot more English that has to be spoken.

Interviewer: More than 10%?

Participant 7: Um, yeah, definitely.


Participant 7: Um, but for more advanced students, I don't think that English should be spoken. I think it should just be Spanish.

Interviewer: Mm-hmm (affirmative).
Participant 7: Um, 'cause they know enough to be able ... Like, I would know enough to be able to keep up, um, to understand what was being said and even-

Interviewer: Mm-hmm (affirmative).

Participant 7: ... respond, 'cause I've been in it for four years.

Interviewer: Right.

Participant 7: Um, but I think after Spanish 3 is where immersion should come in-

Interviewer: Mm-hmm (affirmative).

Participant 7: ... because Spanish 3, you learn all that grammar, so you're able to understand more of the context of what's being said, even if you don't understand exactly what's being said. Um, but definitely more English should be used for those who don't know a lot of Spanish.

Interviewer: Okay, good. Um, okay. So, how would you feel, um, about a Spanish-only classroom when it comes to learning new material or new vocabulary?

Participant 7: I think that would be good.

Interviewer: Okay.

Participant 7: Yeah.

Interviewer: What about more abstract concept? What about if it were an ab- What about, pardon me, if it is a more abstract concept, like reflexive verbs or things with the subjunctive?

Participant 7: Um, I would use English to make sure ... I, I would use English for like the initial presentation to describe like why it is, like why the grammar is the way it is and how it works. But after, like, everyone's learned, um, what's going on with that grammar or that tense, um, the English should be taken away.

Interviewer: Okay. Um, how would you feel if using English was scolded or frowned upon, or if your teacher never used it to help you with the explanations?

Participant 7: I think with explanations, um, it can be used once in a while. If the explanation is given in Spanish, like, sometimes, you'll give explanations in Spanish-

Interviewer: Right.

Participant 7: ... and I understand it just as if you would have said it in English. Um, I think that's, that's totally fine, um, to do some explanations in English, but English being scolded in a Spanish classroom-
Participant 7: ... I think is appropriate.

Participant 7: Um, 'cause you're not supposed to be speaking in English, um, unless you're, like, trying to figure out what the Spanish is. I mean, that might be just my view on it, but, yeah.

Participant 7: I don't-

Participant 7: Um, I think it's a little unfair for them not to be able to use any English, especially if they need to clarify something. Um, but I think it should be strongly encouraged.

Participant 7: Uh, to use Spanish only, or to u- to-

Participant 7: ... use mostly Spanish. Not just like totally only Spanish.

Participant 7: The school district-

Participant 7: ... should not say, "You can only use Spanish-
Interviewer: Okay.

Participant 7: ... when teaching your students." I think they should strongly encourage them to use Spanish in almost all circumstances, but when a student needs to know, um, like, what a word might mean or why is the grammar like this, I think it's important that the teachers feel like they can use English to explain that.

Interviewer: Okay.

Participant 7: Make it more clear.

Interviewer: And would some of that be at the both the upper and lower levels, or ... 'cause a men- uh, a moment-

Participant 7: Mm-hmm (affirmative).

Interviewer: ... ago, you had said at the lower levels mostly.

Participant 7: Yeah. Lower 1-

Interviewer: So, kinda clarify that we're-

Participant 7: Right.

Interviewer: ... understanding you.

Participant 7: Lower levels mostly, but upper levels still ... We're not like native speakers.

Interviewer: Okay.

Participant 7: So, I think it's still important to use English.

Interviewer: Okay. So then, do you feel like using English helps you understand Spanish, or is it helpful in a different way?

Participant 7: Um, only when I don't understand-

Interviewer: Okay.

Participant 7: ... the concept. Otherwise, I think it is kinda detrimental.

Interviewer: Okay. Okay. Do you feel like the Spanish and English, Spanish and English languages are somehow connected in your brain or in the way that you learn?

Participant 7: Um, they are, uh, they have become that way.
Interviewer: Okay. Tell me about that.

Participant 7: So, it's weird. It's been in the past month that it started happening, but it's like I'll be thinking about what I'm gonna say, and I'll say it in English, like out, like to the person, but like I'll translate it, too.

Interviewer: Mm-hmm (affirmative).

Participant 7: Like, um, or as I said before, I'll see something, and I wanna say the Spanish word, but I, like, have to think about it before I do. Um, what was the question again? Sorry.

Interviewer: Yeah. So, um, do you feel like Spanish and English languages are somehow connected in your brain or in the way that you learn?

Participant 7: Yeah. Also, with speaking English, so, um, if I'm, like, saying a sentence ... I don't know how to say this, but it'll ... Like, I'll think about like how like in Spanish it would be different to say that. Um, I don't know. I just kind of, like, meditate on what I say-

Interviewer: Mm-hmm (affirmative).

Participant 7: ... and like think about it in Spanish, um, with, so with Psalm 23, which we say every day.

Interviewer: Right.

Participant 7: I know that better than I know it in English. Like, I could tell you Psalm 23 in Spanish, but I couldn't tell you it English.

Interviewer: Okay.

Participant 7: So, there's also been a bit of, like, replacing the English part with s-like more Spanish, um, and that's like one, like, instance of that. I don't know. It's kind of, it's my o- only like big one right now, uh, but that's ... I don't know. There's a connection. There's starting to be a connection, and I'm, like, starting to explore that and think about how there is that connection, and-

Interviewer: Mm-hmm (affirmative).

Participant 7: ... how I deal with that. Um, so, if you asked me in a month, I could probably (laughs) tell you more.

Interviewer: Okay.

Participant 7: But that's-

Interviewer: Hey. I may have follow-up questions.
Participant 7: Yeah.

Interviewer: You never know.

Participant 7: Yeah.

Interviewer: Okay. You may be gettin' a phone call over the summer!

Participant 7: (laughs) Okay.

Interviewer: All right. Um, do you feel like strengthening your Spanish weakens your knowledge of English?

Participant 7: Yes.

Interviewer: Really?

Participant 7: Yeah.

Interviewer: Tell me about that.

Participant 7: Um, so, me and Alfredo were talking about it the other day. Like, I can't ... I could spell minute in Spanish better than I could spell minute in English.

Interviewer: Uh-huh (affirmative).

Participant 7: Um, I've always been able to spell (laughs) in Spanish better than in English. I don't know why, but even like when I was a beginner, um, I had a easier time. I've always had trouble spelling English.

Interviewer: Mm-hmm (affirmative).

Participant 7: So, spelling Spanish, when I was able to do that better, I'd- I was confused. I don't know. Um, but that's definitely been taking over. Like, I'm not focusing as much on English. I'm starting to share that time with Spanish.

Interviewer: Uh-huh (affirmative).

Participant 7: Because I want to be fluent.

Interviewer: Right.

Participant 7: And so, instead of one language taking up my whole brain and me focusing only on that-

Interviewer: Right.
Participant 7: ... my Spanish is kind of like nudging it over, um-

Interviewer: Okay.

Participant 7: Yeah. I'm hoping that's what's happening, 'cause I want (laughs) that to happen.

Interviewer: (laughs)

Participant 7: But, yeah.

Interviewer: Okay. Do you feel like English, like using English, somehow interferes with how you learn Spanish?

Participant 7: Um, no, because the Spanish part of my brain, I guess you could say, kind of interrupts in a way.

Interviewer: Okay.

Participant 7: Um, kinda like takes the English and translates it.

Interviewer: Okay.

Participant 7: Um, yeah. I don't know why. I just translate randomly sometimes.

Interviewer: Okay.

Participant 7: And, maybe that's just me wanting to practice, or like, me having that Spanish in there, and-

Interviewer: Right.

Participant 7: ... feeling the need to use it-

Interviewer: Right.

Participant 7: ... 'cause I know it.

Interviewer: Okay. Uh, how do you feel when your classmates use English while you are trying to use Spanish?

Participant 7: Um, I found it annoying. I'd like it for them to ... I mean, we're all at an advanced level. Um, if I'm speaking Spanish to you and you reply using English, it makes it seem like you don't, like, wanna, like, try and use it↑?

Interviewer: Okay.

Participant 7: I don't know.
Participant 7: Like, if a Spanish speaker spoke Spanish to you and you knew the Spanish, but you spoke back in English, it's like, "Why would you do that?" It-

Interviewer: Okay.

Participant 7: Um, I don't know. Maybe it's just my own logic with that, but it doesn't make very much sense.

Interviewer: Okay. Uh, what, what about when they are working in Spanish, but you might need to process something in English?

Participant 7: Um, in that case, I just ask a quick question. Usually, it's more silent so that if other people are working in Spanish, I'm not, like, interrupting their thought process.

Interviewer: Okay.

Participant 7: 'Cause when you hear like ... I feel like when you hear another language, and you're, like, trying to use, like- With Spanish when I'm trying to use Spanish, and you hear another language, um, you're, like, listening to that while you're trying to use Spanish, and it's kind of hard to, like, focus on two languages.

Interviewer: Right.

Participant 7: So, I try to be respectful with others around and use English quietly so that I can get that-

Interviewer: Okay.

Participant 7: ... clarified, but-

Interviewer: Okay.

Participant 7: Yeah.

Interviewer: Good. So, um, we are gettin' ready to wrap it up here. Do you have any final commentary, ideas, complaints, feelings, anything related to the use of English in the Spanish classroom? Maybe something that you forgot to say or wanted to go back and add on something else.

Participant 7: Um, not really. Um, I like the idea of full immersion.

Interviewer: Okay.

Participant 7: I know when you asked that question, it made me happy to think about that 'cause that's something that I think we could use more of.
Interviewer: Okay.

Participant 7: Like, not full immersion, but mostly Spanish.

Interviewer: Okay.

Participant 7: Yeah.

Interviewer: Yeah. Like the 10% immersion.

Participant 7: Mm-hmm (affirmative).

Interviewer: Okay.

Participant 7: Yeah. I think that's absolutely perfect.

Interviewer: Okay. Did you have anything else to add, or anything else to revisit?

Participant 7: Um, I couldn't think about that day-

Interviewer: Okay.

Participant 7: ... last week.

Interviewer: Okay.

Participant 7: Oh, wait. Hold on. You had just introduced the imperfect subjunctive.

Interviewer: Correct.

Participant 7: I don't remember that day, but we were going through and it wa- it was like the first day we talked about it.

Interviewer: Right.

Participant 7: Yeah. It wasn't ... We hadn't talked about it before.

Interviewer: Okay.

Participant 7: Yeah.

Interviewer: Okay. And that was the lesson where there was a little more English than you preferred.

Participant 7: Yes.

Interviewer: Okay. Anything else?

Participant 7: Nope.
Interviewer: Okay.
Participant 7: Yep.
Interviewer: Thank you for your time. This concludes-
Participant 7: Yeah.
Interviewer: ... our interview.
Participant 7: Cool.
Interviewer: All right.
Participant 7: Then, just press stop button here?
Interviewer: Correct.
Participant 7: Okay.
Interviewer: All right. And thank you and-
Semi-Structured Interview With Participant 8

Interviewer: All right. I think you are in business. All right. Let's cruise. Okay. You ready?

Participant 8: Yeah.

Interviewer: Okay. So, the purpose of this qualitative study is to explore student use and perceptions of purpose of English and its effects in foreign language classrooms. So here are my research questions that I'm hoping to answer today. So, how do high school Spanish use... How do, how do high school Spanish students use purposive English in a foreign language classroom? Why do high school Spanish students use purposive English in a foreign language classroom? And how do high school Spanish students perceive the effects of the use of a first language in a foreign language classroom? So first we're gonna get started with your consent to interview. So you and your parents or guardians have already signed a consent form explaining that the purpose of our conversation is for research and that the University of Missouri-St. Louis is unable to compensate you for your time. Let me know if there are any questions. Do I have permission to record and transcribe our conversation today?

Participant 8: Yes.

Interviewer: Okay. My role today is that of an interviewer. I will be asking you specific questions, but I may also ask you to explain or expand certain things that you say. I may also redirect your focus back to the questions or topics as necessary. I will not be directly participating in a conversation with you, or responding to your statements, except to ask you to clarify or tell me more about something. It will be very helpful for me as the researcher if you can answer the questions and offer your opinions as thoroughly as possible. You do, however, retain the right to pass on commenting or answering questions if you so choose.

Interviewer: All of our discussion here today will remain confidential and will have zero impact on your class grade or your school transcript. Your discussion will help contribute to the field of second language acquisition and may help foreign language teachers like me examine mod- and examine and modify our classroom practices. When we are finished I will own the rights to the audio recordings and any transcriptions. A pseudonym will be used to protect your identity, and all other identifying traits, such as the specific name of the institution where you go to school, or the names of classmates will also be protected. Do you have any questions?

Participant 8: No.

Interviewer: Okay. Um, so it will be redacted, but for the purposes of the recording, please state your full name.

Participant 8: Participant 8.
Interviewer: Okay. Good. All right. So, first we're gonna start talking about some questions regarding vocabulary comprehension and preparation. So think back to when we looked at the vocabulary in our new unit, or whenever we introduce vocabulary in general. Walk me through what goes on in your mind as you see, hear, and learn new words and phrases for the first time, and be as specific as you can.

Participant 8: Um, well, first, I try and find, like, connections. I don't... what that they're called, they're called that one thing.

Interviewer: Cognates?

Participant 8: Cognates, yeah.

Interviewer: Okay.

Participant 8: First of all, and then I try to make other connections, um... I don't know if this is an example of one, but, like, connections that I can relate a certain part of the word to being something that relates to the word it actually means. So I look for those.

Interviewer: Can you give me a specific example?

Participant 8: Um, I don't know. Um... (laughs)

Interviewer: I will tell you if I think of one.

Participant 8: That's fine. Okay.

Interviewer: (laughs)

Participant 8: Okay. So, um, when we're introducing new vocabulary, did you have to flip back and forth to the main vocabulary definitions page in the textbook a lot?

Participant 8: Um, yes.

Interviewer: Okay. Um, if so, how often and why did you feel the need to do this?

Participant 8: Um, mainly during, like, vocab worksheets or activities. I'd put a sticky note in there so I could check it. So, like, maybe not the vocab word's actually the answer, but I used the vocab words to help me answer, like, grammatical questions or tenses or anything like that.

Interviewer: Okay. And, um, did you say how often?

Participant 8: Um, fairly often, I guess.
Participant 8: Yeah. Every time we do any activity I keep a sticky note in there so I can always-

Interviewer: On the new vocabulary page?

Participant 8: Yeah, I can always have it ready.

Interviewer: Okay. Good.

Participant 8: And then a word, escritorio, desk. I mean, obviously escribir, is in it.

Interviewer: Good.

Participant 8: So...

Interviewer: Okay.

Participant 8: I kinda, I know what escribir means. So...

Interviewer: So that's where you were meaning when you say you associate things that kind of-

Participant 8: Yeah.

Interviewer: Okay. Good.

Participant 8: And it might be strictly, like, Spanish words. Like, I could just find a chunk of a word that maybe means something in English that I might use to relate it to the meaning.

Interviewer: Okay. Perfect. Um, did the photographs in the textbook or the activities in class provide sufficient or insufficient support for these new terms?

Participant 8: Um, photos don't re- I didn't think those were helpful.

Interviewer: Okay.

Participant 8: Really ever, probably. But, the actual, like, the reading part, when you got to read it with a partner and talk about it, and then we did the listening after, those help. But I don't think the pictures did very much.

Interviewer: Okay. And why do you say that? Both the... Why... Both, um, the reading part being helpful and then the photographs being not so helpful.

Participant 8: I don't know. I feel like if I know the... what it means, then I don't need a picture to show me what that is 'cause, I don't really associate the picture with the word.

Interviewer: Mm-hmm (affirmative).
Participant 8: I associate the meaning with the word and not at all the picture, I guess.

Interviewer: Mm-hmm (affirmative).

Participant 8: So that's not helpful. And then, I guess, just saying it and using it and thinking about it in, like, activities and stuff, is helpful to, like understand it.

Interviewer: Okay. Um, what would have been more helpful when trying to learn these new vocabulary words?

Participant 8: Hmm. Um, probably just, like, going over them a couple times in class. I don't know. Like, we do-

Interviewer: When you say go over them, what does that mean?

Participant 8: Like we do the games.

Interviewer: Mm-hmm (affirmative).

Participant 8: The games help a lot. But, like, we really... we just read them and then we do, like one game, and then we do vocab worksheets. So, I guess, maybe not more games, but more, like, I think you had those one cards that one time that-

Interviewer: Mm-hmm (affirmative).

Participant 8: ... stated the word and you, like, flipped it around and all that.

Interviewer: Mm-hmm (affirmative).

Participant 8: Those were good, I know. I went through those a couple times. So those are helpful.

Interviewer: Okay. A- In general, how do you study the vocabulary for Spanish class?

Participant 8: Normally I don't study it.

Interviewer: Really? Okay.

Participant 8: Normally I just pick it up in class, which is... the games help a lot. I mean, I like competition, so I think I listen-

Interviewer: Mm-hmm (affirmative).

Participant 8: ... more maybe when we're doing the games and stuff like that, or just, like, studying back and forth. But, (0.4) I know in Spanish 1 and 2, I hardly ever looked at the vocab. I've been doing more in 3 and 4 just 'cause they're more difficult I feel like. But I don't know if I ever did very much in Spanish 1 or 2.
Interviewer: Um, so, do you think that has anything to do with flashcards?
Participant 8: Um, what do you mean? Like...
Interviewer: Well, in Spanish 1 and 2, you were required to-
Participant 8: Oh, yeah, we were.
Interviewer: ... make flashcards.
Participant 8: It might have. I don't know. Um, I guess Spanish 3 it's not... it wasn't too heavy. Um-
Interviewer: Spanish 3 was not very heavy on vocab.
Participant 8: Yeah. That was-
Interviewer: But Spanish 4 is.
Participant 8: I know I had to study the- the, um, the subjunctive clauses-
Interviewer: Mm-hmm (affirmative).
Participant 8: ... or whatever. Like, um, a menos que and stuff like that, I had to, I had to study those 'cause I didn't really use those as much maybe. But the vocab... I guess the flashcards probably helped writing 'em down and stuff like that. So...
Interviewer: Okay.
Participant 8: Maybe that also is why worksheets... why the- the vocab worksheet is helpful.
Interviewer: Okay. So the take-home work is helpful?
Participant 8: Yeah, yeah.
Interviewer: Okay. Um, and so, and you said you don't study very often, or, like, at all for vocab?
Participant 8: Yeah.
Interviewer: Okay.
Participant 8: Not very often.
Interviewer: Um, and do you make flashcards or write a list or do anything like that?
Participant 8: No, I do not make flashcards.
Interviewer: Okay. Um, a lot of kids are talking about a Quizlet, do you use the Quizlet?

Participant 8: I use the Quizlet sometimes. I know I use it on- the clauses I was talking about. Um, Callie makes one every time.

Interviewer: Mm-hmm (affirmative).

Participant 8: So.

Interviewer: For the grammar too?

Participant 8: Um, sometimes. I don't know. Mostly just for the, like, the vocab terms, but-

Interviewer: Mm-hmm (affirmative).

Participant 8: ... those are helpful. I run through it like once or twice. But I wouldn't say it's...

Interviewer: Super helpful?

Participant 8: The reason of, like, knowing all the words, yeah.

Interviewer: Okay. Um, and then kind of going back to that flashcard, uh, concept for a minute, do you think that it was helpful to have those flashcards in Spanish 1 and 2? That were... when it was required to do it?

Participant 8: Yeah. I do think it was helpful. I mean, it takes a while, and it's good to write down the word and the definition, so yes, it was helpful, I feel like.

Interviewer: Okay.

Participant 8: I- I don't know if I ever really used them as flashcards, but actually writing 'em down I think helped me a lot, which is maybe a reason I never had to u- actually study.

Interviewer: Okay. Okay. Um, would making flashcards have been helpful on this unit? Or any other unit if one comes to mind?

Participant 8: I don't know. I mean- it definitely couldn't have hurt.

Interviewer: Okay.

Participant 8: But I wouldn't have used the flashcards in a sense of, like, holding them in my hand and, like, flipping them over once I do it-

Interviewer: Okay.
Participant 8: ... and, like, setting the ones I know aside. And I don't think I would've ever done that. But it probably would be helpful to write them down.

Interviewer: Okay. Okay. Um, so how quickly would you see that you feel up if... how quickly would you say that I general you feel that you pick up the vocabulary words?

Participant 8: How quickly?

Interviewer: Mm-hmm (affirmative).

Participant 8: Um, definitely not the first day. Um, like when we read 'em back and forth in class, but after we use 'em a little bit, I think with me speaking them a lot, like talking about the vocab words helps me to, like, relate them to certain things and think about them in different ways, which helps me understand, like, better the meaning of the word. But, so, probably, like, a week after having... I don't know.

Interviewer: And again, just kind of emphasizing that's mostly, like, picking it up in class?

Participant 8: Yes. Absolutely, yeah.

Interviewer: Okay. Okay. Um, do you ever feel like you need to use English to help you learn these terms? And if so, how?

Participant 8: Um, like I said earlier, sometimes I pick out English words-

Interviewer: Mm-hmm (affirmative).

Participant 8: ... in them, or relate the English word, or the English definition to another word into the word, kind of, like (0.6)... Like some Spanish words relate to other Spanish words, and if I think about the definition of the Spanish word that relates to the one I'm learning, then I use the English translations to help me, I think, yes. Yeah. And then of course, just, like, knowing what they mean in English is helpful.

Interviewer: Mm-hmm (affirmative).

Participant 8: So, um, that's about it for, like, how I use English with the words.

Interviewer: Okay.

Participant 8: I guess. Is that what you were asking kind of?

Interviewer: Yeah, yeah.

Participant 8: Okay.
Interviewer: Yeah. We're gonna be asking other questions like that too, so you'll have a chance to expand if you think of something else. Um, speaking of that. Do you ever feel like your teacher needs to use more English to help you learn some of these vocabulary words?

Participant 8: Um, no. I think it's- it's not bad to use English, but I don't know if it helps very much, especially with vocab. Like, if you're just relating a Spanish word to an English word, then using more English I don't think would help very much. So I think it's... Like, we don't explain the words in Spanish really, we just, like, relay them back and forth.

Interviewer: Mm-hmm (affirmative).

Participant 8: So, no English is not better to use to-

Interviewer: Okay.

Participant 8: ... to learn the words.

Interviewer: Okay. Um, what about on some of the homework handouts? Do you ever feel the need to use Google Translate, a dictionary, access English in some other way?

Participant 8: Um, no. Just 'cause I have that- that sheet in the book that helps me a lot. So, normally I try and do it without. I go through the whole worksheet, do what I know without using the page, and then I-

Interviewer: Mm-hmm (affirmative).

Participant 8: ... go back and either try to find, um, a word within the question that I'm not certain of. So if I can fi- find out a word in the question, what that means from the list in the book, then I can maybe guess more of what the answer is. And then if I don't know the answer, I'll translate the answers and figure out which one matches better. But first I'll try and find a word, like, find the meaning of the question, I guess, or like the sentence that you plug it into to. And then if I still under- If I understand the meaning of the question and then don't know the answer, then I'll try again with the list.

Interviewer: Okay. Okay, good. Um, so think about our class that... some of our class activities that we did to practice new vocabulary terms. Um, which activity or activities stood out to you as the most helpful and why?

Participant 8: Um...

Interviewer: And it can be from this unit-

Participant 8: Probably-

Interviewer: ... or another one if you think of one[crosstalk 00:14:03].
Participant 8: ... the around the world one where you-

Interviewer: Okay.

Participant 8: ... get up and you, like, you do, like, different people every time. And you get a new word every time. And if you don't get the word you have to do it again. Um, that one helped me a bunch. Um, I don't... maybe it's because I'm trying to learn them more so that when I go, I have a better chance.

Interviewer: Mm-hmm (affirmative).

Participant 8: I don't know if that's it, but it could be a reason why.

Interviewer: Okay. Um, which activity or activities were the least helpful and why?

Participant 8: Um, I think it's important to read all the words and have the class respond them back to you to understand, like, the, the, like, the pronunciation-

Interviewer: Mm-hmm (affirmative).

Participant 8: ... and all that of the word. But it has never really helped me relate the meanings to the words because-

Interviewer: Okay.

Participant 8: Maybe it's because we don't say what they mean, or I'm not looking at what they mean, I'm just repeating. But those... I mean, it's helpful to understand the pronunciation of the word, but it's never really helped me, um, understand the meaning.

Interviewer: Good. Okay, good. Um, so, during these class activities, um, you've mentioned a few, or it could be something, like, from the textbook. Did you have your vocabulary list or notes out?

Participant 8: Uh, yes. I had that-

Interviewer: Okay.

Participant 8: Sticky note in the book.

Interviewer: Okay. And why, and why do you have that there, like, during the activities?

Participant 8: Um...

Interviewer: Kind of walk me through that a little bit more specifically.
Participant 8: In case I get stuck on a word, or what it means. Like, some- normally you can figure out what it means based on, like, the verbs and-

Interviewer: Mm-hmm (affirmative).

Participant 8: ... other words you know. But if you don't, then it's important to understand what's given to you so that you can figure out what you need to plug in or find, I guess. But, um, I always have it handy, so... And plus, there's like a box of vocab words if I don't know what some of it means. Sometimes before I even start the activity, I'll run through all of them on that separate list so that I can, like, memorize the meanings, I guess.

Interviewer: Mm-hmm (affirmative).

Participant 8: Kinda like that before I actually do it so then I can guess and track kinda type thing.

Interviewer: Okay. And when you say you run through them, would you say that you, like, do you cover up the English? Or, what does that mean for you?

Participant 8: Um, so if there's, like, a box of vocab words and I run through them-

Interviewer: Mm-hmm (affirmative).

Participant 8: ... like, I put, like, the sheet on one side, and the book on the other side, and then I just, like, translate each of the-

Interviewer: Okay.

Participant 8: ... answers so that I know what they mean. So then it's he- it's easier to answer the questions.

Interviewer: Okay. And you do that maybe before a new homework assignment-

Participant 8: Yeah.

Interviewer: ... with the vocab? Okay. Um, so, um, if you can remember, and you've touched on this a little bit, but we're gonna try and dig it a little deeper here. If you can remember, help me to understand what was going on in your mind during the activity? So what was your thinking process like? Or in other words, how did you comprehend or make sense of what was being taught or presented to you?

Participant 8: Which activity?

Interviewer: Um, let's pick one. Which one was helpful for you? Uh, you mentioned that the game was helpful-

Participant 8: Yeah.
Interviewer: ... for you. So let's talk about that around the world game? So, um, what-what is your thinking-

Participant 8: What was I thinking about-

Interviewer: ... process?

Participant 8: ... during it?

Interviewer: Yeah.

Participant 8: Um, I guess-

Interviewer: Not thinking about, but, like, how do... how was your thought process geared towards [crosstalk 00:17:26]?

Participant 8: I guess, as soon as you said the word, I thought about it and then if I didn't know, I listened to the answer-

Interviewer: Mm-hmm (affirmative).

Participant 8: ... and hear what it is, and then... I think I kind of like, (0.4) go back and forth between the English translation and the Spanish translation-

Interviewer: Mm-hmm (affirmative).

Participant 8: ... to, like, better understand the meaning of it. Like, to get the- the connection between those two words. And then, until there's another round, I guess. So, I guess I try to memorize the ones we do in class-

Interviewer: Mm-hmm (affirmative).

Participant 8: ... until we do the next one. And then I try to understand that one.

Interviewer: Okay.

Participant 8: So, I guess even when I'm not participating directly in the game, I'm thinking about connections to make, or- or just, like, flat memorizing it.

Interviewer: Okay, okay. Good. Um, so, and you can keep thinking about this activity or another one. Um, did you find that you were using the English, either mentally or in another sense, like in a dictionary to help you?

Participant 8: Um, definitely not a dictionary. Um, and definitely not that page in the textbook because-

Interviewer: Right.

Participant 8: ... we had our textbooks away.
Interviewer: Correct.

Participant 8: But, um, in this past one, I probably didn't use any English, but I could've, of course, made like a connection between an English word and the Spanish word. So, like sometimes I'll pick an English word that has no, um, no significance to the word besides its meaning. So it could be like a totally different word, but it has the same meaning. And so if I can make a connection between that English word and the word it actually means, then maybe... It's kinda like a three-part process, I guess. So if I know a Spanish word and I can't relate the Spanish word to the actual meaning, I'll find a word in the middle that helps me to, like, think about the three of them, I guess.

Interviewer: Can you give me a specific example?

Participant 8: I don't know.

Interviewer: Like a specific vocab word.

Participant 8: I don't know.

Interviewer: You can use something from the TV unit, maybe something from the, um, the previous unit.

Participant 8: Oh, [crosstalk 00:19:40]-

Interviewer: The previous unit was so [crosstalk 00:19:41].

Participant 8: Um, telediarios

Interviewer: Okay.

Participant 8: ... for news-

Interviewer: Okay.

Participant 8: ... and all that. I- I think of “dialogue.”

Interviewer: How did you get-

Participant 8: -diario, I don't know. I just connect diario and dialogue together and I guess that kinda makes sense to me.

Interviewer: Okay. And then, but how do you get from dialogue to news program?

Participant 8: I guess just because they talk a bunch, and they have a-

Interviewer: Okay.

Participant 8: ... back and forth conversations about topics and all that.
Interviewer: Okay.
Participant 8: And-
Interviewer: Do you have, do you have another example like that?
Participant 8: Um, I can get out the book and see. Um...
Interviewer: Um, yeah. Do... Can you do that?
Participant 8: Yeah. Um... [inaudible] past units.
Interviewer: That's okay. We just did the- the finance unit as well. Like the préstamo, that unit too.
Participant 8: Mm-hmm (affirmative).
Interviewer: [inaudible] unit.
Participant 8: I mean, infantil.
Interviewer: Mm-hmm (affirmative).
Participant 8: I mean, that's obvious, infants-
Interviewer: Right.
Participant 8: ... and children. So.
Interviewer: Right. It's more of a cognate.
Participant 8: Yeah. That one's more cognate. Um... uh, telenovela, that one, I kinda think of novel, and novels to me are super dramatic and...
Interviewer: Interesting.
Participant 8: You know, so...
Interviewer: Okay.
Participant 8: I kinda...
Interviewer: So it's not so much of a mnemonic device as it is like a little-
Participant 8: Yeah.
Interviewer: Little self, little self-help.
Participant 8: Yeah. So sometimes I'll, like, when I'm going through a word, like, I'll say three words-

Interviewer: Mm-hmm (affirmative).

Participant 8: ... and one of them has just, like, a connection between the two words, but I guess kind of, is what I'm going at here. Um (0.6)... Yeah. I don't know. Um... And, like, some of them you have to straight up memorize like tecla and key.

Interviewer: Mm-hmm (affirmative).

Participant 8: Like, that one, I

Interviewer: No hint for that.

Participant 8: No. And there's... nothing to me that- Besides the- the hard C sound, and the K sound.

Interviewer: Mm-hmm (affirmative).

Participant 8: I guess sometimes I do that. I connect certain sounds within the two words.

Interviewer: Yeah.

Participant 8: If that makes sense.

Interviewer: Yeah.

Participant 8: So it's not necessarily like a cognate in the fact that it's the same meaning, or the same... the overall feeling of the word.

Interviewer: Mm-hmm (affirmative).

Participant 8: It's actually just like a certain sound in it that I connect.

Interviewer: That triggers it for you?

Participant 8: Yeah. I guess.


Participant 8: Yeah. Um...

Interviewer: That gives me an idea, unless there's another one. It kinda gives me an idea. No?

Participant 8: Mm-mm (negative).
Interviewer: Okay. Good.

Participant 8: I mean, uh, ventas- el programa de ventas (0.7). Um, um, what's, um, (laughs) ven-... Why do I know this? Um, there's a connection there. Um, it's not windows. I don't know what it is. Maybe- maybe not.

Interviewer: What's the word for to sell? ((prompting student because “vender” and “ventas” share the same Spanish root))

Participant 8: To sell. Yeah, right? Which is what?

Interviewer: Vender.

Participant 8: Vender, there we go. I- I made that connection. That was, like, the first one I made, which actually did it while we were repeating them back and forth, but...

Interviewer: Okay. Good. Good, that's helpful. Like, it gives me some concrete examples. Um, okay. And, uh, so you look for little things to help you with that. Do you have another idea of how to teach or... or practice Spanish vocab in class?

Participant 8: Um, probably not. I mean...

Interviewer: Or something like-

Participant 8: Maybe just like questions-

Interviewer: Okay.

Participant 8: ... about, like, I know we answered the questions this unit. It was like what is this guy's favorite show? And it was like listening or something like that.

Interviewer: Right.

Participant 8: Or something like that. Um, maybe it was like questions directly to someone, like what's your favorite show? And then, they'd have to use the vocab to answer it, I guess. So...

Interviewer: Okay. Um...

Participant 8: Things like that.

Interviewer: What do you think might be the most helpful for you as a student?

Participant 8: Um, definitely the games. I feel like for just in class work with it in general. 'Cause, um, I feel like it's easier for me to study things and understand them while I'm in the class setting, rather than at home and
just like flat up... I don't know. Maybe it's easier for me while I'm at school to understand.

Interviewer: Okay. And was some of those activities occur in only Spanish, or would English be involved too?

Participant 8: Um, mostly Spanish. Yeah.

Interviewer: Okay.

Participant 8: It was all Spanish, yeah.

Interviewer: Okay. Um, okay. And why would it be only Spanish?

Participant 8: 'Cause I guess it's back to that one thing I said it was. It probably wasn't good to use English-

Interviewer: Mm-hmm (affirmative).

Participant 8: ... while you're doing it. I mean, even though make some of my, like, English connections-

Interviewer: Yeah.

Participant 8: ... associated with words, maybe that's not the greatest thing to do, I guess. So it's probably better to make Spanish connections, I guess. I don't know.

Interviewer: Okay. Okay. Good. All right. Well, we're gonna switch gears to section two. You still doing okay? Need a break or anything?

Participant 8: I'm good.

Interviewer: Okay. So, you know we're gonna ask you some questions about grammar. So I'd like to ask you some similar questions about this, but this time, instead of focusing on vocabulary, let's talk about learning Spanish grammar. So, try and think about our most gr- recent grammar lessons, but if another lesson or grammatical concept comes to mind, that's okay. Just be sure to tell me which one you're thinking of. So walk me through what was going on in your mind as you were seeing, hearing, and learning the new grammatical concept or concepts for the first time, and try to be as specific as you can.

Participant 8: So, which ones are we specifically talking about for this one?

Interviewer: Um, you wanna think about the ones from this current unit, 'cause it's the most recent? Do you wanna start there?

Participant 8: Um, yeah, we can start there.
Participant 8: I know I wanna mention, like, agreeing in number and gender.

Interviewer: Okay.

Participant 8: But, yeah.

Interviewer: Okay.

Participant 8: So, it was, like, what's going through my head-

Interviewer: Yeah.

Participant 8: ... kind of?

Interviewer: Correct.

Participant 8: Um, I guess for the adverbial clauses and all that, um, to me, I kind of related it to, like, you need these three pieces in order to form this one, and then you can, like, switch-

Interviewer: Mm-hmm (affirmative).

Participant 8: ... the first and the third piece-

Interviewer: Mm-hmm (affirmative).

Participant 8: ... kind of like that. But you needed all three in order to do that, which is, I guess, was kinda going through my mind. I don't know. (0.5) Is that an answer?

Interviewer: Um...

Participant 8: Um, tell me...

Interviewer: I think so.

Participant 8: Tell me more. I can talk about it more.

Interviewer: Um, so, I guess, um, maybe let's go through... So talking about the new, um, adverbial clauses, and the way that that was presented. So, what kind... what kind of kind... We'll come back to that. Let's- let's see. We can jump in with some follow-up questions. So did you take any notes bilingually or write down any information in English?

Participant 8: Um, I think I did a little bit on, like, one of those help sheets you gave us.

Interviewer: Mm-hmm (affirmative).
Participant 8: But I didn't take out my notebook and write and, like, take lecture notes, I guess. 'Cause, um, I think when you're lecturing in Spanish it's harder for me to, um, understand what you're saying-

Interviewer: Mm-hmm (affirmative).

Participant 8: ... and write it down at the same time. Like it's a little much for me to, like, translate what you're saying and think about what it means and all that, and understand it good. At the same time, writing it all and, like, paying attention and all that. So I think in some ways it's better for me just to, like, pay attention to what's happening-

Interviewer: Okay.

Participant 8: ... rather than to take notes.

Interviewer: So if I present something in Spanish, then you like to stay in Spanish in your mind?

Participant 8: Yeah. I like to... Maybe not stay in Spanish in my mind, but...

Interviewer: Tell me about that.

Participant 8: Sometimes, um, I, like, translate what you're saying in my mind, so it's not necessarily, like, I'm saying it in Spanish. Like, I'm understanding what you're saying and I'm like- like you say a certain verb and I think about what it means, and then I translate the sentence kinda thing. And I think if I were to write down what you're saying in Spanish in English, then I'd lose either, like, some important information, or I'd lose what you're saying next 'cause I'm too busy, like, translating it down. So I guess I do keep it in Spanish in my head I guess (0.5), which is contradicting to what I just said.

Interviewer: Yeah. So...

Participant 8: Um...

Interviewer: Do you wanna kinda clarify that? Or solidify your response?

Participant 8: I think I do translate it in my head, I just think writing it is too much.


Participant 8: Yes. Yeah.

Interviewer: There's no right or wrong answer.

Participant 8: (laughs)
Interviewer: It's however you process it, it's however you process it. Okay. Um, so, um, you don't write things down, but you do kind of receive things in your mind, um, in English. So why do you feel the need that you do that? And when do you do that?

Participant 8: Um, maybe I comprehend it better when it's in English rather than try to keep it in Spanish. Like I know for certain questions, translating them into Sp- into English really helps me.

Interviewer: Mm-hmm (affirmative).

Participant 8: And then I can kind of think of an answer in English and translate that into Spanish. So it's kind of a lot of work, but I guess it helps me understand it better. Um, and I guess I do it pretty often, I would assume. I don't know. It's kinda hard for me to, like, think about-

Interviewer: Think about thinking?

Participant 8: ... how to think. Yeah.

Interviewer: Yeah.

Participant 8: Especially when it's, like, going back from two different languages.

Interviewer: Yeah. Okay. That's good. Um, so what types of activities help you learn the new grammar best?

Participant 8: Um, (0.6) I don't know. Um, the worksheets, um, are kind of confusing to me sometimes. I think they're really difficult to me. Um, um, let me try and think. Um, so, I don't know. Because they target, like... I feel like it's the most nitpicky things. Like, it makes me think about, like, which tense to use, which is kind of like a very difficult thing. And it's like you choose one or the other and all the questions are choose one or the other, and it's kinda hard to differentiate, like, what each one means, and, like, when to use it, I guess. It's really difficult for me to, like, I don't know. It was kind of a lot sometimes.

Interviewer: Okay.

Participant 8: Like the grammar worksheets, I guess is what I'm saying.

Interviewer: Do you think it's a lot because the vocabulary is difficult?

Participant 8: No.

Interviewer: Or because you haven't... You're not comfortable with-

Participant 8: It's definitely not the-

Interviewer: ... the material yet?
Participant 8: ... vocabulary. It's-

Interviewer: Try to expand more if you can.

Participant 8: It's more like the material, like, um, I have trouble differentiating between verb tenses-

Interviewer: Mm-hmm (affirmative).

Participant 8: ... and what they mean. Um, I think that kind of comes back to the thing where I- I translate stuff in my- my head, I think. So if I don't know exactly what the tense translates to, like, had done, will have done, or would have done, or all that. All those, like, icky ones kind of. Um, I think it's harder for me. I don't ha- I don't have them memorized so it's hard for me to- to, um, think about grammar, um, grammar and using different tenses because I don't have a set English translation of what each tense translates to.

Interviewer: Mm-hmm (affirmative).

Participant 8: So I think that's difficult for me is... Yeah. That part.

Interviewer: Okay. Um, so what do you think would help you overcome some of that, with the verb tenses?

Participant 8: Um, I don't know. I have a lot of trouble differentiating between them, which is... 'cause they all kinda get jumbled. And, like, we... And I know in Spanish 3, I had trouble with this, 'cause, like, every day we did a new one for a long time. And it was, like, I understand it that day ↑, but as soon as we add another tense, that's like similar, or means something similar, then it's just- it gets all mixed up. And it's kind of hectic. And I know the Spanish 3 final ((exam)) was really hard for me because we had to use all the tenses and it was, like, crazy. Mainly because, like, I guess I lost touch with, like, what it meant or how to do it as soon as we, like, started new ones. So I guess it kinda just got jumbled, is a way to say it.

Interviewer: Okay. Okay. Um, so, um, you gave some examples of things that didn’t help. Is there anything, um, a specific homework assignment, game, class activity, that was helpful to you? And you can say no. I'm just trying to- to see if there was a... Kind of, you gave me the- the con, is there a pro?

Participant 8: Um, I guess writing sentences is pretty help- helpful just in general. Like, forming sentences in different ways and using different forms of the grammar and all that. I think that's helpful writing it down and, like, answering verbal questions or all that, I guess-

Interviewer: Okay.

Participant 8: ... is helpful.
Interviewer: Okay. Would that be in Spanish only, writing the sentences? Or would you use some English-

Participant 8: Um, yeah.

Interviewer: ... translations [crosstalk 00:34:12]? Or...

Participant 8: If we're taking notes, like, I know what we had to do in Spanish 3 when we were learning all those tenses. I had to write down, like, the tense, the translation, and then, like, a couple sentences to help me understand, I guess.

Interviewer: Mm-hmm (affirmative).

Participant 8: So, like, conditional is, like... Oh, what is conditional? Conditional's like would have done.

Interviewer: Mm-hmm (affirmative), right.

Participant 8: So like...

Interviewer: Right, right.

Participant 8: I would write conditional, and then would have done, and then sentences, and then translation of those sentences into English. So, no, not completely in Spanish.

Interviewer: Okay.

Participant 8: But especially if we're, if we're doing, like, activities in class where you write down answers, or sentences, those are definitely all in Spanish, I think.

Interviewer: Okay. But some of your personal work at home-

Participant 8: Yeah.

Interviewer: ... would be a little bit in English sometimes with grammar?

Participant 8: Um, maybe not... I wouldn't... I definitely wouldn't write in English, but I might refer to the- the translations I use in, like, example sentences to me are really helpful. So, like, if I have a couple example sentences to me in different formats, different ways, I can kind of make new sentences based off the format of-

Interviewer: Examples in Spanish.

Participant 8: Examples in Spanish with translations of them into English.

Interviewer: And then you use that to write original Spanish-
Participant 8: Yes.

Interviewer: ... sentences that look similar.

Participant 8: Yeah. That look similar, yeah.

Interviewer: Um, so in general, and you've touched on this a little, but we'll dig a little deeper. How do you study the new grammar for Spanish class?

Participant 8: Um, the help sheets are really important. I know what the subjunctive, um, I know one example was aunque.

Interviewer: Mm-hmm (affirmative).

Participant 8: The section about that I, like, read through it a bunch, and I didn't really, like, go through sentences in my mind. I just kind of, like, understood when to use it, how to use it, and that kind of stuff. So reading through its meanings, what it translates to, how you use it, and all of that, really helps me study-

Interviewer: Okay.

Participant 8: ... them, I think.

Interviewer: So kind of it helps you s- Then some of that would be classified as notes, too?

Participant 8: Yes.

Interviewer: Something like that? Okay.

Participant 8: If I took notes, yeah.

Interviewer: Okay. Uh, why would you take or not take notes?

Participant 8: Um, I'll take notes so I have those example sentences-

Interviewer: Right, right.

Participant 8: ... and, like, the translations that really help me out during homework. And I guess I wouldn't take notes if I feel I have a grasp on it or any of that. Or, um, if, um... Or if I feel like I have a general understanding of it, I probably wouldn't take notes. And maybe it might be more beneficial to me to just listen-

Interviewer: Okay.

Participant 8: ... instead.

Interviewer: Okay. And how often would you say that you study the new grammar?
Participant 8: Um, I would say any time we're assigned with homework or, um, of course, like, before a test. Any time where I'm, like, supposed to use that, then I, um, look at... “Was it in my notes?” I look at my notes and all that.

Interviewer: Okay. Okay. And, um, excuse me just a moment. I misplaced where I was. Um, just before a test and before homework. Do you... Would you study, like, on a night just because?

Participant 8: Um, no, I wouldn't.

Interviewer: Not so much.

Participant 8: In class too. In class sometimes, too, I- I study it 'cause I might not have a full understanding. So if we're, like, doing an activity where you use the grammar and I don't fully understand it, I might take five minutes and review it in class.

Interviewer: Um, and then, do you ever feel like you need, and you've talked about the sentences a little bit, do you ever feel like you need to use English to help you practice or translate your materials?

Participant 8: Uh, yes.

Interviewer: Tell me about that.

Participant 8: Um, I use it just because I feel like when I'm writing an original sentence, if I can kinda think about a sentence in English, then I can translate it into Spanish. Like, I would never write it in English, but, like, I have a general idea of what I wanna talk about, where I wanna go, and so I just, like, translate the ideas into Spanish, I guess, kinda what I do. So, English sentences and translations really help me. And, like, the actual, like, translation of the tense, which it doesn't really make sense because you need a verb, but-

Interviewer: Mm-hmm (affirmative).

Participant 8: ... like, would have done, conditional is... like I connect those two and- and I- I know that tense pretty good. So, it was like what do you... when do you use English, right?

Interviewer: Mm-hmm (affirmative). Right. So, um, to help you practice and translate the new materials. Yeah.

Participant 8: Yeah.

Interviewer: Okay.

Participant 8: Um... Yeah. It does help me translate and practice the new materials, I think, yeah.
Interviewer: Okay.

Participant 8: Yes.

Interviewer: Okay.

Participant 8: Do you want me to expand more?

Interviewer: Yeah. If you want to. I don't... I mean, if you have something else to add, please.

Participant 8: Uh, if you give me like a prompt I can. Like, I don't know.

Interviewer: Um...

Participant 8: Specifically what to-

Interviewer: So, the question was, do you feel like you ever need to use English, um, to help you practice and translate new materials, and if so, how?

Participant 8: Um, yeah. Definitely. With translating sentences.

Interviewer: Okay.

Participant 8: I think seeing a Spanish option and seeing how you directly translate to English, helps me a lot. 'Cause, like, you don't only see, like, the tense, but you also see, like, the format of the sentence, and you're giving examples of how to do other new sentences. So, yeah.

Interviewer: Okay, good. So, how quickly would you say that in general you feel comfortable enough to start use- using the new grammar, whether it's a verb tense or something else, like pronouns?

Participant 8: I think it definitely takes me a while-

Interviewer: Okay.

Participant 8: ... to warm up to it. Like, um...

Interviewer: Couple days, couple weeks?

Participant 8: Probably a couple weeks.

Interviewer: Okay.

Participant 8: Yeah. I feel like I have... In order for me to start talking about it, I have to, like, understand it pretty good. Like, um, I can speak pretty fast in Spanish when it's not anything new.
Interviewer: Mm-hmm (affirmative).

Participant 8: So, like, if I'm using, like, conditional, or the past, or the present, or, like, the present, um, progressive, or a few others, then I can spit things out pretty quickly. But I guess, so I don't use new type of things so that I can continue to speak quickly, I think.

Interviewer: So you think the new stuff slows you down?

Participant 8: Yes. I definitely think it does.

Interviewer: So, how would you say, if you have something new, like, imperfect subjunctive- we're learning some new stuff with that. How long would you say that it would be before you're ready to start using that conversationally?

Participant 8: Um, probably a couple weeks, I would say.

Interviewer: Still a couple weeks? Okay.

Participant 8: Yeah.

Interviewer: Perfect.

Participant 8: Just 'cause especially things like the subjunctive where there's, like, “do you use the subjunctive?” “Do you not use the subjunctive?”

Interviewer: Mm-hmm (affirmative).

Participant 8: Those make it even harder for me to, like... If I start a sentence, I'm not thinking about the tense I'm gonna put the verb in until I'm at the verb.

Interviewer: Mm-hmm (affirmative).

Participant 8: So if I'm s- stuck on... if I say, like, the first part of the sentence and I'm stuck on a verb, and I'm going through if it's subjunctive or not, and then if it is subjunctive, which tense do I use and how do I use it, and which-which actual, like, conjugation endings are those? It takes me a long time, and sometimes I can't even, like, get it.

Interviewer: Mm-hmm (affirmative).

Participant 8: So I try to avoid it, I guess.

Interviewer: Okay. Um, do you ever feel like your teacher needs to use more English to help you learn some of this new material?

Participant 8: Um, I think the English is helpful mainly just for the translations. So, I feel like we do some examples on the board, but maybe if, like, we're talking in class and we're doing examples, maybe you say- say a sentence
in, like, the subjunctive, the imperfect subjunctive, all that. And then you translate it into English and then you continue, that could help me a lot, I feel like.

Interviewer: So, the translation is because you want to understand what it means in your native language, or...

Participant 8: Yes. Yeah, it is.

Interviewer: Okay.

Participant 8: I think- I know the subjunctive's difficult because it, like, doesn't really exist in-

Interviewer: Mm-hmm (affirmative).

Participant 8: ... English all that much. But, like, if I get a sense of what it means, then when I'm thinking about what to say, I can kind of use the forms and the tense well, I guess.

Interviewer: Okay.

Participant 8: So...

Interviewer: Good. Um, so... Pardon me. Can you give an example of when your teacher did not use as much English as you would have preferred?

Participant 8: Um, probably not. I mean, just when we’re like-, I don't know. Sometimes you say examples of, like, subjunctive sentences, which are good to say, but, like, sometimes I have trouble, um, interpreting which tense it is.

Interviewer: Mm-hmm (affirmative).

Participant 8: Or what it means.

Interviewer: Mm-hmm (affirmative).

Participant 8: So maybe then, but...

Interviewer: Okay. What about a time when she used too much English?

Participant 8: I couldn't tell you.

Interviewer: Okay.

Participant 8: I don't know.

Interviewer: Mm-hmm (affirmative).
Participant 8: Yeah.

Interviewer: Hasn’t happened? Okay.

Participant 8: I don't really know specific examples of it.

Interviewer: Um, is there an example of when she used just the right amount of both Spanish and English?

Participant 8: Um...

Interviewer: For you as a learner.

Participant 8: Um, probably when we, when we, when we first learn it, it's helpful. 'Cause you- you normally are just like, "I'm just gonna take a section and talk in English-

Interviewer: Mm-hmm (affirmative).

Participant 8: ... and explain what it means and all that."

Interviewer: Mm-hmm (affirmative).

Participant 8: That's really good to me. So, I think that's very good is to take, like, 10 minutes and, like, talk completely in English and, like, talk about when to use it and stuff, just so I don't miss anything that I would've missed if it were in Spanish.

Interviewer: Okay. What about, like, some of the follow-ups that we've been doing in class, like the follow-up to the matching exercise, for example?

Participant 8: Like-

Interviewer: Where there's a little bit of English used with the Spanish translations?

Participant 8: Like when were doing it on the board-

Interviewer: Yeah. Correct.

Participant 8: ... and all that? Um...

Interviewer: With the matching [crosstalk 00:44:40].

Participant 8: That's good to say why. I think explaining why you used, um, that form of a verb in English is helpful to me. Um, yeah.

Interviewer: Okay, good. Um, and what about on some of the homework handouts? You touched on this a little, but we'll- we'll kind of refresh this. Do you ever feel the need to use Google Translate, a dictionary, or access English in another way?
Participant 8: Um, with the grammar, I only would refer to, like, notes I've taken, or different worksheets where I have understood it better, I guess. Um...

Interviewer: Okay.

Participant 8: So, like, certain... When I have to write original sentences, then having a guide, or, like, examples to use is helpful.

Interviewer: Okay. Anything else? Okay, good. Um, think about some grammar practice activities completed during class time. Which activity or activities stood out to you as the most helpful?

Participant 8: Um, I think today, the matching was very helpful.

Interviewer: Good.

Participant 8: Um...

Interviewer: Why?

Participant 8: Mainly because you had to choose which tense to use. And we had to use, like, the past indicative, or the imperfect subjunctive. And so, kind of having a whole bunch of examples lined up and being able to choose one or the other was helpful because it was... And having only two options also helped me a lot because it was, like, choose one of the two, and then actually put it on to the verb and understand why you used it that way, I guess, so, yeah.

Interviewer: And which activity or activities were the least helpful and why?

Participant 8: Um...

Interviewer: And if you don't... we haven't gotten through everything this unit, then maybe you can think something else, just let me know.

Participant 8: What things have we done so far? Um...

Interviewer: We've used the book a little bit...

Participant 8: Um, I feel like the chart in the book-

Participant 8: ... was confusing to me, and I didn't quite get a grasp on it. I feel like mainly because I was just told to, like, write down-

Interviewer: Okay.

Participant 8: ... the parts of it. And maybe I didn't know if a certain part was, like, actually that part, or if... or what it meant, or anything like that. It was just kind of, like, copying what was written, and I don't think-
Interviewer: So it kind of rephrasing the sentence?

Participant 8: Yeah. I feel that didn't help very much.

Interviewer: Not too much. Okay. Okay, good. So, during these activities, maybe let's talk about the matching, um, with the imperfect subjunctive, since you liked that one. Um, did you ever use English or wish you had used English to help you?

Participant 8: Um, yeah. We use English a little bit, mainly when we were stuck on, like, which tense to use. We were, like, giving examples, or, like, reasons why you would use this one, and why you would use the other one. And then kind of, like, deciding to a decision. So, we used English mainly on that. Like, I know one example. We had to, like, discuss whether the action had already happened, or if it was going to happen, or if it, like, had happened. I don't know.

Interviewer: Okay.

Participant 8: So...

Interviewer: So the reasoning, um, of, for example, subjunctive versus indicative, that part took place in English?

Participant 8: Yes.

Interviewer: Okay.

Participant 8: Sometimes, yeah.

Interviewer: Okay. Okay. Um, what about your classmates? Does it bother you or help you if they use English?

Participant 8: Um (0.5), I think if they're having trouble understanding, or, like, they need clarification or anything, then English is really good. But if it's, like, you could obviously say that in Spanish, or if it's just, like, if you're doing examples, I guess, kind of thing. If you're doing examples, then you should say them in Spanish, you shouldn't bring English into it, I guess, kind of. So...

Interviewer: Okay.

Participant 8: But I think it's good to clear up things your confused on. So...

Interviewer: Okay. Um, I seem to have lost my place. Um, I'm so sorry, just a moment. Oh, okay. Um... Yeah. So let's talk a little bit more about that matching exercise that came to mind. Um, and you talked a little bit about presenting some of the reasons in English, um, we're gonna dig a little deeper there. So if you could remember, help me to understand what was going on your- going on in your mind during the activity. So
what was your thinking process, or how did you comprehend what makes sense of what was being taught or presented to you?

Participant 8: Well, I was kinda trying to figure out reasons to use the past and reasons to use the imperfect subjunctive. But I don't really have a clear definition of those two, so that kinda made it difficult. I mean, it was a really difficult assignment. Um, but, um, so, what was going through my head was, like, why would you use this one instead of... why would you use the imperfect subjunctive instead of the past? And then if it made more sense, I guess you kinda put that one down. And then, also, um, reference what the other members were thinking and kind of use their reasons too. Also, um, help me understand which one to use.

Interviewer: Okay. Um, and you talked about the English for clarification, but were you using English in any other sense?

Participant 8: Um, probably no. I don't think so.

Interviewer: Okay. Um, any dictionary or anything like that?

Participant 8: No.

Interviewer: Okay.

Participant 8: We didn't need a dictionary.

Interviewer: Okay. Uh, do you have another idea of how to teach or practice Spanish grammar in class?

Participant 8: Not really.

Interviewer: Okay.

Participant 8: Maybe just sentence writing and all that. Or maybe, like, or maybe us doing, like, where you, where you filled in which tense you thought it was. Maybe us doing another activity where you, like, put sentences up on the board and we, like, go through them in class. Like we all do number one at the same time, and then we talk about why we did it that way and all that.

Interviewer: Mm-hmm (affirmative).

Participant 8: But we all did it individually maybe would help.

Interviewer: So the same kind of thing we did today but individually?

Participant 8: Yeah. And more, like... Not like quiz format, but like you put something up, it had a bunch of sentences and it was like numbered, and we had to write down the numbers and do what we thought, and then at the end we go through every single one and-
Participant 8: ... talk about why we did it.

Interviewer: Okay. Um, and what do you think might be the most helpful for you as a student, for grammar?

Participant 8: Um... But it's kinda the same thing, but-

Interviewer: But it's kinda the same thing, but-

Participant 8: Like activities and writing and all that.

Interviewer: Dig a little deeper.

Participant 8: Writing new sentences, doing-

Interviewer: Okay.

Participant 8: ... activities with other people, talking to other people with the new tense, which is hard to do sometimes, but I think that's helpful.

Interviewer: Excuse me. Uh, would that activity occur in Spanish or would English be involved too?

Participant 8: Um, probably English. Er, Spanish, sorry, unless, um, unless I was needing, like, help understanding what it means when you use it, then in English probably.

Interviewer: Okay. Okay, good. All right. We're gonna move on to section three. You still doing okay? Need a break or anything?

Participant 8: No, I'm good.

Interviewer: Okay. This is section three, last section, this is a little bit bigger section. Um, so we're gonna talk about perceptions of language use. So we've already talked about some of your general study and preparation habits. Would you say that these evo- have evolved or changed over the years as you've advanced to Spanish 4?

Participant 8: Um, yes. I think I've become more comfortable with how I can memorize, um, like, vocab. So, like, maybe in the early units... I know some of the early units I already, like, knew all the vocab because I had taken a couple Spanish classes in grade school. But...

Interviewer: You mean like in Spanish 1 and 2??
Participant 8: Uh, yes.

Interviewer: Okay. [crosstalk]

Participant 8: Like some of them I... Like some of the food ones I only had to learn, like, five words-

Interviewer: Gotcha.

Participant 8: ... 'cause I already knew everything. But maybe it evolved from, like, already knowing a lot of the vocab, 'cause you had to start... you have to start at the beginning in high school even though you've already kind of learned the beginning.

Interviewer: Right.

Participant 8: So maybe for, like, not having to study to like, having to study and use voc- and use, um, note cards, and maybe now I'm less... I have less, um, motivation to study them just because I know I can memorize them, make connections, and all that.

Interviewer: Mm-hmm (affirmative).

Participant 8: So, I think it has evolved.

Interviewer: Okay, okay. Uh, so how has your use of English, or maybe your reliance on English, changed or evolved over the years from when you were just beginning to being a more advanced student?

Participant 8: I mean, I definitely rely less on English-

Interviewer: Right.

Participant 8: ... now. Um, so, like, how do I learn? Is that we're doing...

Interviewer: Yeah. Let me rephrase the question.

Participant 8: Yeah.

Interviewer: So how has your use of English, or maybe your reliance on English, changed or evolved over the years from being a beginning student, um, to now being a more advanced student?

Participant 8: I think I have a better general understanding of the Spanish language, which means I don't have to ask as many questions about little things or all of that. So I can just, um, un-understand it more, I guess, is kinda what I'm saying. It's easier to understand now that I've had four semesters of it.
Okay. Excuse me. Uh, do you use more, less, or the same amount of English as in the past?

Um, probably less English, but not by a huge gap.

Tell me about that.

So I definitely... it helps me understand, like, sentence translations and tenses and all that. And it always has helped me, um, and I think it definitely still helps me, um, like, translate the differences between them. So, maybe just, like, when I'm speaking I use def- I definitely use more Spanish, but, um, when writing and taking notes and all that, I use just as much English as... er, just as much English as I have in the past.

Okay. So let me make sure I'm understanding. What you're saying is conversationally less English, but in written work to make sense.

And, like, understanding certain concepts.

Okay.

... I would use just as much English.

Is that true with listening and reading?

Um...

You mentioned it with the writing and kind of note taking.

Listening, I know sometimes if it's, like, a question and it's, like, answer the question from the stuff that's playing.

Correct.

Um, I'll write down what the question's asking about in English, and just because I'm listening for those words in Spanish, 'cause I guess I relate the words I write down.

So you write...

I would write... sometimes I write Spanish, sometimes I write English words I know.

Okay. Based on what you hear or-

In, like, Spanish 1 and 2-

... based on the question?

Based on the question.
Participant 8: So I know in Spanish I remember writing English words down in the margins to help me, like, under- to help me hear clearer, like-

Interviewer: Okay.

Participant 8: ... pop out more of what's playing.

Interviewer: Okay.

Participant 8: So, like, I'll write down English words to help me, like, notice things that are happening in the conversation, so maybe it's not actually that word they're saying, but it's... if it's, like, a fruit or something, and it's... and maybe it's not that they're talking about fruit, but they're talking about, like, cooking or something like that.

Interviewer: Uh-huh (affirmative).

Participant 8: So, it helps me to, like, understand, or like notice things that are happening.

Interviewer: So you-

Participant 8: What's playing.

Interviewer: [paraphrase your question-]

Participant 8: Into English words.

Interviewer: [into English.] You don't take your notes from your listening into English, you paraphrase the question and then you use those English-

Participant 8: Yes.

Interviewer: ... questions words to help-

Participant 8: Yes.

Interviewer: ... you have the Spanish pop out. Okay, okay.

Participant 8: Maybe now it's more how... I'll use English words, but we haven't done listening in a while. And, like, um, so I probably use more English words, or Spanish words, sorry-

Interviewer: Mm-hmm (affirmative).

Participant 8: ... now, um, and paraphrase the question so that I can kind of fully understand the audio so that it's easier. I... so maybe I don't have to
answer the questions while the audio is going, but I can just listen to the audio-

Interviewer: Mm-hmm (affirmative).

Participant 8: pick out certain ideas that are important, and then once the audio is finished, I can just kind of like go through and answer the questions because I remember what happened type of thing.

Interviewer: Okay. What if there are no questions? Like the one where they have the apartment?

Participant 8: Those are more difficult-

Interviewer: Okay.

Participant 8: ... for me.

Interviewer: Okay.

Participant 8: Um, I know, especially at the end of each, like we do, we read the vocab back and forth, and we read it with a partner, then we do a listening activity, I know those are always difficult for me because I don't really know what to listen for. I'm just kinda, like, listening. And so I kind of... I either get sidetracked or I'm not really, like, focused maybe when there's not prompt for me to do. So, like, if you ask me a question after I had listened to it, it's much more difficult for me to answer that question because I didn't know specifically what I was looking for.

Interviewer: Okay. So the questions are helpful to guide you.

Participant 8: Yes.

Interviewer: Okay, okay. Um, and what else has changed over the years as a language learner and language speaker or user?

Participant 8: Like just generally?

Interviewer: Yeah.

Participant 8: I mean definitely conversation-

Interviewer: Okay.

Participant 8: ... wise, that has changed drastically. Like, I know in Spanish 2, we learned the past tense and imperfect tense, but I never used them.

Interviewer: Mm-hmm (affirmative).
Participant 8: I only used the present tense. And, like, now I use some future, um, some past, some imperfect, present. Present mostly, I mean, that's just because what I'm, what I'm used to. I use a lot of the present, but definitely using different tenses while I'm speaking has changed. I've been using more.

Interviewer: Okay. Um, and you've touched on this a little, but we're gonna keep kinda...

Participant 8: Mm-hmm (affirmative).

Interviewer: Keep coming back to this idea. Uh, do you tend to think and process your thoughts in Spanish or English or maybe a little bit of both?

Participant 8: Um, I think I process them more English, so...

Interviewer: Okay.

Participant 8: If there's directions on an activity, I'll kind of translate it into English so I know what I'm doing, and then maybe I won't translate what we're doing into English, but I kind of, to better understand how we do it.

Interviewer: Mm-hmm (affirmative).

Participant 8: So I translate that into English.

Interviewer: What about, uh... Let's rephrase that. Is this also true when you're doing homework alone?

Participant 8: Um, yes. I know-

Interviewer: The back and forth [crosstalk 01:00:28].

Participant 8: Sometimes I would write down the sentence in Spanish, and then I'll think about it, then it'll translate it into English and see if it makes sense. Kinda that type of thing. So sometimes I don't necessarily do English first, I do English second-

Interviewer: Mm-hmm (affirmative).

Participant 8: ... just to, like, double check myself. Or, like, see if it answers... So, maybe I'll translate both of them into English. I won't necessarily write them down.

Interviewer: Mm-hmm (affirmative).

Participant 8: But I'll just kinda see if it answers the questions completely or all that.

Interviewer: Okay. And when you say translate-

Participant 8: In my mind.
Interviewer: ... you mean my hand, or like mentally?

Participant 8: No. I'll do mentally.

Interviewer: We're not talking, like, Google Translate, we're talking you [crosstalk 01:01:04]-

Participant 8: Oh, yeah, no. This is I do it mentally.

Interviewer: Okay, okay.

Participant 8: And, like... So I'll read the question and I'll kinda, like, interpret it in English. I'll write my answer in Spanish and then I'll kind of, like, go back and see if they match up, kinda type of thing. I don't know.

Interviewer: Okay. Okay, good. Um, what about if you're exposed to a native speaker, an authentic resource, like a Spanish language movie? Then tell me about kind of back and forth Spanish or English thought process, if you can.

Participant 8: So, like, if I was talking to someone?

Interviewer: Mm-hmm (affirmative).

Participant 8: Who, um... So I guess I'd probably translate. Tr- try to pick out certain words what they're saying and think about them and if it... if I happen to translate them into English, I guess that's just natural for me to just relate certain words. Like the word bailar, I mean, I automatically I think of dance.

Interviewer: Mm-hmm (affirmative).

Participant 8: Like, there's nothing... I mean, that's just how I think about it. So, maybe I'll pick out certain words they're saying, and, like, translate them and then maybe try to reply based off of-

Interviewer: Okay.

Participant 8: ... what I've understood of what they're saying

Interviewer: So when someone says bailar, you think dance, you don't think bailar means bailar?

Participant 8: Yes.

Interviewer: Okay, okay. Cool. All right. So do you ever listen to authentic material in Spanish outside of class? Podcasts, Internet videos, music, m- music, movies, anything?
Participant 8: So I watched this one show on Netflix and it was, like... And it's a good thing it was originally in Spanish, so I watched it originally in Spanish and I had English subtitles on.

Interviewer: Can you tell me what the show was?

Participant 8: It was called Money Heist.

Interviewer: Okay.

Participant 8: Really good. Um...

Interviewer: And you said, I didn't mean to cut you off. You said it had Spanish language and English subtitles?

Participant 8: Yes.

Interviewer: Okay.

Participant 8: English subtitles.

Interviewer: Keep going, keep going.

Participant 8: And it was a really cool experience. Um, I know sometimes I try to, like, block out the English subtitles. I mean, I miss things, of course, but, like, I could pick out words and stuff of what they were saying, it was... I noticed it was a lot different, like, with their accents. 'Cause I think it was, it was in Spain.

Interviewer: Okay.

Participant 8: So, it was definitely difficult to do, but I, like, know I could pick up certain- certain words and kind of what was going on. I mean, not only based on what was happening, like, with the pictures and all that, but, like, what, um, but what they were saying and what was happening.

Interviewer: This was a movie or TV show?

Participant 8: It's a TV show.

Interviewer: A show. Okay.

Participant 8: Yeah.

Interviewer: Okay. Um, so, kind of thinking about a show like this. Um, and do you do that often or is it just kind of-

Participant 8: I haven't done it since.

Interviewer: Okay.
Participant 8: I'm trying to think of when I did it. I think it was during Spanish 3.

Interviewer: Okay.

Participant 8: I did it.

Interviewer: Okay. So not too often.

Participant 8: Yeah. It was kinda a neat experience though, 'cause...

Interviewer: Okay.

Participant 8: Yeah. I don't know. I thought it was neat.

Interviewer: Anything else, um, videos, music, anything else? Or not really?

Participant 8: No.

Interviewer: Okay.

Participant 8: Nothing really.

Interviewer: Okay.

Participant 8: Just that. I mean, sometimes I'll hear random things, like... I know the other day, me and Caitlyn were watching my friend Grant play tennis 'cause we were at a tournament. And we heard this lady talking. We were, like, we understood what she was saying.

Interviewer: Mm-hmm (affirmative).

Participant 8: So...

Interviewer: She was speaking Spanish?

Participant 8: Yeah, she was. Yeah. So, I mean, just random things like that.

Interviewer: Okay, okay.

Participant 8: Just little things here and there.

Interviewer: So, you know what, in- in... Let's kind of save the lady 'cause I'm gonna come back to her, maybe in a second. Um, so kind of listening to these audio, these listening type things, like the Money Heist. Um, do you feel how well you understand the Spanish communicated?

Participant 8: Um, I mean, not perfectly. Um, probably not- not that great. But I know, definitely when I was, like, reading the English subtitles and listening at the same time, I was like, "That makes sense."
Interviewer: Mm-hmm (affirmative).

Participant 8: Like, "Yes. Like, I can definitely diff- differentiate that." Or not differentiate, but, like, connect that those-

Interviewer: Okay.

Participant 8: ... are the same things.

Interviewer: Okay. So why did you feel the need to use the subtitles in English?

Participant 8: Um, it's easy to get lost I feel like.

Interviewer: Okay.

Participant 8: Because you hear one thing and you're stuck on that, and you're just like, "What does that mean? What does that mean?" And then you miss all these other things that are happening. So, it was helpful to have the English subtitles so that I could be certain that that was what they said.

Interviewer: Okay. Um, uh, what language do you think in, if you're watching a Spanish language movie, we saw some in class, or listening to a video or song?

Participant 8: Um, I guess most I think in English maybe. I think mostly because I, like, take what they're saying, and I'm translating that and understanding what's happening. So...

Interviewer: Okay. So you're doing a lot of mental translation no matter what the scenario is it sounds like?

Participant 8: Yes.

Interviewer: Okay.

Participant 8: I think so, yeah.

Interviewer: Okay. Okay, good. Um, so, you kinda mentioned, um, this lady a moment ago, but maybe there's another example. So, have you ever spoken Spanish and verbally communicated with a native speaker?

Participant 8: Um, I have, um, I hardly ever communicate with them, but, um, I know a couple times at my work, I hear them counting their money, 'cause-

Interviewer: Customers or workers?

Participant 8: Yeah. Customers.

Interviewer: Okay.
Participant 8: 'Cause I'm a cashier. So a lot of times, like, very often, like once a shift at least, I hear people counting out their money, like, in Spanish, and I'm... That's when I can understand that and it's crazy to me. I- I never talk in Spanish though.

Interviewer: So you don't wait on those clients in Spanish?

Participant 8: Um, no. I- 

Interviewer: Why not?

Participant 8: ... do solely in English. I don't know. I feel like I don't want to, like... I don't know. I don't know why I don't do it. Maybe in don't wanna, like... Maybe because I'm afraid I won't understand them or what they're gonna say.

Interviewer: Mm-hmm (affirmative).

Participant 8: Or, like, I only have once, um, because she was asking me a question. So, and, like, I picked up certain words. Like I know papelito is what they call receipt. So, I don't know. So I normally don't choose to communicate with them.

Interviewer: Because you're afraid?

Participant 8: Yes. Yeah.

Interviewer: Okay. Of their reaction or your boss's reaction? Or your personal reaction?

Participant 8: All of the above. All of the above I think.

Interviewer: Okay, okay.

Participant 8: I don't know. I just don't wanna, you know, make a big deal out of it, I guess. "I don't know."

Interviewer: Okay.

Participant 8: It's kinda weird.

Interviewer: Why do you think it would make a big deal?

Participant 8: I don't know. Like, I speak Spanish, you know. Like, I don't know.

Interviewer: That is a big deal. You should be proud.

Participant 8: Maybe.

Interviewer: But-
Participant 8: I don't know.

Interviewer: Okay. That's okay.

Participant 8: It is kinda scary.

Interviewer: Well, yeah. Okay. Why are you scared though?

Participant 8: I don't know. Um...

Interviewer: Okay.

Participant 8: (0.5) I don't know. I just don't choose. Maybe I will soon. Who knows?

Interviewer: Good. Yep. That's the right attitude! All right. So, uh, you can reference some of these people, or you mentioned a lady at the sports game. So have you ever communicated in Spanish outside of the classroom or outside of school?

Participant 8: Um, a couple times. I know my, um, one of our close family friends, she's native to Spanish, and, um, it's crazy how fast she can talk-

Interviewer: Okay.

Participant 8: ... and all that.

Interviewer: Tell me about that.

Participant 8: And so, like, she knows I'm taking Spanish. And so, she's never really, like, tried to talk to me in Spanish, but, like, it's there and she knows I'm taking Spanish, and, like, I don't know.

Interviewer: Have you ever tried to talk to her though?

Participant 8: Um, a couple times. Nothing big though.

Interviewer: Okay.

Participant 8: Not like-

Interviewer: Are you still kind of afraid with her still?

Participant 8: Yeah. I guess I am still kind of, yeah.

Interviewer: Okay. So, is there anybody, not a classmate, but anybody that you have spoken Spanish with that's not from school?

Participant 8: Um, not really, no.
Interviewer: Okay. Okay. Um, and you said that you... Did you actually talk to this family friend, or you said not really?

Participant 8: Not really, no.

Interviewer: Okay. Um, so, then I guess my follow-up, were you able to engage in the conversation? So is it a no, but maybe by choice?

Participant 8: Um...

Interviewer: Or not sure?

Participant 8: Not sure.

Interviewer: Okay.

Participant 8: But kind of like a no, maybe be choice.

Interviewer: Okay.

Participant 8: I don't know.

Interviewer: Okay. And, um, with those types of conversations, or those types of scenarios that are causing you a little bit of, um, a little bit of, uh, I shouldn’t say being afraid, a little bit of nervousness-

Participant 8: Yeah.

Interviewer: Did you ever feel like you have to stop and use English? Or does the other person switch to English?

Participant 8: Um, I... There's not really a switch to English, it's kinda like it's always been in English.

Interviewer: It's always been in English. Okay.

Participant 8: So...

Interviewer: And are you thinking in English too? Like if somebody's counting their money in Spanish? For example, you gave that example.

Participant 8: Um, maybe not. Maybe not. Um, maybe if someone's talking in Spanish, I'll think about what I would say in Spanish.

Interviewer: Okay.

Participant 8: So then I'd be thinking in Spanish.
Interviewer: Excuse me, just a sec. ((sneezes)) Excuse me. I'm sorry. I'm getting a little bit of sniffle. That's off the record! ((laughs)) Okay. Um, excuse me. All right. So then what kind of, get a little bit, um, deeper with that. And this might actually connect with what you were just saying. Do you ever feel like you have to mentally translate or think about things in English before you speak or... We've talked about writing, you've talked about writing.

Participant 8: Yeah.

Interviewer: But before you speak.

Participant 8: Yes. I think I definitely do translate things. Maybe it's... maybe I- I probably could just spit out Spanish after I've been asked a question in Spanish, but sometimes I, like... Like if we're doing class activities and you ask a question in Spanish, and then someone answers first and maybe while they're answering, I'm thinking what you said, what I'm going to say.

Interviewer: Right.

Participant 8: Maybe that's in Spanish and in English a little bit. But...

Interviewer: Right, right.

Participant 8: Yeah.

Interviewer: Okay, okay. Um, and what about with listening and reading? 'Cause again, I know you touched on writing, so you don't have to talk about that again.

Participant 8: Yeah. Um, (0.4) reading on the... Reading I try not to translate very much. Um, mainly because, like, I think it's kinda fun to, like, read a paragraph and, like, I pick up certain words.

Interviewer: Mm-hmm (affirmative).

Participant 8: And, like, if I just, like, say the sentence and, like, just don't stop to think about it and just say the next one, maybe I'll pick up the general idea from that sentence.

Interviewer: Mm-hmm (affirmative).

Participant 8: Maybe I don't have a definite translation, but, like, I pick up certain words and not have a- a kind of idea of what they were talking about, and that maybe I read the next one. And then if I go fast enough, then, like, maybe I can, like, um, understand what it's saying.

Interviewer: Okay. Okay.
Interviewer: So I don't have to, like, translate every single word into English and think about what the sentence means as a whole. But...

Participant 8: Okay. What about the reading comprehension questions?

Interviewer: Um, um, those ones I really don't use much English.

Participant 8: Like, I kinda... I look at the question, and then, pick up certain words in Spanish, look for those keywords kind of thing. Look for things that relate to it, trying to figure out when it happened, like, when the answer would be. And then kind of just look and then copy what I find.

Interviewer: Okay. Good. And we had talked on, uh, about listening a moment ago. So, we don't need to talk about that. Um, okay. So some foreign language teachers don't allow their students to utilize any English in the classroom. So to help you better understand this question, this is not necessarily just a teacher preference, but it is an actual foreign language teaching technique used in many public schools and universities. Comment on the idea of having an immersive Spanish only classroom where English is never utilized more than 10% of the time. What are your initial thoughts and reactions?

Participant 8: Um, I do not think it's like a great idea, but- but there's like certain times, like, I think if you're learning something that... something new besides vocabulary. Like, if you're learning a new grammar, or a new tense, or something like that, I think it should absolutely, um, you should be able to ask questions in English and have it taught to you in English. But I think every other time it should be completely in Spanish.

Interviewer: Okay. So, um, but the grammar, you- you like that idea? The-

Participant 8: I like it in English, yeah.

Interviewer: Okay. Um, so why do you have that position on the division between English and Spanish? Tell me-

Participant 8: Um...

Interviewer: Tell me kind of where you think you might be coming from with that.

Participant 8: I think it's definitely helpful to always use Spanish because you pick those grammar things while you're speaking Spanish naturally. But, like, um, but like if you don't understand, um, a tense or anything like that, then it's hard to catch up if... So if you don't understand it, then you're never gonna use it, you're never gonna, um, understand it. When other people use it you won't understand it, so I think you might as well talk in English and understand it. Maybe it might take a little longer, but I think it's definitely better so that when you do speak in Spanish, you can use it and utilize it.
Interviewer: Okay. Um, based on your personal experience as is a foreign language student, do you think that this type of immersive teaching approach would be beneficial, harmful, or maybe both?

Participant 8: Um, both, definitely.

Interviewer: Okay.

Participant 8: Um, I think it's definitely really helpful. Like, Spanish 1 and 2, I think it was such a good thing to do because it was, like, you know present tense, you know present progressive, you know, um...

Interviewer: What was a good thing to do? I'm sorry.

Participant 8: Um...

Interviewer: Be specific.

Participant 8: Only speak Spanish.

Interviewer: In...

Participant 8: In Spanish-

Interviewer: In Spanish 1-

Participant 8: 2.

Interviewer: And 2?

Participant 8: I guess since maybe not in 1 because-

Interviewer: Okay.

Participant 8: ... you didn't really have many ideas. But, like, I try to use it in Spanish 1.

Interviewer: You mean, like, in class activities-

Participant 8: Yes.

Interviewer: ... and things?

Participant 8: I tried to use it in Spanish 1 a lot. And I think it's, I think it's kind of scary to do that, but, like, I think it's very helpful. And then once you get to more complicated tenses, you've kind of maybe not mastered, but you've... you understand that you can use the present tense pretty fluently and all that. And so you can ask questions about the new tenses you wanna learn, so that you can use those-
Interviewer: Mm-hmm (affirmative).

Participant 8: ... when you're speaking Spanish.

Interviewer: Okay. Um, and I'm gonna have you expand on that a little bit more. Do you think that it would make a difference whether the students are beginners or more advanced with this immersive-type approach?

Participant 8: What was... Can you explain that?

Interviewer: Yeah. So, um, my original question was: based on your personal experiences, as a foreign language student, do you think that this type of immersive teaching approach is beneficial, harmful, or both? And you said both. And then my follow-up to that is do you think it would make a difference whether the students are beginners or more advanced with this-

Participant 8: Um...

Interviewer: ... immersive approach of teaching and learning?

Participant 8: I think you should always use Spanish as... whenever you possibly can. Um, and I don't think it should be restricted that you must use Spanish↑.

Interviewer: Okay.

Participant 8: Because I feel like if you need help, it's easier to understand, um, understand what you're getting help on if you're using English. So I think, like, all Spanish 1, 2, 3, and 4, you should always try and use En-Eng-er, Spanish. But it shouldn't be, like, frowned upon to use English to clarify questions you have.

Interviewer: What about the kids that don't do that?

Participant 8: Um, that don't always speak Spanish?

Interviewer: When they're supposed to. Or when they-

Participant 8: Um...

Interviewer: Or when we think they should know the word?

Participant 8: I mean, they might not know the word, but, like, um, I think they can get a better learning experience if they (0.5) always try and use Spanish.

Interviewer: Okay, okay. Um, so how would you feel about a Spanish only classroom when it comes to learning new, um, material and new vocabulary?

Participant 8: Um, is material like grammar stuff?
Interviewer: Yeah. Correct.

Participant 8: Um...

Interviewer: We touched on that a little bit, but...

Participant 8: Yeah. I think it's definitely good to use English when understanding a new concept like grammar or anything like that. But vocab, I feel like English wouldn't really help you that much.

Interviewer: Even for the basic translation of it?

Participant 8: Um, yeah. I think it's- it's good to under- like, get the meaning of it, but I don't think you should ever... you shouldn't really speak much English-

Interviewer: Okay, okay.

Participant 8: ... when learning new vocab.

Interviewer: And what about an abstract concept, like reflexive verbs or the subjunctive?

Participant 8: Um, I think it's good to use translations, like sentence translations.

Interviewer: Okay.

Participant 8: Like, I know reflexives, um, the- the pronouns and all that stuff, like, I don't know why they call it pronouns. The, like, me cepillo los dientes and all that.

Interviewer: Right. Reflexive pronouns.

Participant 8: Um, I think it's... That doesn't really make sense in Spanish. So if you translate it... I mean, you can't translate those directly because the reflexives, they don't really make sense in Span- in English. But, um, I think it's important to translate them in a way that makes sense in English so that you can kind of, like... I brush my teeth, like, me cepillo los dientes. Like, that's a good connection to make. "Yes." Yeah.

Interviewer: Okay, okay. Um, so, and you touched on this, but we'll kind of dig a little deeper. How would you feel if the English was scolded or frowned upon, or if your teacher never used it to help with explanations?

Participant 8: Um, I would feel like it's harder to learn, um, new things. So, like, new tenses and stuff. If I wasn't told what they mean, I feel like that would hurt me and I wouldn't ever, I wouldn't ever use them 'cause I wouldn't know how or when to use them.

Interviewer: Mm-hmm (affirmative).
Participant 8: So, using English to talk about when those are appropriate to use is helpful.

Interviewer: Okay. Um, what if I told you that some teachers are forced or very strongly encouraged to utilize the Spanish only teaching approach. Uh, would it make a difference if you knew or understood that many teachers are required by their jobs or district policies not to use any English in the classroom?

Participant 8: Um, I think it's... generally it's a good idea, but it shouldn't be restricted.

Interviewer: Okay.

Participant 8: But, I mean, some people would choose not to just speak any Spanish just because they don't want to.

Interviewer: Great.

Participant 8: Which is why you'd have to put that restriction on.

Interviewer: And by people you mean students.

Participant 8: Yeah, students. Yeah. So, like, in Spanish 1 and 2, it was, like, some people chose not to speak any Spanish at all, which is why you put that, um, the rule on that you had to only speak Spanish. But, like, now in Spanish 3 and 4, like, you're choosing to be here and you understood what was happening better, I guess, in the past two classes. So, you should be able to use English so that you can understand ideas so that you can use them more when you're talking in Spanish.

Interviewer: Okay. Um, and, um, I think we've already kind of addressed that. ((looking at notes)) Do you feel like the Spanish and English languages are somehow connected in your brain or another way that you learned? You keep talking about mentally translating.

Participant 8: Yeah.

Interviewer: So tell me more about that.

Participant 8: I'm going back and forth about that. Um, I think I definitely have to translate a lot in my mind about what certain words mean and all that. And, um, (0.7) so I feel like I kind of, like... I know I've written about this on the reflection sometimes. ((classroom reflection data)) Like, sometimes I take what's given to me, translate it into English in my brain, and then come up with a Spanish answer to that question.

Interviewer: Mm-hmm (affirmative).

Participant 8: And I think that helps me a lot- is having an English prompt and then answering that in Spanish.
Interviewer: Okay. Um, and do you feel like strengthening your Spanish weakens your knowledge of English?

Participant 8: Um, 'weaken my knowledge of English'. No, it doesn't. But I've definitely gotten some things confused a couple times. Like, sometimes I'll spell words wrong.

Interviewer: Mm-hmm (affirmative).

Participant 8: 'Cause I know you- you do that sometimes, too.

Interviewer: Yeah.

Participant 8: Like, sometimes I'll just like put an ex- put some extra words in there, you know, I don't know. So, I think it definitely influences my English↑, but it doesn't hurt it, I guess.

Interviewer: Okay.

Participant 8: But I guess you could say it is hurting 'cause I spell things wrong and some... every once in a while. So...

Interviewer: What about the opposite? Do you think, like... Do you feel like using English interferes with how you learn Spanish?

Participant 8: Um, (0.8) y- yeah. I feel like it does interfere with learning Spanish. 'Cause I feel like if you're blocking your ability, or the- the chance to, like, speak more Spanish, then your blocking the most you can learn.

Interviewer: Mm-hmm (affirmative).

Participant 8: So, like, if you're choosing to speak English, then you're missing out on opportunities to, like, grow in Spanish.

Interviewer: Okay. Um, and kind of on that note, how do you feel when your classmates use English when you're trying to use Spanish?

Participant 8: Um, I think it's kind of, like, um, not rude, but, like, I feel like if I'm trying to speak Spanish, they should also try to speak Spanish. And that goes for me also. Like, sometimes I'll be speaking in English. And so, I should try and speak in Spanish if someone's trying to talk to me in Spanish, 'cause it might... It may not help me very much, but it could help them a lot more.

Interviewer: That was my follow-up question, is what about when they're working in Spanish and you need to process in English?

Participant 8: So...
Interviewer: Yeah. Okay. Um, so we are wrapping it up here. Do you have any final commentary, idea, comments, complaints, feelings, anything related to the use of English in a Spanish classroom?

Participant 8: Um, I definitely think English is helpful.

Interviewer: Okay.

Participant 8: I don't think it should be, like, a primary source of how you learn like that in a different... in a foreign language class, but I feel like it's definitely helpful to use it and to understand it better.

Interviewer: Okay. Good. Anything else that you thought of or wanted to revisit on the ideas of vocab or grammar?

Participant 8: I think I'm good.

Interviewer: Okay. All right. So thank you for your time today. This concludes our interview.

Participant 8: Awesome.

Interviewer: All right. This was excellent. Lots of good-
Focus Group Interview

Interviewer: Red light. Red lights. Okay, and I'm gonna see if I can gently, okay, that should work. Red light. Yep. Okay. All right. And if something crazy comes up or you need a break, just let me know, not a big deal.

Interviewer: Okay. So, we're gonna start with the purpose statement. Um, so the purpose of this qualitative study is to explore student use and perceptions of purposive English in its effects in a foreign language classroom. So, my research questions that I'm hoping to answer today and throughout my unit are: How do high school Spanish students use purposive English in a foreign language classroom? Why do high school Spanish students use purposive English in a foreign language classroom? And how do high school Spanish students perceive the effects of the use of the first language in a foreign language classroom?

Interviewer: So, consent to interview. So, you and your parents or guardians- We'll put this in the middle. You and your parents or guardians, um, have already signed a consent form explaining that the purpose of our conversation is for research and that the University of Missouri-St. Louis, is unable to compensate you for your time. Please let me know if you have any questions. Do I have permission to record and transcribe our conversation today?

Group: Yes.

FG Participant 9: Yes.

Interviewer: Okay. Uh, my role today is that of an interviewer. I will be asking you specific questions. I may also ask you to explain or expand certain things that you say. I may also redirect your focus back to the questions or topics as necessary. I will not be directly participating in a conversation with you or responding to your statements except to ask you to clarify or tell me more about something. Today I would like to have a group conversation with each- Today, I would like you to have a group conversation with each other based on the questions or topics that I mention.

Interviewer: Please feel free to comment, agree, disagree, or ask one another follow up questions. You do not need to raise your hand or wait to be called on to participate, but please do your best not to interrupt another participant. I have invited you here because I am interested in what you have to say as a language learner, learner, and as a student, and it will be very helpful for me as a researcher if everyone can comment and interact as much as possible. You do, however, retain the right to pass on commenting or answering certain questions if you so choose. All of our discussion here today will remain confidential and it will have absolutely zero impact on your class grade or school transcript. Your discussion will help contribute to the, to the field of second language acquisition and may help foreign language teachers like me examine and modify our classroom practices.
Interviewer: When we are finished, I will own the rights to the audio recordings and any transcriptions. A pseudonym will be used to protect your identity. All other identifying traits, such as the specific name of the institution where you go to school or the names of classmates will also be protected. Do you have any questions?

Group: No.

Interviewer: Okay. Um, so I'm gonna ask you to please state your full names. These are gonna be just to keep my recording clear and then we will redact that later. So, if we could just kind of go around. So, I'm starting to my left. We'll go around the circle.

FG Participant 1: (laughs) Spanish name?

Interviewer: Uh, no, give me your real name and it will be redacted, this is just to help me keep it organized. Who's person number one, person number two.

FG Participant 1: FG Participant 1 (laughs).

FG Participant 2: FG Participant 2.

FG Participant 3: FG Participant 3.


FG Participant 5: FG Participant 5.


FG Participant 7: FG Participant 7.

FG Participant 8: FG Participant 8.

FG Participant 9: FG Participant 9.

Interviewer: Okay. Thank you guys. So, we're gonna go ahead and get started with the conversation. So, what are your goals for taking Spanish 4 this semester and why did you enroll in this class? And remember, you're talking to each other, not necessarily talking to me.

FG Participant 8: Well, to eventually be fluent in Spanish.

FG Participant 4: Right. Yeah.

FG Participant 9: Yeah, I agree with that.

FG Participant 5: Yeah, I wanted to get better at it and so it was just easier so I could go on [crosstalk] to other Spanish classes.
FG Participant 8: Mm-hmm (affirmative). And I wanna take it in college, so this is good college credit to get there, get ahead.

FG Participant 3: Me too.

FG Participant 3: And since we learned a lot of the grammar, um, things in Spanish 3 it kind of made sense to use those grammar things in 4.

FG Participant 3: Yeah.

FG Participant 8: We also just love Spanish- it's really fun.

Group: (laughs) Yes.

Group: Same.

FG Participant 1: I just wanted to keep practicing with the, the vocab and the grammar usage. Maybe not be fluent but proficient enough.

Interviewer: Okay. Okay. Um, so consider that you are a third or fourth year high school student in Spanish 4. I think everyone here is the junior level so you guys are a third year high school student in Spanish 4. Language learners at this level are typically not considered fully bilingual or proficient, but you do indeed possess a certain level of proficiency. How proficient do you feel right now, and how does this compare to last year or prior during Spanish 1 or 2?

FG Participant 9: Uh...

Interviewer: And also compared to 3.

FG Participant 9: Well for uh, for, I mean in Spanish 4 like, I can't, I'm not fluent. Like it said, but I think I can communicate pretty well with other people I guess but...

Female: Yeah, compared to Spanish 2, we were struggling to even talk in the preterite or write in the preterite.

Classroom: Mh-hmmm (affirmative)

FG Participant 8: Or understand the preterite, and now I feel like we can just, like we know how to do it and we understand it. And compared to Spanish 2 and Spanish 3...Spanish 3, there was more ability to talk but even now it's getting better.

FG Participant 1: Yeah, like we know all the verb tenses from Spanish 3 so now we can- we don't have to like think about it as much, even though it's still hard sometimes.

Female: Mh-hmmm (affirmative)
Classroom: Yeah. Yeah.

FG Participant 4: Or we could actually like hold conversations now.

Classroom: Yeah.

FG Participant 8: And we talk in it like when we don't have to.

Classroom: Yeah. [crosstalk]

FG Participant 8: We don't like have to be forced to talk in Spanish, we just do it naturally.

Classroom: Mh-hmmm (affirmative)

Interviewer: Okay. Um, so what are some things that you feel like you might be comfortable doing in Spanish, as in how would you actually be able to utilize the language? So, some examples to get started, ordering in a restaurant, going through an international airport, reading or listening to Spanish language articles. So what are some things that you feel like you might be comfortable doing in Spanish and how you might actually be able to utilize the language?

FG Participant 2: Well, I know for me, I've started like watching YouTube videos in Spanish.

Interviewer: Mh-hmmm (affirmative)

Classroom: Me too.

FG Participant 9: Yeah.

FG Participant 2: And like I understand it or like most of it [crosstalk] so I thought-

FG Participant 8: Or like putting my phone in Spanish.

FG Participant 4: Yeah, my phone's in Spanish.

Classroom: [crosstalk] So like it's kind of-

FG Participant 8: I started watching a show on Netflix in Spanish.

Classroom: Oh nice.

FG Participant 8: Like I had the Spanish subtitles so I could read along so I can understand [inaudible]

Classroom: Yeah.
FG Participant 5: I feel like if I was talking to like someone I wouldn't be able to understand as much, but I could probably like communicate something to them.

FG Participant 1: Yeah. Whether or not the grammar is fully correct

Classroom: Yeah.

FG Participant 1: -I don't know. But I could get my message across. (laughs).

Classroom: Yeah.

FG Participant 9: Yeah.

FG Participant 8: Or like asking them to speak slowly.

Classroom: Mh-hmmm (affirmative) Yeah.

FG Participant 8: I think we could all definitely go through an airport, like...

Classroom: Oh yeah.

FG Participant 8: With the airport vocab.

FG Participant 5: (laughs). Yeah. Or order anything.

FG Participant 8: And ordering, too.

Interviewer: So what kind of programs did you say that you guys had on the phones?

Female: Um...

FG Participant 9: It's like-

Female: Like YouTube videos.


Interviewer: Was there something else that you mentioned?

FG Participant 8: You can just change the language setting.

Interviewer: And did you do that?

Female: Uh-huh (affirmative).

Female: Yeah. Yeah.

Interviewer: For like the whole display?
Female: [crosstalk] For everything.

Interviewer: Um, like...

FG Participant 5: Like on the keyboard, it'll...

Female: Everything will just be in Spanish.

FG Participant 9: Spanish keyboard.

FG Participant 8: Instead of saying like 10 likes, it will say 10 "me gusta".

Interviewer: How many people did that? Okay so, okay. Keep your hands up guys. Okay. Interesting. Okay. Okay, thank you guys. All right. Hmm. And do you find that helpful? [Note: At least four female students' hands went up to indicate that they use a bilingual phone setting.]

Female: Yes.

Interviewer: To be able to look at things in real life on your phone in Spanish?

Female: Yep.

Interviewer: Why is that helpful for you?

FG Participant 8: Just kind of like makes it always there.

Female: Mh-hmmm (affirmative)

FG Participant 8: Instead of like just at school or just when you're doing Spanish homework. Like it, it's kind of like you're constantly trying to do Spanish.

Interviewer: Okay. Interesting. Okay uh, tell me about any experiences using your Spanish outside of the classroom such as conversations with your friends, um, native speaking neighbors at work, native sp- speaking neighbors, at work, mission trips, family vacations, anything else you can think of. So experiences using Spanish outside of the classroom.

FG Participant 9: Um, well for me I know my mom has like a coworker that, like his entire family is from Mexico. So they speak like very like fast and like, traditional like Spanish. But like, I mean, kind of like if I can sl- If I can tell them to slow it down, then like I can understand it. And like I communicate in a proficient way to them as well. And that helps me.

Interviewer: Okay.

FG Participant 9: I guess.
FG Participant 3: Yeah and for me, my family has a family friend from Brazil, I believe, so she does - She knows Portuguese and Spanish but um... And I see her quite a bit for just like uh, birthday parties and such, and so I kinda try to, as I've gone higher up in Spanish, I've tried to converse with her more.

Interviewer: Okay. So then I guess for um, [these students], how did those conversations go for you guys? With your different native speakers. Mexican and then the uh, Brazilian lady?

FG Participant 3: Um...

FG Participant 9: I mean at first it was like, hard. Like being in like Spanish 2.

Interviewer: Mh-hmmm (affirmative)

FG Participant 9: But like I mean now, being in 4, I feel like since I know more, it's, it's gotten pretty, pretty easier. But I mean it's still not fully there, but like it's getting there.

Interviewer: Okay. What about for you?

FG Participant 3: Um, me, I still get like a little shy I guess, kinda speaking on the spot just cause I don't know, I guess it makes me nervous. But um, she's, I mean, most people are nice and understanding.

Interviewer: Right.

FG Participant 3: Towards that. So...

Interviewer: Right. Okay um, so do you guys feel like you successfully conveyed your message?

FG Participant 3: Mh-hmmm (affirmative)

FG Participant 9: Yeah.

Interviewer: Okay um, did you feel worried or embarrassed that you made a lot of mistakes?

FG Participant 9: Uh...

FG Participant 3: A little bit for me.

FG Participant 9: Yeah, a little bit, but then I feel like they understand cause like I'm trying to learn their language and stuff.

Interviewer: Okay. Okay.

FG Participant 9: So, yeah.
Interviewer: Um, and then did you guys use any English? Or did you try to speak in Spanish the whole time with these conversations?

FG Participant 3: Um, with the person in particular?

Interviewer: Right.

FG Participant 3: I didn't use English with them. Just Spanish.

Interviewer: Okay.

FG Participant 9: Yeah. When I tried to communicate with, I know um, his wife is like, like doesn't speak English.

Interviewer: Mh-hmmm (affirmative)

FG Participant 9: So... Probably- So Spanish with her like fully, but like with like her husband, then I can use both.

Interviewer: Okay. Um, is the husband a native speaker?

FG Participant 9: Uh, yeah.

Interviewer: Okay um, and then did either of you feel like you were using English mentally to translate or prepare your comments ahead of time?

FG Participant 3: Um, I think so a little bit for me.

FG Participant 9: Yeah, I did.

FG Participant 3: Just to kinda double check. Make sure I was...

Interviewer: Okay.

FG Participant 3: Saying what I needed to say.

FG Participant 9: Yeah, I agree with that.

Interviewer: Okay. Did anybody else have any um, conversations with native speakers at work or anything else to share?

FG Participant 4: Um, at my old job.

Interviewer: Okay.

FG Participant 4: There was a lot of people that um, came in that spoke Spanish, so I would like just like make a few comments like where something was or like-
Interviewer: And this is at the retail shop?

Female: Yeah.

Interviewer: Okay.

FG Participant 8: Yeah, me too. At my work when I did birthday parties. There was a family where only one person in the family, one of the parents, spoke English. And um, I helped them fill out like a waiver, and like tried to explain the like safety stuff.

Interviewer: Mh-hmmm (affirmative)

FG Participant 8: About it. With, and I, speaking Spanish with a kid was really difficult cause... I don't know, they just, it sounds really different. It's really choppy. But with the parents it was fine.

Interviewer: Okay.

FG Participant 8: Like I could do it.

Interviewer: Okay.

FG Participant 8: The kid was really difficult.

Interviewer: So do you ladies feel like your messages were um, successfully conveyed?

FG Participant 4: Yeah.

FG Participant 8: Mh-hmmm (affirmative)

Interviewer: Okay. And did you feel worried or embarrassed that you made any mistakes?

Female: No.

FG Participant 8: A little bit.

Interviewer: Okay um, did you use any English or did you try to speak in Spanish the whole time?

FG Participant 4: In just Spanish.

FG Participant 8: Yeah.

Interviewer: Okay and then uh, did you feel like you were using English to mentally translate or prepare your comments ahead of time?
FG Participant 8: I would say yes, just a little bit.

FG Participant 4: Yeah. Maybe a little bit.

Interviewer: Okay, so kind of thinking about it.

Female: Mh-hmmm (affirmative)

Interviewer: Okay good.

FG Participant 3: And real quickly...

Interviewer: Yep?

FG Participant 3: What [she] was saying about um, how it was kind of harder for her to like talk to, or understand the kid who was speaking Spanish?

Interviewer: Right.

FG Participant 3: Uh, I work at [my church], and there's a Spanish family that just came this year.

Interviewer: Mh-hmmm (affirmative)

FG Participant 3: So I've had to work with the preschooler, and one of them, she can't speak any English and I agree with her cause it was kinda harder, like cause she's still... She's young enough that she's still learning Spanish, so...

Interviewer: Mh-hmmm (affirmative)

FG Participant 3: And I'm still learning Spanish too, so it's kind of like a different difficulty level of understanding.

Interviewer: Mh-hmmm (affirmative)

FG Participant 3: And trying to communicate.

Interviewer: Okay. Okay do you think that that's because the kids are less proficient, more proficient, do you think that's a tone of voice?

FG Participant 8: Probably both. Like them... Like not speaking the most clearly and you can't really ask them for clarification. Kinda makes it difficult.

Interviewer: Okay. Okay. Anybody else?

FG Participant 6: Well I went to Peru on a mission trip, so I got to speak with a lot of native speaking, native speakers there. Um, and so I had conversations with people just trying to like, make small talk and um, just talk to them for [inaudible]
Interviewer: And how did that go? Were your messages conveyed?

FG Participant 6: Um, mostly yeah. There was one conversation where I like, I told him a message and then he said something to me, and I really couldn't understand anything he was saying, so I had to get a translator, but...

Interviewer: Okay, so tell me about how you needed to get a translator. So, what was he trying to say that you didn't get? Or was it something, was it the speed, was it the tone of voice? Kind of walk me through that a little bit deeper.

FG Participant 6: Well it was vocabulary, because he was saying a word that I didn't know.

Interviewer: Okay.

FG Participant 6: So...

Interviewer: And when you say translator, do you mean like uh, a human being, do you mean Google Translate?

FG Participant 6: Yeah, there was another person there.

Interviewer: Another person? Okay, so then um, did you feel worried or embarrassed that you made make- mistakes talking to this guy?

FG Participant 6: I mean not really, because I knew he would understand.

Interviewer: Okay.

FG Participant 6: that I was trying to learn.

Interviewer: Um, but you did use a little bit of English.

FG Participant 6: Yeah.

Interviewer: Okay, tell me about that. Kind of expand on that if you can.

FG Participant 6: About how I used English?

Interviewer: Yeah.

FG Participant 6: I just asked the person standing there what he was saying.

Interviewer: Okay. Okay. And then once that person spoke to you in English, did you continue speaking with the man in Spanish? Or did you stay in English at that point?

FG Participant 6: Spanish.
Interviewer: You, so you received the message in English, from the second person, and then turned back to the man in Spanish?

FG Participant 6: Mh-hmmm (affirmative)

Interviewer: Okay. And then did he respond back to you completely in Spanish then?

FG Participant 6: Mh-hmmm (affirmative)

Interviewer: Did you ever go back to the translator? Or just at that one moment?

FG Participant 6: Just that moment.

Interviewer: Okay. Okay. And did you feel like you were needing to use English to mentally prepare or translate your comments ahead of time?

FG Participant 6: Yeah.

Interviewer: Okay. Okay. All right. Let's talk about Spanish class, um, now preferably your experiences with Spanish 4, but if you think of something for a previous class, that's okay, just tell us. So we're gonna talk a little bit about the students' use of English. So do you feel like you personally speak more Spanish or more English in class and why?

FG Participant 6: More Spanish, I think.

FG Participant 9: Yeah.

FG Participant 6: I mean we're doing every activity in Spanish. And a lot of the time when we're just like talking, not like doing anything at the moment, we talk in Spanish, too.

Interviewer: Mh-hmmm (affirmative)

FG Participant 8: Yeah, I feel like when we s- are in class, like my brain like switches to Spanish mode and then like when I leave directly after school, it's like still in Spanish mode. Until I like start speaking English to my brother.

Interviewer: Mh-hmmm (affirmative)

FG Participant 8: Like I'll pick him up from school and still want to be speaking Spanish, so I feel like definitely more. I don't know if anyone else feels that way too.

Classroom: Yeah. [crosstalk] (laughs)

Interviewer: Can you guys dig a little deeper with that, that Spanish mode versus that English mode?

FG Participant 8: I don't know, it just like-
FG Participant 9: Just...

Interviewer: No, this, this is the kind of stuff I'm looking for. [crosstalk] If you can did a little deeper with that.

FG Participant 9: Just clicks on, I guess,

Interviewer: Yeah.

FG Participant 2: It just comes naturally [crosstalk]

FG Participant 9: When I walk into this door every day.

FG Participant 2: Cause then you start like thinking in Spanish.

Interviewer: Okay, yeah.

FG Participant 7: Mh-hmmm (affirmative)

Interviewer: Yeah.

FG Participant 7: Cause this is like the fourth class of Spanish that we've had, and like you've been like, kind of encouraging us to like push ourselves to like keep like speaking-

Interviewer: Right.

FG Participant 7: as much Spanish as possible in the class and then like after class it kind of just carries out with you.

Classroom: Mh-hmmm (affirmative)

FG Participant 7: Like you're, you've been like speaking Spanish for an hour and a half now.

Interviewer: Yeah.

FG Participant 7: And it's just like well why do I need to stop?

Classroom: (laughs)

Interviewer: Yeah, okay. So when do you find um, [Student], that that transition takes place for you? Like when you get in the car, or when you go to the locker, kind of when do you turn it off?

FG Participant 7: (laughs) I don't know, one time I uh, went to uh, El Maguey after school, though.

Interviewer: Okay.
Classroom: (laughs)

FG Participant 7: To get like uh, queso dip. I accidentally like spoke Spanish too, and I was like, "Whoa, what?"

Classroom: (laughs)

Interviewer: So now you use the word accidentally. Why do you say accidentally?

FG Participant 7: Like it was kinda just like subconsciously like I was just like, it wasn't like a big like Spanish sentence or anything. It was just kind of like "Gracias" like or "lo siento".

Interviewer: Mh-hmmm (affirmative)

FG Participant 7: Something like that. I was just like, "Oh, okay." (laughs)

Interviewer: Okay. Okay.

FG Participant 4: Well I know you said Spanish four but in Spanish 3 when we had it first block, in like the next block I would start writing my notes in Spanish and stuff.

Interviewer: Really?

FG Participant 4: And then I'd be like... (laughs)

Interviewer: What was your block two class at that time?

FG Participant 4: I can't remember.

FG Participant 8: Was it, it wasn't chemistry was it?

FG Participant 4: No.

Female: Yeah, it might have been.

Female: Maybe it was.

Female: Yeah.

FG Participant 4: Maybe it was chemistry.

Female: Yeah.

Interviewer: So you were translating, sort of, to a certain extent, your chem notes?

FG Participant 5: Yeah.

FG Participant 1: For me I don't, it's a lot easier to start speaking Spanish when everyone else is like speaking it and then understanding what you're saying also.

Interviewer: Mh-hmmm (affirmative)

FG Participant 1: Cause then when you just say random stuff, other people just stare at you.

Interviewer: (laughs)

FG Participant 1: But, when like me and my friends, like [F, S, T] whenever we are like texting or in the morning during Prime Time [morning break at school] or something, we will just start, I don't know, yelling at each other in Spanish or something like that.

Interviewer: Okay.

FG Participant 4: Yeah we do text in Spanish. Mh-hmmm (affirmative)

Interviewer: Okay. Um, may I... not now, but can I see some of those texts? You can find some that you're happy to share if that's okay.

Classroom: (laughs) We can scroll... [crosstalk]

Interviewer: I don't, don't need any, I don't need any personal secrets, but just like uh, a sample of that or screenshot or something?

Female: Yeah.

Interviewer: Of a couple of those exchanges? If that, if that, if, if you guys could do that for me, that would be great. So... Yeah. And maybe um, still talking about the phone, if some of you who have the Spanish mode on your phone could do like a screenshot of something. I don't need any personal stuff. No photos, nothing like that. But like if you guys can give me a screenshot or something, that would be um, something I can put in the archives. Um, okay. So compare yourselves to your classmates for just a moment. Um, and it can be the classmates here, it could be the classmates um, that are not here. And remember we will redact all names, so that's fine if you need to, to make- mention something.

Interviewer: Um, so compare yourself to your classmates for a moment. How does their language choice impact your language choice? So for example, if your partner slips into English how would you answer him or her?

FG Participant 9: I guess it just kind of depends on what you're talking about really.

Classroom: Mh-hmmm (affirmative) Yeah.
FG Participant 8: Like if you're... [crosstalk] Oh sorry.

FG Participant 5: Oh, no, you can go.

FG Participant 8: I feel like if we're talking like just basic, in the present tense, just not like super crazy, just very straightforward, we can all do that pretty well. So, when it's just like basic stuff, I think it's much easier than like trying to talk about something you did, when you have to use a different tense.

FG Participant 9: Yeah, I can agree with that. Like if, like I could talk in the pre- like the present tense, but then like if somebody tries having-

FG Participant 9: ...Like the present tense, but then like if somebody starts having a conversation using like the imperfect subjunctive or something like that, it just takes- it's harder to, like, use the Spanish in that tense I, I would guess. I don't know.

Interviewer: Is it hard because you're less comfortable, because it's newer? Why do you think that it's harder?

FG Participant 9: I guess, yeah, newer and stuff. So I mean, we've been using the present tense for two years now, so I mean, just-

FG Participant 8: Or just even the present progressive and preterite and even imperfect and like, future. Those types of tenses, I feel like it's very- it's good to talk. And if the partner goes into English just for a second and then you make a comment back in Spanish, it kind of takes it back to Spanish.

FG Participant 9: Yeah.

Interviewer: Mm-hmm (affirmative). Okay. And then you were going to add something?

FG Participant 5: Yeah, I was going to say like, sometimes if you're trying to like say something and it's like difficult for like the other person to understand. Like, if you say something and they don't like understand what you're saying and then they switch, so you like switch it to English, then the conversation kind of like stays in English if you don't know how to like, translate it into Spanish in a way that the person would understand, if that makes sense.

Interviewer: Okay. Anybody else?

FG Participant 7: Yeah, I think sometimes it like kind of gets into a bit of like a Spanglish type of thing.

Interviewer: Yeah.

FG Participant 7: And then, eventually we're able to like work it back to Spanish.
Interviewer: Okay. Okay. Um, and does it come at moments of confusion, moments of question, or just general social stuff, or?

FG Participant 8: I mean kind of like-

FG Participant 7: All of it.

FG Participant 9: Yep.

FG Participant 3: Yeah, during activities like if we need like clarification and we can't like easily say it in Spanish then we'll go to English.

Interviewer: Okay. Okay. Um. What about the class notes? What language do you prefer to write your notes in and do you use that language on purpose, on accident? Does it just seem to happen naturally one way or another?

FG Participant 9: Well, for me in here, it just- it's kind of like the Spanish mode just clicks, so then they're just all in Spanish. But yeah, so.

FG Participant 8: Yeah, I definitely in here, prefer to write in Spanish so that I don't have to switch between like- if I just want to be completely in Spanish in here while doing notes because then I'm just like completely thinking that way.

FG Participant 1: Yeah, I try to make all of mine in Spanish, but then I have like English notes on the side, or like little explanations to make sure I remember.

Interviewer: Okay, so what kind of little notes on the side or explanations would you write down for yourself?

FG Participant 1: Like definitions, like when to use the different tenses or...

Interviewer: Okay. And do you do that intentionally?

FG Participant 1: Yeah.

Interviewer: Okay. Anybody else do that?

FG Participant 2: Yeah, I do.

FG Participant 8: Yeah I do.

Female: Yeah, I do that too.

Interviewer: Okay. So your notes, what I'm hearing, are mostly in Spanish with a little bit of English as needed.

Female: Mm-hmm (affirmative).
Interviewer: Okay. I don't want to answer for you, I'm kind of making sure I understand. Okay. Um. So what about if you have a question that needs clarification? Uh, what language do you use?

FG Participant 9: Um, so- but if it's like a word, I guess I would, I would use Spanish and just say the word. I don't know. But like if it's like a, like a long, like sentence, like a long question or something like that, I'd probably use English for clarification.

FG Participant 8: Yeah, if it's like about explaining a grammatical structure or something like that, it's more difficult to ask in Spanish and then interpret it in Spanish, but if it's just like a short like, in the book. Why are they talking about this in this context? We don't talk about that in the same context in English like something like that.

Interviewer: Mm-hmm (affirmative). Okay, so I'm seeing some people kind of nod. So, what makes the grammar different that you might need a little bit of English, if you were kind of agreeing with what she's saying.

FG Participant 5: Like, if you're trying to figure out how to like use a certain tense or like verb or something because you were confused when you had to like say something in Spanish, it would be hard to like ask how to say that in Spanish. First it's like trying to figure out the meaning of something.

Interviewer: Okay.

FG Participant 2: Yeah, because like, I don't think we would, we know like all the words to put together a question in Spanish. Like, of what we're specifically asking, because it might be something, like, really crazy.

Interviewer: Okay.

FG Participant 7: I think it's like kind of important just like for the extra like clarification that like we both know like what we're asking.

Group: Yeah.

FG Participant 7: Because I don't want to like ask the question and then you think I'm asking one thing and answer it that way, and then I think you're answering my question, but you're really answering a different question or something.

Interviewer: So, for teacher clarification, as well as student clarification.

FG Participant 7: Yeah, just so I know I'm like learning the right thing.

Interviewer: Okay. Okay. Um, what other kinds of things impact your choice of English or Spanish? And then again, do you think that you use that accidentally or on purpose?
FG Participant 3: I think it's just like how lazy I'm feeling.

Group: Yeah. [crosstalk]

Interviewer: Oh, okay.

FG Participant 8: I was thinking, I was thinking that too like Spanish takes much more brain power than English does.

FG Participant 2: So like if I wanna take the time to actually like sit down and like craft a correct Spanish sentence or just use English because it's faster.

Interviewer: So you use the word lazy. Why was that your choice of word? I mean, I hear you say English is faster, but tell me about that. Your choice of lazy.

FG Participant 2: Like she said, like Spanish just like takes a lot of brain power to like conjugate and like make sure it's right if you wanna like actually be right. You know?

Interviewer: Okay.

FG Participant 8: Like mentally checking it. Not for everything, like in the present tense, like personally I feel like I could do it pretty naturally, but when you start getting more advanced, complex stuff, I have to like speak it and like try to think about it and then try to say it.

Interviewer: And when you do some of this thinking, does that happen in English or in Spanish?

FG Participant 8: Uh, both, but I would like think about it in English like just for like a second and then it would come in Spanish.

FG Participant 9: Yeah.

Interviewer: Did you have a comment? Okay. I apologize.

FG Participant 1: I was going to say it feels like it just comes naturally. Especially in the present. Like I'll make so many random comments or like short sentences, whether like in a different class or in Prime Time, lunch, or soccer. Or at home. Or on the phone. In a lot of circumstances. I make just comments in Spanish and then realize that they aren't going to answer me in Spanish and then I translate back over. Switch over, and then, I don't know. With the different tenses, it is harder to continue to speak, but I feel like I have Spanish phrases that just come out just as easily as English does. So when it's getting to the whole chart stuff, then I have to actually sit down and think.

Interviewer: And the thinking would be more in English or more in Spanish?
FG Participant 1: I think it'd be fifty-fifty.

Interviewer: Okay. Okay. Any other comments about things that may impact your language choice? Okay.

Interviewer: Um, if you prepare a project, like a show and tell presentation, writing assignment, something like that, um, do you use any English when you write your drafts, and if so explain that to me.

FG Participant 9: Yeah, it's just all Spanish.

Interviewer: All Spanish? Okay.

FG Participant 8: Like, I'll write in Spanish and then if there's a word I don't know, I'll write that one word in English and like highlight it until I can look it up, or ask you or something.

Interviewer: Okay.

FG Participant 6: And sometimes I'll like write it in Spanish and then translate it to English in my head to make sure it makes sense.

FG Participant 2: I think that's the only time I would use English, is just in my head.

Interviewer: Okay, okay.

FG Participant 9: Yeah, and if i have to say something in Spanish or like present something in Spanish, I'm just going to use Spanish the whole time. Makes it easier. I don't have to use that like cross over thing.

Interviewer: Okay.

FG Participant 1: Yeah, that's more work.

FG Participant 3: Because if you wrote everything in English and then had to write it all in Spanish, I feel like that takes- that's not as helpful to you and it takes longer.

FG Participant 8: I feel like it's unnecessary for us at this point, like maybe in Spanish 1, it would be harder to write in just Spanish, but now I think it makes the most sense for us to write in Spanish.

FG Participant 9: Mm-hmm (affirmative).

Interviewer: Okay.

FG Participant 4: Like when we wrote our essay, I could do that like so fast. It was just like completely in Spanish.
FG Participant 9: Yeah, that was like a lot easier than I thought it would be. I thought I'd be using like a lot of English, but it just went really good. Spanish is kind of flowing like really quick.

Interviewer: Was that the same a year ago, or even a semester ago, would you say for kind of this general idea?

FG Participant 9: No, I wouldn't say so. Just because of like using like- in Spanish 3, we like got all the verb tenses, but like now I know how to apply them. Like and use them, in like a practical sense.

Interviewer: Okay. Um, do you ever use Google Translate, Google Translate apps, similar websites, dictionaries to help you?

FG Participant 9: Nope.

Interviewer: Be honest.

Group: [crosstalk] ((laughter))

FG Participant 8: Yes, for individual words.

Female: Yeah.

FG Participant 8: Just like random vocab that you don't know.

Interviewer: And what is your, um, program of choice?

FG Participant 8: Either a dictionary or like a Spanish dictionary online.

Interviewer: Can you name the specific website?

FG Participant 8: Spanishdictionary.com

Interviewer: Oh, okay.

Female: Yeah.

Speaker 2: Yeah.

Interviewer: Is that the same website that you guys prefer?

Group: Yeah.

Group: Yes.

Interviewer: Okay. All right. Anybody use Google Translate? Be honest.

FG Participant 9: Nope.
FG Participant 1: No.
Female: No.
Interviewer: Not really? Kinda do the dictionary? Okay. Um, so tell me kind of how and when you might use, and how and why um, you might use um either a classroom dictionary or Spanishdictionary.com website.

FG Participant 4: There's like some vocab we haven't like learned yet, like when we were doing like travel projects and I was looking for stuff specifically from that place, it's like some of the words I like didn't know how to translate to Spanish.

FG Participant 8: Yeah. Or if there's like a really irregular verb like "haber" or something like that and you want to use a tense and you have it wri- like I usually write it and then I'll check it. Like I won't just type it in and translate. And Spanish dictionary is helpful with that.

Group: Yeah.
Interviewer: Okay. Um, so and you kind of touch on this, but we'll clarify a little bit deeper here, so are you using these types of resources to help you translate a Spanish word into English? Or an English word into Spanish?

Group: Um. A little bit of both. [crosstalk]
Interviewer: Both? Okay. Um, so how often do you find that you need to use these kinds of things?

FG Participant 9: For me, it's like normally not too often, but normally if it's like outside of the classroom because like you're not like at home, so like usually. I mean if I'm like struggling with something that I need like the next day, like I usually just do it like.

Interviewer: Okay.

FG Participant 8: Or if we have really big writing projects.

FG Participant 9: Yeah.

FG Participant 4: Yeah. It's normally just the projects. [crosstalk]

FG Participant 6: Sometimes when we get the, like, vocab worksheets that have a bunch of new vocab on there, like for not vocab, cause you find that in the book, but like more difficult words in there sometimes I translate some of those.

Interviewer: Okay.
FG Participant 1: I think I like ask people first if I'm right if I'm guessing what I'm trying to do. And then if they don't know then I'll try to look for them.

FG Participant 6: Yeah, me too.

Interviewer: Okay. Um, so we touched on this a little bit before you guys keep talking about the Spanish mode. Um so, do you feel like the Spanish and English languages are somehow connected in your brain or in the way that you learn?

FG Participant 9: Yes.

Group: Yeah. Yes.

Interviewer: Okay. Tell me more about that. Have- Have a discussion on that.

FG Participant 9: Uh.

FG Participant 6: Sometimes I'll just like, I'll start speaking in English and then I'll say one Spanish word in the sentence so like I'll be speaking Spanish and just throw in an English word and I'm like wait what. (laughs)

FG Participant 8: And there are just some like verbs like "querer", "hablar", like the very basic ones that are just like when you think want, you think this. It's just that comes naturally.

Female: Yeah.

FG Participant 9: Yeah.

FG Participant 1: I feel like also when people start speaking Spanish or like when you teach and you're all Spanish, even if I don't actually understand, I can pick up on what you're explaining, whether it's through your gestures or what the situation is about. And then I understand it and I feel like it just helps me, not really like learn much, but I'm processing it consciously, but I feel like it helps my brain understand better.

FG Participant 9: Yeah, I feel like I can like- kind of like what [Friend] was saying, like the like through your lectures, like I can pick up like key words and phrases that I need to like, that I know like is important and stuff like that. So yeah.

FG Participant 8: Like when we watched the movie. With that I wasn't expecting to be able to understand it, but I felt like I could understand it and not really need the subtitles and even then, the subtitles were in Spanish but I could still understand sometimes.

FG Participant 2: Yeah, like I feel like we're able to understand like a lot more than we think. So like, like when you do like the long lectures like I'm always surprised at how much like I understand what you're saying.
Interviewer: Mm-hmm (affirmative).

FG Participant 2: Because sometimes I don't think I can do that.

FG Participant 8: With the debates too. Like really, when we debate all- like usually on Fridays, and then I leave the classroom after debating and just talking and listening in Spanish, that's especially when I speak in more Spanish and want to stay like in the Spanish mood.

Interviewer: Mm-hmm (affirmative). Okay. Um, do you feel like strengthening your Spanish weakens your knowledge of English?

FG Participant 9: No.

Group: No.

Interviewer: Okay. Do you feel like your use of English somehow interferes with how you learn Spanish?

FG Participant 5: I mean, like some- there's things that certain things in like Spanish that don't exist in the English language. So it makes it like a little difficult sometimes, but I don't think it like interferes, really.

Interviewer: Mm-hmm (affirmative).

FG Participant 8: Yeah, I feel like- I told my little brother this. Learning stuff in Spanish helps clarify your English grammar a little bit.

Group: Yeah.

FG Participant 8: Because like, I, like, the clauses and the gerunds. Just like all the stuff that you learn in Spanish, you need to know that in English, too. And it, that kind of- they strengthen each other in a way, while also being different. I don't know if anyone agrees with that.

FG Participant 9: Yeah, I feel like they strengthen it, but they don't weaken each other.

FG Participant 1: Sometimes if I'm like focusing on the English structure of sentences and essays and stuff, it may like change the way I speak a Spanish sentence, but it doesn't really interfere much because I can catch it if I'm saying something backwards.

Interviewer: Okay. So hearing the word strengthen and a lot of people are kind of agreeing with that, can you guys tell me more about that? Why you think it's strengthening.

FG Participant 5: Like understanding how the Spanish language works kind of, you can kind of like relate that to how English would work, so you can kind of make more sense of it. Because I mean, like learning Spanish, I've noticed that like Spanish like makes more sense than the English
language. (laughs) And like yeah. Like there's more of a pattern in the Spanish language in it versus like the English language, but they don't really like conflict, it just like helps clear things up.

Interviewer: Okay.

FG Participant 8: Yeah, like speaking Spanish you can kind of like piece it together. I guess it's because we learned it when we were older, so like you know where everything is coming from, why it's coming there. But in English, like, you just, I guess this is the goal of Spanish, but I just kind of talk and I don't know why. Like, I know why, but I couldn't explain this is the infinitive of it that comes from this for this reason and use this and this. Like, I don't know it seems to have a more like, more of a pattern. That type of thing.

Interviewer: Okay. Um, so overall, do you feel like it is helpful or harmful when you and your classmates use English? And we're talking about in class. Or when we're having Spanish conversations. And why would that be helpful or harmful?

FG Participant 6: It can be helpful if you're trying to like clarify something, but if it's just like side comments in English that you could be making in Spanish, it's like, kind of taking away from it because the more you speak in English, the less you'll advance in Spanish.

FG Participant 3: Yeah. That's what I was gonna say. I agree with that.

Interviewer: All right. Anybody else?

Interviewer: Okay. So now we're going to talk about the teacher's use of English. So, what about if your teacher uses English. So if she uses English, what language do you use to reply and why?

Group: English.

FG Participant 9: Yeah.

Interviewer: Okay. Why?

FG Participant 9: I feel like it's just an easier way to communicate than like if so if you use English, I'll use English, but if you use Spanish, I'll use Spanish back. It's kind of just like a mutual thing.

FG Participant 2: Yeah, it's kind of just like you giving us permission to use English. [crosstalk]

Interviewer: Interesting. I can't comment too much, but yes I'm thinking about this. Okay. Okay. Keep going with this, have a little bit more discussion about that. If you can.
FG Participant 8: It's like that mode. Like if you're speaking in English, it kind of switches my direction of thinking to English.

FG Participant 9: Yeah, I would say that, but it doesn't really interfere with my like Spanish, I mean if you speak English for like two minutes in here and then go back to Spanish, like I can just refer back. It's not like a drastic difference.

Interviewer: Okay. Um, what kind of things do you think impact your teacher's choice of English or Spanish?

FG Participant 9: How well we know something.

FG Participant 8: Yeah. Like what we're talking about, definitely.

FG Participant 4: If someone's confused.

Interviewer: Okay.

FG Participant 6: [crosstalk] If we're talking about the imperfect subjunctive and when to use it and stuff, I feel like you use more English with that because we're very confused about that and it's a really hard subject.

FG Participant 1: Yeah.

FG Participant 8: Or if we're just talking about the review stuff or something like that then we can all kind of put together and understand that in Spanish better.

Interviewer: Okay. Um, so what do you think about that, um, kind of that teacher switching as far as your own personal learning is concerned?

FG Participant 5: I feel like when you're explaining something, like, it does help if it's like really hard to understand, but then like if you like tell a story in Spanish and you use certain like, if you phrase it in a way where we can understand it, I feel like it helps me because I can like understand everything and it, it just helps.

FG Participant 1: Yeah, just for clarification, it definitely helps me understand and feel more confident with the language, but other than that, it's like, I would speak English back, but if its explaining something in Spanish, then I'll understand because you're try- saying it in a way that we should be able to understand. So it's easier to take it in. But, for clarification it makes it a lot easier.

Interviewer: Okay. Um, do you prefer when she teaches fully in English, fully in Spanish, or mix? And then kind of back that up with some specific examples if you can.

FG Participant 3: I prefer a mix just ... um, I don't know. It's just, it's just helpful 'cause especially when you use a mix of English and Spanish. And then you're
also -- if you have a certain tone and you put certain emphasis on certain words and body language, too, I just think the combination of all those things help a lot.

FG Participant 6: I think I prefer, like, mostly Spanish, but just, like, a few English clarifications. It's like when you're telling us a story, like, completely in Spanish, it really helps because you're, like, talking really fast, but I can still, like, put to -- like, pick apart the words and understand what you're saying.

FG Participant 9: Yeah.

FG Participant 8: Yeah. I think I prefer mostly Spanish just with, like, a little bit of English here and there, um, just because it -- I feel like it helps a lot just to be constantly trying [crosstalk] to understand and even if you don't understand everything, you can still, like, be making the effort in your head to try to understand it.

FG Participant 2: [crosstalk] Yeah. ... Yeah. Like, it forces you to, like, use the language more. So, like, I would prefer it, like, all Spanish, but, like, when we don't understand something, then, English. But ...

FG Participant 8: Me too. [crosstalk]

Female: Yeah.

Interviewer: Okay. Um, I'm hearing a lot of clarification or just a little bit of English. Can you guys expand on when that little bit of English or those clarifying moments might be more helpful? And you can give a specific example as something we've done or something that you would have liked to have seen done. Can you kind of expand on those English clarifications for me a little bit?

FG Participant 9: When, like, when a major-- like -- like a majority, like, doesn't understand something. Like a -- Like a verb tense or, like, something like that, then that's when I would ...

Interviewer: Okay.

FG Participant 9: ... feel it's necessary.

FG Participant 7: Sometimes when you're like telling one of your stories in Spanish, it'll be like, you'll say a Spanish word and then just to clarify that we know that word, you'll like say what it means in English [crosstalk] ...

Interviewer: Okay.

FG Participant 7: Just kind of like increases like vocabulary [crosstalk 00:42:00].

Interviewer: Okay.
FG Participant 8: Or you'll like you'll say something in Spanish and then you'll repeat it in Spanish and say other things in Spanish like what you're trying to say.

Female: Mm-hmm (affirmative).

Female: Yeah.

FG Participant 8: Or like gesture, but still keeping it Spanish.

Interviewer: Okay. Okay. Um, so when she does teach or communicate exclusively in Spanish to -- you've already kind of touched on this, but do you have a difficult time understanding, and what could she do to help you better understand?

FG Participant 9: Um, I feel like before, like in Spanish 1, and stuff like that, like if you spo-- if you spoke solely in Spanish, I'd have no clue what you're saying. But like now like being in 4 like you could speak in Spanish the whole class and I wouldn't have -- I wouldn't really have a problem with it. [crosstalk]

FG Participant 2: Yeah 'cause like I remember in Spanish 2 when we made the switch to like all Spanish. You remember that?

FG Participant 9: Yeah.

Group: Mm-hmm (affirmative).

FG Participant 2: That was like really hard for us 'cause you just like started talking in all Spanish and we were like "Whoa..." but now it's like normal.

FG Participant 8: Yeah and I feel like you know what we know ...

Interviewer: Mm-hmm (affirmative).

FG Participant 8: And I feel like in the different classrooms, I don't know if it's like this, too, but, like, you're gonna know if there's something we haven't talked about. You will know that, so if you're say-- if you say it, then you'll, like, do the gestures, you'll talk slowly, you'll explain it as you're going through it.

Interviewer: Okay. Um ... Pardon me, I lost my place. Okay, uh, when she does teach or communicate exclusively in Spanish, what are some things that she already does or has done in the past that help you to understand? And can you give examples? And you've done this a little, but kind of beef that up if you can.

FG Participant 6: Like we said like making gestures --

Interviewer: Okay.
FG Participant 6: Or like wording it in Spanish different ways and see like which way we would understand it in Spanish.

Group: Mm-hmm (affirmative). Mm-hmm (affirmative).

FG Participant 8: Like when you were telling the story of your neighbors --

Interviewer: Mm-hmm (affirmative). Mm-hmm (affirmative). Okay. Okay. Um, so when she does teach or communicate exclusively in Spanish, what language are you thinking in?

Group: Spanish. Spanish. [Crosstalk]

FG Participant 8: And we didn't -- I think that was the first time we had talked about like a box of something. I mean maybe not the first time but, personally, I didn't know it, and you were like doing this and it helped. Like that type of gesture.

Interviewer: Mm-hmm (affirmative). Mm-hmm (affirmative). Okay. Okay. Um, so when she does teach or communicate exclusively in Spanish, what language are you thinking in?

FG Participant 9: It's just more clarification for me.

FG Participant 8: [crosstalk] Mm-hmm (affirmative). Yeah. I feel like it puts a thing in a my memory that I'll like -- Okay, I asked her about this and she said that, so I remember it.

FG Participant 9: Yeah.

FG Participant 1: I feel like it just -- it's like my Spanish notes in my head with the English note off to the side. Like it helps me understand my Spanish thoughts.

Interviewer: Okay. Okay. Um, overall, do you feel like it is helpful or harmful when your teacher uses English and why?

FG Participant 5: I feel like most the time it's helpful 'cause I feel like the teacher doesn't use that much English, like, I mean you don't, because like we're kind of like advanced. So I feel like if you do use English, it's specifically, like, for helping us learn. It's not just, like, for fun. Like, it helps us.

Female: Yeah.

Interviewer: Okay. Anybody else? Okay. Um, some foreign language teachers don't allow their students to utilize any English in the classroom. To help you better understand this question, this is not necessarily just a teacher preference, but it is an actual foreign language teaching technique used in many public schools and universities. So comment on the idea of having
an immersive Spanish-only classroom where English is never utilized, uh, more than 10% of the time. So what are your initial thoughts or reactions?

FG Participant 9: Um, I could speak on this from personal experience. Like, when I was in public school and I took Spanish 1, it was comp -- the teacher was from like Bolivia, so it was completely Spanish, like fast-paced, like ... and like, she couldn't really speak English that well. So, I mean it was just all Spanish. I mean, she could understand you, like, if you asked something in English, but very rarely... yeah, so I don't know.

Interviewer: How did that go?

FG Participant 9: I mean it was f-- I mean, I guess you just kind of had to, like... if -- I mean it forced me to, like, really, like, sit down and, like, learn this or, like, or I'm not gonna understand what she's talking about, or, so, yeah.

Interviewer: Mm-hmm (affirmative).

FG Participant 8: I feel like that would be good at this level, like, it would be difficult but it would be good -- I -- we could handle it. But at -- when you just start Spanish 1, day one, you don't know anything -- I don't think that's effective.

Interviewer: Okay. Anybody else? Okay. Based on your personal experiences as a foreign language student do you think that this type of mer -- type of immersive approach would be beneficial, harmful, helpful, or maybe both?

FG Participant 2: I feel it would slow down the learning process since if you don't clarify in English then you're not gonna fully understand what it means in Spanish, so...

FG Participant 1: I think participation, it also might drop because they'd be, like, not sure if they're saying the right thing, so it would be... "I don't want to say it 'cause I'm not sure if it's right. I don't know if I'll get any explanation if it is right."

FG Participant 6: Yeah I think I would be a lot more nervous, like in class, I'd be s-- like more nervous to participate in stuff. [crosstalk]

Interviewer: Mm-hmm (affirmative).

FG Participant 9: Yeah.

FG Participant 8: [crosstalk] apprehensive to say it 'cause you don't want it to be wrong, and, if it is, you can't easily ac -- ask why it's wrong.

FG Participant 9: Yeah.
FG Participant 2: I think it might increase my listening more but like talking would not increase as much. [crosstalk]

Interviewer: Okay.

FG Participant 7: I think it also, like, kind of depends on the setting. Like, in a classroom setting, I think it might be, like, not, like, a lot more difficult, like they're saying. But I had, like, a friend, um, who moved to Mexico, um, and she moved there like knowing no Spanish at all. And then she lived there for three years and she came out like fluent in Spanish. So, I think, like, the immersive, like, you only can speak Spanish, but, like, every day, all day, but, like, only at home you can speak English. I feel like that would probably, like, you really got, like, the full, like, Spanish language there. But in a classroom setting it would be more difficult with just like an hour or two, an hour and a half, of your time every day like only doing Spanish. It would just be harder to like learn like any [inaudible] Spanish.

Interviewer: Mm-hmm (affirmative).

FG Participant 8: I feel like the level you're at matters. Like if you come in Day 1 not knowing anything, it's gonna be so overwhelming, but, like, now it might be good for us, like t-- from time to time to just use Spanish so that we're like forced to like use context and, like, really consider it, because we have the ability to now. But like, for Spanish 1, like, people who aren't as interested in Spanish, they probably won't want to do that. I don't know. I feel like that method might be good.

Interviewer: And that's actually my follow-up question. Do you think it would make a difference whether the students are beginners or more advanced?

Group: Yeah. [crosstalk]

Interviewer: Expand on that a little bit more.

FG Participant 9: I know some people, like, they're just taking Spanish 1 and 1 because they have to to graduate or something like that. So, like, I feel like you couldn't -- if you used Spanish the full time, I feel like it'd almost be like torture for them, 'cause, like, they're just, like, doing it to, like, get it done and get out of here. But like I feel like for us, we're, like, all actually, like, entertained with Spanish and, like, committed and like it a lot. So, like, then it wouldn't be too bad but... I don't know.

Interviewer: Okay. Anybody else?

FG Participant 1: I feel like there just needs to be a base knowledge of just information and like some main verbs that you can just have in the back of your head...

Interviewer: Mm-hmm (affirmative).
FG Participant 1: ... so that you have some way of trying to communicate what you're trying to say. But if you just drop into full-on Spanish, like, fast conversations, always Spanish, always listening, it'd be harder, and then, um, just more difficult to use your base knowledge if you don't have that.

Interviewer: And a base knowledge would be a little bit more bilingual in nature? Am I understanding you correctly? [crosstalk]

FG Participant 1: Yeah.

Interviewer: Okay.

FG Participant 1: Just like how you taught in Spanish 1.

Interviewer: Wha-- using a little bit more English. [crosstalk]

FG Participant 1: Yeah.

Interviewer: Okay. You guys agree with that?

Group: Yeah.

Interviewer: Okay. Okay, so how do you feel, how would you feel, about a Spanish-only classroom when it comes to learning new material or new vocabulary?

FG Participant 8: When it comes to new material I think it -- we could do it and it would just be a challenge. But, like, maybe the third or fourth day, like, with the vocab we got last week, now with the Spanish-only classroom, I think it would be good to do it, so we could only be thinking in Spanish.

FG Participant 6: I think now that we, like, know all the verb tenses, we could do that, like, learning all in Spanish. But, like, before, when we were learning the verb tenses in Spanish 3 it was definitely helpful to be, like, partially English.

Interviewer: Mm-hmm (affirmative). Anybody else? Okay. Um, what about if it's a more abstract concept like reflexive verbs or uses of the subjective?

FG Participant 4: When we first learned it, it was helpful to learn it in English, too, but like now I feel like if you just teach it in Spanish we could understand.

FG Participant 9: Mm-hmm (affirmative).

Group: Yeah. [crosstalk]

Interviewer: Okay. But at a beginning level, you would have preferred more English?

FG Participant 9: Yeah.

Group: Yes. Definitely. [Crosstalk]
Interviewer: Okay. Okay. So how would you feel if English was scolded or frowned upon or if your teacher never used it to help you with explanations?

FG Participant 5: I feel like that might just cause, like, a certain amount of, like, I think stu-- stress for some people. Like, I feel like for us we are, like, we know enough that unless we're, like, really stuck on something... But for, like, oth-- like lower S-- like Spanish students I feel like it would just stress them out more if they couldn't figure something out and then the teacher just kept explaining it in Spanish. And, like, because they didn't understand it, I feel like it would just stress them out more.

Interviewer: Okay.

FG Participant 1: I feel like it would also increase the use of, like, the Spanish dictionary.com or uh trying to find dictionaries that would explain it [crosstalk]

FG Participant 8: Yeah. Mm-hmm (affirmative). Like if you had scolded us for using English in Spanish 1, it might deter me from wanting to learn -- not like deter me, but it would make me not as comfortable just giving it my best shot to speak Spanish in the classroom.

Interviewer: Mm-hmm (affirmative).

FG Participant 2: I would be really scared.

Group: Yeah.

Interviewer: Anybody else? Okay. So, what if I told you that some teachers are forced or very strongly encouraged to utilize the Spanish-only teaching approach?

FG Participant 9: If that's what they gotta do, they gotta do it.

FG Participant 8: But, like, I feel like it really just depends on the kids you have. Like you -- not- everyone learns it differently, and one approach can't be universal for everyone. But if you're forced, I guess you don't have another choice.

FG Participant 9: Yeah.

FG Participant 1: Yeah. It also depends on if people are actually wanting to learn it or if they're just there to get the class.

FG Participant 8: Get the credits, yeah.

Interviewer: Okay. Would it make a difference if you knew or understood that many teachers are required by their jobs or district policies to not use any English in the classroom?
FG Participant 9: That goes back to, like, they just, like, have to do it at that point. Like, there's not a -- much, much else you can do.

FG Participant 2: Mm-hmm (affirmative) yeah or like if they don't agree with that then maybe they can find some way or some place to do the other approach where they can use English.

FG Participant 8: Or they-- sh-- the teacher could give the students a resource for answering questions in a way that would make more sense to them if Spanish doesn't. Like, so the teacher isn't directly violating the policy, but still trying to help the students. Not by, like, breaking any rules or anything, but I don't know. It's kind of unrealistic but...

Interviewer: And that would put a little responsibility back on the students. You were kind of mentioning that earlier I think that, or maybe it was you. If -- if English wasn't used you said, somebody said you'd find a way make it.

FG Participant 8: Oh, yeah.

Interviewer: You'd find a way to figure it out on your own.

FG Participant 8: Yeah.

Interviewer: Okay.

FG Participant 8: Which might encourage more Google Translate and that kind of thing.

FG Participant 9: Mm-hmm (affirmative).

Interviewer: Okay. Any other comments on that? Okay, um, so as we're wrapping it up, um, and I really open this up here, do you have any final commentary. ideas, complaints, feelings, anything related to the use of En-- English in a Spanish classroom, something you want to bring up, something you want to mention, something you forgot to say earlier and want to go back? (silence) Think about it for a moment. (silence)

FG Participant 8: I think that exercises we do with translation, like, when we do songs, and stuff like that, where we just sit there and, like, try to put it into English, I think that's really helpful.

FG Participant 2: Yeah.

FG Participant 8: Like, I like doing that a lot.

Interviewer: Anybody else?

FG Participant 3: I have something that, like, part of learning better and, um, having new information, like, come to you easil-- more easily, um, it's a willingness to want to learn versus being, you know, forced to be there
FG Participant 9: Mm-hmm (affirmative).

FG Participant 8: Get the credit.

FG Participant 3: Yeah. Exactly. I think that is definitely a big factor for a lot of people is, it's easier for you to learn if you want to learn it.

Interviewer: Okay. Do you think that the language use has a choice or has any impact there? Or do you think it's a little bit more of the student as a person?

FG Participant 9: I mean, if you really like it you'll, like, put time and effort into it.

Interviewer: Mm-hmm (affirmative).

FG Participant 3: Yeah.

FG Participant 8: Like just seeing people in Spanish 2 who you know don't want to do it and just want to get the credit and have it done, versus like us where we actually like wanted to make an effort to speak Spanish outside of the classroom and really learn it and take it and move on with it to the next level.

FG Participant 9: Yeah like you can, I guess, you can point people like if you walked into like a Spanish 2 class I guess you could point people out who are just there --

FG Participant 8: Because they have to be.

FG Participant 9: Because they have to, or like ... or just, like, and that you could, like, or you could see people, like, actually, like, are committed and like want to do it. So...

Interviewer: Right.

FG Participant 8: Even just coming into the Spanish 2 classroom, like, 'cause I usually get in here first 'cause I'm right next door, people who are staying after asking questions talking in Spanish, like you can just tell when people are interested.

Interviewer: Mm-hmm (affirmative).

FG Participant 8: And like making effort to make the little comments in Spanish to their friends just for fun.

Interviewer: Mm-hmm (affirmative). Okay. Anybody else have any comments on language learning or use of English or Spanish in the classroom? Okay. Thank you for your time today. This concludes our interview.
Appendix H

Artifacts
la aerolínea → airline
el boleto electrónico → E-ticket
la cinta transportadora → luggage carousel
la conexión → Flight connection
el exceso de equipaje → excess luggage
la lista de espera → waiting list
el mostrador → counter
la zona de seguridad → Security Zone
el trámite → procedure
aterrizar → land
cancelar → to cancel
despegar → to take off
hacer escala → to stop over
pagar derechos de aduana → to pay customs
### Cards

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>la subscripción</td>
<td>membership</td>
</tr>
<tr>
<td>la tecla</td>
<td>key</td>
</tr>
<tr>
<td>el (la) televidente</td>
<td>TV viewer</td>
</tr>
<tr>
<td>apagar</td>
<td>to turn off</td>
</tr>
<tr>
<td>encender</td>
<td>to turn on</td>
</tr>
<tr>
<td>grabar</td>
<td>to record</td>
</tr>
<tr>
<td>la actuación</td>
<td>performance</td>
</tr>
<tr>
<td>el comercial</td>
<td>commercial</td>
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### Spanish 4 Unidad 6 Leccion 1

<table>
<thead>
<tr>
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<th>English</th>
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</thead>
<tbody>
<tr>
<td>(de) alta definición</td>
<td>high definition</td>
</tr>
<tr>
<td>el avance rápido</td>
<td>fast forward</td>
</tr>
<tr>
<td>el cable</td>
<td>cable</td>
</tr>
<tr>
<td>el control remoto</td>
<td>remote control</td>
</tr>
<tr>
<td>el entretenimiento</td>
<td>entertainment</td>
</tr>
<tr>
<td>el grabador de DVD</td>
<td>DVD recorder</td>
</tr>
</tbody>
</table>
La Mina del Diablo

- Basilio protects Bernardino en la mina
- Most miners die from having silicosis (too much dust in lungs)
- Miners die 35-40 years old
- Bernardino is afraid of dying in mines
- Ortega has silicosis
- Family had to starve to buy school uniforms to keep the kids in school
- Cocaine leaves kill hunger and fatigue to make you stronger so miners can work better
- Chew it like tobacco
- They believe in God outside the mines but they believe in Satan inside them
- Death in the mine = punishment of tio
- Each mine has its own "tio"
- The Spanish made the first "tio" to intimidate the indígenos into continuing slavery in mines
- "Indígenos no tenían la letra d in so alfabeto pero los españoles llamaban la estatua "un dios" = god so indígenas called it "tiós" or "tio"
- School is a vacation for the boys
- Boy gets bullied for working in the mine
- Tio needs cigarettes, alcohol, and coca to keep miners safe
- Day of sacrifice: first pray to God then sacrifice to God by believing in tio destroying their lives
- Sacrifice a llama to tio + throw the blood everywhere at entrance to mine
- the people eat the llama meat + burn rest along with other offerings for tío
  - believe tío will kill them sin ofrecer
- family vive en una casa muy small
- Basilio has to work to feed & educate siblings
  - only paid $2.50 per day a la otras mina
  - moved to new, more dangerous mine sin Bernardina
- Braulio = boss + mentor of Basilio at new mina
- Basilio works in a cramp, cramped mine w/ runa-
  - way wagons sin breaks
  - mucho soñido malo
- Basilio is terrified of the new tío be he's huge
- always members family of mineros muertos en the cementerio de ciudad
- drilling zone has so much dust that you can't see
  - "the miner has no future or his life is short"
- Basilio plans to buscar better work en la cuadra
  - wants to be a teacher
holaaaaaaa cuánto más de nuestra presentación necesitamos hacer por que yo no quiero hacer pero necesito una nota buena

hmmmm necesitamos hablar más sobre lo que hicimos con la organización y también las preguntas para responder probablemente

si estela me dijo que ella escribió mucho más pero todavía tenemos que hacer nuestras propias experiencias y reflexiones

ohhh si necesito escribir mis reflexiones no he hecho eso

si yo también y probablemente más en general. busque dos videos muy pequeños pero no quiero usar.

yyyyyyyyyy si le doy mi solicitud de stuco ahora o mañana
A CONTINUACIÓN

Alarma mañana: 6:15 a. m.
Dads weekend
viernes, 17 de mayo de 6:00 p. m. a 7:00 p. m.

SUGERENCIAS DE SIRI

TIEMPO EN PANTALLA
6h 52min 12min por encima del p...
Redes sociales 4h 11min
Ocio 1h 18min
Educación 8min

CLIMA
O'Fallon
Despejado
Probabilidad de lluvia: 0 %
68°
80° / 61°

DESTINOS
Toca para activar destinos próximos, como tu casa, trabajo, los de eventos y ubicaciones importantes.
• Lenin pulls Russia out of war para establish communism
  • agreed to Brest-Litovsk Treaty w/ Germany March 3, 1918
  • forced Russia to give up Ukraine, Poland, Baltic territories, & Finland

• John J. Pershing refused to integrate Americans w/ French
  • Pershing commanded American Expeditionary Force

• 3/21/1918: Germans launch massive gas & artillery attack on allies using reinforcements from now-safe eastern front
  • Germans almost took Paris but Allies held them back at Château-Thierry

• 9/26/1918: the Battle of Argonne Forest occurred
  • French marshal Ferdinand Foch was supreme commander of Allies
    • ordered counterattacks on Germany
  • Allies drove back Germans at Saint-Mihiel
  • forced Germans to retreat from American advances

• revolution engulfs Austria-Hungary
  • October 1918: Poland, Hungary, & Czechoslovakia declared independence

• ALL empire: Ottoman empire surrendered to allies by Nov 1918

• Germany restructures in October-November 1918
  • sailors in Kiel mutinied & sparked nationwide rebellion
  • German emperor steps down
  • Nov 9, 1918: Germany becomes a republic

• Germany signs armistice Nov 11, 1918

• January 1919: 27 delegates from 26 countries meet at Palace of Versailles to negotiate peace

  • resulted in Treaty of Versailles w/ Germany & Treaty of Saint-Germain w/ Austria

  • Big Four: Wilson of USA; David Lloyd George of Britain; George Clemenceau of France; & Vittorio Orlando of Italy