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Research Topic:

Second Language Interaction among students, teacher – student and student - environment, of seventh grade "A" at Instituto Benito Salinas Gutiérrez in Dolores, Carazo and its influence in the learning of English during Second Semester of the school year 2013.

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            Jinotepe, December 16th , 2013

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Second Language Interaction in the Classroom

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Second Language Interaction among students, teacher – student and student - environment, of seventh grade "A" at Instituto Benito Salinas Gutiérrez in Dolores, Carazo and its influence in the learning of English during Second Semester of the school year 2013.

II. Dedication

First of all we dedicate our work to our Lord Jesus Christ who is always with us giving his wisdom and strengths to successfully achieve our graduation project. With Him impossible does not exist.

To our parents because they have helped, supported, and encouraged us to believe we could succeed in our graduation project.

To José Luis Garcia Guzmán who helped us improve our graduation project and succeed in our goals.

III. Acknowledgment

We give thanks to our Lord Jesus Christ who gives us the wisdom, encouragement, and strength to accomplish our graduation project.

We want to express our gratitude to our parents for giving advice and the insight we needed to patiently keep on pursuing our graduation project.

Last but not least we also thank our instructor José Luis García Guzmán for his instructions, recommendations, and feedback.

We give thanks to the English teacher to allow us to observe her class and the students for gave us relevant information to develop our research work.

IV. Teacher Assessment of course work

Jinotepe, 4 de Diciembre del 2013

Maestro
GERARDO RAUL AREVALO CUADRA
Director
Departamento de Ciencias de la Educación y Humanidades.
FAREM-Carazo, UNAN-Managua
Su despacho

Estimado Maestro Arévalo:

Reciba los más cordiales saludos y deseos de nuevos éxitos en el desarrollo de sus funciones.

Sirva la presente para informarle que los bachilleres:

Nombres y Apellidos	Carnet
Dinorah Maria Gutiérrez García	09091487
Mercedes Lineth Ortiz López	09094336

Que han cursado bajo mi tutoría el Seminario de Graduación de la carrera de Ciencias de la Educación con mención en Inglés, en la FAREM- Carazo, durante el segundo semestre del año lectivo 2013, mismo que llevó por tema:

Second Language Interaction among students, teacher – student and student - environment, of seventh grade "A" at Benito Salinas Gutiérrez Institute in Dolores, Carazo and its influence in the learning of English during Second Semester of the school year 2013.

V. Abstract

The present work consists in a developed study through a period of two months August and September 2013 at Instituto Benito Salinas Gutiérrez in Dolores, Carazo.

We selected a sample of 25 students from 7th grade "A". These students have desirable characteristics such as: age and the unknowing of the English Language.

For the development of this research we used three data collection tools: students' survey, teacher and students' interview, and class observation. The data collected was analyzed, summarized and stared in charts. In addition, we prepared graphics charts for the students and teacher interview.

Our main objective consists in knowing in what ways affects or benefits the use of different types of interactions that occur inside the class. For that reason, we focused on three types of interactions that can be subject to direct observations: Interaction between *teacher – student, student – student* and the interaction between *student–environment* (classroom).

During the learning of a language the interaction among people plays an important role. However, during the development of the teaching - learning pedagogical process, we cannot isolate the students from their environment where they interact. For that reason, it is very important to know and take into account if the students are affected by the environment that surrounds them during the English learning process.

This work is organized only in one chapter where the main focal point is the analysis of the results of the data collection tools. The analysis includes the results of our data collection and personal conclusions and recommendations to the English teacher and future teachers so as to have more effective and successful teaching.

VI. Introduction

Learning a new language requires the social interaction, everybody learns a new language by exchanging information between two or more people. Interaction is very important, because allows the acquisition of grammar and pronunciation sub skills.

One of the most important exchanges that occur in a classroom is between student and student. This interaction gives students the opportunity to communicate with each other using the knowledge they are learning and at the same time improve the language they have learned.

Our investigation is going to settle at Benito Salinas Gutiérrez-a public high school located in the small town Dolores, Carazo, Nicaragua. The school has a population of 561 students in the morning shift. There are 12 classrooms in total and an average of 45 students per group.

We chose 7th grade "A" in order to study the interaction among students who are learning English as a foreign language while they are practicing and speaking English in the class. Also we want to learn how influential the Student – Student Interaction is in the learning of their new language. We will also analyze the teacher's explanation and instruction as an essential part of this interaction. The group has 45 students. In addition, the students also receive instruction in eight other subjects in Spanish. Classes run from Monday to Friday from 7:00 AM to 12:00 Noon.

The population of our study has the following characteristics:
1- The students do not know anything about English Language
2- The ages of the students between 11 and 12 years old
3- This age stage has as many features as dynamism and needs of interacting among themselves

When we started our investigation, our goal was to observe exclusively the interaction between students, but at the same time we realized that this interaction is not an isolated process. The environment (classroom) and the teacher have an important role during this process. Now our investigation includes two actors that intervene directly (students - teacher) and indirectly (classroom) within this interaction.

Our investigation was settled during the II Semester of the school year 2013 during the months of August and September.

VII. Background

Teaching English as a Foreign Language has been part of the Curriculum of the Ministry of Education in all high school and during a student's high school education. Teachers have to put into practice different teaching and learning strategies in which prevail student interaction that will facilitate the learning of English.

In previous years the center of the interaction has being focused on the teacher; however, the teaching practicum and research have showed that it is very important to take into account the relationship and interaction established between students and the environment where they develop their education. In addition, teachers have the duty to plan classes that will prepare students to speak English at the end of their education.

However, traditional teaching has limited students to just listen to the explanation and teacher's talk. In short, the student is only a passive receptor of the knowledge. Therefore, the students' participation is limited and the teacher just instructs and manages the class.

Nowadays the Ministry of Education has made substantial changes in the Curriculum, teaching instruction in English becomes more student-centered and interactive. Nonetheless, in the class interaction–every day's reality- this standard is constantly neglected due to different factors like; the number of students per classroom, time limitation, shyness of the students, lack of materials, etc. Therefore, the students cannot learn to speak English much less to put into practice the speaking skill that prepare students for their life after school; that is go to college and use English to socialize or to work.

VIII. Justification

Nowadays the life conditions and universities require the learners to develop communicative competence (both in Spanish and English) and be able to socially interact. Teaching and learning in English is very important because it helps students develop language and problem solving skills once they start their life in college, community, and work. That is, to learn English (called a Global Language) is not a luxury but a necessity and a requirement in this Global Society.

Being able to communicate fluently in English gives the students more study or job opportunities. Therefore, we have to promote the importance of learning to speak in English. This should start since the first year of a student's high school.

Our investigation has as main objective to study the positive and negative aspects observed during the interaction between student-student; teacher-student; student-environment during the foreign language class-English. We want to know about the importance of having students interact and how the teacher is part of that process and its end product that is students' competence and ability to communicate in English. Finally, with the results of our investigation we would like to propose new strategies to encourage students' interaction during the class.

Therefore, our investigation has a present and future pedagogical goal. We hope our work can lead future teachers and help to the observed teacher improve her teaching work.

IX. Objectives

- **General Objective**

To value the influence in the different interactions inside the classroom of Seventh grade "A" students during the class of English in the morning shift at Instituto Benito Salinas Gutiérrez located in Dolores, Carazo during the Second Semester of the school year 2013.

- **Specifics Objectives**

1- To identify some benefits that Seventh grade students acquire during the class interaction in English

2- To recognize how the explanation and instructions given by the teacher influence the development of the Interaction in English during the speaking activities

3- To identify factors that may inhibit the development of the student Interaction in English during the speaking activities

4- To propose new strategies that improve the student Interaction in English during the speaking activities

X. Theoretical Framework

1. What is Interact?

Jemma Buck & Christopher Wightwick (2013) "Interaction is one of the most important activities that promote the acquisition of the language".

We think that Interact in our daily life, is not another thing to talk with people and develop with the environment in a satisfactory way; that is you are to be able to understand and people understand you. Interact in our language can be understandable as the capacity that a person has to communicate in an effective and efficient way each other through oral and written communication.

2. Interaction

Douglas Brown (2007) points out "as learners interact with each other through oral and written discourse, their communicative abilities are enhanced".

According to this theory, the more students interact with each other the more they are able to communicate in English. This is an ability that they are going to be able to put into practice in a society that they are going to develop. This learning will only happen if the teacher uses speaking and dynamic activities where the students interact with each other as they will do in a real exchange in their community. The teacher must facilitate the tools his or her students will need to achieve this goal. For example: teachers should give clear explanation, instructions, effective repetition drills, and relevant topics that match their real life, etc.

2.1. What is Interaction?

Douglas Brown (2007) explains "Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other".

It means, through interaction students have the opportunity to share information that will be useful in the acquisition of the English language. Also they will get new knowledge and this will help them to develop or improve in the real world.

According to Wilga M. Rivers (1987) "through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions. In interaction, students can use all they have learned or casually absorbed – in real-life exchanges".

We think that, the more students interact or speak English among them inside the classroom the more they feel confidence to communicate with native speakers inside or outside the classroom and also they can be able to develop in the society. Teacher and students' input is very important because the students can know more about the culture, vocabulary, pronunciation that will strength their competences and also their performances in real life situations.

3. Group interaction as facilitator of the Learning Process
Ana Garcia Gat (2009) "Successful teaching and education group, being a natural means of growth and development of revealing aspects of human individuality In our current educational system can be seen how the group aspects are not only a great concern for teachers, but they have a great force and demand study".

The teacher needs to create a positive interaction among students, to create a dynamic climate where students can interact with confidence. To improve the classroom dynamic the teacher should:
 1- Develop values such as: respect and confidence inside the classroom.

 2- Assign tasks where the students can interact with their classmates inside and outside the classroom in order to strength the friendship among them.

3- Encourage to develop cooperative activities and avoid competitive activities among students.

4. Types of interaction in the Learning Process of English

Some of the most relevant types of interaction that happen in the classroom during the teaching and learning process specially in the acquisition, development and practicing of the English language are:

4.1. Teacher-Teacher

Buckley Francis (2000) "Teachers complement one another they share insights, propose new approaches, and challenge assumptions. Teachers learn new perspectives, techniques and values from watching one another. A Working in teams spreads responsibility, encourages creativity, deepens friendships, and builds community among teachers. "

According to this view, the interaction between teachers has an important impact in the students' learning because they are models for them. Teachers develop values like respect, cooperation, team work and motivation to the students. If there are two or three language teachers in a school they have to speak English every time to promote the practice of English among students inside and outside the classroom. It is important to speak English not only during the class time but in any moment and place in the school.

4.2 Teacher-Student

123helpme!com (2011) explains " A teacher and student who have the qualities of good communications, respect in a classroom, and show interest in teaching from the point of view of the teacher and learning from a student will establish a positive relationship in the classroom."

We believe that teacher's preparation is an influential factor in the teaching and learning of English process because they use their knowledge, experience, and education to select good speaking activities that promote the communication between him or her and the students. These are activities that meet the level of the students, real context, interests, and needs. A well-prepared language teacher has the capacity to develop a successful relationship with the students. This increases the participation in interactive classes.

4.3. Student–Student

The Reformed Teaching Observation Protocol (RTOP) (2013) "Classes where students have opportunities to communicate with each other help students effectively construct their knowledge. Students share responsibility for learning with each other, discuss divergent understandings, and shape the direction of the class".

This article talks about the importance to apply communicative activities when students work together and solve an assigned task in the classroom, but also these activities will help them to improve the language outside the classroom. Learners will capable to develop themselves in real life situations. Students share time, information, and practice values such as: cooperation, respect and responsibility which help them to develop in their social relationship with their classmates, teacher and people in general.

 The Reformed teaching Observation Protocol (RTOP) (2013) "Successful discussions are characterized by small group conversations that seek to give voice to all students and to provide sufficient time and opportunity to listen and consider the ideas of others."

We think interaction among student-student is the active ingredient during the class; therefore, teachers must promote it to achieve two important results: first, know the objectives of the lesson; and second, students have to speak English.

When the students practice English, they exchange information and are prepare to develop more effective interaction with other language speakers.

4.4. Student – Environment (Classroom)

Douglas Brown (2007) explains "the communicative purpose of language compels us to create opportunities for genuine interaction in the classroom".

According to this theory in the classroom students' interaction takes place in which students are protagonists of their own learning process. Pair and group work are dynamic techniques which engage the students to interact each other. They make decisions, and participate actively; they feel as an important part inside the classroom and encourage to communicate with the teacher and classmates with more confidence.

a) Positive Aspects

1- When the students have an interactive participation they give opinions, ideas, share information. They feel more confidence, motivated and interested to learn the English class.

2- The students will develop values such as: respect, friendship, tolerance, confidence, team work, etc.

b) Negative Aspects

1- It is probably to spend a lot time and do not achieve the lesson plan goals.

2- Classes where have a lot students do not allow to apply speaking activities.

5. Benefits when students and teacher talk
5.1. Students talking time benefits

The principle goal of an English teacher is to promote in his/her students the interaction. It is serves several advantages being the principal the development of communication in English.

According to Maryellen Weimer (2013) there are "10 Benefits of Getting Students to interact in Classroom Discussions."

a) Participation adds interest: It is hard to maintain students' focus attention when all they hear is the professor talking. It helps to hear another voice as well as an answer or another point of view.

It means, when different students participate during the class they can listen to a variety opinions and it is an opportunity to learn new knowledge, vocabulary and pronunciation and also receive teacher and classmates' feedback. For that reason, it is important to make a balance between the teacher and students' speaking time.

b) Participation engages students: A good question can pique their interest, make them wonder why, get them to think, and motivate them to make connections with the content.

It means, when the teachers ask some questions to the students, they have to be interesting, motivated and clear questions. Teachers initiate from easier to more challenge. Questions where students can express their feelings or general knowledge by interacting with the teacher and making emphasize in the language they know and have to produce in a certain time.

c) Participation provides the teacher feedback: when students answer or try to explain, teachers can see the extent of their understanding. They can correct (or help the students correct) what the students have not got right or do not see quite clearly.

 According to this item, when students participate during the class the teacher listens to them and can identify errors and mistakes, and then teacher provides feedback and help to the students to improve the language.

d) Participation provides the students' feedback: When teachers ask questions or otherwise seek student input over a topic they are letting students know something about the importance of certain ideas and information.

It means, when the students work together they share new information each other and at the same time students help themselves to correct their mistakes, so they feel more confidence when receive support from their classmates and also as students we collaborate with the learning process of each one.

e) Participation can be used to promote preparation: If an instructor regularly calls on students and asks questions about assigned reading or what is in their notes from the previous class session, that can get students (at least some of them) coming to class prepared.

According to this item teachers can ask to the students about the previous classes and makes a connection between the last and the new topic (If they are related) we elicit question to prove the background knowledge of our students have about a specific topic, and at the same time we interact with our students and give them the opportunity to perform their knowledge.

f) Participation can be used to control what is happening in class: If a student is dozing off, texting, quietly chatting, or otherwise not attending to what is happening, that student can be called on or the student next to the offender can be asked to respond".

It means, when the teacher explains, gives instructions or requests for new examples during the class some students do not pay attention or do not give a good answer.

So the teacher talks with the students about the importance to be polite, respectful and keep attention during the class and at the same time teacher promotes values

that will help them to achieve a successful communication with the teacher, classmates or people.

g) Participation can be used to balance who's contributing in class and how much: If teachers will wait patiently and not always select the same student, if they look expectantly to others and confirm verbally and nonverbally the value of hearing from different people, they can influence who speaks and how much.

According to this item, when the teacher asks to the students different questions some of them can answer because they know and feel confidence to do it, but when the students do not answer it is necessary to look for volunteers specially when we have shy students, is a way to make they interact although it was a short comment, but we have to make students engaged into the language or communication and can perform the production they have based in the knowledge.

h) Participation encourages dialogue among and between students: Students can be asked to comment on what another student has said. A question can be asked and students can be invited to discuss possible answers with each other before the public discussion.

We think if the teacher gives instructions the students about a specific task, it is the time they have to communicate each other and discuss about the possible solutions of the assigned task. When students talk they exchange opinions, ideas or feelings among them they agree or disagree but finally the interaction will be and have to end in a successful solution and will provide certain feedback among them and feel confidence working together.

i) Participation can be used to develop important speaking skills: In many professional contexts, people need to be able to speak up in a group. They may need to offer information, ask questions, or argue for a different solution.

It means students' participation is very important because they speak more English during the class. It will help them to develop the language and improve it in the future and interact with other people. Also the learners stimulate their self-esteem to be prepared to perform in public and get in a successful communication.

j) Participation gives students the opportunity to practice using the language of the discipline: Participation gives students the chance to practice using a different vocabulary.

We consider when students use of the language they exchange information which is a great advantage. They talk and learn about different topics so they improve their vocabulary, knowledge and speaking skill at the same time.

5.2. More benefits when the students talk

Better Language Teaching (2010) explains "Talk time by the students accomplishes benefits"

a) Students get to speak more. When students speak more, they have increased opportunities to become familiar with the new material.

We consider the teacher must apply interesting, easy and motivated activities for example in the classroom when the students work in pairs or in groups they have the opportunity to share and talk about the different experiences and learn new things each other. For that reason, communicative activities are important in the acquisition and practicing of the language in the students. The more they practice the more they engaged to the language.

b) Students have more chances to experiment with and personalize the language. They can mix previous vocabulary and grammar structures with the target language of the lesson, as well as steer conversations towards their individual interests.

We believe the students merge their background knowledge with the new one, and when this happen, they connect the ideas and understand the explanation or instructions of the teacher, so they can improve their level of proficiency. When the students have previous knowledge is easier for them to acquire the new knowledge, feel more confidence and motivated to develop any task.

c) As students speak more, they must also rely on their skills.

We think that activities where students have the opportunity to work together, everyone collaborates giving ideas, opinions, and information. They organize this information and make decisions to solve a task. When they solve any task they involve each one in a real communication using the language, as much as they practice inside the classroom they will be able to develop and solve real life situations outside the classroom.

d) As the teacher speaks less, students have added opportunity for interest and challenge.

We consider it is important when the teacher talks the students, for example when gives an explanation or instructions during the class, the input the students receive in the target language is very important, because this will increase their performance and communicative competences, but at the same time the teacher must give a chance to the students to speak and improve more their language, applying activities such as, pair or group work where the students will interact and discuss about how to solve a problem.

5.3. Teacher talking time benefits

Joanna Baker & Heather Westrup (2000) "Teaching means giving information, so some teachers talk a lot in language learning lesson. This is because teachers have the facts and they need to pass this knowledge of language to the students."

We believe teacher talking time is really important during the class, because the teacher is a prompter and all depend of the input that students receive and this will

engaged to the students into the language. Giving a clear explanation about the correct use of the grammar will be a way the students acquire an acceptable pronunciation.

The teacher's purpose is that his/her students communicate in English. For that reason, the teacher must speak less during the class, give more chance and motivate to the students to involve in the acquisition of the new language.

Steve Darn (2007) "The teacher provides good listening practice which is not inhibited by the sound quality of a tape or CD player and which is accompanied by visual clues to aid comprehension. In some circumstances, the teacher may be the only source of models of good, natural language"

According to Steven the teacher must explain the class using good pronunciation in order the students can acquire listening and speaking skills. English teachers and native speakers have different accent, it is a good idea that teacher use CDs recorder with people talking in English or invite American people to the class to share cultural information. When the students practice listening and speaking skill the English class is more interesting and encourage the students to communicate with their classmates and teacher.

(Steve Darn 2007) mentions "some methods the teacher can use when they talk"

a) Personalized presentations: Listening to the teacher talking about real issues is more motivating than listening to or reading about complete strangers talking about places or events which, for the students, have no personal interest.

It means when the teacher introduces a new topic or gives examples by telling real situation is more attractive to the students than listening to CDs or reading books with unknown information. In other words we can apply activities where the

students have the opportunity to know real information or situations about Nicaraguan people.

b) Questioning: Every teacher question asked during a lesson demands a student response. Frequent questioning holds students' attention and increases learner involvement in the class.

It means that the teacher should not miss to make questions during the class. It helps to the teacher to know the students' previous knowledge. Also if the students study and practice English at home everyday.

c) Natural conversation: Natural conversation initiated by the teacher encourages questioning, asking for clarification, commenting and changing the subject as well as introducing functional and everyday language.

It means the teacher can benefit from his or her students' conversation as long as these conversations are attractive to the students arising in them the curiosity to learn and know more by asking questions and active participation.

d) Anecdotes: These can be the basis of a presentation, but can also be used at the start of a lesson, rather than using a 'warmer' activity, as a natural way of engaging the students. Anecdotes and jokes may also be used to stimulate interest during a lesson.

According to this item it is a good way to motivate the students to speak English during the class. The teacher can use or introduce the grammar content and active vocabulary by telling an interesting story to the students. During the class the teacher can give examples and also asks to the students about their opinions and makes reflections related with the anecdotes.

e) Storytelling: This can be the basis of a lesson or an ongoing theme throughout a course and is as appropriate to adult classes as it is to young learners. There is a whole methodology surrounding storytelling, which is often a stimulating alternative to the use of a graded reader in the classroom.

It means the teacher can begin the class by talking a story to the students, taking into account the grammar structure, active vocabulary and pronunciation. This activity motivates young classes as well as adult classes according to their ages, needs and interests.

6. Interactive Principles
6.1. Automaticity

Douglas Brown (2007) "True human interaction is best accomplished when focal attention is on meanings and messages and not on grammar. Learners are thus freed from keeping language in controlled mode and can more easily process to automatic modes of processing."

According to Brown, automaticity happens when the students have acquired meaningful learning by practicing and using this knowledge with self-confidence. This principle is oriented to develop the speaking skill. Automaticity is improved when:

✓ The teacher speaks in English all the time.
✓ The teacher encourages the students to speak in English.
✓ The teacher gives the students key questions to use them when they do not understand or want to expand their knowledge.
✓ The role of the English teacher is to incorporate activities that provide opportunities for transfer to new situations, real-life communication and materials that relate to students' interests.
✓ The teacher applies interesting activities where the students recycle information and have the opportunity to remember vocabulary.
✓ Lots of pairs/group work for practice and clarification.

- ✓ Use of choice, chance and self pacing to maintain student motivation.
- ✓ Giving personalized and positive feedback.
- ✓ Provide opportunities for student to 'transfer' what they have learned to new situations.

6.2. Intrinsic motivation

Douglas Brown (2007) points out "students become engaged with each other in speech acts of fulfillment and self-actualization. And as they more fully appreciate their own competence to use language, they can develop a system of self-reward."

According to this theory when the students have a positive intrinsic motivation they do all the assigned activities in the best and possible way, trying to give good answers, to get a better score, receiving a reward by the teacher, and obtaining a good knowledge that help them to solve problems.

Teachers have to help their students to improve or overcome their fear of using English. Intrinsic motivation develops in the students characteristics like:

- ✓ Self study
- ✓ Develop of own competence
- ✓ Awareness of the importance of this language in their school and work scope

The purpose of these characteristics is:
- ✓ The students realize the importance to study in their life and the big bring that they can offer to their family and the society in the future.
- ✓ The students are able to develop any tasks.
- ✓ The students can help each other to solve problems.
- ✓ The students will be able to research by their own new information or improve it.

6.3. Strategic Investment

Douglas Brown (2007) explains "Interaction requires the use of strategic language competence both to make certain decisions on how to say or write or interpret language and to make repairs when communication pathways are blocked".

We think that teachers must carefully select the speaking activities they will develop in their classes. These are activities that help students to learn successfully while they are practicing relevant topics according to their age, interests, time and needs.

Strategic Investment also includes the dedication and responsibility that the teacher has when is preparing a lesson plan. They need to achieve and evaluate the objectives and competences they set in their plans. Also teachers need to provide clear explanation and instruction.

6.4. Willingness to communicate

Douglas Brown (2007) "Interaction requires an attitude on the part of de learner that says, "I want to reach out to others and communicate". This willingness to communicate further imply the risk of failing to produce intended meaning, of failing to interpret intended meaning, of being laughed at, of being shunned or rejected. The reward, of course, are great and worth the risk".

We consider the students have to realize that the best way to improve the English language is by putting into practice the learned knowledge, it does not matter the mistakes about use of grammar or pronunciation, because these mistakes are going to help the students to know where they have problems and to improve them. Moreover help to the teacher to captive where the learners have problems and give reinforcement.

It means that teacher needs to motivate the students to overcome their fear of speaking in public, make them to know the importance of the second language

interaction, practice English, and not to worry about mistakes. The students' challenge will be to improve their weakness with the help of the practice (speaking activities).

6.5. The Language-Culture Connection

"Language Culture connection is the cultural loading of interactive speech as well as writing requires interlocutors be thoroughly versed in the cultural nuances of language". Douglas Brown (2007).

We consider the culture always is connected with the language. Every culture has their own language, habits, costumes, traditions, features, and beliefs, so the teacher's role is to give to know what are the most relevant nuances that the culture of the target language has, the purpose is that students can improve outside the classroom when they have a real situation in their community, where the social and pragmatic aspects will be relevant to solve a task.

Teachers need to teach their students how the culture of the countries that speak English is, because they will need to use it effectively to interact in the new culture and recognize and respect its values, beliefs, ways of thinking, etc.

6.6. Interlanguage

 "The complexity of interaction entails a long developmental process of acquisition. Numerous errors of production and comprehension will be a part of this development. And the role of teacher feedback is crucial to the developmental process". (Douglas Brown 2007)

According to this theory interlanguage is the process that happens during the development and acquisition of the language of the students. During this process students make mistakes or errors such as: The students think, talk and write like in Spanish and the majority of the time the students speak in Spanish among them. The teacher is the principle element that can help the students to learn how is the

grammar and how is the pronunciation of the English language by promoting more speaking activities, by eliciting to the students (asking questions) to initiate an interaction and giving the opportunity to the learners to practice and produce their own language or expressing their own ideas and opinions among them.

6.7. Communicative competence

Douglas Brown (2007) "All of the elements of communicative competence (grammatical, discourse, sociolinguistic, pragmatic, and strategic) are involved in human interaction. All aspects must work together for successful communication to take place."

We think the purpose of the English teacher is to develop skills that students can use to communicate when they need it. If the teacher does the former, the students will be able to solve problems in their real life.

7. Roles of the Interactive Teacher

Interactive teachers can play many roles inside the classroom. Teacher cannot be satisfied with only one role. Rebecca Oxford (1998) in Douglas Brown's book (2007) points out "teacher roles are often best described in the form of metaphor: teacher as manufactured, teacher as parents, teacher as doctor, teacher as judge, teacher as gardener, and other".

According to Oxford the teacher not only teaches, but is multifaceted, that is, the teacher has many talents such as: creative by doing interesting and practical classes related with their real life; friendly for example: asking about their feelings; dynamic; researcher by looking for new information, solve problem related with the learning process of the students; encourage to the students to practice every time the language; reinforcement the weakness; understand the personal problems of the students and help them by talking, giving advices and being flexible; finally an interactive teacher is who wants that students learn new knowledge and they can putting into practice their abilities and perform them in real life situations.

Interactive Teachers follow important roles such as:

7.1. The teachers as Controller

"Master controllers determine what the students do, when they should speak and what language forms they should use. They can often predict many student responses because everything is mapped out ahead of time". Douglas Brown (2007).

We consider teachers should not keep students working as machines, control all their movements, or dictate what students have to do or not in the classroom; or simply know what they will answer every time they participate. For example, when teachers write their lesson plans, they write possible answers students will give; perhaps a standard answer. However, that does not mean that it is an obligation for the students. Sometimes students give a different answer, a spontaneous one, this can be interpreted that they are able to express more than what they know.

When teachers plan a lesson, they choose techniques that are interesting and motivated. Activities that allow students to learn in a better way are real life-like communicative activities because they encourage interaction. In other words, the teacher should control the activities that his or her students will perform in the classroom, but these activities should allow students to use the language and open the door that encourages effective and successful langue practice.

7.2. The teacher as Director

Douglas Brown (2007) "Some interactive classroom time can legitimately be structured in such a way that the teacher is like a conductor of an orchestra or a director of a drama".

According to this theory the teacher must running the students learning following the objective of the class, focusing in the interests, needs, likes, level, and age of the students. The teacher must begin the class taking into account the previous

knowledge of every student has to make good decision in the selection of speaking activities that will help the students to resolve real life situations. The teacher as a director must promote a very nice classroom environment where the students can negotiate their behavior, way of evaluation, kind of activities that encourage to the students to interact among them with more confidence.

7.3. The teacher as Manager

"This metaphor captures your role who plans lessons, models and courses, and who structures the larger, longer, segment of classroom time, but who allows each individual player to be creative within those parameters". Douglas Brown (2007)

According to this view, teachers have to take into account activities that help to the students to acquire the language in a successful way that lead to learning and achieving interaction. Teachers must consider the reality of the students. The objectives must connect students' learning process and context, too.

The teacher has to maintain the class motivated since the beginning until the end. Teachers also give feedback when the students need it, or after an evaluation, because this will allow the students to be clear of own weaknesses and understand the topics. The teacher has to include as part of their lesson planning communicative activities that allow the students to grow as social human beings.

7.4. The teacher as Facilitator

Douglas Brown (2007) "A less directive role might be described as facilitating the process of learning, of making learning easier for students. A facilitator capitalizes on the principle of intrinsic motivation by allowing students to discover language through using it pragmatically, rather than by telling them about language."

We consider the teacher must guide the students' production because the more he or she helps them, the most they will be able to learn. A good teacher always facilitates students' chances of acquiring new knowledge that will allow them to

resolve problems of the real life. Facilitators also encourage students to be better every day, help them to have a high self-esteem, be risk takers, take challenges in the life, and wake up since the deepest of everyone their intrinsic motivation to become a successful person.

A good facilitator looks for activities that will improve the learning process of the class by designing lesson plans according to the interests, needs, and likes of the students.

7.5. The Teacher as Resource

 "The implication of the resource role is that the student takes the initiative to come to you. You are available for advice and counsel when the student seeks it. Some degree of control, of planning, of managing the classroom is essential". Douglas Brown (2007).

According to this view a teacher acts as a resource to the students, since the first time he or she writes the lesson plan. This will be focus on initiate the interaction among students because the more they interact the more they are able to act or develop the language. Moreover the teacher can provide advice and confidence that will encourage individual learning and success.

8. Strategies that promote Interaction among students

8.1. Pair Work

Douglas Brown (2007) explains that "Pair work enables you to engage students in interactive (or quasi-interactive) communication for a short period of time with a minimum of logistical problems."

It means that, by using pair work you can maximize the opportunities for your students in terms of time spent speaking. When students work in pairs they have the opportunity to share information, ideas or opinions and also they receive input

each other that helps them to acquire the language in a better way. Also the students feel confidence when they interact and work with a classmate.

8.1.1. Advantages of Pair Work

Felisa Tibbitts (2011) mentions "some advantages of Pair Work"

a) Promotes students' maximum participation. In pair work situations the two students are involved in both thinking and doing.

b) Promotes cooperative skills, such as listening and communication skills, problem solving and sharing of tasks.

c) Gives more students the opportunity to speak. Students learn from each other and learn from doing.

d) Gives students a degree of privacy and allows them to try things out that they might not attempt in the more public forum of a class discussion or a teacher-fronted activity. When students speak with a partner only one other person can hear their mistakes (and, of course, the teacher can hear them if he or she is monitoring).

e) Helps shy and reserved students more confidence in their ability to use the language. A weak student may benefit from being paired with a strong student too.

In this type of interaction the two students have a maximum participation, both have equal intervention, work together to do the assignment (conversations, role play or oral presentations), exchange ideas about how to solve problems and finally they perform it.

When the students practice the English language in pairs, they are not afraid or feel nervous because he or she is talking just with a classmate. Pair work allows the students to practice pronunciation with more confidence, just his or her partner

hear their own mistakes and nobody else. Finally, both students can identify and improve their mistakes.

Pair work is a successful technique to practice the English language but sometimes this can be negative, that is, when two smart students work together the result are going to be excellent. Instead if two shy students or bad students (do not understand the teacher's explanation or instruction or do not like the English class) work together the result probably will be inefficient. For that reason, the teacher needs to be careful with this activity. It is a good idea that a shy student work with an intelligent student to help themselves and obtain better results.

8.1.2. Disadvantages of Pair Work
Adrian Tennant (2000) points out "some Speaking matter of pair work"

a) **Loss of control in terms of how much the teacher can check and hear**
   This means that some students may continue making mistakes simply because the teacher does not hear them.

We consider this is a real situation that happens inside the classroom, because the teacher does not have enough time to moves and checks when the students are working together. And also crowded classroom (big quantitative of students) influences to happen this situation. Maybe some students will help each other to understand the meaning of words or about pronunciation, but in other cases some of them will not help to their classmates.

b) **Shy students may say little or nothing**
   According to this item there is a variety of students' attitudes, likes and features inside the classroom and that can be positive or negative for their interaction and acquisition process of the second language. Some students do not feel confidence to work in groups, due to their feelings which affect their social interaction so they will never produce the language.

c) It is not good just simply putt students into pairs without taking into consideration who they should work with

We consider the teacher must take into account needs, likes, feelings and level of proficiency of the students, who they feel confidence to work with. This will allow to the students to communicate and share information to produce and complete a task in a successful way.

d) If students always work with the same partner, then problems will continue (and often get worse)

We think when the teacher applies communicative activities where the students have the opportunity to exchange information is better when they work with a classmate. They feel more confidence or comfortable, but sometimes the teacher can vary the type of activities, but taking into account that the more students interact as a whole class the more they will exchange and acquire new information each other, when they have to solve a real life situation outside the classroom, they will find a variety of speakers who will share different opinions, ideas and information.

e) When lots of students are speaking at the same time it's difficult for the teacher to keep control and hear all what students are saying

We believe the teacher has to promote at the beginning of the class the values such as, respectful, politeness, order and cooperation that the students have to follow when they solve a task. The more the students work in order and using a modulate tone of voices, the more the teacher can hear their speaking production and will give feedback when the students need it.

f) Teachers worry about incorrectness, noise, and indiscipline

We consider it is depend of the activities the teacher applies during the class. They will be interested, motivated, funny and meaningful in the learning process of the students and promoting the values in the classroom. The students will

invest all their knowledge, time, effort and energy solving a task and the teacher will aid to the students in a successful way.

8.2. Group Work

Douglas Brown (2007) "Group Work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. Large groupings defeat one of the major purposes for doing group work: giving students more opportunities to speak".

The definition tells us that the more the teacher applies Group Work activity among students the more they will be able to produce their own knowledge and show their competence.

Working in group spreads responsibility, encourages creativity, deepens friendships, and builds community among students. In addition, group work enhances the learning of all group members, regardless of how skilled or unskilled individual members are.

8.2.1. Advantages of Group Work

Douglas Brown (2007) mentions "some advantages when students work in group"

a) Group Work generates interactive language

Group work helps to solve the problem of classes that are too large to offer many opportunities to speak.

The most important advantage of working in groups is that students learn to solve problems of their real life situation. This learning must be meaningful. It should not matter if the English class becomes in a full time speaking activity because the most students practice their speaking skill the most they will be able to show own performance.

b) Group Work offers an embracing affective climate

The security of a smaller group of students where each individual is not so starkly on public display, vulnerable to what the student may perceive as criticism and rejection. The small group becomes a community of learners cooperating with each other in pursuit of common goals.

This is a very important advantage because the students have a more collaborative learning process. They help each other and this promotes the exchange of ideas, opinions and critical thinking in the students.

c) Group Work promotes learner responsibility and autonomy

In a classroom climate students can relax too much in whole- class work. Group work places responsibility for action and progress, upon each of the members of the group somewhat equally. It is difficult to hide in a small group.

It means that the responsibility of each member in group work has an important role because the task assigned by a teacher is developed by students working as a whole team in which the unique goal is to achieve, finish, or carry out a task. The students achieve competence and new knowledge.

d) Group Work is a step toward individualizing instruction

Each student in a classroom has needs and abilities that are unique. The teacher can recognize and capitalize upon other individual differences (age, cultural heritage, field of study, cognitive style, to name a few) by careful selection of small groups and by administering different tasks to different groups.

According to this theory every student has different abilities for example some students to master reading (like to read books) and writing (like to write compositions) skills and others domain listening (like listening to English music) and speaking (like to speak English with the teacher and classmates) skills. For that reason the teacher needs to identify the individual problems in the learning

process of his/her students and their strengths using tools such as: observation, written quiz, oral quiz and readings activities. The teacher can utilize these students' abilities designing a lesson plan including all the four skills making groups work where a student is the monitor and he or she must help his or her classmates to improve the skills they do not understand. .

8.2.2. Excuses for Avoiding Group Work

Douglas Brown (2007) "Some teachers are afraid of group work. They feel they will lose control or students will just use their native language and so they shy away from it."

According to Brown some teachers avoid group work because they are afraid that students will use their native language in the whole class time, but this is an error that the teacher makes. Teachers have to avoid this negative thinking because if a teacher wants that his or her students achieve communicative competence they have since the first time to speak just in English and the students have to adequate their ears to listen and get the ideas that the teacher wants to transmit.

Some of the excuses that affect the Interaction among the students when they practice English in group work are:

a) The teacher is no longer in control of the class

"In numerous cultures, students are indeed primed to be under the complete control and authority of the teacher, and group work therefore is a very strange activity to engage in". Douglas Brown (2007).

We think it is not necessary that a teacher uses a loud voice to direct group work at the time students are working in a specific task. Give clear and understandable instructions and most students will work and complete the task. This is achievable when teachers have an effective classroom command.

b) Students will use their native language

 "English Foreign Language situations, where all of the students have a common native language, it is indeed possible, if not probable, that students in small groups will covertly use their native language". Douglas Brown (2007).

According to this theory a solution to this problem is to organize group work in which every student feels included in the task. Also indicate a group monitor, so they help one another to complete the task. In this way you are promoting students' cooperation and collaboration as well as a successful interactive learning process.

c) Students' errors will be reinforced in small groups

"Teachers are usually concerned about the fact that, especially in large classes, students will simply reinforce each other´s errors and the teacher will not get a chance to correct them." Douglas Brown (2007).

We consider that teachers have to give personal feedback the students. Monitor students can give feedback to their classmates as well. Students can help by explaining to another student, but it is the teacher who has the responsibility to reinforce the feedback given by the monitor student. Therefore, teachers have to move around the classroom and monitor the tasks that students are resolving.

d) Some learners prefer to work alone

 "It is true that many students, especially adult-age students, prefer to work alone because that is the way they have operated ever since they started going to school". Douglas Brown (2007).

It means that teachers have to avoid students thinking this way. The teacher has to teach to the students the importance collaborating and cooperating. To achieve this one, the teacher has to plan effective group work activities and encourage it as a learning strategy that is used to motivate more speaking in the group.

9. Communicative Activities

9.1. What is communication?

According to Slavica Bogdanov (2012) "Communication (from latin "communis", meaning to share) is the activity of conveying information through the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behavior".

Otamatea Christian School (2013) "Communication requires a sender, a message, and a recipient. The communication process is complete once the receiver has understood the message of the sender."

We believe communication is the main factor the teacher must use to develop the speaking and listening skills through activities where the students have the opportunity to interact each other exchanging, asking for and giving information in order to improve the speaking and listening skills. In addition during the communication students are more confidence because they interact with their classmates and both are learning at the same time.

9.2. What are communicative activities?

Olenka Bilash (2011) explains that "Communicative activities include any activities that encourage and require a learner to speak with and listen to other learners, as well as with people in the program and community".

According to Jemma Buck & Christopher Wightwick (2013) "Communicative activities have real purposes: to find information, break down barriers, talk about self, and learn about the culture."

We consider communicative activities must be in all lesson plans, that is, the purpose of a teacher is that students learn to communicate in oral and written way using the English language not only inside the classroom but also in the society. The students need to have the capacity to communicate without afraid and during

the communicative process they learn new knowledge and culture about other people.

9.3. Types of Communicative Activities to put into practice the interaction

9.3.1. Exchanging Information

Judith B. Harris (2010) explains that Exchanging Information activities are "those which involve students collecting, compiling, and comparing different types of interesting information."

We consider that this activity also permits practice pronunciation, use of the vocabulary, use of example of the real life. The teacher can develop different activities to practice speaking, in which the students can exchange information among them. The materials that teacher can use are: pictures, sheets with different or incomplete information, and the students can use their personal information (to create a need to communicate).

This activity is general, it can include any topic. For example: the activity Find someone who? Here the students stand up and walk around the classroom asking the question **Do you like drink coffee?** and the other student is going to answer with yes/no question. Then the questioner writes the name of his/her classmate, his/her answer, asks the sign of his/her classmate and finally write a sentence in third person singular using the information of his/her classmate for example: Maria likes drink coffee or Maria does not like drink coffee.

9.3.2. Exchanging personal information

"Personal information questions are the basis for any conversation in English. They are the building blocks from which the rest of the conversation can develop". Woodward English (2013).

According to this activity the teacher asks to his/her students more personal information related with the student's real life. Students can ask each other for:

habits, free time activities, contact information, age, family, marital status, work and occupation or names. During this activity the students have a real interaction, have a listen to each other to complete the task and there is intensive practice of the target structures.

9.3.3. Free and Spontaneous Conversation

Cuerpo de Maestros Temario de Inglés (2006) "Is the most frequent form of spoken language which refers to an informal and spontaneous exchange of opinions and ideas about a topic. It is considered the most motivated activity for students".

We consider that conversation among students is one of the most important speaking activities, because the students can talk about different topics related with their feelings, needs, likes and dislikes. For example: when they talk about their favorite singers, actors, movies or music. The input or information the students receive from the teacher and classmates is very important. The result of students' speech will depend of the quantity and also the quality of the input they acquire inside the classroom. This will help the students to develop their language.

9.3.4. Interview and Survey

Cuerpo de Maestros Temario de Inglés (2006) "They are forms of dialogue that are directed towards the search for information; one interlocutor asks and the other answers. The success of these activities depends on the kind of questions asked to obtain the desired information".

We think if the teacher applies this activity during the lesson class he/she has to choose questions where students feel comfortable, interested, motivated and according to their level. This will provide a more class interactive, because students will feel encouraged to exchange ideas, opinions, and information among them.

9.3.5. Role Play

Jeremy Harmer (2007) "Role play can be used to encourage general oral fluency or to train students for specific situations, especially where they are studying English for specific purposes."

We consider that this activity is fun and motivated because the students have the opportunity to act real life situations and be creative. The teacher gives them a specific topic with the specific vocabulary taking into account the ages, likes, interests and level of proficiency. Then, the students must create the environment where they are going to act. For example: if the topic is related to a hospital context the students need to prepare their roles such as: doctors, nurses, patient and receptionist. Also, they need to prepare realia such as: gowns, esthetoscopic, pencil, etc.

9.3.6. Oral Presentation

Jessica Cook (2013) "An oral presentation is a form of assessment that teachers frequently use in the classroom. An oral presentation involves explaining something to an audience, usually in a classroom, but sometimes in a work setting".

According to Cook teachers have to select appropriate topics where the students feel satisfied and encouraged to perform in front of their classmates. This activity helps the students, first because they are risk takers talking in front of their classmates, which will help them to feel confidence talking in front of strange people outside of the classroom. Second, because students practice vocabulary, grammar, pronunciation, speaks more fluency and increase their level of proficiency and finally once the students finish their oral presentation, they receive feedback from the teacher and also the students.

9.3.7. Conversation

 "It is a form of interactive, spontaneous communication between two or more people. Conversations are 'interactive' because contributions to a conversation are response reactions to what has previously been said". (Wikipedia, 2013).

We think students have the opportunity to talk with the teacher and classmates about topics of the real life situations. The students talk about their everyday activities (problems, sadness, happiness, success, future plans, etc.) The most important the students will use the language to express and develop in the society.

XI- Methodology

1. Description Tools

1.1. The Survey

It is a data collection method that helps researchers to collect data about a specific phenomenon or problem. Researchers collect data by elaborating a set of either oral or written questions that try to gather reliable information from a selected group of participants. The survey can be applied to a large group of people and still be practical.

1.2. Observation

The observation has been considered one of the most significant methods in any given process of data collection that occurs inside the classroom. Researchers can observe the phenomenon in situ and analyze the data they gather during the process.

1.3. The Interview

The interview is a popular method to obtain data. The objective of the interview is to obtain information by actually talking to the subjects under study. Sometimes, students might be questioned about classroom events in an individual face-to-face situation, and other times as a whole group.

The interview is an oral inquiry that allows the researcher to collect information that sometimes cannot be observed such as: feelings, thoughts, judgment and beliefs. All the above instruments serve several purposes. They keep the research on track (guide); help obtain all the necessary information to achieve the research objective; and validate the variables of the research.

1.4. Population and sample choice (see graphic #1)

Our study population is 143 students in Seventh grade in the morning shift at Benito Salinas Gutiérrez Institute in Dolores, Carazo. 70 are boys who represent 49% and 73 are girls who represent 51%.

The sample to study is 25 students (14 are girls and 11 are boys). This represents 51% of the total students in Seventh grade. All the students belong to Seventh grade group "A". The student ages are between 11 and 12 years old.

1.5. Type of study

Our investigation is a transversal type located in a definite space and time. That is Seventh grade "A" at Benito Salinas Gutiérrez from August to September and during second semester of the Academic year 2013.

1.6. Application of Data collection Instruments

As we mentioned at the beginning of the present chapter we used three instruments to collect the information we needed to complete our research.

1.6.1. Survey: a total of 25 students

1.6.2. Interview: 25 students and one interview to the English teacher

1.6.3. Class Observation: in Seventh grade "A".

The instruments we ran all our data collection tools directly to the group. That allowed us to collect data from different sources and areas of the sample under study. We analyzed the results, clarified our point of view which helped us draw conclusions, recommendations, and developed a proposal to improve the teaching of English in the Seventh grade class.

2. Students' survey Analysis Results

During the process of Data collection we ran a seven-closed question survey. Questions 4, 6, and 7 required students to express their opinion about their class.

The data collection instruments were reader friendly and easy to complete. We were interested in learning about the different types of student interaction during the English class- that is- student – student, student – teacher, and the interaction among students. In addition, we also wanted to learn about the environment in which the teaching and learning process occurs.

We selected a sample of 25 students (Male and Female). The universe of students is of 150 students. We selected at random 11 Boys (44%) and 14 girls (56%). The selected sample shows a 16% of the total students' population. We obtained the following results:

1- I study English at home (see graphic #2)

Category	Every day	Once a week	Twice a week	Total
Number of students	11	6	8	25
%	44	24	32	100

These results show that 44% of the students study their English class every day. That means there is good level of students' preparation during the English class.

2- My English teacher is: (see graphic # 3)

Categories	Number of students	%
Dynamic	19	76
Serious	12	12
Boring	-	-
Angry	-	-
Interesting	4	16
Stressful	1	4
Funny	4	16

For the second item, the students had the opportunity to choose more than one option. The main objective was to collect as much information as possible about what students think are their different Teacher's features. The most relevant Teacher's features are dynamic (76%), interesting (16%), and funny (16%) which means that students have an acceptable perception and the way she teaches the English class.

Being dynamic and funny mean the teacher applies active, interesting, and engaging strategies that encourage and promote the students' learning and focus on an active and conscious acquisition of new topics and the practice English.

The Teacher is serious a 12% of the class considers it is a predominant feature that the Teacher keeps a well-behaved and disciplined class.

3- My teacher uses activities such as: (see graphic # 4)

Categories	No students	%
Short conversation between two students	20	80
Short conversation among three or more students	1	4
Long conversation between two students	3	12
Long conversation among three or more students	1	4
Role play	11	44
Oral presentation	13	52
Oral reading	-	-
Guessing games	8	32

The data collected shows the teacher applied different methods to encourage and promote the interaction among her students. The most relevant types of interaction are:
1- Short Conversations between two students- practice dialogs- 80%. This type of activity motivates the acquisition of vocabulary, use of correct grammar

structures while writing sentences, the improvement of a clear pronunciation, and the development of the students' oral expression.

2- Oral Presentations (52%) are carried out as individual or group work. Students commonly describe or talk about events, objects or personal topics. Oral presentations allow students to identify common students' mistakes that happen when speak in English. Oral presentations also promote the students' growth in competence, speaking skills, self-assessment, peer-evaluation, and teacher's evaluation.

4-The relationship with my classmates is: ¿Why? (see graphic # 5)

Categories	Excellent	Very Good	Good	Regular	Bad	Total
No. Students	5	9	3	7	1	25
%	20	36	12	28	4	100

When we asked students how the relationship among them is, the majority expressed their relationships were good and regular (36% and 28% respectively), because:

✓ Some students are not responsible when they do tasks.
✓ Some of the students make bad jokes among them.
✓ Some students do not have good relationships.
✓ Some students do not agree each other when they are solving a task.

In contrast, 20% of the students who have excellent and effective relationships pointed out that:

✓ They have good relationships (interpersonal interaction).
✓ They support each other when solving a difficult task.
✓ They prefer to work with the classmates who share the same interests, and likes.
✓ They promotes respectful when they work.

Based on the students' answers we can identify some conflicts in the development of the students' interaction. We can see that some students do not work as a whole group. They have differences in character, interest, needs and responsibility which may inhibit the process of learning.

5- The relationship with my English Teacher is: (see graphic # 6)

Categories	Excellent	Very Good	Good	Regular	Bad	Total
Number of Students	14	2	4	5	-	25
Percent	56	8	16	20	-	100

Students perceive their relationship with their teacher that in 50% is excellent. This shows that the interaction between the teacher and her students is developed in a successful and positive way. 80% of the students say their teacher is between the good and the excellent category. That may mean there is no affective barrier that affects the teaching and students' learning process or the development of their competences and skills in English or during the class.

This perception about the relationship of the teacher and her students is positive; because it reaffirms the teacher's positive features toward the class.

6- Do you like your classroom? Why? (see graphic # 7)

Categories	Yes	No	Total
Number of Students	22	3	25
%	88	12	100

This question is directly related to the students' classroom environment and the development of the teaching and learning process of English. The majority of the students answered based on the classroom structure, neatness, and conditions to promote the interaction among them. The most important aspects are:

✓ In the classroom we can socialize with classmates.

✓ The interaction or communication is dynamic and very funny.

✓ The classroom's environment is very nice, because students can share with old classmates, who have studied many years ago.

✓ The classroom is nice (referring to themselves room nor the whole building).

✓ The classroom is the place where they learn.

Some negative aspects they pointed out are:

✓ Sometimes the classroom is not sufficient clean.

✓ Old, dirty and stain walls.

✓ The size of the classroom is not sufficient big.

There are two important perceptions regarding the role of the classroom as the place where effective interaction occurs. It is worth mentioning that some negative aspects such as classroom cleaning and stained walls can improve if the students observe a more responsible behavior.

However, the above seems not to affect the learning process in any given negative way. The positive aspects, referring to the classroom as a place for effective interaction, we need to point out that it encourages students to know the importance of the interaction and having good relationship among them while in the classroom or outside it.

7- Factors that affect the interaction with your classmates when you are speaking English: (see graphic # 8)

Categories	Number of Students	%
Fearful	17	63
Shyness	2	8
You do not like English	2	8
Bad relationship with your classmates	-	-
Low self-esteem	1	4
Low confidence	1	4

You do not understand the explanation	9	36
You do not understand the instructions	2	8

Some factors that affect the interaction during the English class are: Fear (68%), misunderstanding the teacher's explanation (36%). The fear factor is influenced by the following conditions:

- ✓ Students do not feel confidence and comfortable, because they do not pronounce correctly the words.
- ✓ Students are shy and fear to make mistakes in front of their classmates.
- ✓ Students feel nervous when they do not master the different knowledge.
- ✓ Students fear their classmates laugh of them if they make mistakes.

According to the students' answers we can remark some factors such as low confidence and fear to make mistakes as the most common factors present during their learning process. The students' fear to make mistakes when they are in front of their classmates may be the result of the teacher not promoting personal values such as respect and solidarity among each other or not praising students to improve every time they make mistakes. The former situation may represent there is not enough interaction among the students during the class time. As a result the students do not support or respect each other. Conversely, some students pointed out their classmates' mistakes in a destructive way, nor in a constructive way.

Regarding the lack of understanding of the teacher's explanation students mentioned:

- ✓ The teacher instructs all the classes in English which makes students feel frustrated because they cannot achieve or understand what the teacher instructs them. As a result of that students do not feel interested or encouraged to participate in class. They feel isolated from the rest of the students who have been able to achieve the level of comprehension of the English.

- ✓ The teacher explains in a fast way which inhibits the acquisition of English as a second language because this acquisition is more slowly. In fact, short

periods of time are not sufficient to assist to the different levels and individual students' in the class.

3. Students' Interview Analysis Result

The student´s interview has ten (10) closed questions. Students had to choose "Yes" or "No" to answer each question. In addition, the student could expand his or her answer in the questions: Do you consider easy or difficult the English class? Do you participate or not during the English class?

Although some issues arose during the application of this instrument they were not included in the results of this project. However, they are important elements that enrich the qualitative information that we obtained. All these allowed us to make judgments and relate our findings to the teaching theory we investigated. The interview provided information regarding:

- ✓ The student's perception of their English class.

- ✓ The relationship teacher – student as a factor that promotes or decreases the process of learning English.

- ✓ The relationship student – student and its influence in the process of learning English.

- ✓ The students´ motivation during the process of learning English.

- ✓ The development and acquisition knowledge, skills, and communicative competence.

The interviews' results are expressed in the following chart:

No.	Questions	Yes	%	No	%
01	Do you like the English class?	25	100	-	-
02	Is it easy the English class?	15	60	10	40
03	Do you understand the teacher's explanation?	18	72	7	28
04	Do you participate in the English class?	15	60	10	40
05	Does your teacher use games to explain the English class?	22	88	3	12
06	Do you speak English with your teacher?	15	60	10	40
07	Do you practice dialogues or conversations with your classmates?	23	92	2	8
08	Do you like to work in pairs during the English class?	24	96	1	4
09	Do you like to work in groups during the English class?	5	20	20	80
10	Do you practice English outside the classroom?	21	84	4	16
	TOTAL	183	73	67	27

Based on the interview findings we can point out that:

1- 100 % of the students say they like their English class. This is an important motivational factor that leads to learning. In seventh grade English is also a new and interesting subject. Since most of the time the students do not receive instructions in English during their elementary school when they start high school, they are most of the time afraid of the new subject and do not want to be judged wrongly. This mental block does not facilitate their learning. According to our findings the latter information is not a challenge for students, yet it encourages them to like their class. In addition, teachers can use the student's interest to teach and help them to develop their language skills in a more effective way. Motivation and stimulus are important factors that can help to promote the learning, acquisition and development of a second language-English. If teachers expose their students to consistent interaction in English, they promote interaction that will facilitate their students learning and own teaching. **(see graphic # 9)**

2- 60% of the interviewed students think the English class is easy, but 40% considers it is difficult. This can be explained by how students prefer to learn. Humans being have different styles of learning. Some students learn faster while others show more difficulty to learn and get new knowledge. The teachers have to take into account the different students´ learning styles so as to promote learning and the achievement of the goals of the subject. **(see graphic # 10)**

3- Question 3 refers to the students' ability to understand or not their teacher's explanation. 72% expressed they understand their teacher's explanation. That is just 7 students expressed not being able to understand the teacher's explanation. 28% of the students who do not understand the teacher's explanation also considered their English class to be very difficult. **(see graphic # 11)**

4- In question number 4, 10 students 40% of the class expressed they do not participate in class. While comparing the students´ answers to Questions 2, 3 and 4 we could notice there are closely related. Participation is connected to students´ perception of the class and capability to understand the teacher's explanation and instructions during the class.

This information indicates that 40% of students that do not participate. Instead they isolate from the rest of the class and build an affective barrier that leads to frustration in the student and rejection toward the subject-English class.

Other factors that inhibit their participation during the English class are: fear to make mistakes and to mispronounce. In addition, some students laugh at their classmates´ mistakes because their language performance is poor, deficient or completely bad.

On the other hand 60% of the students expressed they have an active participation during the class. This includes answering direct questions asked by the teacher,

students' questioning and participation during the development of the different tasks assigned by the teacher such as: oral presentations, short conversations, etc. **(see graphic # 12)**

5- Question number 5 asked about the strategies and methods applied by the teacher to teach his class. 88% refers the teacher uses a dynamic methodology based on games. 12% of the students expressed they do not do any kind of games during the class. The teaching strategies applied by the teacher are not motivating the students complained. **(see graphic # 13)**

6- Question number 6 focused on the interaction teacher– students and their use of English. 60% of the students affirmed having an effective interaction with the teacher, being able to communicate, understand and being understood as well. On the other hand, 40% of the students have not achieved or developed the necessaries abilities that allow an effective interaction in English yet. This means that the students have not overcome the barriers that prevent them from interacting with their teacher and classmates. **(see graphic # 14)**

This question shows two relevant aspects of the English class and how it promotes their learning
- ✓ It allows us to know if the interaction teacher – student is effective.
- ✓ It also helps us to get information about the acquired learning in a specific context

7- Question number 7 asked whether they interact among themselves or if this type of interaction is instructed directly to promote the learning and mastery of English. 92% of the students expressed they have practiced dialogues and short conversations in English. They use the vocabulary learnt in role plays. 8% of the students do not put into practice any dialogues and conversations with their classmates. This 8% represents the group of 7th grade "A" students that isolate from the group and avoid participating during the class.

It is important to point out that the data collected and showed in the previous chart does not represent whether this interaction happened in small groups or as a whole group activity.

The students practice dialogues or conversations among them when the teacher assigns them as a requirement for evaluation. The students express that they communicate to each using their native language because they feel more comfortable. **(see graphic # 15)**

8- 96% of the students stated that they prefer to work in pairs during the class, but they prefer to choose their partners to work with (due to the friendship or affinity). They dislike it when the teacher assigns them a partner to work with. Pair work activities permit to strengthen the learning. In this way the students do not show their weakness in front of the whole class. Firstly, the students practice with each other, exchange ideas, opinions, knowledge, and practice pronunciation which results in strengthening the students´ confidence. **(see graphic # 16)**

Finally, 4% of the students do not like to work in pairs. They avoid interacting with their classmates. They prefer to work alone.

9- 80% of the students refered that they do not like to work in groups. They prefer to work in pairs because some students do not work or disturb the class. That affects the quality and evaluation of the task. In contrast 20% expressed they prefer to work in groups. They believed that group work activities offer a high possibility to get a good score specially when the group is controlled and students participate in an active way. **(see graphic # 17)**

10- 16% of the students refer that they use English only in the class. These students are not motivated to improve their knowledge and they see the class as an educational requirement. In contrast 84% indicated they practice English

outside the classroom, especially when they sing in English their favorite songs, but they do not do it to improve their skill. In addition, most students practice alone and without any interest to improve their language competence. **(see graphic #18)**

3.1. General Appreciations of the Students' Interview

It is very important to promote students and teacher interaction during the class in the Seventh grade "A" at Benito Salinas Institute. We observed a poor teacher - student interaction. There is something like a barrier that separates students and teacher.

There is a lack of promotion the interaction as a strategy of learning English. Factors like teacher and students' behaviors also inhibit the learning process especially when they do not have direct information about any topic. The teacher takes into account the students' preferences-pair work- because they reject group work. The teacher has to apply different strategies that help to develop students' interaction.

4. Teacher's Interview Analysis Result

The teacher's interview has 8 open-ended questions. We looked for information about:

- ✓ Professional Motivation
- ✓ Professional Experience
- ✓ Methods and Strategies of Teaching Planning
- ✓ Importance about interaction among students as a strategy to learn English.

Although the interview has an open style, we did not include the qualitative analysis into a chart.

Question # 1: Do you like to be an English teacher? Why?
Answer: *Yes, I like because I enjoy sharing all my knowledge with my students and at the same time the interaction with them allow me to teach and learn and achieve a better professional development.*

Motivation is one of the most important factors in the development of a teaching process. The teacher who does not enjoy teaching or does not understand that teaching and learning depend on each other will not be able to encourage their students to learn the English.

Teaching is a social process that promotes the social experiencing and exchanging of information among people when they interact with each other. In this case the teacher has to promote the interaction her students, so her students can enjoy learning their second language and becoming able to socialize and communicate in the new language.

Question # 2: How many years have you been teaching English?
Answer: *Fifteen Years (15) teaching in high school and high level.*
Teaching experience gives an English teacher the necessary tools and strategies to promote the learning of the students because the teacher has been able to recognize the factors that inhibit or encourage the learning and acquisition of English.

At the same time professional experience allows a teacher to know the possible factors that affect the learning and acquisition of the second language.

Question # 3: When you write your lesson plans do you take into account the needs and interests of your students?
Answer: *Yes, because the main goal of a teacher is to achieve that students feel motivated and prepared to learn the language. This will be possible if the teacher takes into account the interests and needs of the students.*

Presently, learning a second language is the result of social and economical factors that encourage people to learn a second language. Factors like the globalization of the language, development of social and scientific competences

make second language learning a must. English has become an international language because people need it to communicate.

Question # 4: What kind of activities do you apply to develop interaction among students?

Answer: *Role Plays, surveys, interviews, oral presentations, debates, dialogues, etc.*

The Interaction among students is a dynamic and positive strategy that promotes teaching and learning processes. Consistent practice of English helps students to master pronunciation, express phrases and think just in English. This process can be achieved if students practice or interact every time during the class inside and outside the classroom.

When a teacher uses different communicative activities in his or her class that take into account the real context, everyday, and real life situations, he or she promotes interaction among the students. Then students can engage in learning more about the language and using it which is the main goal of the English language curricula.

Question # 5: In your opinion, what is the best strategy you use that helps your students to learn English?

Answer: *Activities that help or engage the students to learn, acquire, and interact among them.*

A learning process is achieved when students receive stimulus from the teacher. Interaction among students is very crucial in the acquisition of the language. The best strategy to develop during the learning process is the one that promotes students' learning.

Interaction among students encourages the development of communicative abilities, but interaction has to develop writing and grammar skills because English is formed not only by verbal codes but also by written codes, too.

Question # 6: Why is it important the interaction among students to learn English?

Answer: *Because is the way students put into practice what they learn, and also because learning a new language is not an isolated process.*

Language is better developed in the environment. It is a social process. Through interaction students are able to recognize errors and improve them. They know and learn new vocabulary, words, phrases, or statements and also they can communicate in English in any context or solve any situation inside or outside the classroom pedagogical environment. Practicing the language allows the students to master it. For that reason students cannot learn in an isolated way, so interaction is very important to exchange experiences, knowledge, ideas, opinions so as teachers can identify weakness to improve the language.

Question # 7: According to your teaching experience what are the strategies which best support the learning process of your students?

Answer: *Pair Work, because it allows the students to learn in a collaborative way.* Interaction is an important part in the acquisition of English as a second language. It requires a more collaborative work that will be effective during the interaction teacher – student and student – student. Interaction as a learning process should allow the students to be able to interact in a successful way with other people.

The process of group interaction allows the students to speak in English and improve in front of a group of people without fear. Pair work interaction allows the students to improve their weaknesses and help each other. It is important that teachers use effective and adequate group wok strategies to promote group work.

Question # 8: According to your teaching experience what are the factors that affect the learning process of the students?

Answer: *Fear, low self esteem, low confidence, low motivation to learn.*

Fear is the main factor that inhibits students' participation during the class. This fact was observed during each class observation. That is the strategies that were applied in the class to develop English and reduce the students´ "fear". Students' fear has a psychological component that is the result of earlier experiences that students do not want to repeat. Teachers have to provide positive experiences and keep up their students´ motivation and interest in the class.

4.1. General Appreciations of the Teacher Interview

✓ Teaching experience allows the teacher to identify possible factors that positively or negatively influence the learning process.

✓ Some factors that inhibit the learning process of the students are not only related to the English, but fear to make mistakes, fear to fail in front of the classmates among others inhibit the students' participation in the subject.

✓ The main learning strategies to teaching English as a foreign language are those which promote the interaction among students and develop the acquired knowledge, habits, skills and oral communicate competences, and writing skill. These strategies have to be instructed or related to other methods and techniques of self study and promote values such as: working as a team and collaborating in solving any task.

✓ In this context, interaction best helps students to develop communicative skills and promotes pair work in a given context

5. Classroom Observation Analysis Results

The Results of the observation tools in the English class were analyzed taking into consideration our perception as students of the English major and as future professionals of education.

This guide was designed to obtain accurate information in the following aspects: application of pedagogical principles, use of teaching and learning methods, interaction practice, and classroom organization.

Another aspect that we could observe was the students and teacher interaction. We also considered the physical conditions of the classroom where the teaching process occurs.

Content	E	VR	S	NI
Main ideas were clear and specific	3	2		
Sufficient variety to support the information	5			

During our class observation we could observe that the teacher transmitted new information to her students by using gestures and signs so they could understand the new information.

This information allowed students understand the topics using clear ideas. Although the teacher's effort to help the students to acquire the new knowledge some of them were not interested in learning the new topics. This group of students sat down in the back of the classroom. We observed these students were not engaged into the learning of the new topics.

The teacher applied choral repetition to practice sentences and vocabulary. She also used examples to demonstrate how the new information is used. The lack of vocabulary in the students did not allow them to develop the class goals or the use of additional teaching resources.

Organization	E	VR	S	NI
Introduction captured attention	2	2	1	
Reviewed by connecting to previous classes	5			
Reviewed by connecting to future classes	4			1

We could observe the teacher tried to engage the students in the topic; however, she failed because of the students' low motivation. For example, the teacher first introduced the topic and then she tried to engage and encouraged her students into the new topic.

The teacher related the new topic to the previous lesson, and also to the next topic so as to increase the level of expectation in the students. This strategy allowed the students to reinforce the learned knowledge and develop effectively the different class activities. This review allows the students to reinforce abilities such as: oral expressions, and practice the language and improve the weakness via feedback. The student-teacher interaction was not enough due to the students' poor participation in the lesson.

Interaction	E	VR	S	NI
Students asked questions to the teacher			1	4
Teacher asked questions to the student	5			
The teacher´s feedback was meaningful	5			
Teacher incorporated students responses		2	3	
Good communication with the students in English		1	4	

During the development of the class we observed the students asked a few questions to the teacher. However, the majority of the students communicated to the teacher using their native language (Spanish). On the other hand, the teacher asked different questions to the students to verify comprehension. This allowed them to understand and clarify gaps they had about the last topic. The teacher took into account the different ideas her students gave during the development of the class. The principal barrier during the development of the activities was the achievement of fluency and effective communication among the teacher and the students. We could observe the students´ communicative skill was in a very poor development.

Teacher's strategies to promote interaction	E	VG	S	NI	N
Teacher promoted pair work activities	5				
Teacher promoted group work activities					5
Teacher promoted short conversations between two students.	2				3
Teacher promoted long conversations between two students					5
Teacher promoted short conversations among three or more students	1				4
Teacher promoted long conversations among three or more students					5
Teacher used role play					5
Teacher used guessing games or played games to practice vocabulary or pronunciation	1				4
Teacher assigned Oral Presentations	2				3

During the development of the class, the teacher applied different strategies to encourage a dynamic and active students' participation. The teacher assigned pair work activities that promoted interaction and engaged them in short dialogs or conversations. During the five classroom observations we observed the teacher did not assign any other form of student interaction, however. In the survey and teacher´s interview the students expressed the teacher applied games, dynamic and role plays to promote the learning, but we did not observe any of those during the class we observed.

Verbal and Non-Verbal	E	VG	S	NI
Teacher's explanation was understandable	2	3		
Teacher's instructions was understandable		2	3	
Articulation and pronunciation were clear	5			
Voice quality was effective	5			

The volume was sufficient to be heard	5			
Body movement and gestures were effective	5			

During the development of the class the teacher spoke clearly, fluently and accurately. This allowed the students to understand what she said, but the students could not understand the instructions and explanation of the different activities they had to do during the class.

Teacher's behavior inside the classroom	A (100%)	O (75%)	SM (50%)	N (0%)
Teacher was dynamic	5			
Teacher´s talk got the students´ attention		5		
Teacher looked interested		5		
Teacher promoted values	5			

Use of Media	Y	N
Teacher used flashcards		5
Teacher used wall chart paper		5
Teacher used whiteboard and marker	5	
Teacher used realia	1	4

In spite of the fact that the teacher is dynamic, she did not use materials like: pictures, realia, or flashcards. Her main tool was the whiteboard. That is the explanation of the class was traditional and based on using the board and markers. The students did a short oral presentation in pairs using a wall chart paper. They drew and wrote their daily activities on them. The students' oral presentation was based on repeating basic vocabulary, phrases, and dialogues given by the teacher in previous classes.

The Institute lacks of visual aid such as: CD recorder, data show, audio CD's in English that could help the teacher to develop a more engaging class. The teacher and students made their own materials to explain the class and present their assignments.

Students get the new knowledge	A 100%	O 75%	SM 50%	N 0%
The students understand the explanation			5	
The students understand the instructions			5	

During the class observation, the majority of the students demonstrated they were able to understand the teacher's explanation and instructions, but we could not check the level of understanding because the students' participation was little. Nor could we check if the students could put into practice their knowledge because the class time was not enough.

Students' Interaction	A 100%	O 75%	SM 50%	N 0%
Students did the speaking activity			5	
The students used the English language during the activity		5		
The students used the vocabulary taught by the teacher	5			
The students asked for and gave information with confidence with their classmates			5	
The students answered the teacher's questions			5	
The students had good relationship and interacted with their classmates	5			
The students had good relationship and interacted with their teacher		5		
The students put into practice values with their	5			

classmates (Respect, tolerant, friendship)			
The pedagogical environment created by the teacher helped the developed of the class		5	
The classroom environment help the developed of the class			5
The class environment helped the development of the class			5

Occasionally the students completed some of the different activities asked by the teacher. The classroom's condition and the pedagogical environment established between teacher-student and among students-students were not factors that affected the English Learning process. However the quantity of the students is a factor that influenced the development of the class and the control of the group.

The students demonstrated values such as: respect and discipline with their classmates and teacher. The teacher explained the importance of these values as part of their personal training. For that reason, the students' interaction was satisfactory just like teacher's participation and interaction. The students' capacity to use English to answer direct questions was poor. It shows a poor development of the speaking skill.

5.1. General appreciations of the English classroom observation

✓ The teacher used different strategies to motivate her students.

✓ The teacher introduced the content by using strategies that were meant to get the students´ attention and interests.

✓ The teacher put into practice different pedagogical strategies that govern the teaching practice inside the classroom.

✓ The teacher used signs and gestures so her students could understand the lesson and provided them with comprehensible explanation and instruction.

✓ The interaction between teacher-student occurred / took place only when the teacher asked questions to the students and when the students answered the questions.

✓ The student-student interaction was cordial/warm and we observed the practice of values during the class.

✓ The classroom environment did not offer comfort for the development of dynamic activities like games and used of teaching strategies that could make the class more attractive.

✓ The teacher´s behavior and performance was satisfactory and kept her students' interest.

✓ The teacher tried to have an active class that motivates the students' participation.

✓ The tone of the teacher voice, gestures and body language was not threatening to students.

✓ The teacher was open to the exchanging information with her students.

XII. Conclusions

The present research work, allow us to know a teacher's work in the subject of English as a Foreign Language. We obtained direct and indirect information of the different types of interactions that occur inside the classroom and specifically in the subject of English class.

Interaction among two or more people is an influential factor of the learning process of the human being. Our research work emphasized the knowledge and analysis of the Interaction between teacher-student and student-student as factors that can interfere both positive and negative in the English Learning process. Interaction in second language learning has a crucial role.

The data collected allowed us to reach the following conclusions:

1- The classroom is an interactive place where the Interaction among students-students takes place.

2- During the interaction students put into the practice the knowledge they acquired.

3- The students interact with each other. That interaction increases their relationship, affinity, and trust.

4- The interaction among students with educational purposes and intention is facilitated by the intervention of the teacher who organizes the students in pair, small, or large groups.

5- The teacher takes into account different ideas and strategies to encourage participation, so she is effective.

6- The teacher used signs and gestures so her students could understand the lesson and provided them with comprehensible explanation and instructions. The tone of the teacher's voice, pronunciation gestures and body language was influential during the explanation and instruction given by the teacher.

7- The students´ group work preference could either ease or make difficult the positive interaction during the learning process.

8- Poor teacher-student interaction does not encourage second language interaction.

9- Students basically interact in mechanic drills.

10- Students just participate when the teacher asks them direct questions as reinforcement or reviews.

11- The negative interaction teacher – student needs inhibits the acquisition of the English and students´ interaction.

12- The relationship among students and their environment (the classroom) was not an influential factor during the teaching and learning process.

13- Though the teacher applied different motivational and interactive strategies to promote the use of English, her students could not get involved in the activity due to their low language comprehension level.

14- The students have not acquired vocabulary to effectively communicate own ideas and independent work.

15- The lack of study and vocabulary prevent students from successfully using their second language learning.

16- The lack and poor students-teacher and student-student revealed a need of having more effective interaction so as to develop fluency in a second language.

Recommendations

The teaching and learning process requires from its participants the practice of different teaching strategies and learning strategies. The class observation allowed us to collect information that showed positive and negative effects of the interaction among students and teacher, students and students, and students and their environment (classroom).

During the development of our research we realized that effective interaction in English has not been promoted as both a teaching and learning method. For that reason, our recommendations focus on proposing an improvement in some aspects during the delivery of the class.

Here are our recommendations to strengthen the instructor's teaching delivery and the students' learning process:

To the teacher:

1- Promote since the beginning of the school year the interaction among students as a learning strategy. It is very important that the English teacher collects simple songs and games in Spanish known by the students and to translate them into English. In that way the students do not feel a radical change between the things that they know and the acquisition of the new knowledge in English

2- Encourage as often as possible the positive exchange of information among the students to avoid the division of the group. The teacher must ask the students work with different group in order to that they are able to exchange experiences and knowledge with different students, promoting the students' learning by interaction and direct contact with their surrounding and between them.

3- Promote respect and confidence inside the classroom and among its members to prevent behaviors that increase the students' affective filter.

4- Ensure the students' active participation without being afraid of making mistakes. Promoting firstly pair work activities where the students can familiarize and practice vocabulary and pronunciation. Then the students can present their work with confidence and domain.

5- Apply varied teaching strategies that match the students' learning ability.
The teacher must promote the students' interaction not only inside the classroom but outside the classroom with the same students' level by making interview each other, practice dialogues or conversation. Also practice these activities with other English teachers.

6- Identify and carry on adequate content and teaching during lesson.
The teacher must select key words and phrases according to the students' level. But if the vocabulary is difficult to understand by the students the teacher can use gestures, sounds, and signs taking into account real life situation and daily activities.

7- Procure being more accessible so as to create a strong connection with the students. The teacher must be friendly, kindly or sociable in order to the students think that their teacher is a good friend who they can share opinions, likes, interests with more confidence.

8- Carry out class activities that cater to students' different learning styles.
The teacher must identify the different student's learning styles to apply different types of learning (visual, aural, Kinaesthetic, read/write and multimode) according to their needs and likes using pictures or posters, listening to their favorite music, etc

9- Promote interaction inside the classroom while having students practice short and long conversations or dialogues based on daily activities and according to the students' interests.

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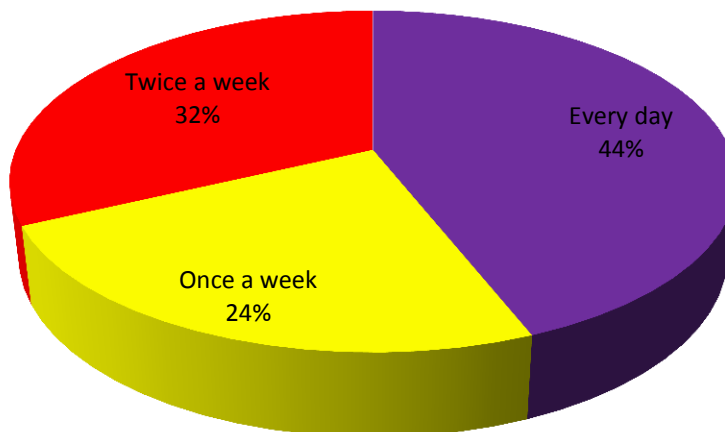
ANNEXES

Graphic # 1

This graphic represents the sample choice of students' 7th grade "A" 56% are female (14 students) and 44% are male (11 students)

Male
44%

Female
56%
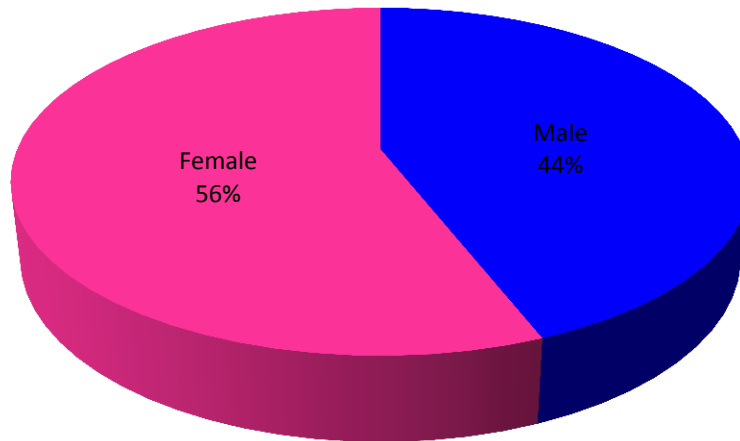
Graphic # 2

1- I study English at home

This graphic represents that 32% percent of the students study English at home twice a week, 44% study everyday and 24% study once a week

Twice a week
32%

Every day
44%

Once a week
24%

Graphic # 3
2- My English teacher is:

In this graphic we can see that 76% of the students express that the teacher is dynamic, 12% she is serious, 0% she is boring, 16% she is interesting, 4% is stressful and 4% express that she is funny
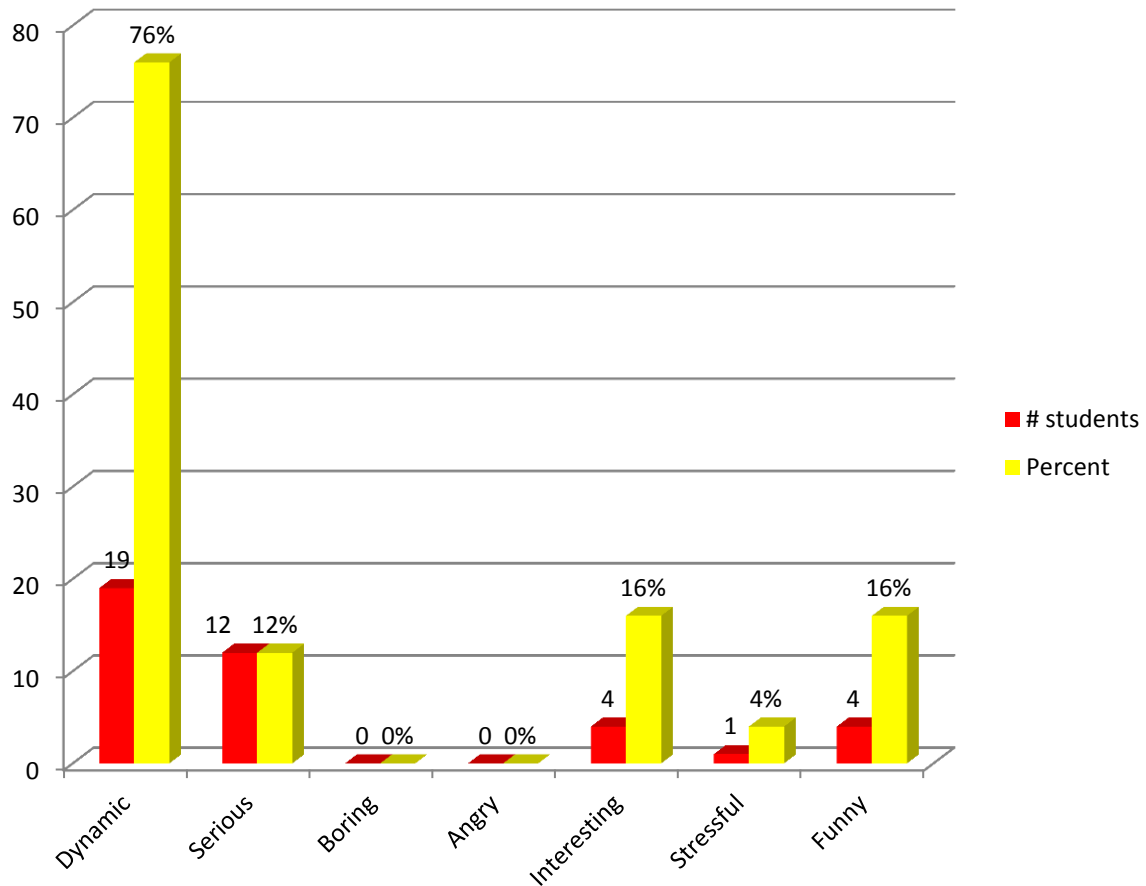
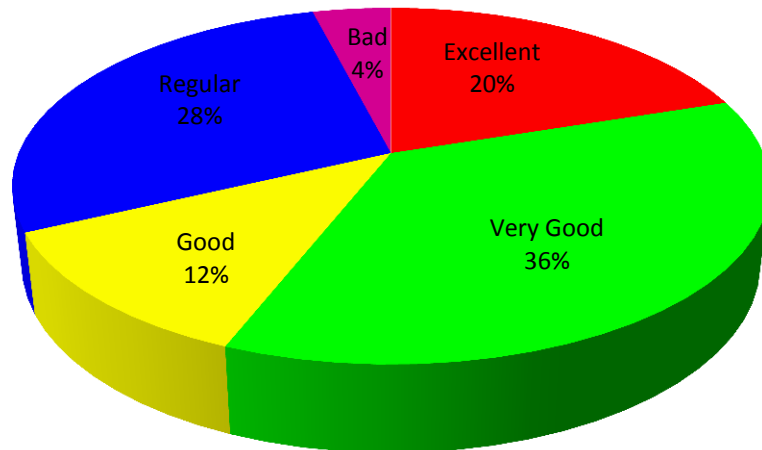**Graphic # 4**

3- My teacher uses activities such as:

In this graphic 80% of the students express that their teacher uses short conversation between two students, 4% she uses short conversation among three or more students, 12% she uses long conversation between two students, 4% she uses long among three or more students, 44% she uses role play, 52% she uses oral presentation, 0% she does not uses oral reading and 32% express the teacher uses guessing game during the class.
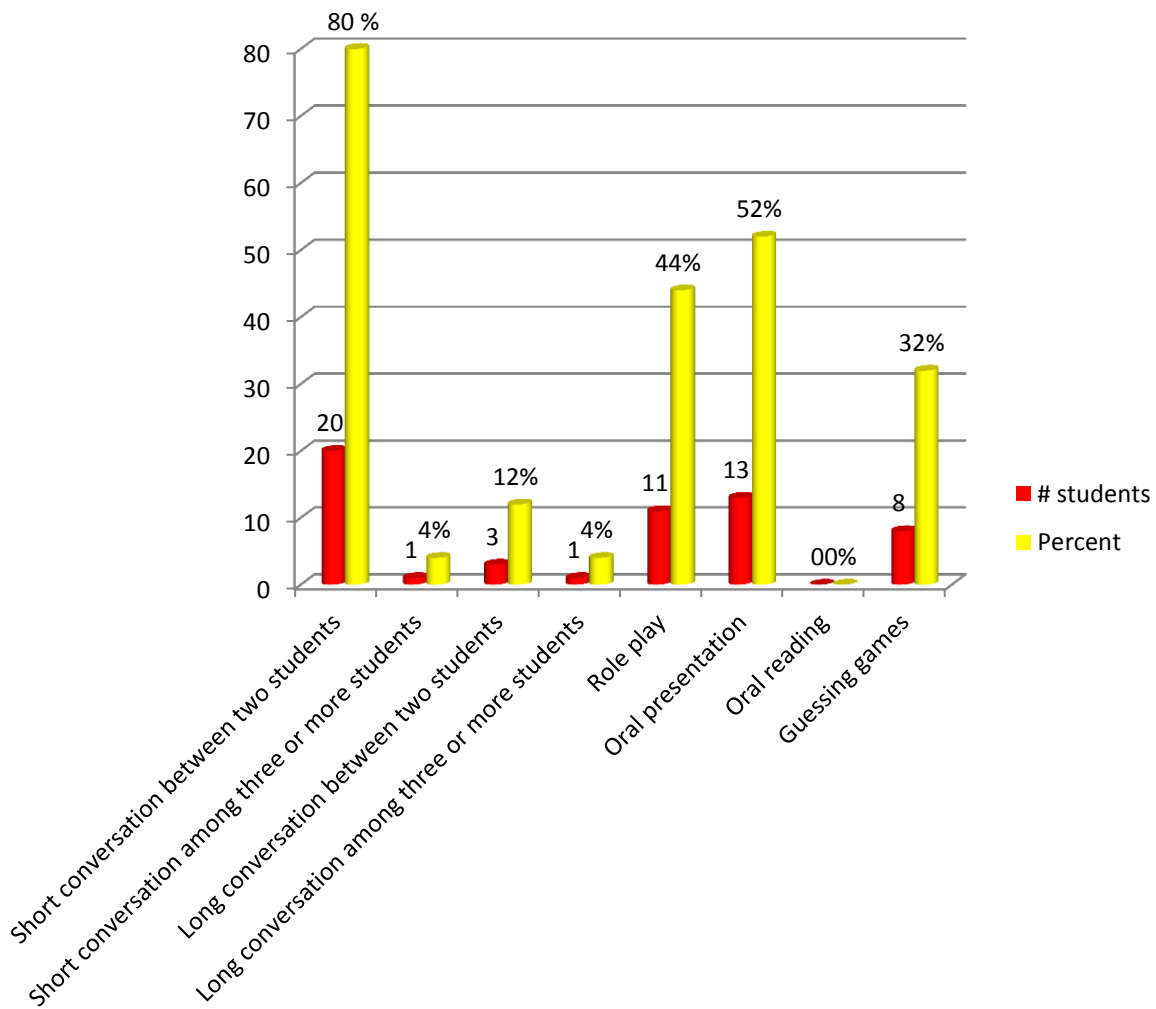
Graphic # 5

4-The relationship with my classmates is: ¿Why?

This graphic expresses that 28% of the students have regular relationship with their classmates, 4% bad, 20% excellent, 12% good and 36% very good.

Graphic # 6

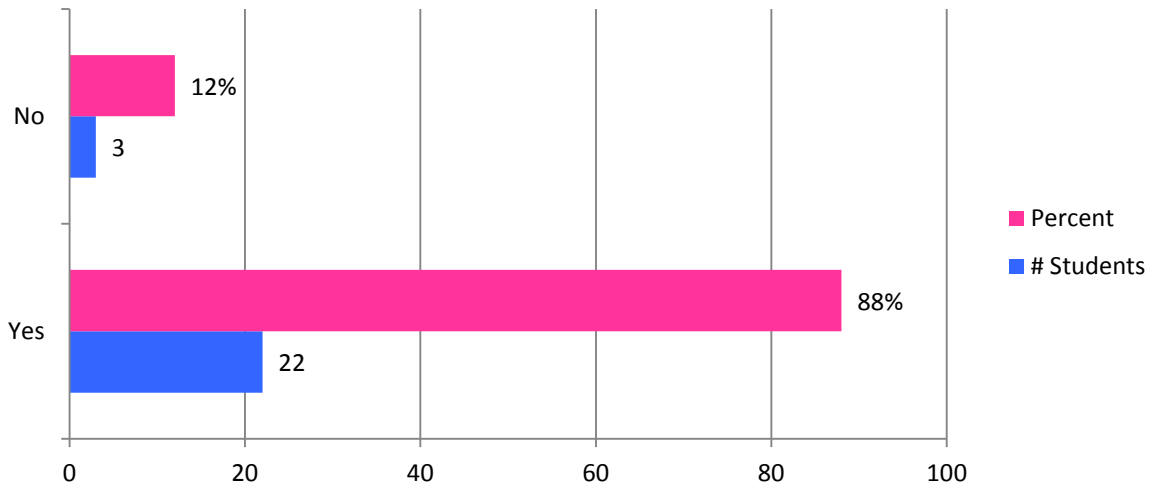**5- The relationship with my English Teacher is:**

This graphic represents the students' relationship with their English teacher. 56% has excellent relationship, 8% very good, 16% good, 20% regular and 0% had bad relationship with the teacher.
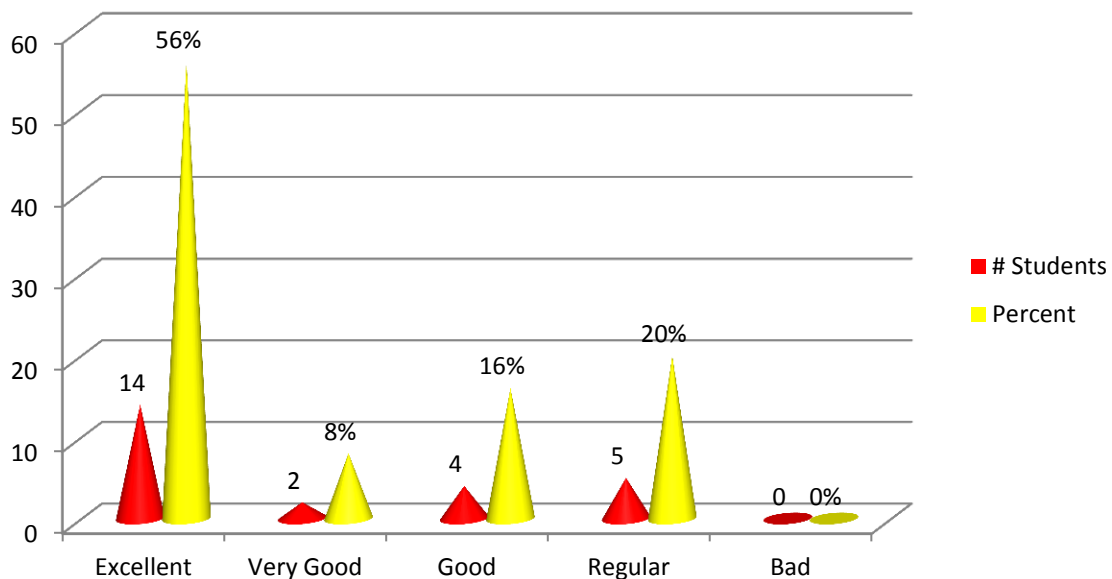
Graphic # 7

6- Do you like your classroom? Why?

In this graphic 12% of the students express that do not like their classroom and 88% like.

Graphic # 8

7- Factors that affect the interaction with your classmates when you are speaking English:

In this graphic 15% of the students express that one of the factor that affect the interaction with their classmates is they do not understand the instruction, 8% have Low self-esteem, 8% have low confidence and 69% do not understand the explanation.
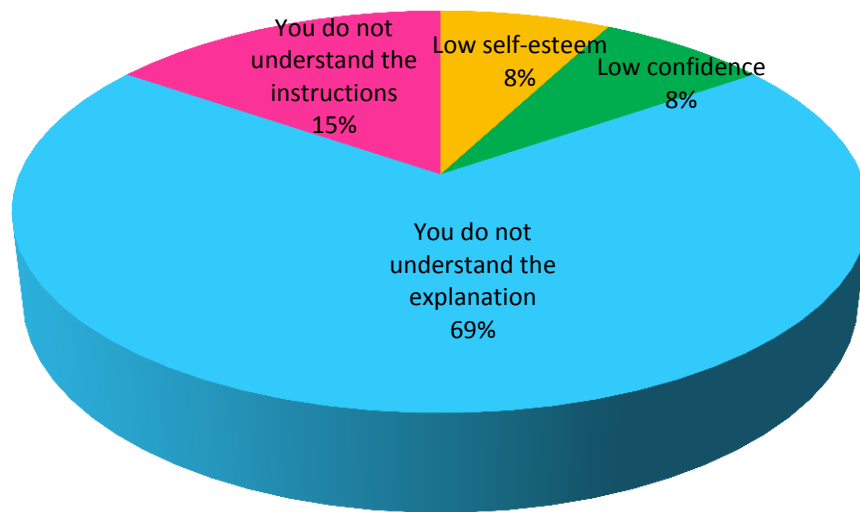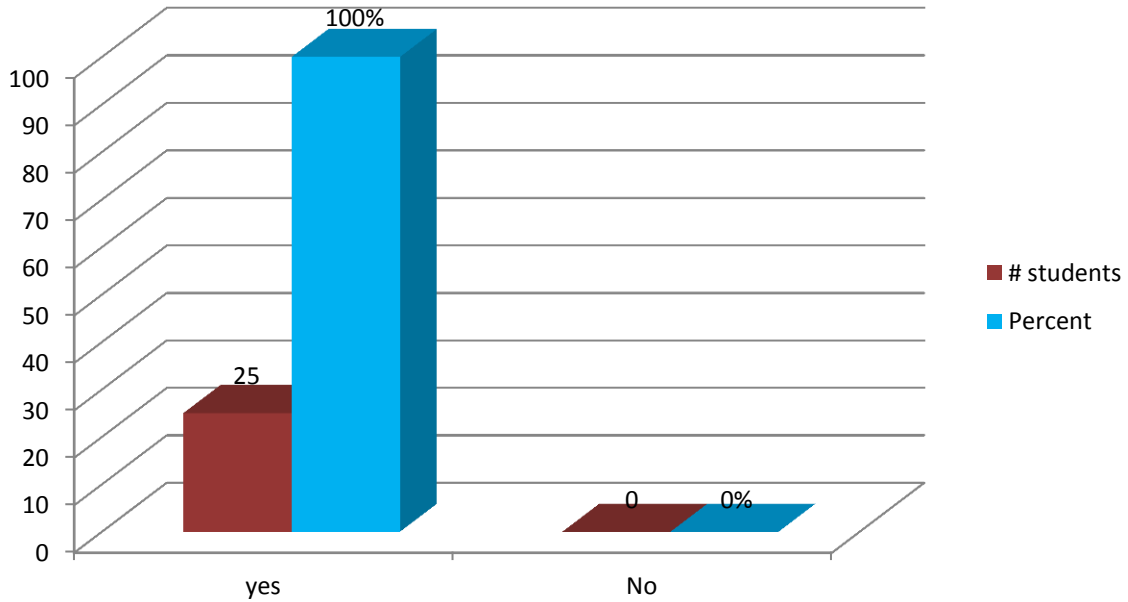
Interview Analysis Result

Graphic # 9

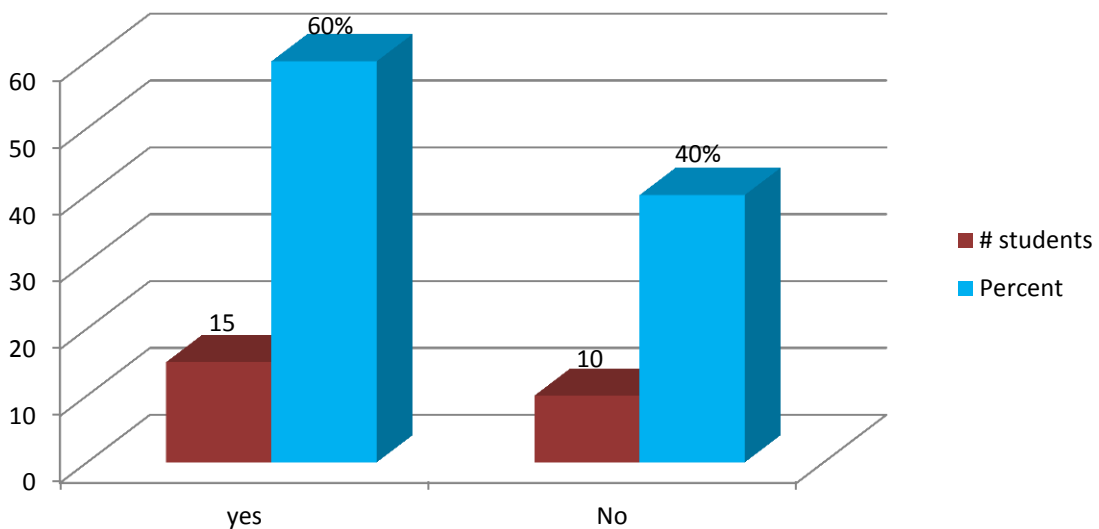**1- Do you like the English class?**

In this graphic 100% of the students express they like the English class, 0% do not.

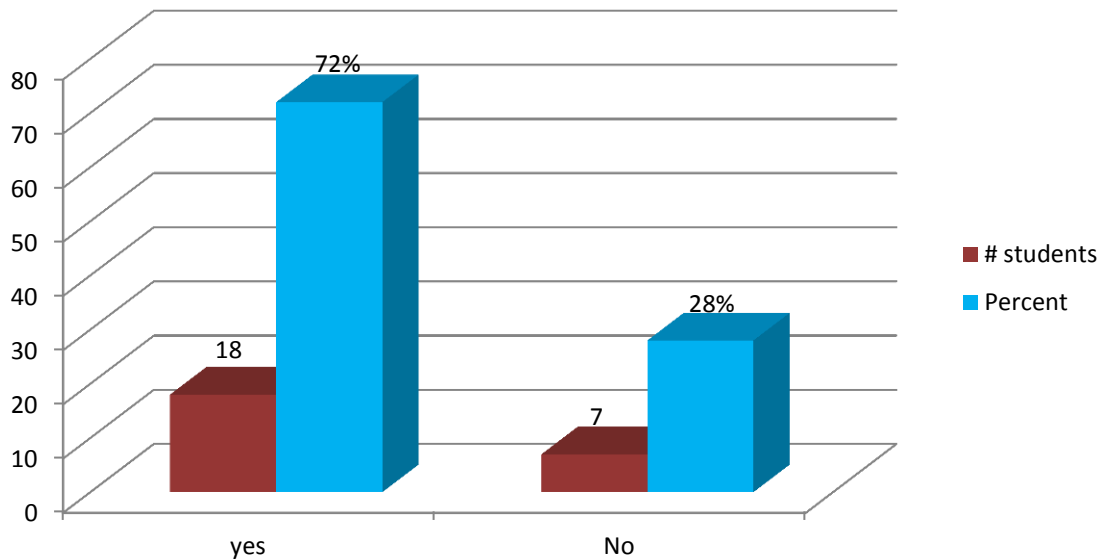**Graphic # 10**

2- Is it easy the English class?

This graphic expresses that 60% of the students say the English class is easy and 40% say it is difficult.

Graphic # 11

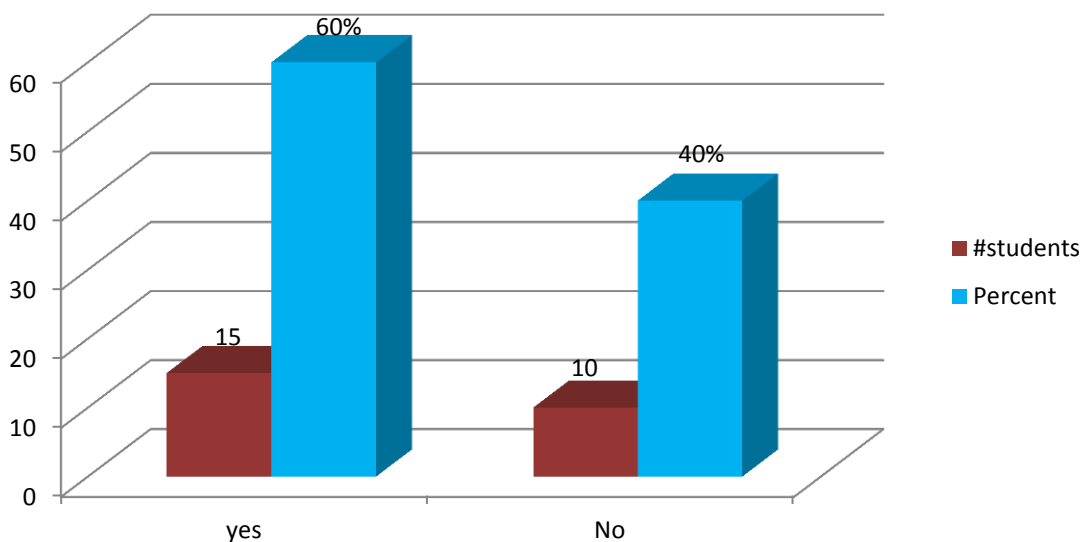**3- Do you understand the teacher's explanation?**

In this graphic 72% of the students express they understand the teacher's explanation and 28% do not understand.

Graphic # 12

4- Do you participate in the English class?

This graphic expresses that 60% of the students participate in their English class and 40% do not participate.

Graphic # 13

5- Does your teacher use games to explain the English class?

In this graphic 88% of the students express the teacher uses games to explain the class and 12% express she does not use.
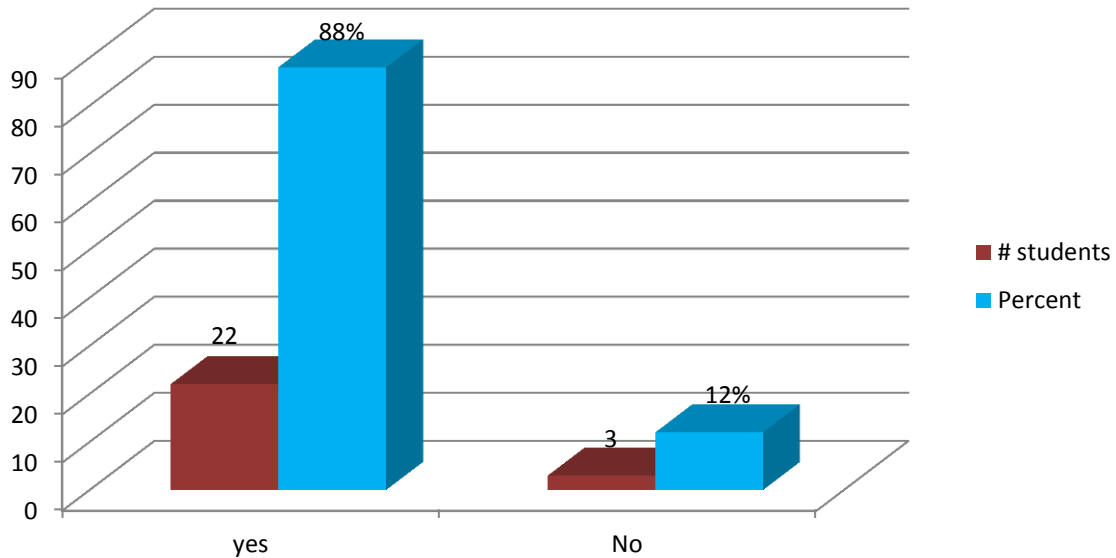
Graphic # 14

6- Do you speak English with your teacher?

This graphic expresses that 60% of the students speak English with their teacher and 40% do not do it.
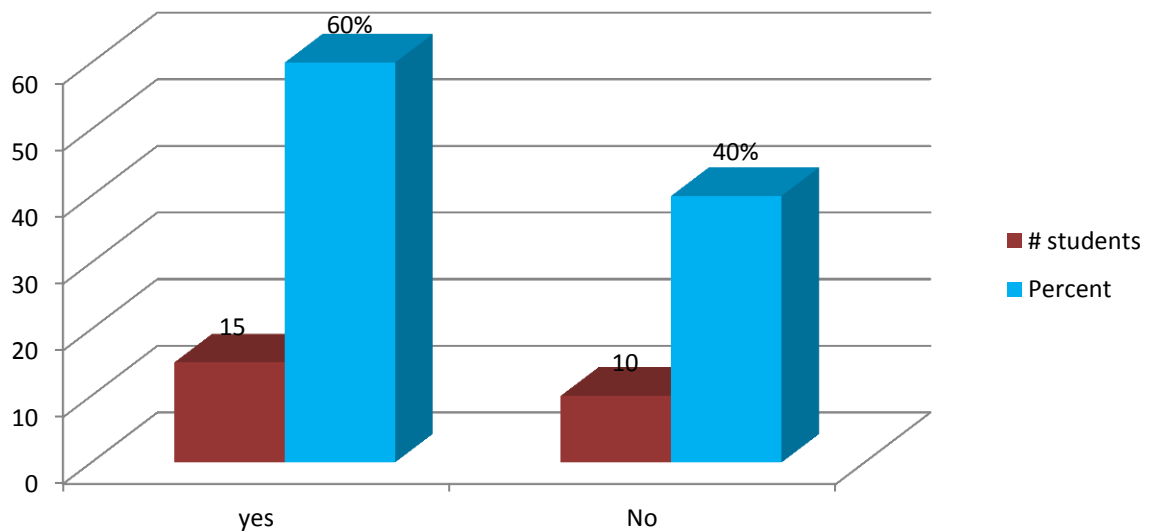
Graphic # 15

7- Do you practice dialogues or conversations with your classmates?

In this graphic 92% of the students practice dialogues or conversation with their classmates and 8% do not practice them.
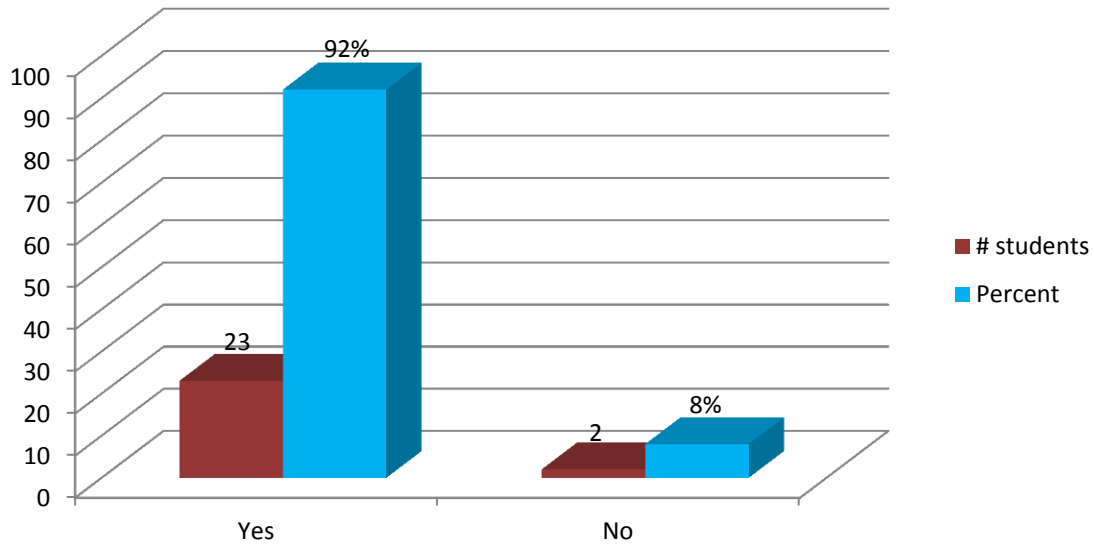
Graphic # 16

8- Do you like to work in pairs during the English class?

In this graphic 96% of the students like to work in pairs and 4% do not like.
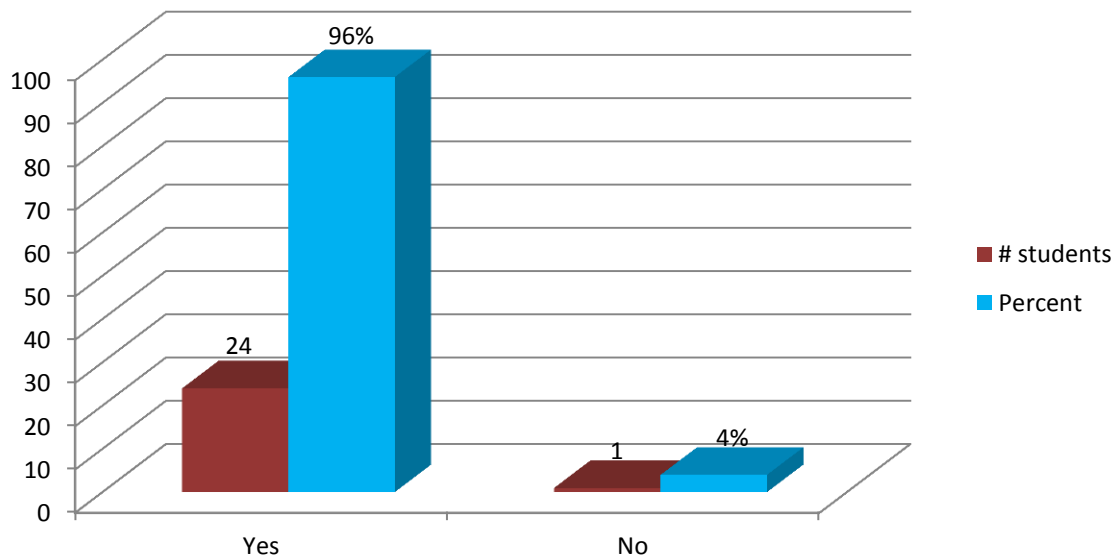
Graphic # 17

9- Do you like to work in groups during the English class?

This graphic expresses that 20% of the students like to work in group, and 80% do not like.
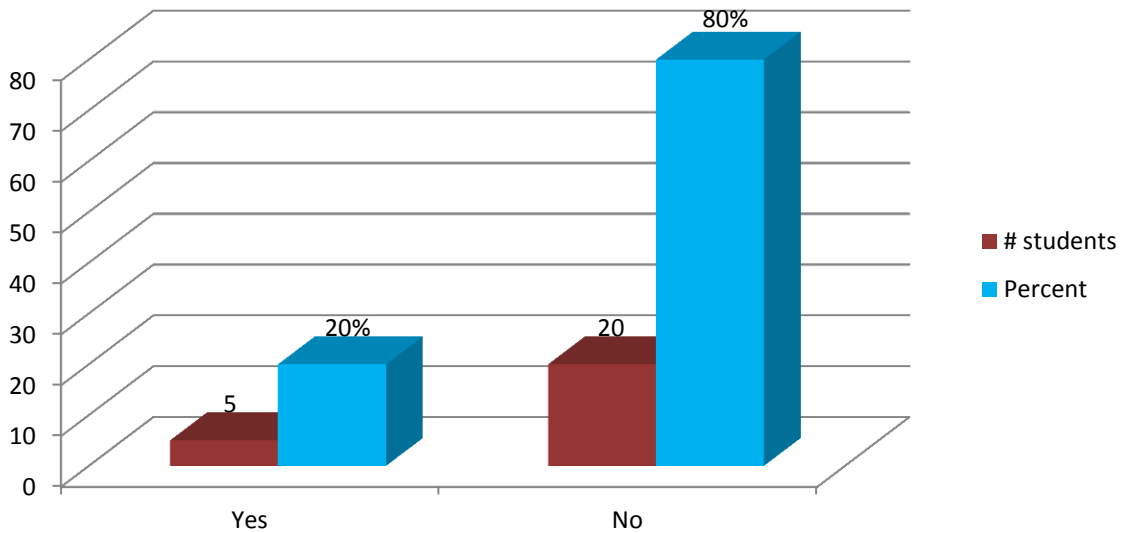
Graphic # 18

10- Do you practice English outside the classroom?

In this graphic 84% of the students practice English outside the classroom and 16% do not practice.
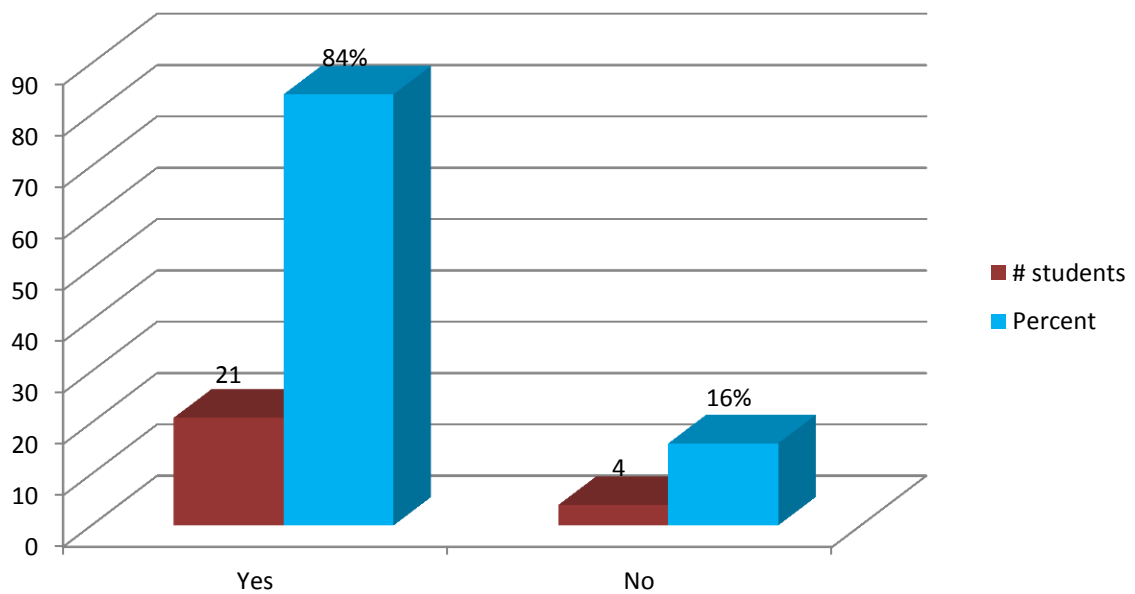
Picture # 1

    The students are making an oral presentation in pairs

Picture # 2

    The students are making an oral presentation in pairs

Picture # 3

A student is talking about everyday activities

Picture # 4

The teacher is giving feedback

Picture # 5

The student is attending the classmate's presentation

Picture # 6

Both students are talking about their everyday activities

The students are paying attention to their classmates' presentation

Picture # 7

The students have in their hand the wall chart paper to develop their Oral presentation

Picture # 8

Format # 1

Student´s Name: _____

Date:_____   **Age:**_____

General Objective:

To collect information about the kind of interaction students have during their English class

Specific Objective:

To interview Seventh grade, group "A" students to know the kind of speaking activities that the English teacher use that help to the students to develop the Interaction inside the classroom.

1- Do you like the English class?

2- Is it easy the English class?

3- Do you understand the teacher's explanation?

4- Do you participate in the English class?

5- Does your teacher use games to explain the English class?

6- Do you speak English with your teacher?

7- Do you practice dialogues or conversations with your classmates?

8- Do you like to work in pairs during the English class?

9- Do you like to work in groups during the English class?

10- Do you practice English outside the classroom?

Format # 2

Teacher´s Name: _____

Date:_____   **Age:**_____

<u>**General Objective:**</u>

To collect information about the activities the teacher uses during the English class to achieve the Interaction inside the classroom.

<u>**Specific Objective:**</u>

To interview the English teacher about how she put into practice the interaction among students of seventh grade during the English class.

1- Do you like to be an English teacher? Why?

2 - How many years have you been teaching English?

3- What kind of activities do you use to develop the interaction among your students?

4- In your opinion what is the best strategy you use that helps your students learn English?

5- When you write your lesson plan, do you take into account the needs and interests of your students?

6- Why is it important the interaction among students to learn English?

7- According to your teaching experience what are the factors that affect the learning process of the students?

8- According to your teaching experience what are the strategies which best support the learning process of your students?

Format # 3

INSTITUTO BENITO SALINAS GUTIÉRREZ
DOLORES, CARAZO
STUDENT´S SURVEY

General Objective:

To collect information about the students' learning process of English Language inside the classroom.

Specific Objective:

To survey the students of seventh grade "A" in the morning shift to know how the English teacher applies the Interaction to put into practice the English Language inside the classroom.

Age: _____   **Gender: _____**

1- I study English at home.

Every day   ☐

Once a week   ☐

Twice a week   ☐

2- My English teacher is…

Dynamic	☐	Interesting	☐
Serious	☐	Stressful	☐
Boring	☐	Funny	☐
Angry	☐		

3- My teacher uses activities such as :

Short Conversations between two students   ☐

Short Conversation among three or more students ☐

Long Conversation between two students ☐

Long Conversation among three or more students ☐

Role Plays ☐

Oral Presentations ☐

Oral Reading ☐

Guessing Games ☐

4- The relationship with my classmates is:

Excellent ☐

Very Good ☐

Good ☐

Regular ☐

Bad ☐
_____
_____
_____
_____

5- The relationship with my English teacher is:

Excellent ☐

Very Good ☐

Good ☐

Regular ☐

Bad ☐

6- Do you like your classroom? Why?

Yes ☐   No ☐

_____
_____
_____
_____

7- Factors that affect the Interaction with your classmates when you are speaking English.

Fearful ☐

Shyness ☐

You do not like English ☐

Bad relationship with your classmates ☐

Low Self-esteem ☐

Low Confidence ☐

You do not understand the explanation ☐

You do not understand the instructions ☐

_____
_____
_____
_____
_____
_____
_____
_____
_____

Format # 4

BENITO SALINAS GUTIÉRREZ INSTITUTE
DOLORES, CARAZO
STUDENT´S SURVEY

General Objective:

To collect information about the students' learning process of English Language inside the classroom.

Specific Objective:

To survey the students of seventh grade "A" in the morning shift to know how the English teacher applies the Interaction to put into practice the English Language inside the classroom.

Age: ___12___   Gender: ___masculino___

1- I study English at home.

Every day	[X]
Once a week	[ ]
Twice a week	[ ]

2- My English teacher is...

Dynamic	[ ]	Interesting	[ ]
Serious	[ ]	Stressful	[ ]
Boring	[ ]	Funny	[X]
Angry	[ ]		

3- My teacher uses activities such as :

Short Conversations between two students	[X]
Short Conversation among three or more students	[ ]
Long Conversation between two students	[ ]
Long Conversation among three or more students	[ ]

Role Plays ☐

Oral Presentations ☐

Oral Reading ☐

Guessing Games ☐

4- The relationship with my classmates is:

Excellent ☐

Very Good ☐

Good ☐

Regular ☒

Bad ☐

por que aveces son muy necios, y no dejan
prestar atención e irrespetan a las mujeres,
pero con algunos tenemos buena comunicacion.

5- The relationship with my English teacher is:

Excellent ☒

Very Good ☐

Good ☐

Regular ☐

Bad ☐

6- Do you like your classroom? Why?

Yes ☒   No ☐

Si, por que en esta aula aprendemos muchas cosas
y es como nuestra segunda casa

7- Factors that affect the Interaction with your classmates when you are speaking English.

Fearful ☐

Shyness ☐

You do not like English ☐

Bad relationship with your classmates ☐

Low Self-esteem ☐

Low Confidence ☐

You do not understand the explanation ☒

You do not understand the instructions ☐

Por que la profesora solo habla inglés entre veces le entendemos y entre veces no porque las explica rapida mente.

Format # 5

BENITO SALINAS GUTIÉRREZ INSTITUTE
DOLORES, CARAZO
STUDENT´S SURVEY

<u>General Objective:</u>

To collect information about the students' learning process of English Language inside the classroom.

<u>Specific Objective:</u>

To survey the students of seventh grade "A" in the morning shift to know how the English teacher applies the Interaction to put into practice the English Language inside the classroom.

Age: __11__   Gender: __Femenino__

1- I study English at home.

Every day   [X]
Once a week   [ ]
Twice a week   [ ]

2- My English teacher is...

Dynamic   [X]   Interesting   [ ]
Serious   [ ]   Stressful   [ ]
Boring   [ ]   Funny   [ ]
Angry   [ ]

3- My teacher uses activities such as :

Short Conversations between two students   [X]

Short Conversation among three or more students   [ ]

Long Conversation between two students   [ ]

Long Conversation among three or more students   [ ]

Role Plays	[X]
Oral Presentations	[X]
Oral Reading	[X]
Guessing Games	[ ]

4- The relationship with my classmates is:

Excellent	[ ]
Very Good	[X]
Good	[ ]
Regular	[ ]
Bad	[ ]

Por q' todos pensamos de diferent manera y aveces no nos ponemos de acuerdo.

5- The relationship with my English teacher is:

Excellent	[X]
Very Good	[ ]
Good	[ ]
Regular	[ ]
Bad	[ ]

6- Do you like your classroom? Why?

Yes [X]   No [ ]

Por q' creo q' es uno de los mas limpios

7- Factors that affect the Interaction with your classmates when you are speaking English.

Fearful [X]

Shyness [ ]

You do not like English [ ]

Bad relationship with your classmates [ ]

Low Self-esteem [ ]

Low Confidence [ ]

You do not understand the explanation [ ]

You do not understand the instructions [ ]

Por q' aveces nose pronuncior algunas palabras y mis compañeros de clase me pueden hacer burla y me dan nervios.

Format # 6

CLASSROOM OBSERVATION FORMAT

Objectives:

1- To know the different strategies applied by the teacher to promote interaction among students inside the classroom.

2- To know if the students understand the teacher's explanation and instruction.

Date of Observation:

Level:

Lesson observed:

Teacher's name:

Check the letter that you think best describes each class stage.

Content	E	V R	S	N I	Observation
Main ideas are clear and specific					
Sufficient variety and supporting information					

Excellent= E

Very good= VG

Satisfactory= S

Needs Improvement= NI

Organization	E	V R	S	N I	Observation
Introduction captured attention					
Reviewed by connecting to previous classes					
Reviewed by connecting to future classes					

Excellent= E

Very good= VG

Satisfactory= S

Needs Improvement= NI

Interaction	E	V R	S	N I	Observation
Students asked questions to the teacher					
Teacher asked questions to the student					
The teacher´s feedback was meaningful					
Teacher incorporated students responses					
Good communication with the students in English					

Excellent= E

Very good= VG

Satisfactory= S

Needs Improvement= NI

Teacher's strategies to promote interaction	E	V G	S	N I	N	Observation
Teacher promoted pair work activities						
Teacher promoted group work activities						
Teacher promoted short conversations between two students.						
Teacher promoted long conversations between two students						
Teacher promoted short conversations among three or more students						
Teacher promoted long conversations among three or more students						
Teacher used role play						
Teacher used guessing games or played games to practice vocabulary or pronunciation						
Teacher assigned Oral Presentations						

Excellent= E

Very good= VG

Satisfactory= S

Needs Improvement= NI

Never= N

Verbal and Non-Verbal	E	V G	S	N I	Observation
Teacher's explanation was understandable					
Teacher's instructions was understandable					
Articulation and pronunciation were clear					
Voice quality was effective					
The volume was sufficient to be heard					
Body movement and gestures were effective					

Excellent= E

Very good= VG

Satisfactory= S

Needs Improvement= NI

Teacher's behavior inside the classroom	A 100%	O 75%	SM 50%	N 0%	Observation
Teacher was dynamic					
Teacher´s talk got the students´ attention					
Teacher looked interested					
Teacher promoted values					

Always= A

Occasionally= O

Sometimes = SM

Never= N

Use of Media	Y	N	Observation
Teacher used flashcards			
Teacher used wall chart paper			
Teacher used whiteboard and marker			
Teacher used realia			

Yes= Y

No= N

Students get the new knowledge	A 100%	O 75%	SM 50%	N 0%	Observation
The students understand the explanation					
The students understand the instructions					

Always= A

Occasionally= O

Sometimes = SM

Never= N

Students' Interaction	A 100%	O 75%	SM 50%	N 0%	Observation
Students did the speaking activity					
The students used the English language during the activity					
The students used the vocabulary taught by the teacher					
The students asked for and gave information with confidence with their					

classmates					
The students answered the teacher's questions					
The students had good relationship and interacted with their classmates					
The students had good relationship and interacted with their teacher					
The students put into practice values with their classmates (Respect, tolerant, friendship)					
The pedagogical environment created by the teacher helped the developed of the class					
The classroom environment help the developed of the class					
The class environment helped the development of the class					

Always= A

Occasionally= O

Sometimes = SM

Never= N

.

Chart **# 1**

Schedule of Activities

No	Activities	Date Line
1	Write the Protocol	June 14
2	Edit /turn in the protocol	June 22
3	Select the school and meet the principal to request permission	June 26
4	Write the interview and survey for students	August 21
5	Sample Choice	August 21
6	Meet the English Teacher	August 22
7	Check and correct mistakes in the project	August 26 – September 6
8	Check the interview and survey for students again	August 28
9	First Classroom Observation	August 28
10	Second Classroom Observation	August 29
11	Run Survey and Interview	September 9 – September 13
12	Summit	September 11
13	Check and correct mistakes in the final project	September 16 – September 20
14	Run the Interview to the Teacher	September 23
15	Third Classroom Observation	September 25
16	Fourth Classroom Observation	September 26
17	Fifth Classroom Observation	October 2
18	Write Points of View in the final project	October 7 – October 10
19	Design the Final Project in Power Point Program	October 11- October 15
20	Prepare Oral Presentation Speech	October 16

	(J.U.D.C.)	
21	J.U.D.C	October 17
22	Work on the Survey Analysis Results	October 21 – October 24
23	Check and correct mistakes in the final project	October 25
24	Reorganize ideas/information in the final project	October 28 – October 29
25	Work in Interviews Analysis Results	October 30 – October 31
26	Work in Classroom Observation Results	November 1 – November 2
27	Make Analysis Results' Graphics	November 4 – November 5
28	Write Dedication and Acknowledgement	November 6 – November 8
29	Check analysis results with the tutor.	November 9
30	Check and reorganize the final project	November 11 – November 12
31	Write Recommendations and Conclusions	November 13 – November 15
32	Check final project with the tutor	November 16
33	Check final Project according to the teacher feedback	November 18 – November 22
34	Last Check final Project	November 25 – November 27
35	Project's Printer	November 28
36	Class Instruction giving by Lic.Catalina Tapia at UNAN University to design Microsoft Power Point Project's Presentations	November 29
37	Prepare oral Presentation speech	November 29 – November 30
38	Defense	December 6
39	Last check final project	December 10 – December 11
40	Final hand in at UNAN university	December 16