THE IMPORTANCE OF TEACHERS AND HIGH SCHOOL STUDENTS'
INTERACTION IN THE ENGLISH CLASSROOM TO ENHANCE EFL LEARNING IN A
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El Peñol, 30 de diciembre del 2021

CONTENT

APPENDIXES

ABSTRACT

The purpose of this paper is to show the influence of the interaction between teacher and students in an EFL classrooms. We work with a group of eighth and ninth graders, in a public school located in El Peñol, Antioquia. This study uses a qualitative research method and it is mainly focused on conducting a case study, which allows us to describe, compare, evaluate and understand different aspects of this research phenomenon. The data collection methods involved class journals, non-participant observations and semi-structured interviews, which helped the researchers to get to know the scope of the class, the teacher's perspective through the field journal, the opinion of a third party through observations and interviews which were developed to explore the students' experiences and perceptions of the interaction in the classes.

The findings presented in the study suggest that the interaction between both students and the teacher, it plays an important role in student learning since through the interaction, students can feel motivated to being interested in get engage in the English class. Moreover, it also becomes a subject matter since through the interaction between both agents, the teacher can approach students by taking into account the factors that influence their interaction in the classroom in order to boost their learning about the English language in the classroom.

Keywords: EFL (English as a Foreign Language), interaction, classroom environment, teenagers' learning.

LITERATURE REVIEW

The objective of this part of the text is to give a brief explanation of some texts used in our research, which were related with the student-teacher interaction since they have valuable points of views that were fundamental for the research process that was conducted. This text supported the approach that the research project wanted to convey since it was helpful to enhance the variety of ideas on the subject matter.

Taking into consideration that the relationship between students and teachers can affect the way they learn, it is necessary to consider a qualitative research study published by the authors Covarrubias and Piña (2004), who carried out a study with students and professors from the university Centro de Estudios Educativos, AC Federal District in Mexico.

The objective of the research was to analyze the representations of university students about the interaction with their professors and their influence on the perception of their own learning. This research was carried out with university students and professors, from the University Center for Educational Studies, AC Distrito Federal, Mexico.

In order to carry out the research project, they used a qualitative method and methodology that allowed them to obtain four theoretical-analytical categories related to the performance of teachers in the educational process: a) personality, b) knowledge, c) didactic skills, d) forms of interaction in the classroom (Papahiu, et al. 2004). Even when a diversity of representations was found in the process of the research project, they highlighted the fact that there are substantive differences between the expectations of students and the ways in which they have lived their relationship with their teachers, in which they indicate asymmetric relationships that have influenced their appreciations of their own learning.

Moving over, talking about the interaction between teachers and students, that study was something that has been done before in order to know about the learning process that the students have had in a classroom and how important is the presence of the teacher as well. The study provided by Warda (2015) which was about the importance of classroom interaction in

improving EFL student's speaking skill, it showed how the learning of the English language can be improved by considering the interaction of the participants.

Educators around the world have talked about these interactions but, not many of them has the correct answer in how to do approach them and how important these interactions are so fundamental when learning a foreign language. In that sense, the main purpose of the previous study was to know how to develop the oral skill in the students, in a way they could improve their English language. Furthermore, she considered that for a teacher it is not only important the methods they use to teach, but also their behavior towards the classroom and how the teachers can be seen as a motivating factor in the process if they approach the class differently (Warda, 2015).

The researcher approached her study by collecting data with the use of semi-structured questionnaires to 80 students in A1 level and eight teachers. The results of this study were that the interaction can enhance the speaking ability through the introduction of interactive classes, which is something that today teacher´s has been doing lately by putting aside the traditional way of teaching, such as giving a lecture behind a desk hoping that the students are following the instructions, that the student only learning by taking notes and nodding their heads and instead they are making progress in putting the interaction first since it serves as the key of learning a foreign language, so by doing this students can develop the English language in higher levels with the motivation provided in a classroom.

Also, we had Lastly Pianta, Bridget, Hamre and Allen (2012) who conducted quantitative research in early childhood and elementary classrooms, also to middle and high school classrooms in the United States, where its main objective was to describe how the engagement is considered as a relational process in opportunity related with work in an effort to frame conceptually the discussion of student engagement not as a property of a child, but rather as embedded in interactions and relationships.

In order to achieve the purpose of the study, the adopted data collection method was observations and frequent questions used by teachers, as well as detailed qualitative information on teacher practices. Moreover, they did ethnographic studies in nature while others relied on large scale assessments of hundreds of classrooms. Those methods allowed

researchers to understand how important the teacher-student relationships and engagement at the moment of conceptualizing, measuring, and improving the capacity of classroom interactions. (Pianta et. al 2012)

Based on the previous studies, the authors posted four levels of producing a developmental change for teacher-student relationships and interactions: (1) teachers' knowledge and cognitions related to their interactions with students, (2) availability of ongoing relational supports for teachers themselves, (3) teachers' regular exposure to individualized feedback about their actual interactions with students, and (4) a standard and valid "target" around which to focus efforts to change interactions. The hypothesis tested was that these levers in a coordinated way are most likely to induce and maintain change, given the systemic nature of teacher student relationships and interactions in classrooms by using the technical features of MyTeachingPartner (MTP).

The nature and quality of interactions between teachers and students are fundamental. It helps teachers to understand the student engagement since classrooms and student-teacher relationships interactions are complex. Most multi component systems can be accessed through standardized observation methods and, it can be changed by providing teachers a huge knowledge about the importance of the developmental processes, which is relevant for classroom interactions and personalized feedback/support about their interactive behaviors and cues with students.

Considering that in this research project we want to focus on the influence that the student and teacher has in the classroom, it is important to highlight the research done by Medina (2015) which was carried out with teachers and students from primary and secondary schools in Mexico.

The objective of this study was to review some characteristics of the student-teacher interaction in the teaching-learning process and its implications of it. It considered the motivational processes, and some elements involved such as emotions, feelings and self-esteem that were part of that research project which showed a result from a qualitative methodology, the relevance of the school context as a social group and the communication between the

student and the teacher, since the educational context is the space where the student and the teacher coexist, interact, and exchange impressions.

Finally, another study was found published by Osorno and Lopera (2012) in Medellin, Antioquia. The main purpose of this study was to analyze the positive and negative effects of an EFL reading comprehension distance web-based course by considering the importance of interaction in these kinds of courses and how influential interaction is in web-based courses.

The study was carried out with students from first semester in the university of Antioquia and a teacher who holds a degree in language teaching. They use a case study method, in which they used different data collection methods such as questionnaires, observations, in-depth interviews, journals and focus group sessions.

Based on their findings, they found that interaction a key aspect in distance web-based education. Moreover, they bearded in mind the interaction with the content, with the instructor, with the students and with the system. After having analyzed the data, they were able to notice the positive and negative aspects in each one of these interactions and how they had an improvement with the language, with the relation with students themselves and with the role of the teacher in class as well.

On the other hand, they noticed the interaction with the students was very poor. The researchers observed that the interaction was the weakest among the four types, and there were two main reasons that supported the lack of interaction among students: Students worries about making mistakes in public or that they felt that their level of English was lower than their peers, therefore the interaction among students was established as weak (Osorno & Lopera, 2012).

They came to the conclusion that the teacher was not trying to create a space for the students to interact. Moreover, they assumed that it was the attitude of the students that did not allow them to participate in class. Finally, they concluded that teachers need to be available for opening possibilities with students, for example by giving them feedback or incentivizing students in different ways could have improved their learning.

The review of the literature offered essential data for our research, greatly expanding the analysis of the texts that were used as an important basis for our research project. Through these texts, we were able to consider different points of view, which were paramount to expand our knowledge of the topics to convey in the research project.

In addition, each contexts analyzed was particular, since we could discover there are different perfectives that requires from our attention to be analyzed. Thanks to this literature review based on the previous projects related with the phenomenon we wanted explore, it reaffirms our perceptions that the issue really matters, it can be found currently and it has an importance in the educational field. This literature review prompted us to do a further analysis to underlying issue and that, upon discovering such important things in these texts; we were influenced by the intention to study the phenomenon further.

STATEMENT OF THE PROBLEM

Since the interaction in the EFL classroom has become a determinant factor for English teachers in their role as educators, foreign language teaching and learning purely comprises a kind of interaction, which basically requires an active participation from both parts: the teacher and the student (Warda, 2015). Teachers need to start thinking critically about how having a good engagement with their vocation can be useful during their teaching practices at the moment of facing a reality in the education field, where they are going to be the principal agents who are going to start building an interaction with their students inside the EFL classrooms.

When teachers have vocation in what they are doing, the interaction with the students in a class tends to change. The work of teaching should be something satisfying in a way they can perceive it with a purpose that is been part of students´ learning process and create an impact in them. For instance, after the teacher had built up a congruent relationship with their students, they are able to know how to adequately approach their students so that, at the moment of teaching the content that students need to acquire in the English course, the environment of the classroom may become enjoyable thanks to the good interaction that exist between teacher and students which was build up during the teaching practice.

Moreover, interaction is a topic that is always been discussed regarding teaching a foreign language. At national and international level, different proposals have been made in which the aim is to improve the learning of a foreign language through interaction. For instance, in Medellin, Antioquia a study was carried out in a public school with the purpose of known how much the interaction can be promoted in an English classroom by using board games.

Arias (2017) concluded a project in which the level of interaction in the classroom increased after using board games (…) Students had better opportunities for interaction while participating in a board game since their attention and participation were constantly needed in the game. Such approach showed us that there are thousands of ways of how a dedicated teacher can reach out to a student and create a meaningful learning.

In this regard, Mayer (1992) point out that meaningful learning occurs when students build the knowledge and cognitive processes needed for a successful problem solving. Problem solving involves devising a way of achieving a goal that one has never previously achieved, which happens by discovering how to change a situation from its given state into a goal state. This means, students achieve that meaningful learning when they begin to build and resume their previous experiences with the language.

It should also be noted that the nature of language learning has a psychological and social aspects. It depends primarily on the learners' motivation and attitude to learn the target language and how students might be losing the opportunity to develop the language. In fact, students have a particular rhythm of learning something in this case English as a foreign language. They also learn differently according to their age and the interaction that students from different ages experience with their teachers in English classrooms, it is completely different and it is carried out in different ways.

Considering the previous ideas related with the interaction, it is crucial to highlight that meaningful learning and motivation as something extremely important as well. In Antioquia, it can evidence that these aspects are execute in places where English has a lot of potential to be exploited as it is in the municipality of El Peñol, a place where little by little is becoming the focus of tourism at regional level, and where young learners should be motivated in been involved with a foreign language to achieve many opportunities.

Subsequently, the intention of this study was to explore this phenomenon in a public school called "Leon XIII", in which most of the students have shown that they want to learn and enhance what they already know about the English language. Since there were not enough people who had executed proper research about how the interaction between teachers and students occurs during the learning process in ELF classrooms in this school, the research started to be focusing on working on it, specifically in 8th and 9th grades.

The research was carried out in the eighth and ninth graders of this institution, in order to know their experiences and perceptions with English, but also to be able to contribute to their formative process with the English language. If we talk about students in Leon XIII, it could be perceived that they are enthusiastic to learn and been more involved with a foreign language. Teaching English as a subject is not that easy, and if teachers want students to learn the target language, it is important to take into account that teachers have to go beyond the subject that they want to teach, that is why researchers in the educational field think that teachers must know about 'how' to teach and engaged students with their teaching, by taking into account the influence of the interaction between teachers and students.

Such quality of interaction that exists between teachers and students are fundamental because it helps teachers to understand the student engagement with the class. Since classrooms and student-teacher relationships interactions are seen as a factor which are complex, we wanted to explore through this research how influential is the importance of teachers and high school students' interaction in the English classroom to enhance EFL learning in a public school of the municipality of El Peñol, since this can provide insights to pre–service teachers and teachers as well about how they can impact the students' learning process of a foreign language through the interaction.

RESEARCH QUESTION

How does the interaction between teacher and students could influence the learning development of teenagers inside an ELF classroom in a public school?

JUSTIFICATION

Based on our personal experience, the relationship between students and teachers can improve the way in which the student acquires knowledge of it. That is why we consider is relevant to have clear some ideas of the authors who had researched on this topic, generating in teachers the mentality that maintaining a good relationship with their students can generate a great change in any method of teaching English as a foreign language.

The relationships that are created with the students are extremely important when it comes from teachers to generate knowledge can be enjoyable in one way or another for the students, at the same time when the teacher is involved in the learning process of the student inside the EFL classroom, in which both teacher and students take English as the central point to teach and learn as well. Additionally, it is worthy to highlight that if students build a good relationship with the teacher, in which they can feel safe and comfortable at the moment of doing activities and presentation, they are going to live great experiences in the classroom.

The educational context must be understood as a social space, in which many things in the classroom environment can adapt the events of an EFL classroom or any kind of it. Hence, the utmost importance is to understand that the interaction of the individuals can be reflected in the teaching and learning moments. Based on the previous ideas, it is significant to return to what was referred by another author regarding the student-teacher interaction:

> The interaction between the teacher and the students has different factors that make it different from other interpersonal relationships, because the relationship between the teacher and the student is not established on a basis of mutual sympathy, affinity of characters or common interests. It is not a relationship that is based on equality, it is based on a certain imposition because it is a learning relationship, both students learn from their teacher as the teacher learns from their students, but this is normally established between people of differentages and degrees of mental maturity (Cámere, 2009).

OBJECTIVES

General objective

Identify how teacher-student interaction influence teenagers' learning within an EFL classrooms in a public school.

Specific Objectives.

- To analyze the underlying factors that influence teacher-student interactions in an EFL classroom.
- To describe factors that teachers take into account in building interactions with teenagers.
- To emphasize on students' views to construct an interaction with the teacher.

Key words: Interaction, EFL, classroom environment, teenagers learning.

CONCEPTUAL REFERENCES

In line with the purpose of our research which was based on the importance of teachers and high school Students' interaction in the English classroom to enhance EFL learning in a public school of the municipality of El Peñol, it is essential to highlight various key concepts which would help the reader to understand the object the our research project, thereby, the intention of this section it was to present the concepts EFL, interaction, meaningful learning and classroom environment which will be defined in the following paragraphs.

English as a foreign language (EFL).

Owing to the fact English language has become one of the most common languages that people around the world use as a communicative tool, it is important to emphasize that the educational field has incorporated it in their institutions, nonetheless it is used for various

purposes. When the concept of English as a foreign language (EFL) comes in terms of learning, it refers to the acquisition of a language different from the mother tongue, in a place where students do not use it as a mean of communication in their daily lives (Mei, 2008). This statement means that students who are not exposed inside a context in which English as a foreign language is used, they would rarely have the chance to practice it, since the process of learning English as a foreign language commonly occurs in the classroom, where it is thought to approach students to be able communicate with other people who live outside their contexts.

Furthermore, according to Beltrán (2006), citing Colombia´s National Ministry of Education, he argues that despite the process of learning English as a foreign language takes place inside the educational environments, hence students would have the opportunity to develop their English language and as a result, they will achieve degrees of it during their training inside the institutions. However, since the practice of the communication and interaction in English as foreign language might be limited due to the lack of exposure of it outside the classroom, therefore the research project was focused on how important it is the interaction of teachers and high school students in an English classroom to enhance their EFL learning process, so that it will give insights to teachers about the importance of reaching out to students and helping them with their study of a foreign language.

Interaction in the EFL classroom.

According to Herazo (2010), in the view of the EFL learning process, the concept of interaction has boosted the increased recognition of it through time and as a result, teachers have generated a concern about the importance of the development of communication, and the interaction in a foreign language classroom in order to know how impacts the EFL learning process of a student, who is constantly training his/her English skills to achieve high degrees in English. Moreover, Herazo (2010) stated that this concern for interaction has also been expressed by other authors such as Ellis, 2003; Hall & Verplaetse, 2000; Kumaravadivelu, 2003; Pica, Lincoln-Porter, Paninos, & Linnell, 1996; Van Lier, 1996, who claimed the concept of interaction as a prior factor for second and foreign language learners.

On the other hand, in the context of learning a foreign language, interaction plays an important tool for learning when the participants are constantly exchanging information with

each other in a way they can develop their language. Like Seedhouse (2005) said that the interaction is a set of a process between two or more students. It is worth noting that in the process the teacher became the principal key in the flow of the interaction in the classroom. When the teacher interacts with their students' different ways of interactions begin to take form. As a matter of fact, learning a foreign language can be difficult but the interaction can provide an improvement to enhance and improve students' English skills thanks to the communication among the teacher-student and student-student as well.

This showed that teachers' influence plays a significant role in teenagers' learning due to the fact that they are being exposed to a daily interaction with the students in a classroom where they are expected to become role models for the students. According to Rose (2004) he had examined the role of teachers as role models can be found in formal and informal educational fields, and he also emphasized that teachers as role models can expose groups to specific attitudes, lifestyles and outlooks therefore, Carr (2007) established that teachers need to be socially acceptable by keeping themselves morally upright and avoiding immoral relations since their moral plays also an important role in the educational field.

Classroom environment.

According to Byers, Imms, & Hartnell-Young, (2014) they argued that classroom environment is perceived as a 'home' from both teachers and students, where that warm, safe and caring environment in which they spend time with, it allows students to influence the nature of the activities that they undertake, participate, regulate their behavior and meet a criterion which gives high expectations in what they would like to achieve. In a EFL classroom, teachers are the ones who most do their best to arrange a classroom environment, in which the students are predisposed to learn English as a second language in a space where they can feel comfortable, therefore it will allow students to approach their English skills by developing a good interaction with the teacher and among them.

Furthermore, when the classroom environment comes in term of how it can impact the ELF learning process of a student, it is important to emphasize that the classroom environment involves a wide range of educational concepts, where it main factors which are the psychological environment (the classroom climate) and the physical environment (the

classroom composition/management) plays an important role at the moment of arranging a classroom, in which students and teachers are going to spend their time for hours acquiring knowledge in regards to English.

According to Lytton (1971) he established that if we want the students to perform better, they need to be encouraged, teachers should appreciate and motivate them. Teachers needs to be aware that the motivational process that is being developed in the classrooms has a huge impact in the learning process of the students and one of the ways to approach that motivation in the learning process of the teenagers, it's by respecting their opinions realized by them, also by encouraging them to share their educational problems in order to give them a solution and by appreciating the work they are doing by learning something new. If teachers promote this positive thinking and attitude towards the learning of the students, this will also affect the emotions of the students so their self-esteem could increase due to the importance of the motivational process that the teacher is carrying out in the classrooms.

Teenagers' learning development.

The ability of learning and processing new information are key aspects in order to reach the teenager's success, and teachers can make them put in practice those factors by challenging them since teenagers have more sophisticated ways of thinking because their different learning styles have already been realized when they are in this stage. As teachers, it is important to understand that students have different learning styles, and this statement is highly related to Gardner's theory.

According to Gardner (1983) he stated that intelligence as "the capacity to solve problems or to fashion products that are valued in one or more cultural setting" so based on his proposals, this the new outlook of intelligence have been incorporating into the classroom, where most teenagers absorb knowledge and learn in multiple ways, as an effect of learn differently, this would have an impact in the study habit that a teen have since if they are not

in an environment where their learning style (mostly visual, auditory, actual learning, and analytic learning style) is being worked, they might will have difficulties with they study habits.

Furthermore, parental influence also plays an important role in teenagers learning. It has been studied that parent also have an influence regarding teenagers learning who are in a secondary school level. Based on Amer and Jamil studies (2012) they both agreed with the fact that at secondary school level, students need to be guided, receive motivation and be supervised with the purpose of enhancing their learning performance since that would be helpful for them to reach their achievements.

METHODOLOGY

While working on the study we understood that if we wanted to know more about interactions in an EFL classroom, we must adopt a qualitative approach. A qualitative approach provided us the opportunity to know more about our participants' perspectives and beliefs, in a way we can put all this information in action. Also, a qualitative approach allowed us to explore this specific phenomenon known as interaction and develop it in detail to be able to understand it more deeply.

Furthermore, the methodology we inclined to use is case study research, which allow us to understand the relation between teachers and students more deeply. According to Baxter & Jack (2008), they affirm that:

This qualitative case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources. This ensures that the issue is not explored through one lens, but rather a variety of lenses which allows for multiple facets of the phenomenon to be revealed and understood (p.4).

With this in mind, the case study is a qualitative procedure that fit with the research project. One of the aims of case study research proposed by Durán (2002) is to "understand the phenomenon that is being studied from the point of view of the people who take part in it". We

wanted to provide more information about they study that in our case, it is related to interaction in a classroom.

Therefore, it was considered that case study research could provide us a lot of different tools for us to work on such as data collection methods and designs that allowed us to advance in different ways. For instance, a constructivist design that focuses a lot on the participants and the researcher, considering their perceptions and beliefs. The case study could help us understand this specific phenomenon known as interaction, in a way it could involve the academic community as well such as teachers, students and families, so that it will contribute and improve the teaching practicum in the classroom.

PARTICIPANTS SELECTION CRITERIA & ETHICAL CONSIDERATIONS

As we mention before, interaction in a classroom it is something worth working on and with this methodology we wanted to answer the "how" of our research study. Also, owing to the fact that, the research project had a focus on teenagers with participants of one group from 8th and 9th grade, located in a public institution from the municipality of El Peñol.

The participants were selected with the purpose of getting information about their experience and perceptions of interaction that they had in the EFL classroom, and to answer the research question which is how the interaction between teacher and students could influence the learning development of teenagers inside EFL classrooms in a public school. Therefore, the criteria for selecting these participants to be observed is due to the accessibility given by the institution.

At the moment of carrying out the journals, observations and interviews which were the focus of our research, we considered the required procedures to protect the identity, the information provided by the participants and their privacy through the signing of informed consents (See in Appendix A) with the purpose of let know the participants that they had the freedom to participate or not in the observations and interviews. Moreover, it helped them to understand that the information collected will not be economically remunerated, nothing of the

information will be provided to another's researcher and it will be respected being under anonymity since the data is going to be just for academical purposes.

DATA COLLECTION METHODS

Considering the nature of this research, which purpose is to identify how is emerging the interaction between teachers and students in an EFL classroom, the methods to collect data in this research were to non-participant observations, class journals and semi-structured interviews. These data collection methods were implemented continuously since they allowed us to obtain a huge variety of information with the purpose of validating it in the results.

Observations

Throughout the development of this study, non-participant observation was a fundamental data collection method since it helped us to gather information regarding reactions and behaviors of the interaction between the teachers and students inside an EFL classroom. In this sense, Schmuck (1997) claimed that the observation method could be useful since it allows check nonverbal expressions of feelings, determine the interactions between participants and grasps how the communication of the participants emerge once they are interacting with each other.

Therefore, observations could be a helpful tool for researchers to identify and analyze that phenomenon seen in the classrooms, hence this was a great opportunity for us since we applied non-participant observation as one of our principal data collection methods because we were to identify and reflect on the different types of interactions seen in the EFL classrooms. Furthermore, observations helped the researchers to have a better understanding of the context and the phenomenon under the study, which helped researchers to answer the descriptive research questions and to build theory regarding the phenomenon or generate a hypothesis (DeWALT, 2002).

Journals

Since it was accurate to monitor our lived-experiences and the aspects analyzed while collecting information through the observations, we used class journals with the purpose of including our viewpoints and perspectives according to what we could experience in the EFL classrooms. According to Janesick (1998) journals give the opportunity to have options which could be wide and varied since through journals, we could keep close those thoughts, beliefs and interpretations of what we experienced as researchers in a dialogue or other types of formats. Based on the experiences faced while doing the research, journals allowed us to reflect the beliefs and behaviors that could write in the class journals since throughout this data collection method, we could illustrate these points with the purpose of going further into the interpretation of the phenomenon. As it was stated before by Janesick "the clarity of writing down one's thoughts, will allow for stepping into one's inner mind and reaching further into interpretations of the behaviors, beliefs, and words we write." (Janesick, 1998, p. 11).

Interviews

Finally, an effective method that was used in order to know the different points of views and perceptions about this subject were through semi-structured interviews. According to Gill, Stewart, Treasure & Chadwick (2008), the main purpose of this data collection method is to explore the views, experiences or beliefs of the participant on specific matters regarding the phenomenon that is going to be held, since it could detail information required from the participants. Based on these ideas, we wanted to implement some semi-structured interviews with the students in order to analyze the aspects which they consider could lead to a good or bad interaction between teachers and students in an EFL classroom.

Since the interviews were helpful in order to collect the information required to be analyzed, it is essential to empathize that a semi-structured interview was deployed. According to Longhurts (2003) a semi-structured interview is a verbal interchange where the interviewer attempts to elicit information from another person by asking questions which are going to be unfold in a conversational manner due to the participants would have enough change to express and explore their feelings in the interview.

RESULTS

This section focuses on presenting the results of the data collected through the non-participant observations, teachers' journal and the semi-structured interviews.

In order to proceed with the analysis of the data, some previous categories were firstly established: Motivation, students' participation, students learning, influence of interaction in students learning, student-teacher interaction and activities proposed by the teacher. However, five extra categories emerged during the analysis of the three sources data collection methods, which were student-student interaction, assistance from the teacher to the student, students' performance, sense of belonging from the teacher to the student and attitude of the student.

In the following graphic, it shows the quantity of references obtained for each category.
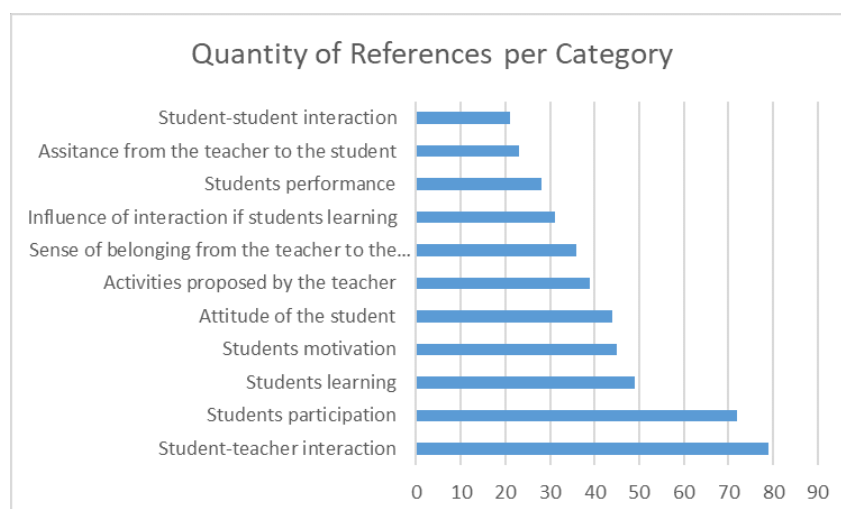
Graphic 1: References in all categories. Source Excel.

After doing the analysis with the Nvivo 12 program, it was noticeable that the student-teacher interaction and student participation were two of the categories with the highest number of references. In the first one, it got seventy-nine (79) references and seventy-two (72) for students' participation. The next largest category was students learning with forty-nine (49) references and also students' motivation obtained forty-five (45) references. Moreover, the category attitude of the student was in the interval of forty-four (44) references. Then, it was noticeable that the next category which was activities proposed by the teacher got thirty-nine references (39).

Continuing with the analysis, the category sense of belonging from the teacher to the student reached thirty-six (36) references, while the influence of interaction in students learning which was a pre-established category, it took thirty-one (31) references obtained from the three different data collection methods. Additionally, the next category which was students' performance got twenty-eight (28) references. Assistance from the teacher to the students and student-student interaction were referenced in minor percentages. Assistance from the teacher to the student took twenty-three (23) references, while the emerging category student-student interaction was only present with twenty-one (21) references.

The analysis and comparison of the data revealed the interaction between teacher- students led to influence the teenagers' learning within EFL classrooms in a public school. With the purpose of answering the research question of the project, we decided to classify the information into categories: student-teacher interaction, influence of interaction in students' learning & Assistance from the teacher to the students, Activities proposed by the teacher & Students' performance, Student participation, Student motivation & attitude, Sense of belonging of the teacher to the students, Students learning.

The section below provides further details of the aforementioned categories. Also, the researchers made translations in the results that were obtained during the data collection.

Student-teacher interaction.
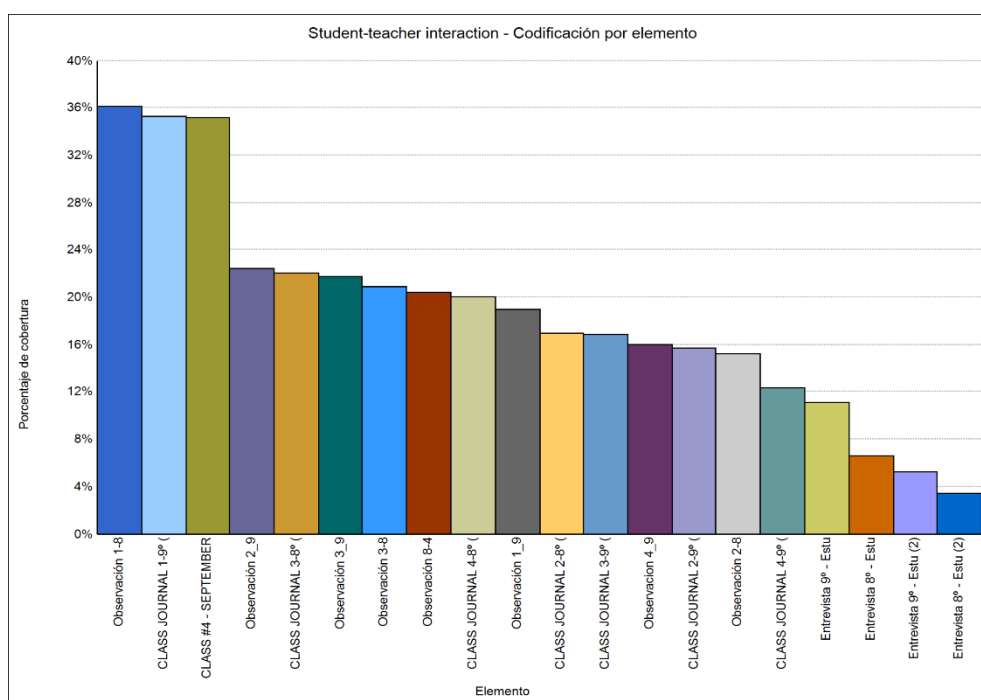
Graphic 2: Student - teacher interaction in students learning. Source Nvivo.

The data analysis collected from the class journals', observations and semi-structured interviews (See Graphic 2) from the three different data collection methods that helped the researchers to identify how the teacher-student interaction influenced teenagers' learning within an EFL classrooms in a public school. Throughout the data analysis, it was evidenced that the student-teacher interaction was a common factor that students and teachers experienced in the EFL classrooms, since it was indispensable to notice it in all the stages of the classes.

Mainly during the fourth-class journals and observations, the student and teacher interaction was noticeable since in most of the cases, the teacher approached their students to start an interaction through the explanation of the topics and giving examples, in the moments of carrying out an activity proposed and also to assist the student in anything they needed in the classes. Evidence in support of this affirmation can be found in the following extract which was taken from the third-class journal of ninth grade students.

> In this part of the class, we started doing the worksheet (of a song) step by step, so students would not feel overwhelmed at the moment of doing it. While we were listening to the song and we finished some parts of it, I asked them how they were doing the worksheet and if they found it difficult to do the first part. Here, around eight students say 'Yes teacher, I'm good' while the others say 'No, (it's difficult)' at the moment of doing the first part of the activity even though I explained the exercises to them more than twice. However, I helped by explaining one more time and by giving them examples, context of the song and vocabulary, also by translating some fragments of it. Then, once I asked them once again about how was their performance in the activity, more than a half of the classroom agreed to do a good job on it (Class Journal #3, 9th grade, September 30th, 2021).

In this case, it is possible to say that through the explanation of the topic the teacher and the student could interact with each other since they could communicate to perform an activity proposed by the teacher. On the other hand, it was also noticeable that the interaction between the student and the teacher could be seen also in certain moments of the classes in which the teacher greeted the students and vice versa.

Moreover, it was also evidenced that when the student approached the teacher to dialogue, discuss a topic, to ask for a further explanation or to clarify some doubts; there was also an interaction going on between both parties. The following extract from and interviews of a student of ninth grade provided an experience that supports the after aforementioned statement.

Cuando él me explica, yo entiendo. Yo le pregunto cosas y él me va así diciendo las cosas, y yo voy entendiendo más o menos. Ahí yo sí voy haciendo mis actividades y voy interactuando con él más o menos. Yo voy entendiendo el inglés" (Interview, Student #3, 9th grade, October 28th, 2021).

[When he explains to me, I understand. I ask him things and he tell me the things, and understand more or less. There I do my activities, and I interact with him more or less. I understand English] (Interview, Student #3, 9th grade, October 28th, 2021)

Bearing in mind the above, it is important to highlight that when the students approached the teacher as well, the students started to interact with his teacher in the EFL classroom, in which it was evidenced that the interaction influenced they understand of the English language, so that they could continue with his performance of the activity. As well in most of the cases, the same phenomena were discovered in observations, class journals and semi-structured interviews from 8th grade.

However, it is worthy to mention that these interactions could also be positive or negative, since it was evidenced that in some stages of the classes, the interaction from both agents was full of interaction but on other hand, there was not any intention of the student to interact with his teacher when the opportunity was presented. In that sense, we will expose the information gathered through the analysis of the data collection method in relation to the two types of student-teacher interaction evidenced to give further details about it.

Positive interaction between student-teacher in the EFL classroom: Students could develop a positive interaction with their teacher in the classroom when it was evidenced that a big portion of them, they had the disposition to interact with him, especially when they required for the teacher assistance for some help, also through the moments when they had to participate in any activity or even when the teacher asked them to answer a simple question or to give them feedback. Evidence in support of this affirmation can be found in the following extract which was taken from the third observation of the ninth group.

La interacción que hubo durante la clase del día de hoy fue buena, desde el comienzo de la clase los estudiantes respondieron al saludo del profesor. A medida que iba avanzando el profesor iba preguntándoles si tenían dudas con respecto a los temas. Durante la clase, la actividad permitió que la interacción de ambos fuera constante, ya que entre los dos buscaban completar la actividad y también comprender la canción que estaban trabajando, en donde él les preguntaba si iban entendiendo y los estudiantes también iban preguntando lo que no entendían y también asentían con un 'si' lo que entendían. (Observation #2, 9th grade, September 9th, 2021)

The interaction that took place during today's class was good, from the beginning of the class the students responded to the teacher's greeting. As the class kept continue, the teacher asked them if they had doubts regarding the topics. During class, the activity allowed the interaction of both to be constant, since between the two of them since they wanted to complete the activity and also understand the song they were working on, where he asked them if they kept understanding, and the students also asked what they did not understood and also nodded with a 'yes' what they understood, (Observation #2, 9th grade, September 9th, 2021)

During the interviews that took place at the school, with some students from eight and nineth grade, the 'Student 3' expressed that thought the good interaction in which students speaks with their teacher, they can understand the topics, they feel motivated and son on.

Pues, hablando más que todo, si uno no entiende los temas, nosotros le preguntamos a él y que él vea que uno si tiene ganas de aprender y así que él vea la intención de uno en las clases y que él vea que uno lo motiva a uno y que uno la motiva a él y que así siga dando las clases y siga explicando igual, eso por ejemplo. (Interview, Student #3, 9th grade, October 28th, 2021).

[Well, speaking more than all, if one does not understand the topics, we ask him and let him see that one does want to learn, so that he sees one's intention in the classes and the sees that one (the teacher) motivates one (the student) motivates him, so that he continues to teach the classes and continue explaining identical, that for example] (Interview, Student #3, 9th grade, October 28, 2021).

Negative interaction between students-teacher in the EFL classroom: On the other hand, it was noticed that there were certain moments in the classroom, in which students barely started an interaction with their teacher. Once the teacher was the one who started to interact with his students, another portion of them did not have the disposition to initiate an interaction during certain stages of the EFL classes. The teacher shared his experience regarding this participation in the class journal, which evidenced the validity of that specific statement.

> I started to ask the students if they remembered the topic we have been studying during the last classes and, I could hear a shy response by some students in the back but, the other students did not answer the question, they just were looking at the whiteboard. Minutes later, I started doing the warm up which consisted of doing charades with some verbs in order to know their meaning in English and if they were regular or irregular since we were talking about the simple past. When I ask about the game, students answered with a 'no, teacher', since they did not know how to do the game. (Class journal #2, 8th grade, September 9th, 2021).

Furthermore, the observer noticed that situation happened in a class, in which the interaction between the student and the teacher was not as fluent as was evidenced in other classes.

> El docente al comienzo de la clase intentó entablar una pequeña conversación al saludarlos y preguntarles cómo estaban. Se escucharon solamente algunas respuestas por parte de los estudiantes. La interacción del docente y los estudiantes durante la clase fue muy poca, en algunas ocasiones el docente escribía en el tablero y les preguntaba a los estudiantes acerca del tema de la clase, algunos de ellos responden, en otros casos solamente se quedaban callados. También el docente intentó incentivarlos a participar y tomaran ese riesgo en participar, también los incentivo a que tomaran notas en sus cuadernos, ya que ellos solamente estaban escuchando la clase y no más. (Observation #1, 8th grade, September 02th, 2021).

> [At the beginning of the class, the teacher tried to start a little conversation by greeting them and asking them how they were doing. Only a few responses were heard from the students. The interaction between the teacher and the students during the class was scarcely in some occasions. When the teacher wrote on the board and asked the students about the

topic of the class, some of them answered but in other cases they just kept quiet. The teacher also tried to encourage them to participate and take that risk in participating. Moreover, he encouraged them to take notes in their notebooks, since they were only listening to the class and no more else] (Observation #1, 8th grade, September 02th, 2021).

The information collected revealed that students' interaction with their teacher occur in almost all the time in many stages of the ELF classes, from the beginning to the end of the class. The interaction between both agents is evidenced to happen in the classroom when the teacher starts to initiate the interaction thought a greeting, question, explanation, etc, so that gave step to students to interact with their teacher as well with their responses, which become an important action that the teacher expects to happen in order to build an interaction with his students.

Students participation.
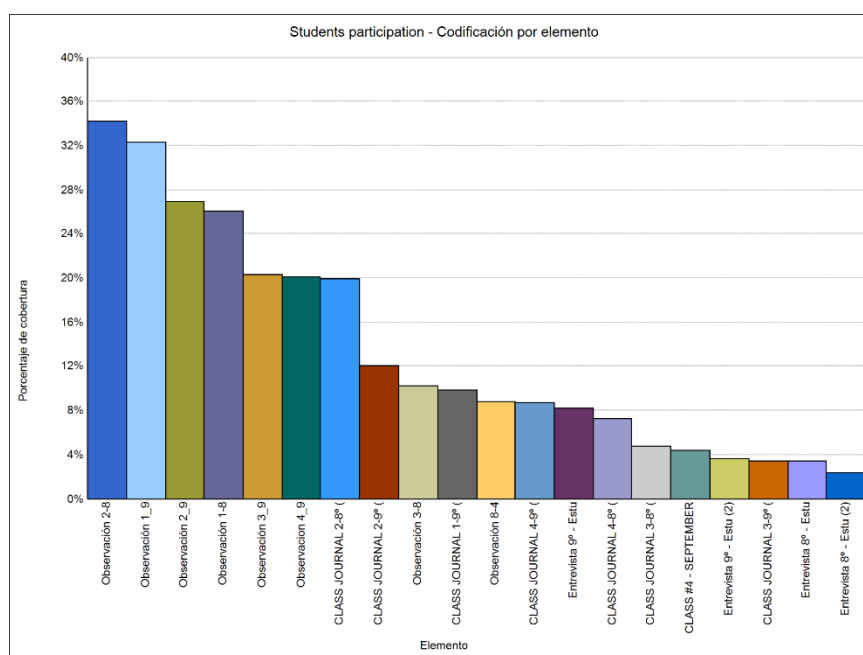
Graphic 3: Student participation. Source Nvivo.

One of the main factors for how students could construct an interaction with the teacher was through the students' participation in the EFL classes, in which the opportunity for students to interact with the teacher was presented in different parts of the classes.

The analysis from the teachers' journal, observations and semi-structured interviews indicated that in the EFL classes, there were points in which students tend to participate voluntarily

when they are engaged with the class and in the activities proposed by the teacher. However, the data analysis also revealed that there were certain occasions in which students only participated in the activities only when the teacher asked them to do it.

Moreover, it was evidenced that in some cases students reacted positively at the moment of participating in the classroom, which helped them to construct and enhance their interaction with the teacher as the time passed in the class. Nonetheless, it was noticeable about how students also reacted negatively when they had to participate in the EFL classes. Along this category, we will expose the information gathered through the analysis of the data collection method in relation to the types of students' participation and their responses to it during the EFL classroom.

Direct participation from students in the EFL classroom: It was evidenced that some students wanted to participate voluntarily, with self-motivation to do it without being stimulated or introduced by other people such as the teacher or other classmates. In this case, students participated with the purpose of asking, confirming, arguing, clarifying doubts, and extending their knowledge at the same time they were interacting with the teacher in the classroom. The following paragraph is an excerpt from our journal and it describes the aforementioned statement.

Cuando el docente pedía participación voluntaria, los estudiantes dudaron un poco, pero cuando el docente les explicó el tema y los motivó a participar, ellos decidieron salir y participar, también cuando el docente les hacía una pregunta en general, todos ellos participaron y respondieron las preguntas" (Observation #2, 9th grade, September 9th, 2021).

[When the teacher asked for voluntary participation, the students doubted about it a bit, but when the teacher explained the topic and encouraged them to participate, they decided to go and participate, also when the teacher asked them a question in general, all of them participated and responded the questions] (Observation #2, 9th grade, September 9th, 2021).

Indirect participation from students in the EFL classroom: Through the analysis of this sub-category, it was identified that not all the students had that feeling of participating voluntarily since in other cases, some students presented the characteristic of doing a participation which was inducted or encouraged by the teacher, where students only participated at the moment by asking the teacher for clarification in some doubts or to dialogue with the teacher when they had to participate in the activities proposed in the EFL classrooms.

Moreover, the information gathered seemed to coincide with the fact that when students participated in the classroom to construct an interaction with the teacher, it happened that students tended to react positively or negatively at the moment of doing it. The sub-categories presented below served as evidence to support the reliability of the information regarding the reaction of students' participation.

Positive participation from students in the EFL classroom: In the classes, where the teacher motivated the students to participate in the activities, it was noticeable that students had a good disposition to participate whether they wanted to do it voluntarily or if it was commanded from the teacher to do it, hence the participation of the student could be successful.

Al momento de participar en las actividades propuestas para la clase de ingles, también la gran mayoría de estudiantes estaban dispuestos a salir al tablero para escribir, o hablar en los momentos de participación de las preguntas que hacía el docente" (Observation #1, 9th grade, September 05th, 2021).

[At the time of participating in the activities proposed for the EFL class, the majority of students were also willing to go out on the board to write, or speak in the moment of participating in the questions asked by the teacher] (Observation #1, 9th grade, September 05th, 2021).

Furthermore, that perception became evident in the data collected from one of the observations of another course:

El docente se encargó de promover la participación durante la clase. La primera ocurrió después de pedirles a los estudiantes que escribieran unos adjetivos relacionados a la comida, después se les pidió a los primeros de las filas para que dijeran sus adjetivos en inglés y español. En otro momento de la clase le pidió a un estudiante que si podía leer un fragmento de una lectura que trajo el profesor, la estudiante aceptó sin ningún problema, cuando la estudiante terminó de leer el profesor le agradeció y le dijo que muy bien" (Observation #1, 9th grade, September 05th, 2021).

[The teacher was in charge of promoting participation during class. The first occurred after he asked the students to write some adjectives related with the food, then the first students

in the rows were asked to say their adjectives in English and Spanish. In another point in class, the teacher asked a student if she could read a fragment of a reading that the teacher brought, then the student accepted without any problem. When he finished reading, the teacher thanked her and said that she did a good job] (Observation #1, 8th grade, September 09th, 2021).

Negative participation from students in the EFL classroom: On the other hand, this subcategory threw us a particular result. There were certain moments in the classes, where there were not any responses from some students when they were asked to participate in an activity or to answer a question that was asked from the teacher. This means that despite there were a variety of moments in the classroom in which the student could take the opportunity to participate or to interact with their teacher, students decided to stay silent so they didn't give any responses to the teacher and the interaction between both was minimum. That situation could be evidenced in the graph above.

El docente se encargó de promover la participación durante la clase con las diferentes actividades propuestas. La participación de los estudiantes no fue muy buena, durante la clase el profesor les preguntaba preguntas a los estudiantes y ellos no responden a ellas, a veces algunos si le responden y solamente una persona le preguntó acerca del tema. Cuando el docente escribió algunos verbos en el tablero y les preguntó acerca de su significado, algunos participaron y respondieron, pero siempre hubo algunos estudiantes que no participaron" (Observation #1, 8th grade, September 05th, 2021)

[The teacher was in charge of promoting the participation during class with the different activities proposed. The participation of the students was not great. During the class, the teacher asked questions the students and they did not respond to them. In particular cases, some students did respond and only one person asked about the topic. When the teacher wrote some verbs on the board and asked students about their meaning, some participated and responded, but there were always some students who did not participate] (Observation #1, 8th grade, September 05th, 2021)

Most of the information gathered seemed to coincide on the fact that in EFL classrooms, there were moments in which the interaction between students and the teacher could be approachable thanks to one factor which was students' participation.

Influence of interaction in students' learning & Assistance from the teacher to the students.
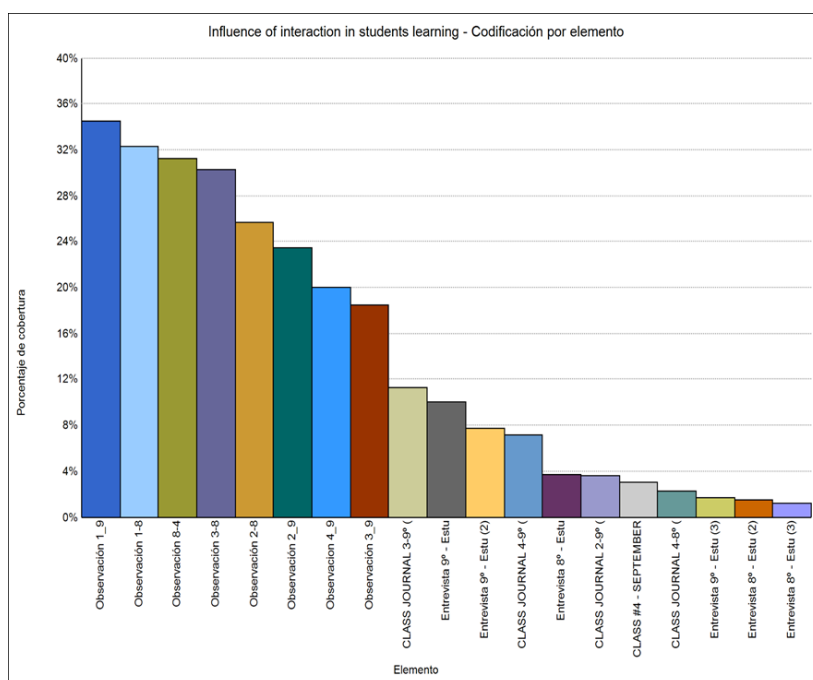
Graphic 4: Influence of Interaction in Students learning. Source Nvivo.

These two categories consisted in a main one that is the influence of interaction in students learning, in which it received thirty-one (31) references and also, an emerging category that played an important role in the previous category that is assistance from the teacher to the students with twenty-three (23) references. In these two categories, the main purpose was to know how the students learning process can be enhance through interaction, in which we also got to know how important the assistance from the teacher itself can enhance their learning in class.

Moving over with the influence of interaction in students learning, the results showed that students have improved their learning process at the moment they got involved with the teacher in the development of different activities. One of those engagements occurred at the moment the instructions of the activities were made.

Moreover, once they were reading the worksheet, I explained briefly about how to develop it and also, I wrote some vocabulary that they did not know on the whiteboard in order to make them understand better the sentences that were written on the worksheet. (Class journal #3, 9th grade, September 30th, 2021)

That improvement can be made with instructions that were cleared, that helped the students comprehend the activities proposed in class. At the same time, the teacher was assisting the student in the process. "Then, I started to help them by giving them some clues of what they needed to complete, so they would improve even more their performance at the moment of doing that activity." (Class journal #3, 9th grade, September 30th). Those interactions in which the teacher gets involved in their activities, it helped the teacher knew how the students were doing in class and also, students were benefited as well.

> En cambio, cuando yo le preguntaba al profesor, él explica cómo la oración o que significa cuál palabra y yo voy entendiendo y me voy como que, entrando al tema. Así como al verbo tobe, tampoco me lo sabía y me lo he aprendido estando con él. (Interview, Student #3, 9th grade, October 28th, 2021)

> [On the other hand, when I asked the teacher, he explained to me how the sentence or what it means which word and I understand and I get inside the topic. A well as the verb to be, I did not know it either and I have learned it being with him] (Interview, Student #3, 9th grade, October 28th, 2021)

Moreover, the assistance from the teacher is an important aspect at the moment of engagement with the class with the purpose of influencing students´ learning process. "Some students called me in order to help them to translate some words and others called me to check if they wrote their sentences well." (Class journal 2, 9th grade, September 9th). Students called for help, with that the teacher provided them the opportunity to enhance their skills by correcting themselves and using the teachers´ assistance for knowing others aspects as well.

> El acompañamiento del docente en donde les enseño y los guio durante las actividades permitió que hubiera mejoría en el desempeño de realizarla, ya que después de las explicaciones los estudiantes tenían una idea más clara de cómo desarrollarlo y a su vez en caso de que tuvieran alguna dificultad, también tenían la oportunidad de que podían pedirle ayuda personalizada del profesor al llamarlo y pedirle revisar su propio progreso.

> Al mismo tiempo, el acompañamiento del profesor permite que los estudiantes puedan enfocarse en el desarrollo de las actividades al guiarlos en lo que necesitaron. (Observation 4, 8th grade, October 7th, 2021)

[The accompaniment of the teacher where I teach and guide them during the activities allowed for an improvement in the performance of doing it since after the explanations, the students had a clearer idea of how to develop it. Also, if they had any difficulty, they also had the opportunity of asking for personalized help from the teacher by calling and asking him to review their own progress. At the same time, the teacher's accompaniment allows students to focus on the development of activities by guiding them in what they needed] (Observation 4, 8th grade, October 7th, 2021)

Once again, the influence of the teacher was a very important factor that could be perceived in the students, where it allowed them to enhance their skills. That kind of engagement permitted student not only develop their skills, but also get engage with the class as well. When the teacher encourages students, it allowed them to use prior knowledge, without fear of making mistakes and even correcting each other.

Durante la primera parte de la actividad individual, los estudiantes estuvieron esforzándose en completar la actividad. Ya en el momento que hubo alguna dificultad o duda, el docente llegaba y conversaba con ellos acerca de sus dificultad o duda. Después en la segunda parte en donde debían salir y escribir sus oraciones. El docente y los estudiantes trabajaron juntos en corregir sus propias oraciones, en donde ellos mismos señalan si una frase estaba bien o le faltaba algo. Por otro lado, el docente ya les complementa en su proceso al decirles de si acertaron o había que corregir algo. (Observation #2, 9th grade, September 9th, 2021)

[During the first part of the individual activity, the students were making an effort to complete the activity. At that moment there was any difficulty or doubt, the teacher would arrive and talk with them about their difficulty or doubt if they needed. Then in the second part they had to go out and write their prayers. The teacher and the students worked together to correct their own sentences, where they themselves indicated if a sentence was right or something was missing. On the other hand, the teacher complemented them in their process by telling them if they were correct or if they had to correct something] (Observation #2, 9th grade, September 9th, 2021).

Activities proposed by the teacher & Students' performance

The data evidenced from the teachers' journal, observations and semi-structured interviews that through the activities proposed by the teacher in the ELF classrooms are also a common factor that the teacher took into account for building an interaction with the student, which at the time allowed the student to interact with his teacher thought the participation of the activities.

In that sense, it was also indispensable to highlight that through the participation of the students in the activities proposed by the teacher, it was noticeable how their performance in the activities tended to demonstrate their understanding in regards the topic worked in the classes. The performance of the students in the activities allowed the teacher to know how capable were the students to solve problem regarding a topic to reach the goals of the lesson, which in some circumstances the goal could not be reached since some students were not able to understand a topic at the moment of practicing it through the activities and as a result, the students had to do more practical exercises or request an additional explanation to the teacher in order to develop successfully a task given in the class.

On the other hand, it was evidenced that through the participation of the activities there was an interaction since they tended to talk with their teacher to dialogue, ask or answer a question, etc. The following extracts from the teachers' journal display descriptions of how there is an evidence interaction in the activities proposed by the teacher to the EFL classroom.

I started doing the warm up which consisted of doing charades with some verbs in order to know their meaning in English and if they were regular or irregular since we were talking about the simple past. The students were curious about that game since they had not done it before, so it was their first time doing it, so a big portion of the students were motivated to do the activity. (Class' journal #2, 8th grade, September 15, 2021).

During the interviews that were developed in the school, a student from ninth grade also expressed their perspective of doing such activities proposed by the teacher, which also caused an interest to participate in them as well.

Las didácticas, pues porque con las didácticas uno se concentra pues yo por ejemplo en mi punto de vista me concentro más en las didácticas, porque pues uno ya quiere participar, quiere ganar. (Interview, Student #2, October 28, 2021)

[The didactics, because with the didactics allows me to concentrate myself. For example, in my point of view I focus more on the didactics, because I already want to participate, I want to win] (Interview, Student #2, October 28, 2021)

In that sense, students also expressed in the interviews that due to the variety of ludic activities that the teacher proposed for the EFL classes in both groups, it helped them to enjoy the classes and learn more about the topics that they needed to learn in those moments.

Furthermore, it was also evidenced that in the performance of the student at the moment of developing the activities, they could execute them by knowing that to do in most of the cases since in the majority of the activities, they were guided by the teacher and he could notice how students evidenced their knowledge of the topics seen in the EFL classes (Observation #2, 9th grade, September 15, 2021)

Students – student interaction
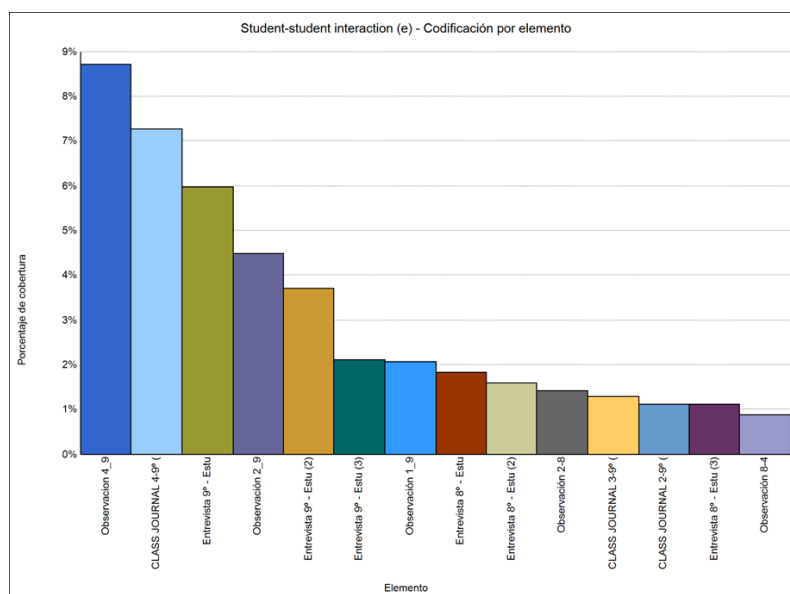
Graphic 5: Student – Student interaction Source. NVivo.

In the previous graphic, it is displayed how the reference student – student interaction was distributed across the different sources, in which the total number of references were twenty- one (21) entries. In this category, students showed different aspects that involve an interaction between them with the purpose of improving their learning, as it was claimed in one of the interviews done with a student from eight grade.

Sí, claro. porque así entre todos nos ayudamos, digamos que el compañero me enseña lo que yo no sé, y yo le puedo enseñar lo que él no sabe." (Interview, Student #2, 8th grade, October 28th, 2021)

[Yeah, right. Because that way we all help each other, let's say that my classmate teaches me what I don't know, and I can teach him what he doesn't know] (Interview, Student #2, 8th grade, October 28th, 2021)

Students interacted with themselves not only for the purpose of enhancing their learning but also as a factor of motivation. Furthermore, students agreed with the idea that they consider teamwork among them promotes the learning of English, since they could share through communication with each other different points of view, which helped them overcome different difficulties.

Sí, absolutamente. Porque eso pasa con todos los idiomas. No vas a hablar un idioma tú solo o para ti mismo, sino que en cualquier momento te va a tocar cómo salir a comunicarse, a comunicarte. Entonces el trabajo en equipo le ayuda a uno también a no quedarse solo con lo que uno piensa, sino que a través de las ideas de las otras personas. Puede y como mejorando, complementando, adaptándose y listo. (Interview, Student 1, October 28th, 2021)

[Yes absolutely, because it happens in all languages. You are not going to speak a language by yourself or for yourself, but at any moment you are going to have to go out and communicate, to communicate. So, teamwork helps me, also not to stay only with what I think, but through the ideas of other people. You can improve, complement, adapt and that´s it] (Translation made by the researchers, Interview, Student #1, October 18th, 2021)

Student motivation & attitude.

During the construction process of interaction, the current category was evidenced in the data collection and analysis process, since we could find that another different category: the student's attitude emerged from the students' motivation since it played an important role for students in EFL classrooms.

Through the analysis of our data collection methods, it was noticeable that student's motivation was influenced by the interaction they could have with his teacher, since both parties felt the necessity to interact. In this case, the students demonstrated to being active on several occasions, the teacher could perceive an interaction between him and his students, since they focused on what they were being taught in the EFL classroom.

We noticed that the teacher gave the opportunity to reach motivation through interaction,

In the first instance, I considered having them read aloud one by one, but that was going to take a long time to read and there was not enough time to give them individual feedback on their possible pronunciation errors, so I slowly read the story to them while they followed along with me (in this part, I used the narration and the students enjoyed it). (Class journal #1, 8th grade, September 5th, 2021).

Furthermore, the students noticed about that particular situation and felt more motivated in class. As it was evidenced, the students were curious about that game since they hadn't done it before, so it was the first time they did it. So, a lot of the students were motivated to execute the activity and that made learning process of the student get better.

Porque es que eso pasa en general en todas las cosas. Cuando una persona está motivada a hacer algo es como que, no sé, automáticamente lo hace mejor y es sí y ya también tener en cuenta cómo lo va a hacer. Pues sí, es importante. (Interview, Student #1, October 28th, 2021).

[Because that happens in general in all things. When a person is motivated to do something, it is like, I don't know, they automatically do it better and that is, yeah, and also take into account how it is going to be done. Well yes, it is important] (Interview, Student #1, October 28th, 2021).

In addition, when the students were motivated in class, the learning of English as foreign language grew more and more. Moreover, the student-teacher interaction was able to be constructed in the classroom. The following is a paragraph of one of the observations evidences the aforementioned statement:

The students were motivated during class, when the teacher asked them, they responded. Also, at the time of individual work they helped each other and even called the teacher to ask if he was okay. After they had to go to the blackboard, everyone wanted to start writing, how they wrote they were corrected, then they continued to address when everyone wrote their sentences. They are generally available very today. (Observation #2, September 9th, 2021).

As a consequence, we noticed that the student's motivation includes their attitude, since it was possible to perceive that when the students were motivated, either because the teacher only greeted them, they had a better attitude and disposition for the development of the class.

In the beginning of the class, I introduced myself with the students in order to have a first contact with them since it was my first time teaching that grade in particular. Then, I asked them how they were doing and some students replied to my answers by saying 'good' and 'excellent'. What I could perceive, is that most of the students had a better attitude and disposition to learn the respective topic of the class which was the comparative adjectives. (Class journal #1, 9th grade, September 2th, 2021).

Students learning

The learning of the students was fundamental in the findings of our research, it could be shown that students could acquire EFL knowledge through the school interaction that exists between them and their teachers.

Through the arduous data collection that was carried out for this research, we could see in several references, that the students affirmed that they learned more when they had an interaction with the teacher, "Ahh sí, sí he aprendido más, porque entiendo más fácil así, preguntándole a él, que leyendo yo solo". (Interview, Student 2, October 28th, 2021).

It was also evidenced that the accompaniment of the teachers, by way of interaction, could influence the learning of the students,

After doing Some examples, most of the students started writing their sentences while I individually reviewed what they wrote in their notebooks. Most of the sentences I checked were good as they used comparative adjectives, so I told most of the students that they were doing a good job. For those who were struggling, I helped them by remembering the

rules of how we can write a sentence using comparative adjectives. (Class journal #1, September 05th, 2021).

The students could evidence the interaction as a method serves to learn in a better way,

Pues en lo personal a mí se me están sirviendo y eso son cosas que sí estoy aprendiendo, que sí me están ayudando. Por ejemplo, los últimos temas que vimos en ayudar, como a identificar los lugares y cosas así, cosas que aún en la vida cotidiana, le sirven. Y si yo voy a suponer que mis compañeros también les está ayudando (Interview, Student 1, October 28th, 2021)

In addition, students affirmed that interaction is fundamental, not only with teachers, but with their classmates that they can further expand the ideas, and thus promote learning. Based on this, it is worthy to mention that according to the students, cooperative learning exists in the classroom. In the following paragraph, an extract was taken from one of the interviews conducted,

Si, pues si porque yo, bueno yo por mi caso cuando trabajo sola soy, como ósea como que, porque el trabajo en equipo varios pueden tener varias ideas, en cambio sola pues como que no pienso tanto como si fuera en equipo saco más ideas. Entonces yo creo que sí, el trabajo en equipo puede promover eso. (Interview, Student #2, October 28th, 2021)

[Yes, well, in my case, when I work alone, because in teamwork anyone can have several ideas. On the other hand, I don't think as much as if I were on a team. In a team, I get more ideas. So, I think yes, teamwork can promote that] (Translation made by the researchers. Interview, Student #2, October 28th, 2021)

On the other hand, the students also highlighted that individual work is important for learning, since, although the case of the majority is the previous one, some others may not feel so comfortable, although sometimes they do it and it is fine, some have as learning method, individual work, as evidenced in the following paragraph from an interview enhanced with a student:

Si, yo digo que sí, pero, yo en mi método personal pues yo siempre me he considerado una persona sola, de estudiar sola siempre, y entonces yo nunca me he motivado como a estar en grupo y a aprender así. Pero en por ejemplo hay veces que se hacen en grupo y van entendiendo los temas y así. (Interview, Student #2, October 28th, 2021)

[Yes, think so, but, in my personal method, I have always considered myself a lonely person, like always studying alone, and also, I have never been motivated to be in a group and to learn like that. But in, for example, there are times when we are working in a group and we understand the topics, and so on] (Interview, Student #2, October 28th, 2021).

Sense of belonging of the teacher to the students.

The sense of belonging that the teacher had with his students was constantly referred to in the data analysis, showing that the interaction between students and teachers is worth highlighting, since on several occasions our study led us to focus on it, and use it. as a key to carry out a correct analysis of our data. Through the collection and analysis, we were able to identify the teacher's sense of belonging, since, on many occasions, he used phrases such as greetings, or asking them how they were, showing how he cared about them by building a good relationship through interaction:

In the first instance, I asked the students how they were doing before class started, as I think it's very important to ask these kinds of questions so they feel like I care about them and the relationship. between teacher-students will be further consolidated through these first interaction encounters. Once they finished responding with the words: 'I'm fine / fine, and you', I returned my greetings and then we started class. (Class journal, 9th grade, October 7th, 2021)

On the other hand, we were able to show that the teacher, having a sense of belonging, made part of this process, in which the students were encouraged to participate in the class. On some occasions, when the students did not feel capable, or were unaware of a topic, the teacher supported them, giving them motivational words, and with this, made the students feel more confident, and take the risk of participating:

However, in that activity two students said 'teacher, I don't want to do it' since they expressed the emotion of shyness rather than anger, but despite not having enough motivation / confidence to participate in the activity, both students took risks and did the activity once I told them to do it by saying words of encouragement like 'Hey, you can do it', 'It's pretty easy', 'You're smart, you can do it'. So, after saying those words, they gained confidence and did the warm-up activity just like their other classmates did. (Class journal #2, 8th grade, September 9th, 2021)

DISCUSSIONS

The main question that we wanted to answer at the moment of working on this project, it was to know how influential is the interaction between the teacher and the students at the moment of enhancing the learning process of the students in an EFL classroom from a public school located in El Peñol. The results demonstrated that the interaction is an important factor at the moment of teaching EFL during the different moments that occur during class time. In the first place, if occur an intention of having an interaction in the classroom, the different factors that allowed students or teachers to exchange ideas with each other, must be take into account. For that reason, this study supported that interaction is a category that involves others aspects that were important, and also, that complemented this phenomenon.

The results of this study indicated that during an EFL class, interaction was a constant action in which both parties the teacher and the student are involved. This interaction allowed the students to see the teacher as a person who could help them in their academic process.

The interaction by the teacher allowed the students to understand the activities in a much easier way and in turn made it more bearable, because in some cases the students were a bit lost, but with the accompaniment of the teacher where he taught them and guided them during the activities allowed for improvement in students´ performance. (Observation #4, 8th grade, October 21th, 2021)

During the different activities proposed by the teacher in the classroom, it helped him to build an environment, in which the students felt more secure to participate in the different activities, so that they could put into practice what they had already been working on previously during English classes, or put into practice what they have learned recently. In the same way, as Saifi Warda mentioned in her work, "successful foreign language learning process relies heavily on the concept of classroom interaction, where the teacher and students create enjoyable atmosphere full of actions followed by reactions." (Warda, 2005, p.27)

In line with the hypothesis proposed by Medina (2015) where she mentioned the different characteristics that are part of the interaction between the student and the teacher, it supported the different factors found during the data collection phase.

La relevancia del clima motivacional que los profesores crean en el aula es lo que permite a los alumnos saber qué es lo que importa en las clases, qué es lo que el docente quiere lograr con ellos y qué efectos puede tener en el aula de clases actuar de un modo u otro. (Medina, 2015, p,5)

The motivation and attitude of the student towards the class play an important role in their learning process. The participation is drastically decreased and this leads to very low interaction with the teacher. From the students' point of view, they consider that the teacher must take into account what they themselves want to study. Although the teacher must follow certain parameters at the moment of implementing their classes, yet, the different activities can also be adapted according to the students' needs, where their level of English and their own preferences are taken into account.

Sí, porque si el estudiante está así pues que ni quiere pues no sé podría la interacción. En cambio, si al estudiante se le nota el interés en el inglés ahí sí, pues sería mejor interacción. (Interview, Student 1 – October 28th, 2021)

[Yes, because if the student is like that, he doesn't even want to interact. On the other hand, if the student shows interest in English, it would be a better interaction] (Interview, Student 1 – October 28th, 2021).

In addition, if a student has a clear lack of motivation, the participation in class is not existant. For that reason, the encouragement from the teacher is key in this process, because it gives students the opportunity to take the risk to participate and challenge their knowledge while interacting with the teacher and even with each other. This allowed the students to start using their English skills, meanwhile the teacher helped them with feedback and with this feedback students´ overall performance increased.

Moreover, in the findings, the assistance from the teacher during the different activities proposed in class, helped to develop the students' performance in different ways.

The accompaniment of the teacher where he taught them and guide them during the activities allowed for an improvement in the performance of doing it, since after the explanations the students had a clearer idea of how to develop it and in turn in case, they

had any difficulty, they also had the opportunity that they could ask for personalized help from the teacher by calling him and asking him to review their own progress. (Observation #4, 8th grade, October 21th, 2021)

Finally, during the gathering of the data, it allows us to understand the importance of the results at the time of understanding the interaction that occurs in an EFL classroom. During this time a constant flow of information is transmitted by both parties, as it was something similar mentioned by Warda "this type of interaction occurs when the teacher asks questions to learners, and learners answer these questions and vice versa; or when the teacher participates in learning activities." (Warda, 2015, p.33). The interaction that is encouraged by the teacher, opens the opportunities for the students to check their own performance and improve substantially. Also, where a positive participation can be promoted, that can allow there to be a willingness from the student to be helped and at the same time learned from the same interaction. On the other hand, the teacher motivates them to start an interaction from the first moment of coming to the class, and continue through it in class.

CONCLUSIONS

Returning to the question proposed at the beginning of the research project, which was to know how the interaction between the teacher and the student can influence the learning process of the students, it is now possible to affirm that definitely the interaction that occurred during the EFL classroom allowed us know in a very broad way, those factors that allowed an influence on students´ learning.

During the implementation of the data collection methods, it gave us the opportunity to have a deeper approach in the classroom and we were able to analyze that approach from very different perspectives, such as the journal, a perspective by the teacher highlighted that, thanks to this, it could evidence on his own that such factors were involved in influencing students´ learning, since it was noted in how as the courses progressed, the learning of the students improved step by step, as the interaction with the teacher was reinforced in the classes.

On the other hand, we have the non-participant observations that allowed us analyzed the interaction that occurred in the classroom between the teacher and students. Finally, through the interviews we were able to know the student's own perspective, where they allowed us to reaffirm what we had until then, and even showed us a very interesting perception from the students.

This research project contributes to the educational field in different ways. Where students, pre-service teachers and teachers as well, can know how this process allowed us to know the importance of having an interaction during English classes, so that there is an improvement in their learning. Taking into account that the learning of a foreign language must be encouraged by the teacher himself, it is important to highlight that the teacher must not only take into account what and how to teach the language to students, but must also prioritize the fact of have an approach with the students that occurs through interaction. Since this, it will allow them to build a pleasant student-teacher relationship, which will trigger significant learning for the students, because the teacher will take into account how they like to learn to the students, what activities encourage them to interact and participate more in the classroom and so on.

In addition, it is relevant to point out the challenges and difficulties we had during our project. In this order, our main challenge was time management, since we had an established schedule to be able to implement during our different data collection methods, subsequently we had to adapt to the changes that occurred in the school. For that reason, we had to postpone our schedule and carry on the project as far as we could. Also, during the interviews, the students at the time of sharing their experiences, they were very short in the answers, but we encouraged them to expand their answers further and in case they did not, they had to be asked repeatedly and look out for other ways to achieve that the students gave us an answer related to the question that had been asked during the interviews, and with their answers to analyze anything relevant that we could use.

Finally, as a recommendation for future research, the suggestion is that, when having the idea of wanting to explore in more depth the subject related to the different factors that are observed in the interaction at the moment of learning a foreign language, it is advisable to explore such phenomenon but using of a different methodology, since it will be fascinating to know the results that will be obtained from it. In addition, it is also recommended to have a variation in the participants who will be in the research work, since it would be interesting to know how such a phenomenon occurs in young populations such as children or in the elderly population such as university adults.

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APPENDIXES

Appendix A. Consent Form for Data Collection (Students).

CONSENTIMIENTO INFORMADO ESTUDIANTES

The Importance of Teachers and High School Students Interaction in the English Classroom to Enhance EFL Learning In A Public School of the Municipality of El Peñol

Les damos las gracias por participar en esta recolección de información para el estudio sobre la importancia de la interacción entre profesores y estudiantes para mejorar sus habilidades en el aprendizaje del inglés como lengua extranjera (The Importance of Teachers and High School Students Interaction in the English Classroom to Enhance EFL Learning In A Public School of the Municipality of El Peñol). Con este consentimiento requerimos que autorice a su hijo(a) en el proceso de recolección de información, el cual se llevara a cabo dentro del desarrollo de las clases de inglés, a través de observaciones, diarios de campo y algunas entrevistas.

Su hijo(a) ha sido invitado(a) a formar parte en este proceso investigativo en donde se buscará analizar la importancia de la interacción entre profesores y estudiantes para poder mejorar sus habilidades en el aprendizaje del inglés como lengua extranjera. En la invitación se tuvo en cuenta estudiantes de octavo y noveno grado de la institución educativa León XIII, ya que nuestra investigación se basa en esta población en específico.

La participación del estudiante permitirá dar información a los investigadores con respecto a lo importante que es la interacción en el aprendizaje de una lengua extranjera, por tal motivo se llevarán a cabo diferentes maneras de recolección de datos en donde usaremos observaciones que nos permita identificar varios factores que influyen en el aprendizaje. También tomaremos notas en diarios de campo y entrevistas en donde responderán libremente una serie de preguntas en las que compartirán sus propios puntos de vista.

ANONIMATO

La información obtenida se mantendrá completamente confidencial, se usará cuando serequiera validar información. En el momento de que se deba describir de manera escrita o

verbal este estudio, los participantes usaran seudónimos con el fin de proteger su nombre y sus datos personales.

Entiendo que la participación de mi hijo(a) es completamente voluntaria y sin ningún tipo de consecuencias.

Acepto participar en este estudio Si____No_____

Nombre del participante:

_____

Nombre del padre de familia:

_____

Firma del padre de familia:

_____

Fecha del acuerdo:

_____

Nombre del investigador:

_____

Appendix B. Consent Form for Data Collection (Teacher).

CONSENTIMIENTO INFORMADO DOCENTE

The Importance of Teachers and High School Students Interaction in the English Classroom to Enhance EFL Learning In A Public School of the Municipality of El Peñol

Les damos las gracias por participar en esta recolección de información para el estudio sobre la importancia de la interacción entre profesores y estudiantes para mejorar sus habilidades en el aprendizaje del ingles como lengua extranjera (The Importance of Teachers and High School Students Interaction in the English Classroom to Enhance EFL Learning In A Public School of the Municipality of El Peñol). Con este consentimiento podremos comenzar con en el proceso de recolección de información, el cual se llevará a cabo dentro del desarrollo de las clases de inglés, a través de observaciones, diarios de campo y algunas entrevistas.

Ha sido invitado(a) a formar parte en este proceso investigativo en donde se buscará analizar la importancia de la interacción entre profesores y estudiantes para poder mejorar sus habilidades en el aprendizaje del inglés como lengua extranjera. En la invitación se tuvo en cuenta estudiantes de octavo y noveno grado de la institución educativa León XIII, ya que nuestra investigación se basa en esta población en específico.

La participación de los estudiantes permitirá dar información a los investigadores con respecto a lo importante que es la interacción en el aprendizaje de una lengua extranjera, por tal motivo se llevarán a cabo diferentes maneras de recolección de datos en donde usaremos observaciones que nos permita identificar varios factores que influyen en el aprendizaje. También tomaremos notas en diarios de campo y entrevistas en donde responderán libremente una serie de preguntas en las que compartirán sus propios puntos de vista.

ANONIMATO

La información obtenida se mantendrá completamente confidencial, se usará cuando se requiera validar información. En el momento de que se deba describir de manera escrita o

verbal este estudio, los participantes usaran seudónimos con el fin de proteger su nombre y sus datos personales.

Acepto la participación de mi grupo en este estudio Si____No _____

Nombre del docente:

_____

Firma del docente:

_____

Fecha del acuerdo:

_____

Nombre del investigador:

_____

Appendix C. Sample for Observations.

NOMBRE DEL OBSERVADOR:			OBSERVACIÓN Nº:		
DESCRIPCIÓN GENERAL					
Fecha:	Lugar:		Grado:	Hora:	Tipo:
CATEGORÍAS DE ANÁLISIS					
Participación	Motivación	Aprendizaje de los estudiantes	Influencia de la interacción en el aprendizaje del estudiante.		Interacción estudiante-profesor.
ANÁLISIS O INTERPRETACIÓN					
Participación: Motivación: Aprendizaje de los estudiantes: Influencia de la interacción en el aprendizaje del estudiante: Interacción estudiante-profesor:					

Appendix D. Sample for Class Journals.

NAME OF THE WRITER:		NAME OF THE C.T:		CLASS JOURNAL N°:		
GENERAL DESCRIPTION						
Name of the class:	Date:	Place:	Grade:	Time:	Number of the participants:	
STAGES OF THE CLASS						
Beginning of the class:						
Development of the class:						
Final part of the class:						

Appendix E. Students Interview Questions.

Preguntas.

1. ¿Cuáles han sido algunas interacciones que ha tenido con el profesor durante la clase de inglés?

2. ¿Cómo se ha evidenciado su aprendizaje del inglés desde la interacción con el profesor?

3. ¿Cómo cree que la interacción entre el profesor y los estudiantes puede incentivar el aprende inglés?

4. ¿Por qué es importante sentirse motivado para darse una interacción con el docente en la clase de inglés

5. ¿Qué tipo de actividades le han motivado para participaren la clase de inglés?

6. ¿Qué le ha influenciado a participar durante las actividades de la clase de inglés?

7. ¿Considera que el trabajo en equipo entre usted y sus compañeros promueve el aprendizaje de inglés?

8. ¿De qué maneras/formas cree que se puede construir una buena interacción entre usted y el docente?

9. ¿Qué ventajas o desventajas se presentan en la interacción entre el estudiante y docente en las clases de inglés.