INTERNATIONAL JOURNAL OF SOCIETY, CULTURE & LANGUAGE

Interaction between Teacher and Students in Spanish Language Classes through the Lens of Communication Accommodation Theory

Ali Elhami[1,2*], Anita Roshan[1], Howard Giles[3,4]
[1]Universidad Autónoma de Madrid, Spain, [2]Unicaf University, Cyprus, [3]University of California, USA, [4]The University of Queensland, Australia

Abstract Foreign language instruction emphasizes the development of learners' communicative competence with the primary goal of being able to communicate in the target language. However, many Spanish language learners in Iran are unable to speak Spanish fluently even after reaching the upper intermediate level. Classroom interaction is essential for efficient language teaching but has rarely been investigated from a Communication Accommodation Theory (CAT) perspective. This study explored communication accommodations used by Spanish language teachers, strategies for interaction, and common practices in Spanish language classes, aiming to provide insights into effective teaching methods and improve language learning outcomes for students. Data was gathered from a 460-minute video of three language teachers' classroom instruction. The study revealed that all three teachers employed CAT discourse tactics such as various forms of approximation, emotional expression, interpretability, and interpersonal control and in a way that facilitated their communicative competence in the foreign language. These findings suggested that incorporating CAT strategies in language teaching can enhance student engagement and overall language acquisition.

Keywords: *Communication accommodation theory (CAT), (Spanish) foreign language learning, Iranian students, Teacher-student interaction, CAT discourse strategies*

***Corresponding Author:**
Ali Elhami
a.elhami.ali@gmail.com

Received: May 2024
Revised: July 2024
Accepted: July 2024
Published: August 2024

© 2024 Elhami, Roshan, and Giles.
This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY).

1. Introduction

Since the establishment of the Islamic Republic in 1979, English has been treated seriously as a foreign language in Iranian educational institutions. English language proficiency is now considered a key factor in academic and professional success (Ghahraman et al., 2023), leading to a growing demand for English language teachers and programs. In recent years, the Iranian government has also invested in improving the quality of English language education through various initiatives and partnerships with foreign institutions. However, in recent years, the need to learn other languages such as Turkish, French, German, and Spanish has also been recognized, reflecting the increasing migration towards non-English speaking

https://doi.org/10.22034/ijscl.2024.2026757.3459

countries and the importance of global communication skills. In Iran, people who tend to move to non-English speaking countries invest in learning other languages. Concerning language skills, students often struggle with speaking proficiency (Muradi & Malik Amarkhil, 2024), as this skill requires more practice and interaction with native speakers (Elhami & Roshan, 2024). As a result, in order to assist students in becoming fluent in the language, more conversational language sessions and language immersion programs are required. In addition, since learning those languages is understudied, more studies are required to understand the most effective teaching methods and approaches for Iranian students. Our study aims to investigate teacher-student interactions in Spanish language classrooms by drawing on communication accommodation theory (CAT: for a recent overview commemorating its 50-year history, see Giles et al., 2023). By examining how teachers and students adapt their communication styles to each other, we seek to shed light on the dynamics of language learning in the classroom and identify strategies that can help promote effective communication and language acquisition. The study will have implications for teacher training programs and curriculum development in foreign language contexts.

Research in language teaching shows that interaction between teachers and students is important in language classes (Ellis, 2008; Swain, 2005), and Iranian language schools have recognized this by incorporating communicative language teaching methods into their curricula. This approach emphasizes the importance of meaningful communication and encourages students to actively participate in class discussions and activities. As a result, students are able to develop not only their language skills but also their confidence in using the language they learn in real-life situations. The efficacy of language acquisition and the growth of competence are supported by rational classroom interaction, which affects language input, output, the learning environment, student feedback, and participation in learning activities (Chen, 2021; Chinar, 2017). Moreover, teachers who create a supportive and engaging learning environment can also foster a sense of community among students, which can further enhance their language learning experience (Chen, 2021).

Numerous recent studies have investigated various techniques and approaches to encourage interaction in language classrooms while also taking into account the cultural and personal differences among students. These efforts have led to the development of innovative approaches, such as task-based learning and collaborative learning, which have been shown to effectively enhance students' language proficiency and communication skills (Azkarai & Kopinska, 2020; Calzada & Garcia, 2020; Kos, 2023).

Ellis (2008) contended that interaction with other students in a language classroom promotes language learning and acquisition. This interaction can take many forms, including pair work, group work, and whole-class discussions. Teachers can facilitate effective communication by providing clear instructions, modeling appropriate language use, and creating a supportive classroom environment where students feel comfortable taking risks and making mistakes. Furthermore, incorporating technology, such as online discussion forums or video conferencing, can provide opportunities for authentic communication with speakers of the target language outside of the classroom.

Language environment, linguistic input, and linguistic output are the main factors influencing a language learner's competency and performance (Beebe & Giles, 1984; Ellis, 2008; Swain, 2005). In order for students to engage in meaningful communication and get feedback on their language use, it is crucial for teachers to create *interactive* learning environments in language classrooms (Mackey, 1999). Additionally, incorporating authentic materials and real-life situations into language instruction can enhance learners' motivation and language proficiency (Dörnyei & Ushioda, 2011).

Ellis (1990) defined interaction by including both verbal and written exchanges that take place outside of a formal drilling process. This highlights the importance of creating opportunities for learners to engage in meaningful communication with their peers and the teacher. Furthermore, providing feedback on learners' language use during these interactions can promote language development (Lyster & Ranta, 1997). According to Ninio and Snow (1996), language learning or acquisition is only successful when the students actively participate in language communication in class. Jin et al. (2005) argued that teachers' primary responsibilities in the classroom should be to establish a learning environment and plan lessons and activities that encourage students' active participation in the negotiation and sharing

of information. This can be achieved by incorporating group work, debates, and discussions into lesson plans, as well as providing opportunities for students to express their thoughts and opinions. Additionally, teachers should also provide constructive feedback and encourage students to reflect on their language use and progress.

From the perspective of Communication Accommodation Theory, this study aims to investigate teacher-student interactions in Spanish language classrooms. By examining how teachers and students adapt their communication styles to each other, this study seeks to shed light on the dynamics of language learning in the classroom and identify strategies that can help promote effective communication and language acquisition. Additionally, the findings of this research may have implications for teacher training programs and curriculum development in foreign language contexts.

To the best of the researchers' knowledge, no studies have been conducted in Iranian language classrooms, and this research is a portion of a larger investigation into student interaction in a Spanish language course at a language school in Tehran, Iran. In particular, the study tried to address the following research questions.

1) Do teachers use communication accommodations to foster interaction when faced with challenges in language classes?
2) How do the language instructors accommodate communication in their interactions?
3) Which strategies are frequently employed by instructors in Spanish language classes?

2. Theoretical Framework

CAT provides an explanation for the causes behind the outcomes of communication modifications made during interactions (e.g., Giles et al., 1973, 1991). It proposes that individuals adjust their communication styles to attune to others, including the goals of establishing rapport and building relationships that take into account listeners' needs, preferences, and expectations, as well as their social group memberships and associated identities (see Chevalier et al., 2018; Soliz et al., 2022). More specifically, in order to facilitate productive conversations, CAT proposes five strategies to attain: approximation, emotional expression, interpretability, interpersonal control, and discourse management (see Coupland et al., 1988). Making one's language and communication patterns—such as speech volume, tempo, and accent—more or less similar to another is referred to as using approximate strategies. Responding to the recognized emotional and relational needs of others is the focus of emotional expression strategies. Interpretability strategies embrace avoiding jargon and accommodating others' expressed or perceived abilities in order to facilitate mutual understanding among speakers. Interpersonal control describes how people modify their communication depending on status, relative power, and role relationships. The use of discourse management techniques, such as active listening, open-ended questioning, and topic redirection, relates to modifying communication to accommodate the other interlocutor's expressed or perceived conversational demands (Jones et al., 1999).

The theory has been applied across a wide variety of contexts, including family interaction, with communication accommodation practices impacting the lives of individual members and the family unit as a whole. For instance, Mahanita et al. (2014) investigated the accommodation strategies used by a multiracial daughter and her monoracial mother. They found that the daughter built the family relationship using interpretability, discourse management, approximation, interpretability, and constructive interpersonal control techniques (described above). CAT has also been adopted to analyze interactions between police personnel and ordinary residents. Hajek et al. (2008), for example, investigated the importance of communication accommodation in police-civilian interactions in the United States and China and discovered a clear positive relationship between perceptions of police officers' communication accommodation and ordinary people's trust in police and compliance with their requests. Rogerson-Revell (2010) found that using CAT allowed her to identify patterns in the way participants accommodated their speech to each other in international business meetings, which, in turn, shed light on the power dynamics at play in these meetings. Elhami et al. (2024) extended this research by examining the role of communication accommodation theory in cross-cultural interviewing, revealing that effective communication accommodation can lead to increased mutual understanding and successful outcomes in qualitative data collection.

The above highlights the versatility of CAT, which includes its evocation in *educational* settings, including EFL classrooms (Chin-Hui, 2019; Yi-Rung & Wenli, 2015). Additionally, according to Frey and Lane (2021), our understanding of how language is used and received in educational settings can be improved by invoking CAT. It has been found that teachers who accommodate the language of their students can improve student engagement, learning outcomes (e.g., Ding, 2021; Elhami & Roshan, 2021; Manju, 2015; Nayernia et al., 2020), and communicative confidence (Myers & Goodboy, 2014). Accordingly, scholastic proponents of CAT advise teachers to adapt their communication styles to suit their students' expectations and effectively impart knowledge. This way, teachers can build stronger understandings and connections with their students and, ultimately, facilitate better learning outcomes (Manuaba & Putra Adi Jaya, 2021). CAT can also be used to gather feedback from students about their own learning experiences, allowing educators to tailor their instruction to better meet the needs of individual learners. Furthermore, by incorporating culturally responsive teaching practices alongside CAT, educators can create a more inclusive classroom environment that values and respects the diverse backgrounds and experiences of all students.

3. Methodology

3.1. Participants

Since none of the authors reside in Iran, it was not feasible to observe classes in person. Hence, among some of the outstanding language institutes in Tehran that provide Spanish classes, one of them agreed to deliver recorded videos to the authors for this study. Six teachers for that institute were invited to participate in this study, and only three teachers agreed to participate in the video recordings. A consent document explaining the goal of the study and offering verbal answers to any questions they had was given to each participant, which consisted of three teachers and their pupils, as well as the language school manager and supervisor. Additionally, they received confirmation that the study would protect their identity, voice, and video.

The three teachers—known as Teachers 1, 2, and 3 in the analysis that follows—all had at least five years of teaching experience and are, respectively, 39, 41, and 43 years old. Their three classes each have between fifty and fifty-five students, and the students range in age from 25 to 35 years. Students are all at a lower intermediate level. The rationale for selecting this level for the study is based on the assumption that students at this juncture have a solid foundation in the language but still require support and guidance to further develop their skills. Additionally, focusing on this level allows for a more homogenous group, making it easier to analyze and compare the teachers' approaches and effectiveness in teaching. Both teachers and students are originally from Iran. The teachers are all fluent in Spanish and have received their teaching credentials from reputable universities in Iran. For the students in this study, learning Spanish is primarily for migration purposes; they intend to relocate to Spanish-speaking nations in order to pursue further education or live there.

3.2. Procedure

3.2.1. Data Collection

The Automatic Recording and Broadcasting Classroom was used to record 460 minutes of Spanish language classroom instruction, which was then extracted from the videos. This produced naturally occurring data from a highly frequent interaction between teachers and students. Each semester consists of eight topics in total, each of which has three sessions that include exercises, text analysis, and topic discussion. Videos on a variety of subjects were chosen for analysis in this study.

3.2.2. Data Analysis

The video samples were transcribed, coded, categorized, and qualitatively analyzed using Coupland et al.'s (1988) classification of the five communication accommodation strategies described above, as well as Jefferson's (2004) transcription notation for discourse analysis. The notations used for transcription are displayed in Table 1, which provides an overview of teaching time, sessions, and teaching topics. In the analysis, "S" stands for a single student, "AS" for all students, and "SS" for some students.

Table 1
Summary of the Videos

Participant	Length	Session	Context	Topic
Teacher 1 (T1)	90 minutes	session 1 (S1)	Speaking	Culture
	90 minutes	session 2 (S2)	Reading, Speaking	Traveling
Teacher 2 (T2)	90 minutes	session 1 (S1)	Speaking	Living a virtual world
	90 minutes	session 2 (S2)	Reading, Speaking	Real-world
Teacher 3 (T3)	90 minutes	session 1 (S1)	Speaking	Money
	90 minutes	session 2 (S2)	Reading, Speaking	Belonging

4. Results

This study's analysis is based on six transcripts from three teacher-student interactions over the course of six sessions. No communication divergence strategies were detected throughout the 460 minutes of lectures, which can be read as teachers attempting to promote a setting of unity and fairness in order to increase communicative effectiveness in Spanish language classes. The six samples below (see the Appendix for the original Spanish transcripts) demonstrate convergent linguistic methods utilized by teachers.

Excerpt 1 (T1, Students) English Translation

T1: Before starting this session, I want to show some images. You see two images, yellow and pink, on the screen, what do you see? What do you all see in the yellow image?
SS: A meal.
T1: A meal. Do you know his name?
AS: ---
T1: It's called:::
S: Churros.
T1: Yes, they are churros. How about another photo, the pink?
SS: bottle
T1: A bottle. Which type of bottle is this? Does it appear to be a typical bottle?
AS: ---
T1: Looks like:::
S: Coke bottle
T1: Yes, a bottle of Coca-Cola. So, I mean, if these two regular [ill-chosen word] bottles, these two Images reflect the culture, this one, churros, Which culture does it symbolize?
AS: ---
T1: Something Spanish, something European that shows Spanish culture, right? What about the other image?
SS: American culture.
T1: American culture. Yes cool...

Accommodation occurs in all types of interactions, according to Atalay (2015). Excerpt 1 is from a topic discussion session about the differences between Spanish and American culture, in which Teacher 1 utilized an image of churros on the left and a Coca-Cola bottle on the right. Teacher 1 used a discourse management method in this excerpt. When the teacher inquired, "*Does it appear to be a typical bottle?*" The pupils were all silently contemplating. Teacher 1 quickly responded, "*looks like*:::," delaying, extending the waiting period, giving them more time to ponder, and making it less difficult for students to figure out the noun phrase "a *bottle of coca cola*". "*... these two Images reflect the culture ... Which culture does it symbolize*?" As soon as Teacher 1 said "A *bottle*", he understood whether "coca-cola bottle" or "churros" belonged to a culture, so he applied the strategy of conversation repair (self-repair), rectified, and immediately applied "*images*". Teacher 1 inquired, *Which culture does it symbolize?"* Teacher 1 then employed a referential question to restrict the topic by adding, "*Something Spanish, something European, that shows Spanish culture, right? What about the other image?*" Thanks to his cue, the students were able to answer the question immediately. Teacher 1 provided feedback to his

students in this conversation by using "*yes*", "*cool*", and the repetition of the correct answer, which is arguably convergence (Elhami, 2020).

Discourse management, described in the collection by Giles et al. (2015), is the approach employed by interlocutors to validate the information signals encoded, conveyed, and received with the goal of progressing the conversation. Repetition, praise, subject management, asking referential inquiries, conversational repair (or self-repair), delay, or feedback, and so on are examples of such strategies. In this extract, Teacher 1 used several discourse management tactics to build the dialogue with the goal of making himself known and encouraging learners to take an active part in the interaction in the classroom.

Excerpt 2 (T1, Student) English Translation

T1: In this story, what does the writer care about?
S: What does the writer care about?
T1: Yes, What does the writer value most?
S: Yes José is happy.
T1: Yes, if José can have fun, and?
S: Eh ---
T1: What this story wants to talk about
S: Travel? If José is a trip [grammatical error]?
T1: Traveler--- explorer
S: Yes, traveler. He is traveling.
T1: Well, He is traveling. It is important to the writer if José can enjoy his travel.

This sample is from a text analysis session concerning the author's perspective on learning and teaching differences between Iran and European countries, based on an account of a 38-year-old guy who has been traveling for more than four years. The teacher used the interpretability method in this excerpt. Following Teacher 1's query, "*What does the writer care about?*", the student appeared to be unfamiliar with the meaning of "care about", so the teacher changed the high-frequency expressions. *What does the writer value most?* To facilitate pupil comprehension. Meanwhile, the discourse management method was employed in this excerpt. Teacher 1 offered the student a hint by asking the reference question, "*What this story wants to talk about?"* in order to guide him to the entire topic to ensure the learner might relate his response to "*traveling"*. Then, using the negotiation method, Teacher1 provided, "*Traveler--- explorer"*, and the student understood "*traveling"* was correct. Feedback such as "yes" and "good" may be seen in this excerpt, as well as competition for the pupils' correct replies.

According to McEwen and Coupland (2000), interpretability is used by the speaker to change the words and expressions to make himself/herself more understandable. The teacher utilized high-frequency words and expressions or short sentences in this Spanish lesson to ensure that the learners understood the content, reduce learners' worry, and avoid learners' dissatisfaction caused by misunderstandings of the subject matter. Meanwhile, Teacher 1 is skilled at employing discourse management strategies such as referential questioning, negotiating, and complimenting to provide feedback. As a result, Teacher 1's interaction with her students is a success.

Excerpt 3 (T2, Students) English Translation

T2: Good. Now, I would like some students to tell me what they can do in the virtual world.
S: Chatting with family and friends --
T2: Anything else?
S: -- Go shopping, eh--, surf the Internet.
T2: Surf the Internet. Now, could you tell me your partner's answers?
S: - uh -, She says [she said] -
T2: Said :::
S: She said she could listen to music and learn Spanish.
T2: Yes, now, look at the images, photos. The Internet has affected our lives. For example, we can buy things online
rather :::

S: Go to the mall.
T2: Yes, instead of going to the mall. Our purchasing style has changed. So, in the next image, what are they doing?
SS: They are reading online.
S: They are teaching.
S: They are learning.

T2: Yes, so what kind of things have changed because of the Internet?
SS: teaching and learning style.
T2: Well, the Internet has changed our teaching and learning ways.

Excerpt 3 comes from the topic discussion session on virtual life. Two images are offered to highlight how the Internet has impacted people's lives. Discourse management tactics such as prolonging waiting periods, asking referential questions, dialogue repair, topic control, and feedback were used in this excerpt. For example, when the student said, *"Chatting with family and friends -- Go shopping, eh--, surf the Internet"* and" - *uh* -, *She says"*, it is clear that grammatical errors were made in some statements. Because "Navigar" (navigate) should be "Navigar por" (surf) and "dice" (say) should be "dijo" (said), Teacher 2 corrected them by giving the correct response, which is an example of full or partial corrective feedback (Elhami & Roshan, 2016a). The recast feedback and face-maintenance strategies were applied in this case. "... *what are they doing*?" began Teacher 2's explanation of the second image. To keep the matter under control after the students delivered their answers, Teacher 2 questioned, "*so what kind of things have changed because of the Internet?"* Teacher 2 also employed recast corrective feedback (Elhami & Roshan, 2016b) and extended the waiting time by saying "*Said:::"* to give the students more time to ponder throughout this talk. Furthermore, in the quote, *"*....The Internet has affected our lives. For example, we can buy things online*:::"*, Teacher 2 employed the interpretability method by providing an example to help students comprehend how the Internet has impacted our daily lives.

According to Coupland et al. (1988), discourse management leads to effective communication and reduces the social distance between the speaker and the listener. The use of discourse management tactics can be seen in this class. In this extract, Teacher 2 clearly understood this and integrated various discourse management tactics to lessen the distance between his pupils and himself, provide a comfortable learning environment, and reduce nervousness about speaking Spanish in order to ensure the students' confidence was not undermined. Teacher 2's accommodation is the foundation of his successful communication with his students.

Excerpt 4 (T2, Students) English Translation

T2: ... As the text shows, the writer tried to engage in some activities to return to his real world. For example, he calls :::
SS: Calls people
T2: Yes. And then arranges for:::
SS: Go out with friends.
T2: Yes, goes out with friends. Then goes to, goes to:::
SS: The gym.
T2: ...But what is his feeling after returning, returning to the real world?
S: It's a:::, unbear, unbear for him, to hear people's laught when, when I meet my friend. [grammatical error]
T2: Good. He would like to say that his laughter was unbearable when he saw a friend. Yes?
S: Yes.

This exchange is an excerpt from the text explanation session. It is an exercise in which learners were needed to put in the blanks using a few verb phrases reflecting the things that the writer attempted to undertake after spending a long time in the virtual world. Discourse management tactics such as feedback, waiting time extension, negotiation, and conversation repair are clearly visible in this extract. For example, feedback was used by repeating the correct replies of the pupils. At the end of the dialogue, the students made some grammatical errors in their responses, but it appeared that they understood the basic idea of the answer, so Teacher 2 said the correct sentence of the same notion to provide feedback,

along with meaning negotiation and face-maintenance. "*Yes, goes out with friends. Then it goes to, goes to:::"* We can see that the teacher changed "*go*" to "*goes*" using conversation repair. As stated by Ellis (2008), intelligible input is the foundation of language acquisition, and one of the primary input resources is instructor utterances. As a consequence of monitoring, teachers in language classes utilize conversation repair or self-repair as a consequence of monitoring, which is linked to proficiency level. Meanwhile, the approach of extending the waiting period was also utilized in the phrases "*... And then arranges for"* and "*... Then goes to, goes to:::"*. The extension of an utterance followed by "*arranges for"* and "*goes to*" can be interpreted as a technique by which Teacher 2 provided the pupils time for thought as well as an opportunity to try, or it can be interpreted as a tactic by which Teacher 2 asked a few pupils to respond to the question with her. At the beginning of this chat, Teacher 2 stated, "*As the text shows, the writer tried to engage in some activities to return to his real world...".* After uttering the word "real", he realized that the pupils would be puzzled, so she utilized the high-frequency term "*real*" to clarify more, employing the interpretability technique. Such an approach is fairly frequent in the teaching process, particularly in language classes.

Excerpt 5 (T3, Student) English Translation

T3: If you won $400,000, would you tell us how you would like to spend it?
S: First, I will invest with most [of the] money.
T3: Yes, invest the money. That would be good.
S: I would like to set up a factory so that [the] poor can work there.
T3: Set up a factory for the poor, great!
S: Buy a house for myself.
T3: Buy a house, fine.
S: Buy a car.
T3: A car, a nice and expensive car, yes?
S: Yes, and travel with my wife.
T3: travel with your wife. And who else?
S: If I won so much money, I would first make sure the news is true.
T3: Okay, Good.
S: Yes::: Then I tell my parents and my spouse.
T3: Share your happiness with them. They will feel happy. OK, and:::
S: And give them some of the money so they can go on a vacation.
T3: Give them money to travel the world, okay?
S: Yes, now--, I want to use some of the money to decorate my apartment.
T3: Ah, very good.
S: And, with some money, I would like to travel.
T3: Yes, to travel.
S: Finally, I would give some money to a charity.
T3: kind man.
S: And then I would find an advisor to help me manage the rest of the money.
T3: Oh, you will have some money left, you should ask the manager for help.
S: Yes.

Excerpt 5 is an interaction from the topic discussion about values session. Teacher 3 excels at using the turn-taking approach to take different turns in the discourse management in this excerpt. Because of the students' poor pronunciation, Teacher 3 provided feedback by repeating correct responses and occasionally praising them. According to Farzadnia and Giles (2015), the most comprehensive and central communication techniques by which interlocutors meet their conversational demands are interpretability and discourse control. Even though Teacher 3 utilized fewer methods than Teachers 1 and 2, we can easily discern discourse management strategies like turn-taking and feedback in this extract.

Excerpt 6 (T3, Students) English Translation

T: Now we move to Part Two, from 4 to 10. They are the details to show the writer is poor or rich. Now, answer the question, what does the writer own?

S: He [has] a car, old and very bad.
T: Yes, an old car. The writer has an old car. What else?
S: And he [his] house [is] small.
T: Yes, he has a small house. What else?
S: ---
T: Well, what else? Who can tell me?
SS: A television.
T: Yes, good. An old television that he received from others, a small apartment, an old car and a very low salary. But what makes the writer feel rich?
SS: Good health.
T: Yes, good health. Not anymore?
SS: The talent.
T: Yes, the talent of writing.
S: Talking with writer friends
T: Yes, having fun with friends. What else?
AS:---
T: Now look at page 23...

The sixth excerpt is from the text analysis session on values. In this portion of the text, students were asked to reply to two questions, providing evidence to support the author's claim that he was materially destitute but spiritually affluent. The turn-taking approach was still applied in this conversation. Because of the pupils' poor pronunciation as well as their low voice, Teacher 3 recounted the correct responses and made a summary to provide feedback. After describing the response to the first question, Teacher 3 employed the subject control approach to move the discussion into "*qué hace que el escritor se sienta rico?*" Turn-taking is a fundamental approach to intercultural contact (Ibrahim, 2017).

5. Discussion

A major feature emerging from this study, as an answer to research question 1, is that Spanish language teachers accommodate their communication when facing challenges in the classroom (e.g., different language proficiency levels and diverse learning styles), like in other settings in which people adapt their communication based on the specific circumstances (e.g., Elhami et al., 2024; Hajek et al., 2008; Mahanita et al., 2024; Rogerson-Revell, 2010). In response to research question 2, our findings suggest that they used various strategies such as simplifying their language, providing visual aids, and encouraging participation to ensure effective understanding and learning. These strategies – we observed - help create an inclusive and supportive learning environment for all students, regardless of their language abilities or preferred learning styles. Additionally, the study highlights the importance of accommodating communication by teachers to meet the *unique needs of each student* in order to foster successful language learning, which is consistent with what other scholars have found in their research on inclusive teaching practices (e.g., Ding, 2021; Manju, 2015; Manuaba & Putra Adi Jaya, 2021; Nayernia et al., 2021).

Regarding the 3rd research question, our results indicate that repetition, praise, taking turns, topic control, asking referential questions, conversational repair or self-repair, back channeling, feedback, and the use of non-verbal signals are components of the discourse management strategy that Spanish teachers employed most frequently in their teaching processes. Referential questions were used, we contend, to assess students' comprehension and provide reassurance regarding their ability to follow the material. The reason for conversational repair and feedback was to ensure that the students were actively engaged in the learning process and to provide them with guidance and support in improving their language skills. Additionally, topic control and turn-taking were used to maintain a structured and organized classroom environment, allowing for effective communication and participation among students. Moreover, asking referential questions was employed to ensure the engagement and comprehension of the students. By asking these, the teacher could assess if the students were able to connect the new information to their prior knowledge and apply it in a meaningful way. This also encouraged critical thinking and a deeper understanding of the topic being discussed. Furthermore, referential questions helped to foster a collaborative learning environment. In this way, students were

encouraged to accommodatively share their thoughts and ideas with each other, promoting active participation and teacher-student and student-student interaction. These strategies collectively contribute to creating a conducive learning atmosphere where students feel encouraged to express themselves and actively participate in discussions (see Teng, 2012).

Interpretability was the second strategy used by the teachers. In order to ensure that pupils can grasp the material being taught, this tactic entails avoiding jargon, utilizing simple language, employing high-frequency phrases and expressions, and using other terms to communicate the same concept. The study revealed that all three teachers utilized high-frequency words and expressions, but they also used different words to convey the same idea. Teacher 1, for instance, adopted the strategy by simplifying their question to make sure that students could comprehend and respond easily. Teacher 2 employed interpretability by providing synonyms for vocabularies that he thought students might not be familiar with to enhance understanding. In order to effectively communicate information, Teacher 3 also made use of gestures and visual aids. The study revealed that Teachers 1 and 2 made few mistakes, particularly grammatical ones, and used conversational repair, also known as self-repair, to solve the issue. Applying this strategy most likely had the dual goals of preventing misunderstandings between teachers and students and providing the students with accurate information. The finding also showed all three teachers avoided using jargon and difficult vocabulary to ensure clear communication with students and promote better understanding. These results concur with those of previous research (e.g., Atalay. 2016; Coomds et al., 2023; Ding, 2021; Munuaba & Purta Adi Jaya, 2021), which have also highlighted the importance of fostering a collaborative learning environment through active participation and interaction and have shown positive outcomes in terms of student enjoyment and learning outcomes once CAT strategies are implemented effectively in the classroom.

When it came to other strategies, the three teachers hardly ever used emotional expression in class. When they did, it was probably to create a positive and relaxed environment where students could focus on the lesson and engage more effectively. Teachers expressed their emotions through sharing their own joy, laughing with the class, and/or telling jokes. According to Ahmad et al. (2018) and Albirini (2006), jokes in the classroom encourage students to participate more.

A few studies of communication accommodation strategies have been conducted in ELT classes with the aim of understanding the motives of the teacher for applying CAT in that setting (Cakrawati, 2017; Eslami et al., 2014; Weizheng, 2019). According to these studies, as well as our own, teachers employ convergence, and understandably so, more often than divergence. One way to apply convergence may be to highlight the intimacy with students and enhance their comprehension during class discussions. Concurrently, another study has shown that increased use of accommodations by teachers (i.e., incorporating personal anecdotes and emotions into their teaching) improves classroom interactions, and teachers can create a more engaging and impactful learning experience for students (Yazdanpanah, 2012).

Previous research on language teaching and CAT has mostly concentrated on the English language (e.g., Amaluddin et al., 2023; Coomds et al., 2023; Manju, 2015; Rothermich et al., 2023); very few studies have addressed other languages (e.g., Petrus & Tomescu-Baciu, 2014; Resticka, 2023; Tamayo & Terrion, 2024). There have been previous studies on the value of communication accommodation techniques in linguistic and cultural contexts (Fang, 2013; Jazeri & Nurhayati, 2019; Rahmanian, 2013), but there has been no research on communication accommodations in Iranian classroom interactions specifically on Spanish language learning.

In sum, our findings contribute to the existing research on CAT and classroom dynamics by providing empirical evidence of the effectiveness of communication strategies in the foreign language teaching-learning process. This study highlights the importance of teachers adapting their communication styles and using strategies (e.g., discourse management, interpretability, and emotional expression) to meet the diverse needs of students, ultimately fostering a more inclusive and engaging classroom environment. As such, educators can enhance student engagement and comprehension, ultimately leading to more successful educational outcomes.

Program participants were a self-selected group, primarily comprised of teachers who were already familiar with communication accommodation procedures, potentially skewing the results towards a more positive outcome. This limitation suggests the need for further research with a more diverse participant pool to ensure a more comprehensive understanding of the impact of these methods on language learning. Additionally, exploring the perspectives of individuals who are not already familiar with the methods could provide valuable insights into their effectiveness in various contexts. Another limitation of this study is related to the potential for social desirability bias in participants' responses, as they may have been inclined to provide answers that they believed the researchers wanted to hear. To address this, future studies could incorporate measures to minimize this bias, such as anonymous surveys or interviews conducted by a neutral third party. In addition, it would be beneficial to include a diverse range of participants from different backgrounds and nationalities to ensure a more comprehensive understanding of the approach's impact.

Finally, further research is recommended to explore what communication accommodation methods will be used by various teachers – as well as students' messages back to them - that will be effective in the process of language learning with students with varying demographics (e.g., age, gender, educational and cultural backgrounds, etc.). Furthermore, it will be imperative to devise rigorous evaluative procedures to document what produces which beneficial outcomes and why. By conducting research in this way, educators can better cater to the diverse needs of students learning different languages and enhance their overall educational experiences.

Disclosure Statement

The authors claim no conflict of interest.

Funding

The research did not receive any specific grants from funding agencies.

References

Ahmad, N. A., Mohamed, S., Hasnan, K. A., Ali, N., & Ahmad Puad, F. N. (2018). The use of teacher's joke increases students' involvement inside classroom. *The International Journal of Social Sciences and Humanities Invention*, *5*(10), 5039-5046. https://doi.org/10.18535/ijsshi/v5i10.06

Albirini, A. (2006). Teachers' attitudes toward information and communication technologies: The case of Syrian EFL teachers. *Computer & Education*, *47*(4), 373-398. https://doi.org/10.1016/j.compedu.2004.10.013

Amaluddin, A., Nildasari, N., Aisiah, S. & Lukman, D. H. (2023). Accommodation theory in language teaching and for students with special needs. *Asian Journal of Engineering, Social and Health*, *2*(7), 569-578. https://doi.org/10.46799/ajesh.v2i7.112

Atalay, Ö. (2015). Accommodation theory and language teaching. In B. Eröz-Tuğa (Ed.), *Theoretical considerations in language education* (pp. 95-107). Nüans Publishing.

Azkarai, A., & Kopinska, M. (2020). Young EFL learners and collaborative writing: A study on pattern of interaction engagement in LREs, and task motivation. *System*, *94*, Article 102338. https://doi.org/10.1016/j.system.2020.102338

Beebe, M. L., & Giles, H. (1984). Speech-accommodation theories: a discussion in terms of second-language acquisition. *International Journal of the Sociology of Language, 46*, 5-32. https://doi.org/10.1515/ijsl.1984.46.5

Cakrawati, L. M. (2017). Students' perceptions on the use of online learning Platforms in EFL classroom. *English Language Teaching and Technology Journal, 1*(1), 22–30.

Calzada, A., & García, M. P. (2020). L2 grammar learning through a collaborative writing task. In W. Suzuki & N. Starch (Eds.), *Languaging in language learning and teaching* (pp. 20-39). John Benjamins.

Chen, L. (2021). A study on the application of teacher feedback language in middle school English class. *Journal of Higher Education Research, 2*(6), 419-422.

Chevalier, B. A., Watson, B. M., Barras, M. A., & Cottrell, W. N. (2018). Hospital pharmacists' and patients' views about what constitutes effective communication between pharmacists and

patients. *International Journal of Pharmacy Practice*, *26*(5), 450-457. https://doi.org/10.1111/ijpp.12423

Chin-Hui, C. (2019). Exploring teacher–student communication in senior-education contexts in Taiwan: A communication accommodation approach. *International Journal of Ageing and Later Life, 13*(1), 63–109. https://doi.org/10.3384/ijal.1652-8670.17369

Chinar, S. (2017). The efficacy of corrective feedback on L2 writings of EFL students. *European Journal of Language and Literature, 8*(1), 110-120. https://doi.org/10.26417/ejls.v8i1.p110-120

Coombs, H., Bagley, B., Barnhart, R., & Gtaudins, M. (2023). Estratégias de acomodação sociolinguística utilizadas por estudantes-atletas internacionais [Sociolinguistic accommodation strategies used by international student-athletes]. *Comunicação Pública*, *18*(35). https://doi.org/10.34629/cpublica.728

Coupland, N., Coupland, J., Giles, H., & Henwood, K. (1988). Accommodating the elderly: Invoking and extending a theory. *Language in Society*, *17*(1), 1–41. https://doi.org/10.1017/S0047404500012574

Ding, J. (2021). Exploring effective teacher-student interpersonal interaction strategies in English as a foreign language listening and speaking class. *Frontiers in Psychology*, *12*, Article 765496. https://doi.org/10.3389/fpsyg.2021.765496

Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Pearson.

Elhami, A. (2020). Communication accommodation theory: A brief review of the literature. *Journal of Advances in Education and Philosophy, 4*(5), 192-200. https://doi.org/10.36348/jaep.2020.v04i05.002

Elhami, A., & Roshan, A. (2016a). The relationship between recast and noticing sensed by basic level EFL learners. *European Online Journal of Natural and Social Sciences, 5*(2), 475-483.

Elhami, A., & Roshan, A. (2016b). Types of recasts (full and partial) and grammatical structures by basic level EFL Iranian learners. *International Journal of English Linguistics, 6*(3), Article 176. https://doi.org/10.5539/ijel.v6n3p176

Elhami, A., & Roshan, A. (2021). Communication accommodation theory in Covid-19 pandemic. *Academia Letters*, *2*, Article 1641. https://doi.org/10.20935/AL1641

Elhami, A., & Roshan, A. (2024). Religion and higher education migrants' acculturation orientation. *Intercultural Education*, *35*(3), 283-301. https://doi.org/10.1080/14675986.2024.2348428

Elhami, A., Roshan, A., & Giles, H. (2024). Looking at qualitative research data collection methods and the significance of CAT in cross-cultural interviewing. In A. Elhami, A. Roshan, & H, Chandan (Eds.), *Principles of conducting qualitative research in multicultural settings* (pp. 55-75). IGI Global.

Ellis, R. (1990). *Instructed second language acquisition: Learning in the classroom*. Blackwell.

Ellis, R. (2008). *The study of second language acquisition* (2nd ed.). Oxford University Press.

Eslami, Z. R., Mirzaei, A., & Dini, S. (2014). The role of asynchronous computer mediated communication in the instruction and development of EFL learners' pragmatic competence. *System, 48*, 99-111. https://doi.org/10.1016/j.system.2014.09.008.

Fang, X. (2017). When an Indian speaks to a Chinese: making sense of World Englishes in the framework of communication accommodation theory. *Asian Englishes*, *19*(2), 100–115. https://doi.org/10.1080/13488678.2017.1292444

Frey, T. K., & Lane, D. R. (2021). CAT in the classroom: A multilevel analysis of students' experiences with instructor nonaccommodation. *Communication Education, 70*(3), 223-246. https://doi.org/10.1080/03634523.2021.1903521

Ghahraman, V., Karlsson, M., Kazemi, A., Saeedi, S., & Elhami, A. (2023). On the functions of hedging in research articles (RAs): A study on RA discussions. *International Journal of Language Studies, 17,* 165–187. https://doi.org/10.5281/zenodo.7513381

Giles, H., Gasiorek, J., & Soliz, J. (Eds.). (2015). Recent developments in communication accommodation theory: Innovative contexts and applications. *Language and Communication, 41*, 1-100.

Giles, H., Edwards, A. L., & Walther, J. B. (2023). Communication accommodation theory: Past accomplishments, current trends, and future prospects. *Language Sciences, 99*, Article 101571. https://doi.org/10.1016/j.langsci.2023.101571

Giles, H., Coupland, N., & Coupland, J. (1991). Accommodation theory: Communication, context, and consequence. In H. Giles, J. Coupland, & N. Coupland (Eds.), *Contexts of accommodation* (pp. 1-18). Cambridge University Press.

Giles, H., Taylor, D. M., & Bourhis, R. (1973). Towards a theory of interpersonal accommodation through language: Some Canadian data. *Language in Society*, *2*(2), 177-192. https://doi.org/10.1017/S0047404500000701

Hajek, C., Giles, H., Barker, V., Lin, M., Zhang, Y. B., & Lee Hummert, M. (2008). Expressed trust and compliance in police-civilian encounters: The role of communication accommodation in Chinese and American settings. *Chinese Journal of Communication*, *1*(2), 168–180. https://doi.org/10.1080/17544750802287935

Ibrahim, S. J. (2017). Turn-taking strategies in English language teaching (ELT). *Dirasat Tarbawiya: Journal of Educational Studies*, *10*(40), 291-308.

Jazeri, M., & Nurhayati, D. A. W. (2019). Cross-cultural communication experiences of Pattani students with Javanese students at IAIN tulungagung. *Journal of English Language Teaching and Linguistics*, *4*(3), 379-393.

Jefferson, G. (2004). Glossary of transcript symbols with an introduction. In G. H. Lerner (Ed.), *Conversation analysis: Studies from the first generation Philadelphia* (pp. 13-31). John Benjamins. https://doi.org/10.1075/pbns.125.02jef

Jin, L., Singh, M., & Li, L. (2005, December 1). *Communicative language teaching in China: Misconceptions, applications and perceptions* [Paper presentation]. AARE' 05 Education Research "Creative Dissent: Constructive Solutions," the Australian Association for Research in Education, Parramatta, Australia.

Jones, E., Gallois, C., Callan, V., & Barker, M. (1999). Strategies of accommodation: Development of a coding system for conversational interaction. *Journal of Language and Social Psychology*, *18*(2), 123-151. https://doi.org/10.1177/0261927X99018002001

Kos, T. (2023). Exploring peer support among young learners during regular EFL classroom lessons. *International Journal of Applied Linguistics*, *33*(2), 169-189. https://doi.org/10.1111/ijal.12456

Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake. *Studies in Second Language Acquisition*, *19*(1), 37-66. https://doi.org/10.1017/S0272263197001034

Mackey, A. (1999). Input, interaction, and second language development: An empirical study of question formation in ESL. *Studies in Second Language Acquisition*, *21*(4), 557-587.

Mahanita, M., Nor, N. F. M., & Hazita, A. (2014). Communication accommodation strategies in Malaysian multiracial family interactions. *Procedia - Social and Behavioral Sciences*, *118*, 259-264. https://doi.org/10.1016/j.sbspro.2014.02.035

Manju, G. (2015). Effectiveness of communication accommodation theory (CAT) in teaching of English as a second language in India. *GNOSIS*, *1*(3), 224-234.

Manuaba, I. B., & Putra Adi Jaya, N. (2021). The types of communication accommodation strategies in English as foreign language classrooms. *Journal of Educational Research and Evaluation*, *5*(1), 17-23. https://doi.org/10.23887/jere.v4i4.28109

McEwen, V., & Coupland, N. (2000). Accommodation theory: A conceptual resource for intercultural sociolinguistics. In H. Spencer-Oatey (Ed.), *Culturally speaking: Managing rapport through talk across cultures* (pp. 191-214). Continuum.

Mohsen, B. H. M., & Nirmal, P. B. (2020). Towards the accommodation of EIL pedagogy in Yemeni English language teaching institutions. *International Journal of Emerging Technologies and Innovative Research*, *7*(12), 1085-1093.

Muradi, A., & Amarkhil, A. M. (2024). The difficulties of EFL students in speaking English at Sar-e-Pul higher education institute. *Journal of Natural Language and Linguistics*, *2*(1), 1–7. https://doi.org/10.54536/jnll.v2i1.2331

Myers, S. A., & Goodboy, A. (2014). College student learning, motivation, and satisfaction as a function of effective instructor communication behaviors. *Southern Communication Journal*, *79*(1), 14–26. https://doi.org/10.1080/1041794X.2013.815266

Nayernia, A., Taghizadeh, M., & Farsani, M. A. (2020). EFL teachers' credibility, nonverbal immediacy, and perceived success: A structural equation modeling approach. *Cogent Education*, *7*(1), Article 1774099. https://doi.org/10.1080/2331186x.2020.1774099

Ninio, A., & Snow, C. (1996). *Pragmatic development*. Westview Press.

Petrus, R., & Tomescu-Baciu, S. (2014). Cultural accommodation in learning and teaching ther Norwegian language in Clujnapoca. *The Romanian Journal for Baltic and Nordic Studies*, *6*(1), 159-174.

Rahimian, M. (2013). Communication accommodation theory in conversation with second language learners [Unpublished master's thesis]. The University of Manitoba. http://hdl.handle.net/1993/22082.

Resticka, G. A., Nurdiyanto, E., & Purwandari, G. A. (2023). Language accommodation in Speak communities in Banyumas district. *Ranah*, *12*(2), 391-404. https://doi.org/10.26499/rnh.v12i2.5154

Rogerson-Revell, P. (2010). "Can you spell that for us non-native speakers?" Accommodation strategies in international business meetings. *Journal of Business Communication*, *47*(4), 432–454. https://doi.org/10.1177/0021943610377304

Rothermich, K., Baker, R., Falkins, S. M., & Kum, J. (2023). Reported use of second-language speech accommodation in everyday interaction: The role of individual differences. *Journal of Speech, Language, and Hearing Research*, *66*(9), 3307-3327. https://doi.org/10.1044/2023_JSLHR-23-00167

Soliz, J., Giles, H., & Gasiorek, J. (2022). Communication accommodation theory. In D. O. Braithwaite & P. Schrodt (Eds.), *Engaging theories in interpersonal communication* (3rd ed., pp. 130-142). Routledge. https://doi.org/10.4324/9781003195511-12

Swain, M. (2005). The output hypothesis: Theory and research. In E. Heinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 471-483). Lawrence Erlbaum.

Tamayo, J. P. M., & Terrion, J. L. (2024). 'What are they saying to me?': Perceptions of accommodation and non-accommodation of Spanish-speaking Latin American immigrants in the Canadian workplace. *Canadian Ethnic Studies*, *56*(1), 83-104. https://doi.org/10.1353/ces.2024.a921081.

Teng, H. C. (2012). A study on the teachability of EFL communication strategies. *Procedia - Social and Behavioral Sciences*, *46*, 3566–3570. https://doi.org/10.1016/j.sbspro.2012.06.106

Weizheng, Z. (2019). Teacher-student interaction in EFL classroom in China: Communication accommodation theory perspective. *English Language Teaching*, *12*(12), Article 99. https://doi.org/10.5539/elt.v12n12p99

Yazdanpanah, Z. (2012). The effect of explicit teaching of story structure on EFL learners' use of communication strategy. *Procedia - Social and Behavioral Sciences*, *32*, 391-398. https://doi.org/10.1016/j.sbspro.2012.01.059

Yi-Rung, T., & Wenli, T. (2015). Accommodation strategies applied by non-native English-Mediated Instruction (EMI) teachers. *Asia-Pacific Education Researcher*, *24*(2), 399-407. https://doi.org/10.1007/s40299-014-0192-3

Appendix

Excerpt 1 (T1, Students)

T1: Antes de comenzar esta sesión, quiero mostrar algunas imágenes. Veis dos imágenes, amarilla y rosa, en la pantalla, ¿qué veis? ¿Qué veis todos vosotros en la imagen amarilla?
SS: Una comida.
T1: Una comida. sabéis su nombre?
AS: ---
T1: Se llama:::
S: Churros.
T1: Sí, son churros. ¿Qué tal otra foto, la rosa?
SS: botella
T1: Una botella. ¿Qué tipo de botella es esta? ¿Parece ser una botella típica?
AS: ---
T1: se parece:::
S: botella de coca cola
T1: Si, una Botella de coca cola. Entonces, quiero decir, si estas dos botellas regulares [ill-chosen word], estas dos Imágenes reflejan la cultura, ésta, churros, ¿qué cultura simboliza?
AS: ---

T1: Algo español, algo europeo, que muestre la cultura española, ¿verdad? ¿Qué pasa con la otra imagen?
SS: Cultura Americana.
T1: Cultura Americana. Si, genial…

Excerpt 2 (T1, Student)

T1: En esta historia, ¿qué le importa al escritor?
S: ¿Qué le importa al escritor?
T1: Sí, ¿Qué es lo que más valora el escritor?
S: Si José es feliz.
T1: Sí, si José puede divertirse, y ?
S: Eh ---
T1: ¿ De qué quiere hablar esta historia?
S: ¿Viajar? Si José es viaje [error gramatical]?
T1: viajero---exploradoro
S: Sí, viajero. Él está viajando.
T1: Bien gracias. el está viajando Es importante para el escritor si José puede disfrutar de su viaje

Excerpt 3 (T2, Students)

T2: Bien. Ahora, me gustaría que algunos estudiantes me dijeran qué pueden hacer en el mundo virtual.
S: charlando con familiares y amigos --
T2: ¿Algo más?
S: -- Ir de compras, eh--, navegar internet.
T2: Navegar por internet. Ahora, ¿podrías decirme las respuestas de tu compañero?
S: -- uh --, Ella dice [dijo]--
T2: Dijo :::
S: Dijo que podía escuchar música y aprender español.
T2: Sí, ahora, mira las imágenes, fotos. Internet ha afectado nuestra vida diaria. Por ejemplo, podemos comprar cosas online
en lugar de :::
S: Ir al centro comercial.
T2: Sí, en lugar de ir al centro comercial. Ha cambiado nuestro estilo de compra. Entonces, la siguiente imagen, ¿Qué estan haciendo?
SS: Están leyendo en línea.
S: Están enseñando.
S: Están aprendiendo.
T2: Sí, Entonces, ¿qué tipo de cosas han cambiado gracias a Internet?
SS: estilo de enseñanza y aprendizaje.
T2: Bien, internet ha cambiado nuestros estilos de enseñanza y aprendizaje.

Excerpt 4 (T2, Students)

T2: ... Como muestra el texto, el escritor intentó realizar algunas actividades para regresar a su mundo real. Por ejemplo, llama :::
SS: llama a la gente
T2: Sí. Y luego organiza:::
SS: Salir con amigos.
T2: Sí, sale con amigos. Luego va a, va a:::
SS: El gimnasio.
T2: ...¿Pero cuál es su sentimiento después de regresar, de regresar al mundo real?
S: Es insoportable, insoportable para él escuchar la risa de la gente cuando me encuentro con mi amigo. [error gramatical]
T2: Bien. Le gustaría decir que su risa era insoportable cuando vio a un amigo. ¿Sí?
S: Sí.

Excerpt 5 (T3, Student)

T3: Si ganaste $400 000, ¿nos dirías cómo te gustaría gasterlos?
S: Primero, invertiré con la mayor parte [del] dinero.
T3: Sí, invierte el dinero, eso sería bueno.
S: Me gustaría montar una fábrica para que [los] pobres trabajen allí.
T:3 Montar una fábrica para los pobres, ¡genial!
S: Comprar una casa para mí.
T3: Cómprate una casa, bien.
S: Compra un auto.
T3: un coche, un coche bonito y caro, ¿Si?
S: Sí, y viajar con mi esposa.
T3: viaja con tu esposa. ¿y quien más?
S: Si gano tanto dinero, primero me aseguraré de que la noticia sea cierta.
T3: Está bien, claro.
S: Sí::: Entonces les cuento a mis padres ya mi esposa.
T3: Comparte tu felicidad con tus padres y tu cónyuge. Se sentirán muy felices. OK y:::
S: Y darles una parte del dinero para que puedan seguir un vacación.
T3: Darles dinero para que viajen por el mundo, ¿sí?
S: si, ahora--, quiero usar una parte del dinero para decorar mi piso.
T3: Ah, muy bien.
S: Y, con una parte de dinero me gustaría viajar.
T3: Sí, para viajar.
S: Por fin, daría algo de dinero a una organización benéfica.
T3: hombre amable.
S: Y luego buscaría un asesor que me ayudara a administrar el resto del dinero.
T3: Oh, te quedará algo de dinero, deberías pedirle ayuda al gerente.
S: Sí.

Excerpt 6 (T3, Students)

T: Ahora pasamos a la Segunda Parte, del 4 al 10. Son los detalles para demostrar que el escritor es pobre o rico. Ahora responda la pregunta: ¿qué posee/tiene el escritor?
S: Él [tiene] un coche, viejo y muy malo.
T: Sí, un coche viejo. El escritor tiene un coche viejo. ¿Qué mas?
S: Y él [su] casa [es] pequeña.
T: Sí, tiene una casa pequeña. ¿Qué mas?
S: ---
T: Bueno, ¿qué más? ¿Quién puede decirme?
SS: Un tele.
T: Sí, bien. Un tele viejo que recibió de otros, un departamento pequeño, un auto viejo y un salario muy bajo. Pero ¿qué hace que el escritor se sienta rico?
SS: Buena salud.
T: Sí, buena salud. ¿Ya no?
SS: El talento.
T: Sí, el talento de escribir.
S: Hablando con amigos escritores
T: Sí, divertirme con amigos. ¿Qué otra cosa?
AS:---
T: Ahora mira la página 23...