

**Practice 1.** Read each of the elements of the interaction. For each excerpt, identify the type of language shift being used and select the corresponding code: **T, F, T = F, F = T, T + F, or F + T.**

Here is a brief reminder of the language-shift codes used in our analysis of translingual classroom interaction:

- T → maintains the exchange in the target language
- F → maintains the exchange in the first language
- T = F → translation from target language to first language
- F = T → translation from first language to target language
- T + F → language shift from target language to first language without translation
- F + T → language shift from first language to target language without translation

Language exchange	Elements of cycle phase	Exchange Role	Interaction
	<b>PREPARE</b> sentence preparation	Teacher:	<p>“Vamos a seguir ahora con la primera oración que esta en la clasificación. Esta primera oración va desde Jacobo hasta Bogotá. Listo; en esa primera oración nos dice de quién va a tratar el texto, cuántos años tiene esa persona y en dónde vive. Básicamente, son esas 3 cosas.”</p> <p>[We are now going to continue with the first sentence that is in the classification. This first prayer goes from Jacobo to Bogotá. Done; In that first sentence he tells us who the text is going to be about, how old that person is and where he lives. Basically, it's those 3 things].</p>
	<b>FOCUS</b> read aloud	Teacher:	<p>“Jacobo is a 12 year old boy who lives in Bosa la Alameda Southwest Bogotá”</p>
	<b>FOCUS</b> word positioning	Teacher:	<p>“¿Listo? Vamos a mirar al inicio de la oración, the beginning of the sentence. There is a name, and that name is the theme that the text is about, what is the name?”</p> <p>[Ready? Let's look at the beginning of the sentence, the beginning of the sentence + English].</p>
	<b>EVALUATE</b> affirm	Teacher:	<p>Jacobo. Excellent.</p>
	<b>EVALUATE</b> direct	Teacher:	<p>Let's highlight “Jacobo”, muy bien.</p>
	<b>ELABORATE</b> practice	Teacher:	<p>Let's practice pronunciation. Repitan después de mi: Samuel and Tomás.</p> <p>Students: Samuel and Tomás (choral repetition)</p> <p>Teacher: His brothers Samuel and Tomás.</p> <p>Students: His brothers Samuel and Tomás (choral repetition).</p> <p>Teacher: He lives with his brothers Samuel and Tomás.</p> <p>Students: He lives with his brothers Samuel and Tomás.</p> <p>Teacher: He lives with his brothers Samuel and Tomás (choral repetition).</p>
		Teacher:	
	<b>ELABORATE</b> practice	Sharon:	<p>“He lives with his brothers Samuel and Tomás.”</p>
		Teacher:	<p>“Muy bien! He lives with his brothers Samuel and Tomás.”</p>