

TEACHER - STUDENT INTERACTION IN THE EFL CLASSROOM.

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**UNIVERSIDAD DE NARIÑO
FACULTY OF HUMAN SCIENCES
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approved by the following
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DEDICATORY

**To my parents Lucio Ulises and Aura Elisa,
Who always helped me and have been with
me during this important stage in my life.**

To my wife Cielo and my daughter Ashley.

**To my brothers Argenis, Javier, Dolly and
Edwin. To my best friends Roque and
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ABSTRACT.

Today, the teaching of the English language has improved a lot on account of the new technologies used in the institutions dedicated to this work. On the part of the teachers, they have become up to date in the latest teaching- learning methodologies to get better results. However, one of the most important aspects, which is the humanistic trend, has been neglected. This situation may be put down to the lowest outcomes obtained in the knowledge of English in the part of the students, because there has probably not been a good relationship among students and teachers when learning a foreign language is concerned. It is important for the teachers to turn out to be a good friend in whom the students may have confidence. That is why my study is based on determining the type of interaction established between teacher and students in an English class, so that I can realize about the causes and consequences that may trouble the process. The research was carried out by means of classroom observation and I considered the possibility to apply a survey on the purpose of confirm the answer with the people who were straightly implied in this study. This work was accomplished in a high school in Pasto, with a sample of about 141 students. The results showed that in the institution, the teachers do not have the aspect of interaction into account, therefore the relationship that exists among teacher and students is bad. The majority of the students claim that teachers are only dedicated to teach their classes. In conclusion, this research suggests that teachers showed change their ways of being into a more comprehensible and friendly ones.

Resumen.

Hoy en día, la enseñanza del inglés ha mejorado bastante en el uso de nuevas tecnologías, para facilitar el proceso de enseñanza – aprendizaje usado en las instituciones dedicadas a este trabajo. De otra parte, los profesores han tenido que actualizarse en las nuevas metodologías de enseñanza y aprendizaje para conseguir mejores resultados. Sin embargo, se ha descuidado uno de los aspectos que puede influir en los bajos niveles de conocimiento como es la parte humanística, en este caso la interacción que existe entre profesor y estudiante en una clase de inglés. Es importante que el profesor se convierta más que en un portador de saberes, en un amigo en el cual se pueda confiar. Es por eso que mi estudio se basa en determinar el tipo de interacción que se da entre profesor y estudiante en una clase de inglés, determinando las posibles causas y consecuencias que dificultan el proceso. La investigación se hizo por medio de observaciones de clase y se vio la necesidad de aplicar una encuesta con el fin de confirmar las respuestas con los directamente implicados en el estudio. Este trabajo se hizo en una institución de la ciudad de Pasto, tomando unos grupos de muestra, alrededor de 141 estudiantes. Los resultados mostraron que en esta institución los profesores no tienen en cuenta el aspecto de la interacción, por lo tanto la relación que existe entre profesor y estudiante fue mala. La mayoría de los estudiantes dieron su opinión y se llegó a la conclusión que los profesores únicamente se limitan a dictar la clase. En conclusión esta investigación sugiere a lo docentes cambiar su forma de ser, siendo más comprensibles y amigables.

1. THE RESEARCH PROBLEM.

The present chapter has to do basically with the motif that brought about this work which is the topic of interaction held between teacher and student in the development of an English class. On it, I present the research problem, the significance of the study, delimitation, the respective objectives of this work will be posed and some limitations that I could find in the study, which I am going to work, will be mentioned as well.

1.1. THE PROBLEM.

1.1.1. Introduction to the problem. Today, in most of the public high schools, there are teachers and students who have different ways of acting and thinking. Therefore, there is not a deep interaction between them.

I guess that a good teacher–student interaction is very important in any of the teaching – learning aspects, because if teachers are friends, happy, and kind, etc; they could make interesting classes. The students acquire more confidence and

they will try to keep a friendship not only with the English teacher, but also with teacher of other subjects.

Besides, I think this research is very important to me because I will be a future English teacher and I should know the problems that affect the English learning process and I want to know if the interaction is one of the factors that influences the English learning process.

I could identify this factor by means of some English classes observation in a high school in Pasto. The teachers only work in order to make their English classes and never show any interest to see if their students are interested in the class. Some students try to interact with the teacher and they are interested to improve in this field, but there are some that consider that English is not important in their lives.

1.2. PROBLEM STATEMENT.

1.2.1. Research question. ¿What is the type of interaction held between teacher and students in the development of an English class?

1.3. DELIMITATIONS

1.3.1. Conceptual. Interaction. Interaction builds confidence and community in the classroom and indicates that the students see learning as a shared experience, not something to be done in isolation or competitively.

Interaction creates awareness that every class member has his or her strengths and contributes to higher confidence levels for traditionally lower achieving students.

It is an essential component of the teaching and learning process”(Tiberius, R. G, 1986).

In my research, I consider that a good teacher – student interaction makes easy the English learning process.

1.3.2. Population. I worked with a group of students from 7th, 8th, 10th and 11th grade in a public high school in Pasto. I worked with students of both sexes, between 12 to 18 years old, and I worked with teachers of both sexes, too, between 24 to 45 years old that work in the same high school.

1.3.3. Geographical. This research took place in a public high school in Pasto, it is located in the center of the city. People who live there have a high social class.

This neighborhood is the most commercial in the city. The streets are paved and in this part there is too much noise.

1.3.4. Time. The research was developed from September 2001 to July 2002.

1.4. OBJECTIVES OF THE STUDY

1.4.1. Purpose. To determine the type of interaction held between the teacher and students in an English class.

1.4.2. Specific objectives.

- To describe the teacher and student interaction that exists in the English class.

- To detect the causes and consequences of the teacher and student interaction inside and outside the classroom.

1.5. SIGNIFICANCE OF THE STUDY

I think that this research is important because a good interaction between teachers and students is a fundamental factor in the learning language process, besides, this is one of the problems that avoid the student achieving to learn English. On the

other hand, there is not any research about this topic in the English and French program. This research will be useful for future teachers and students.

With this research, I want to establish how interaction affects learning in a public high school in Pasto, and how this one influences the learning process.

I consider my work as a guide to other future researchers, who will look for a possible solution if the interaction is negative and in this way to achieve the English learning process, not only in the high school where my research took place, but also it can be applied in other institutions.

1.6. LIMITATIONS

The biggest limitation that I see in this research is the fact that teacher and students change their behavior when they are being observed.

As I have mentioned before I also want to apply some surveys to complement this study; in this aspect, the student's fear could turn out to be in a great limitation to this research. If any of these aspects were presented my research would show false evidence because this one depends on the teachers' and students' answers.

As a conclusion in this chapter I can express that this study could be a great help for coming investigations, I also think that the direct observation of the problem is a

good element to know more about it and to draw my own conclusions. However, I consider that the teacher – students' opinions are very important to have a wider vision about the problem I am dealing with.

2. REVIEW OF THE LITERATURE.

The main goal of this chapter is to put the theoretical foundations upon which the present study will be supported. In this part, five articles are going to be taken into account whose authors are Stern, Strevens, Bastidas, Oviedo, and Galeano. The articles deal basically with the different problems that appear in the teaching – learning process of English in high schools. After this, the attention will be focus on the teacher - student interaction, which is the purpose of this study, and it is going to be carried out in actual situations of our daily teaching experience.

2.1. THEORETICAL FRAMEWORK.

2.1.1. A brief view of the language learning – teaching process. The process of learning and teaching a foreign language according to Strevens (1997), implies to have in mind a number of characteristics, which have to do both with the learner and the teacher. They are seen as individual human beings located in particular surrounding circumstances; besides this, there are twelve essential elements involved in this process.

They are Policy and Aims, administration and Organization, Relevant Professional Disciplines, Choice of LL/LT Types, Teacher Training, Approach, Pedagogy, Methodology, Instruction, Teaching, Syllabus Design, Materials Construction, Constraints on LL/LT Achievement, The Learner, Evaluation.

2.1.1.1. Policy and Aims. This element considered in the learning and teaching process of a foreign language responds to the linguistic needs of a certain community when their members are “touched” by a given event in which the command of a language or languages is necessary to face the problems of the country. In Colombia, for instance, I see the necessity to learn English because of the technology advances in many fields, which are in most cases written in that language.

2.1.1.2. Administration and Organization. To learn a foreign language it is very necessary to have enough financial resources, so that we can cope with all the learning problems found in this process, the language institutions private or public has to provide the financial and organizational framework to carry out this task.

2.1.1.3. Relevant Professional Disciplines. The professionals in charge of converging knowledge in this area must handle diverse disciplines such as Education, Linguistic, Psychology, social theory as well as Sociolinguistics and Psycholinguistics. However, some authors hold that language learning and language teaching are activities to be taught independent of both Linguistic and

Psycholinguistic, although they might be illuminated from different areas of linguistic theory.

2.1.1.4. Choice of the type of Language Learning / Language Teaching. To discuss about this it is important to have in mind that both learning and teaching are altered essentially by different circumstances. That is to say: pupil age, Stage of Proficiency, Educational Aims, Learner involvement, Language of Instruction Status, Target Language Status.

2.1.1.5. Teacher Training. When teaching a foreign language it is important to take into account the training the language teacher has to impart knowledge to his/her students. The student's amount of learning depends highly on his/her teacher's preparation. This preparation involves the combination of some factors such as personal qualities (of intelligence, a non-discouraging personality, emotional maturity, etc) with the command of technical skills, theories of learning and teaching, etc. According to Strevens (1977), " the training courses, which lead towards the creation of ideal teacher generally, contain three different components: a skill component, an information component and a theory component".

2.1.1.6. Approach. The approach has to do with the particular ideology held to teach a language, approaches involve as a consequence of the need to turn ideas to reform into a comprehension drive for action. However, it is important to take into account that approach is an element in the theory that we can enrich with our teaching-learning experiences.

2.1.1.7. Pedagogy, Methodology, Instructions, Teaching. These parts deal with the activities held in the development of a class, it is the art of teaching. It includes the conventional and specialized teaching techniques that may be developed for particular use to get a specific goal. The teacher interacts with another human being, the learner guiding him/her to promote the learning tasks.

2.1.1.8. Syllabus Design. The design of the syllabus is an operation that any teacher must carry out to guide his/her activities. The syllabus according to Stevens (1977), is “a partly an administrative instrument, partly a day-to-day guide to the teacher, partly a statement of what is to be taught and how, sometimes partly a statement of an approach. It is the document in which is listed, ideally, the items to be taught, in a particular course, to a particular set of defined learners, on a given number of occasions per week or day, in a given sequence, with the aim for achieving stated interim and final goals or objectives, and (usually) according to particular teaching techniques for each and every item.

The syllabus embodies that part of the language, which is to be taught, broken down into “items” or otherwise processed for teaching purposes.

2.1.1.9. Material Construction. The construction of materials is a practical requirement of the language teaching and learning process and learners have to have an easy access to them for their own learning benefit. The teaching materials need to pass certain characteristics: To be realistic, relevant, interesting, encouraging, compatible.

2.1.1.10. Constraints on Language Learning – Teaching Process. Among the constraints on language learning and teaching process we could find the following: total quantity of instruction, intensity of instruction, various impediments to learning and teaching, quality of the teacher.

2.1.1.11. The Learner. The learner is the heart and the end-point of the whole teaching learning process of a foreign language. However, he/she has to be treated as human being taking into account a number of differences between himself/herself and other human beings. Among these factors we can overlook his/her potentiality for language learning and his/her personal variables.

2.1.1.12. Evaluation. Evaluation must be considered more as an instrument in the hope of bringing about an improvement in the teaching than a tool, of simply providing information about the learners progress or for the purpose of social administration, selection or against further education, certification or more time served as a learner provision of a ticket of admission to a range for jobs, etc. From the point of view of this theoretical study, I need to realize that evaluation takes many forms: some of them directly serve the teacher's needs for feedback information, some serve social and administrative needs, and some have unwanted and injurious effects upon teaching and learning.

According to Bastidas (1991), says that the foreign language learning is difficult, because of the problems there are in its process. He identified some of them according to some English teachers in Nariño.

1. Lack of teaching materials in the institutions.
2. Low student's motivation.
3. Students come from a low socio-economic class.
4. Large groups.
5. Reduced number of hours per week.
6. Frequent change of teachers from one group to another.
7. Textbooks are not adapted to the Colombian context and to the student's interest.
8. Difference between the English writing system and its pronunciation.

Talking about the learner, Bastidas, (1991), considers motivation for learning, communicative needs for a foreign language, socio-economic level and transfer as the major problems in a foreign language learning process.

The first one refers to the lack of motivation, sometimes due to the teachers' methodology or behavior. The second one refers to the lack of opportunities to practice English in the students' context. The third one refers to the students' and institutions' lack of money. Bastidas also establishes six subproblems.

1. Students do not use textbooks.
2. Teachers demotivation.
3. Methodology is affected.
4. Syllabus are not completed.
5. The exclusive visual material is the chalkboard.

6. Students get demotivated and think that English is not important.

The fourth one refers to the interchange of language (mother language to foreign language).

Bastidas (1991), considers that the good English teacher training is important because in this way teachers can share their knowledge about a foreign language in a good way. He refers to the characteristics of the teacher and says that teachers may be kind and friendly because in that way they awake the students' interest in the foreign language.

Another important aspect is the English teacher methodology. Methodology is the central point we have to take into account because a good methodology can produce a higher student's interest in foreign language learning and a bad methodology can produce apathy in the students. A research work made in a Nariño High schools, show that in those places the English teachers used traditional methods.

Bastidas, (1991), refers to a list of methods most frequently used in Nariño.

1. Reading Method	76%
2. Direct Method	75%
3. Grammar Translation Method	73%
4. Series Method	71%

5. Audio-Lingual method	68%
6. Natural Method	59%
7. Audio-visual Method	57%
8. Communicative Approach	37%
9. Eclectic Method	31%
10. Community language learning	29%
11. Natural Approach	27%
12. Cognitive Approach	25%
13. Silent Way	17%
14. Notional-functional Approach	15%
15. Total Physical response	11%
16. Suggestopedia	11%

Materials play a very important role in a foreign language process, Bastidas, (1991), who says that the lack of good materials demotivate the students. That problem is presented specially in towns, where the institutions do not have enough money to acquire them.

It is very important that the place where the teaching - learning process takes place should be agreeable where the students feel well and everybody feels harmonious. On the contrary, there are classrooms, which present bad conditions, and it is possible to find the following problems established by Bastidas, (1991).

1. Overcrowded classroom (35-50 students)

2. Desks and chairs in bad shape
3. Poor ventilation and lighting
4. Destroyed boards and chalk of bad quality
5. Extremes of heat or cold
6. Constant distraction because of the noise from the next room or from outside because the classrooms do not have doors
7. Students standing up or sitting on the floor because there are not enough desks and chairs
8. Gloomy classroom atmosphere for the lack or poor decoration

According to Galeano (1986), the English teaching and learning process in the high schools in the city has changed in order to take the traditionalist education out and introduce a modern education.

Another important aspect is that an English teacher must prepare the English class, and it would be so bad to improvise because the teacher will show insecurity and the students will not trust the teacher.

I know that a new English teacher must be up to date when he/she is working and everybody knows that the computer programs and related topics with sciences and technology are in English.

The Linguistics Department in the University of Nariño is trying to improve the preparation of English teachers because nowadays it has modern installations and

very good-trained teachers in order to contribute to a good development of the new future teacher.

According to Oviedo (1980), it is necessary to know that in a foreign language learning process there are many problems and the implicated persons are teachers and students and it is very important to take into account the external factors that can cause a bad development in this process.

Good students make everything to learn, maybe because they want to visit new places, ways of life, customs or to go abroad in order to make studies about English or any other specialization.

Everybody is able to learn a foreign language, but this depends on the teachers' methodology, the resources and the motivation.

2.2. TEACHER AND STUDENT INTERACTION IN THE LEARNING PROCESS.

Sometimes, teachers do not give the students the opportunity to participate, even if they want to do it, the teacher prefers other students give more examples or answer to any question. It could be better that teachers give the students the opportunity to participate face – to face.

According to Tikunoff, (1985), interactional competence establishes several dimensions of classroom behavior. These dimensions are referred to the model of

an English class, the teacher has already set the way to develop his/her class and the teacher decides the way that the students have to make the tasks (individual or group).

Some teachers try to interact more with girls than boys, personally I think that this situation is seen like so. The teacher sometimes establishes conversations with some students that speak English fluently.

I think that the teachers do not have to discriminate anybody. They must establish a good relationship with each student without taking into account any personal aspects, but this is not always so.

In the class the teacher interacts with some students and the others keeps a passive attitude.

Teachers must take into account that the students' participation is the most important in the learning process.

2.3. TEACHER AND STUDENT INTERACTION IN THE EFL CLASSROOM.

Collins, Brown and Newman (1989) propose that the learning interaction must take into account the principles of a cognitive apprenticeship model that consists on creating a rich learning environment. Cognitive apprenticeship is based on learning

interaction, it is said that learning environment produces shared problems to solve between the teacher and the students and create reflective activities in the classroom.

2. 3.1. Teacher's interaction. In this point, you can take into account the teacher's behavior, where the teacher is located to develop the class, the way in which the teacher develops an English class and how the teacher interacts more.

2.3.2. Teacher's place. In the classroom the teacher is always located in the center. He interacts with some students, which are in front of him. He does not move around the room. For that reason some students do not participate actively in the class. All students have the same opportunity to participate, but there are some students that do not want to do it.

According to Richards, and Lockhart (1994), an action zone is indicated by "Those students with whom the teachers regularly enters into eye contact; those students to whom the teacher addresses questions; and those students who are nominated to take part in the lesson". An action zone is the place that the teacher uses in the classroom to address the class.

2.3.3. Keep a sense of humor. A sense of humor can allow you to break out of your role of teacher and put you and your students on an equal footing. Your

students will appreciate a sense of humor, but this does not mean you should try to tell jokes. A joke in one culture may not be funny in another, and it is sometimes hard to tell jokes in a foreign language. Nor should you try irony. Irony can be interpreted as sarcasm, and students do not appreciate being made fun of. When you are teaching, you can tell humorous stories related to the teaching materials from time to time or you can give funny examples. But even more important it is a sense of humor that will allow you to enjoy together with your students a shared moment that comes up spontaneously or a good-humored reaction to a misunderstanding. Some international faculty and teaching [assistants] suggest directing humor at themselves. For example, when you catch yourself mispronouncing a word that you consistently confuse, on occasion you could say, "Oops. There I go again." Or when you and your students become confused trying to understand one another, you could laugh and make fun of the situation, saying, "See, I told you something like this would happen." These comments can relax you and ease the tension on awkward moments" . Sarkisian, E, (1990).

2.3.4. Student's interaction. In this point, it is necessary to talk about learner interactional patterns that are related to the rules that the students must follow in order to participate appropriately. Good and Power (1976) establish some patterns of student's interaction, task oriented students, phantom students, dependent students, .

2.3.5. Student' s place. Students that are located in the first rows participate more than students that are at the end of these ones. The teacher tries to interact with some students depending on their place.

In my personal experience I could realize that the students that are located in front of the teacher are the best students, or they always want to participate in class. Teachers also take into account the students who have more knowledge about English, because they show more interest in the class and they try to know a little more about English language.

According to Schinke, (1983) the teacher has other aspects to determine the action zones: "call on girls more often than boys; call on students whose names are easy to remember; call on students that have more knowledge about English".

2.3.6. Task oriented students. This kind of students participates actively in the English class, they like learning so much and they work alone. I mean without the teachers help.

“...They enjoy school and learning, they seldom need the teacher’s help”. Good and Power, (1976).

2.3.7. Phantom students. These students are good but they do not participate frequently, they work hard but sometimes they begin a conversation or a dialog. “...They are generally good students who work steadily on classroom tasks. However, they participate actively in lessons only frequently, and rarely initiate conversations”, Good and Power (1976).

2.3.8. Dependent students. These students always need the other’s help. For them there must be someone who guides them in order to make an activity. The teacher must always be with them saying what and how they have to make a task. In-group work, they are not active, they stay passive, as robots. “... They need structure and guidance in completing tasks and tend not work well in large groups”, Good and Power, (1976).

2.3. TYPES OF TEACHERS.

According to an investigation made by R. White and R. Lippitt (1984), there are some types of teachers: Authoritarian teachers, Democratic teachers, Teachers that let the students do and they have some incidence in the teacher’ and student’s interaction process.

2.4.1. The authoritarian teachers. Authoritarian teachers are common in all high schools. They do not accept the student's participation in the use of materials, methodology and they have strong character to control the group. This teacher behavior affects the students because they could be more aggressive and rebellious. Students that accept the orders have a good achievement, but they have some negative aspects as apathy, fear, low motivation and timidity to make relationship with the teacher.

2.4.2. Democratic teachers. In this aspect, the teacher and the students take part in the decisions. The teacher accepts the students' opinion and they work together. For that reason, students are more democratic, too.

The students can work without the teacher because they are responsible enough. Students can participate without fear to make mistakes because the teacher does not take any retaliation against them.

2.4.3. Teacher let the students do. According to Ellis (1985), he said that the students could decide the things that they have to do and also how the teacher has to develop the classes. It is not good, because the learning process is frustrating because they have some problems as students' conflicts; in this case teacher should sometimes gives a personal opinion.

One experiment made by R. White and R. Lippit (1984), confirms that democratic teachers are the best for the English learning process because the teacher changes the attitude towards his/her student.

According to Ellis (1985) (cited in Richards and Lockhart, 1994) the teacher-student interaction is fundamental in the learning process. The main goal is to observe what kind of interaction there is in the classroom.

In the interaction process there are some aspects that we as a future teachers must have into account.

2.5. TEACHERS' BEHAVIOR.

2. 5.1. Teachers' behavior inside the classroom. In general, we can say that teachers tend to be extrovert, friendly and good people who appraise the human part of students more than anything else. The primary school teachers become happy when they are involved with their students, this situation does not happen in the same way with secondary school teachers. Freeman, (1980).

The classroom atmosphere is the responsibility of the teacher in a great extent. The teachers' attitude toward the children and the impersonal relationship that they try to establish with them has to do a lot with their expectations. There are many teachers who due to their own personal problems are incapable of creating an adequate atmosphere to the teaching and learning of a given subject in the

classroom. It is also important to mention that the teacher is not totally responsible for the student's learning, he/she has to study hard by himself or herself, of course, with the help of the teacher. On the other hand, the teachers who work with 35 students in a single class can not individualize their instruction, however, he can seek efficient ways to get to know better his/her students to apply the didactic process in a productive way.

2.5.2. Teachers' behavior outside the classroom. Outside the classroom the teacher must act in the same way he does inside it. They have to show interest to speak to their students about the daily events of life and to try to find solutions to the problems. It is also necessary for the teacher to become a friend to create an atmosphere full of confidence, so that the students are not afraid of setting an approach to him. The teacher may in his/her free time interact with the students without discriminating anybody, when the teacher becomes a friend of the students' helps to form a learning environment where everything is easy. Freeman,(1980).

2.4. STUDENTS' BEHAVIOR.

2.6.1. Student' behavior inside the classroom. It is necessary to know something about the students' way of behavior in different situations. For instance, a student who makes mistakes and is corrected in front of the class in a hard way may react in a particular way while other can do it in another one. The students

may end up hating the teachers for having been scolded before the class. To avoid this, the teacher must know very well their students, so that he/she may apply a suitable strategy according to the case he/she is facing. Buitrago, (1984).

2.6.2. Students behavior outside the classroom. Students who has received a vast amount of confidence to talk, to interchange ideas and to relate with their teachers outside the classroom are the ones who perform better academically, because they are not afraid to participate and feel part of the institution's teaching and learning process. It is necessary for the students to get interested in becoming friends with their teachers and their partners, otherwise, some of them may stay aloof from their teachers and their groups and without friends with whom they can share their student's difficulties. Buitrago, (1984).

2.7. CAUSES AND CONSEQUENCES OF LACK OF INTERACTION WHEN TEACHING AND LEARNING ENGLISH.

2.7.1. Causes.

2.7.1.1. Teacher temperament. The teacher's temperament depends on the level of encouragement of himself, or sometimes the temper varies according to the situation, that is, in a classroom where the students are lazy, unworried, undisciplined, and they do not do their homework, those things make the teacher adopt another attitude before the group, of course, there are some teachers whose

own attitudes is just that, or sometimes they do not have the total control of the group.

This is a serious problem since if the teacher is enough temperamental, he is going to create distrust in the group, fear to participate and to make mistakes to avoid being punished with verbal offences, so the students prefer not to participate to either give opinions, Buitrago (1984).

The temper must be carefully managed in order to avoid committing an irrecoverable mistake, such as making the students lose their interest in learning a determined topic, or subject matter, but at the same time, in a non-exaggerated way, that could serve to manage the group and not to lose the authority by becoming very passive so that the students abuse from the confidence the teacher offers them.

2.7.1.2. Use of the free time. It is very important that teachers use their free time to talk to students and to create a relationship of friendship with them.

This problem was notable in the observations carried out in the institution since it was perceived neither the teacher's intention nor the students' willing to get close each other and to talk a little about the English classes or about situations of the present time. I think that is the way to start a relationship with other persons, to make friends, to lose the fear to talk to the teacher and to demonstrate him that students and teachers can be good friends.

The extra class activities that are developed in the institution have that goal, to promote participation and interaction to all of the educational community, so that there are not discriminations or preferences to anybody and, on the contrary, to realize that everybody is equal.

Previously, I had mentioned that it was fundamental that the institutions have schedule for the teachers to receive students and to talk to them.

2.7.1.3. Overcrowded classrooms. The overcapacity of students in each group, is a great impediment for the teacher to interact with all the students, to pay attention to all of them, and besides there is not enough space to walk through the classroom and to observe them.

In the institution where I carried out the observations and detected the problem, there are numerous groups; therefore, different counteractive situations should arise such as indiscipline, inattention, and consequently bad results.

According to Bastidas (1991) there are many problems that make difficult the teaching-learning process. The main problem, in this case, is the numerous groups reason why there is not control of all the students, so at the beginning it is not easy to memorize all their names, then the teacher makes participate just the students he remembers, this according to the surveys made by the students.

I think that the major problem for them is not to have a good relationship between the teacher and the students, neither a favorable environment to develop a very

dynamic class. The space in the middle of the students' desks is very scarce, and the teacher cannot move freely through the whole classroom. Consequently the teacher always stays sitting on his chair or walking around a very reduced space, which indisciplines in the classroom.

Ellis (1985) (Cited in Richards and Lockhart, 1994) points out that the teacher should try to locate well, so that he can be in touch with all the students. The teacher should look for a better organization of the desks in the classroom with the intention that he can be in direct contact with all the students and to make them participate in the class.

2.7.1.4. Reduced hours per week. The few of English hours per week are other problem that affects some institutions. The students do not see the teacher frequently in the institution. The teacher does not stay in the institution, he just goes there when he has class (Wednesday and Friday, for instance). So, the students say that there is not enough time to interact with the teacher and to make a friendship with him because once the class finishes, the teacher leaves the institution.

According to Bastidas (1991) this problem was detected in some institutions and that problem affects the language learning and the process of interaction between the teacher and the students. It is necessary that the teacher stays more time in the institution and devotes time to the students to interact with them and to give them confidence to talk with him.

On the contrary, there are other teachers who have many hours in charge and although they stay in the institution, they do not have enough time to devote to the students and to talk with them about their academic performance, to say hello to them, to give them advise, and above all to become friends. The teachers should have a schedule to talk with the students, so the students can go to the teachers' offices to comment them their uncertainties.

2.7.1. Consequences.

2.7.2.1. Fear or dreads. It is one of the main problems by which there are not a good relationship between the teacher and the students. The students said that it was one of the causes not to close and talk with the teacher. Buitrago, (1984).

The main motive for this to happen, as I already mentioned before, is the teacher's strong temper, which does not permit the students to give their opinions and suggestions about the topics that they want to be included in the program of academic activities. The students say that their opinion is not taken into account and besides that the teachers tell them off.

It is important to say that the students learn more from their mistakes, since at least there is a try to do something and if the teacher corrects them suitably, the students are going to take that into account for next exercises. Otherwise, the

students are going to make mistakes and to be in silence since the teacher has not given them the confidence to participate without fear to fail. Buitrago, (1984).

According to a research paper carried out by Tovar, K and Araujo, Q, they claim that the students do not want to participate voluntarily fearing to be wrong, to be criticized or ridiculed, that is why they just participate when the teacher asks them to; and this makes the students be passive.

When the teacher uses offensive words against the students, they start creating distance between them and the teacher and they will not want to be friends because he insults them and treats them bad. Some students say that they have already adapted to the teacher's temper and that situation is not an obstacle for having a relationship with him, but at the same time they accept that is a problems that should be worked out.

2.7.2.2. Desinterest for the matter and bad results. It is essential for the teachers to let the students know about the importance the English language has around the world and that it is necessary to have a basic knowledge of this universal language to be able to have access to the latest information in the different fields of science. In this way, teachers may motivate his/her students to keep on learning the target language. When we notice that the students are not producing what they are supposed to, it is important to analyze the external reasons before taking any decision.

2.8. PREVIOUS RESEARCH

At Nariño university I did not find any investigation done in this direction, however, Pinzon. F and Vega. A, (2002), carried out a research that is related to the interaction process.

They worked on the students' participation in an English class in some high schools in Pasto, where they found that the participation on the part of the English students was minimal. They also claimed that the students participated when they felt in an atmosphere of confidence and security, however, when they behaved like that it were because the teachers had to oblige them.

As a conclusion of this chapter, I can say that the theoretical framework opened my eyes to work in a cohesive way the performance of this task; and this will be taken to practice through the revision of the literature. I also feel some spaces in terms of knowledge to be able to be closer to my students in these aspects of interaction, and in general terms to be more comprehensive and human with them, and with the teaching – learning process it.

3. METHODOLOGY

In this chapter I am going to mention the models of operation that I will use to carry out my study, the participants, the place where it is going to be performed, setting, measurement, procedure, pilot study, data analysis and the ethical issues.

3.1. DESIGN.

To develop my research, I chose the descriptive research design, which consists on describing the population, situations or events. It usually uses questionnaires, observations or surveys. This design does not intend to prove explanations, to prove hypothesis or make predictions.

I selected this design because I want to observe the type of teacher-student interaction in EFL in classroom with an intact group of teachers and a select group of students of a public high school in Pasto.

3.2. PARTICIPANTS, SAMPLING AND SETTING

3.2.1. Participants. I took an intact group of teachers and an intact group of students for each level. The participants belong to a public high in Pasto. Students were boys and girls between 12 to 18 years old. The students of this institution belong to the middle social class.

The teachers were from the same high school, two men and two women between 24 to 45 years old.

3.2.2. Sampling. I took the following groups from each level, 7th, 8th, 10th and 11th, and I took all the teachers who work in the high school.

3.2.3. Setting. The high school where my research taken place was public. This one is located the center of the city. People who live there have a middle socio-economic status. It has around 700 students between men and women.

3.3. MEASUREMENT.

To measure the teacher and student interaction in the EFL classroom, I used the information collected through some class observation; and then I applied a survey

with an intact group of teachers and a selected group of students around 35, to complement the information of this research.

3.4. PROCEDURE.

First of all, I sent a letter to the principal of the high school showing him the objective of my research which consists in observing the type of teachers and students interaction in the teaching and learning process.

Once I got the permission, I asked for the lists of each level and then I took the groups.

In this institution there are only three English teachers, who were asked if they want to collaborate. The teachers' and students' answers were positive, so I made the observations, and then I applied the survey. I gave the respective acknowledgements to the institutions and especially to the teachers and students who took part in my research.

3.5. PILOT STUDY.

The pilot study took place in a public high school in Pasto. I went to talk with the principal to communicate him the purpose of my visit, and what I wanted to do in

the high school, then I asked him for the permission to carry out my research. After that, I spoke to the English teachers to explain the purpose. I made some class observation to collect the data about teacher – student interaction in the EFL classroom with different groups of teacher and students. But I saw the necessity to apply a survey with an intact group of teachers and a selected group of students around 15 of each level, between boys and girls. First I explained the instructions and how to fill in the survey. When I finished the study, I gave thanks to the principal, teachers and students who participated in my research.

3.6. DATA ANALYSIS

To analyze the data I am going to categorize the results of the observation through an interpretation process, next I will create subcategories to establish the level of interaction between teacher and student.

In the surveys, I will apply a similar process once I have gotten the results of these, that is say, I will form categories, then I will interpret them, next I will create subcategories, and finally I will establish the level of interaction between teacher and students.

3.7. ETHICAL ISSUES.

- First, I asked for the permission to the institution, teachers and students.

- This research did not cause any damage to anybody, because the observations do not have personal questions.
- The collaboration of the teachers and students was voluntary.
- I explained the objectives of the surveys to the principal, teachers and students, in order to fill the surveys in the best way possible.
- When I finished my research I went to present acknowledgements to the principal, teachers and students who participated in this research.

4. RESULTS AND DISCUSSION.

In this chapter, I present the analysis of the data obtained through some class observation and some survey applied to the teachers and students in the high school where my research took place, taking into account the main objectives of the study to answer the research problem, (**What is the type of teacher and student interaction that exists in the English class**), and to support the information obtained with the authors mentioned in chapter II, using a qualitative design. Besides, I make some recommendations for pedagogical and research purposes, and finally I present the limitations and conclusions of the study.

First of all, I did some observations in the high school where I performed this research with all the English teachers to detect some problems that might affect the teaching –learning process in an English class. During this time I realized that the students did not have a good relationship with the professor, nor the teacher did something to interact with them.

I think that when there is a good relationship among teachers and students within the classroom, the teaching- learning process of any subject matter is possible to be done without any difficulty.

The main objective of this investigation was **to describe the interaction that exists among teachers and students in an English class**, the results obtained through my observations were:

- The teachers dedicated their time exclusively to teach the content of the lesson.
- The students did not have the opportunity to talk or give their opinion about the topic.

It is important to mention that most of the time the teacher displayed the same attitude in front of the group when I was doing the observations, that is to say, that they began teaching the class in the same way and finished it in a similar manner, this situation made the students behave passively.

I also noticed that some teachers were very strict and exaggerated in the way they corrected the students' mistakes making them feel embarrassed among the group, this made the students be afraid of participating and therefore, distrust the teacher.

I think that the teacher- student interaction is very important to be carried out inside and outside the classroom, so that the students may have the confidence to interact with the teacher about their academic problems as well as their personal ones. Now I am going to describe the way of conducting an English class carried out by most of the teachers in that institution.

4.1. The structure of English lesson done daily by the English teachers.

4.1.1. Opening. Almost all the classes that I observed, began in the same way: the students were presented with a short greeting, then the teacher talked about the foregoing topic, to start again with the new one.

4.1.2. Motivation. In the classes, I did not perceive any attempt on the part of the teacher to motivate the students, therefore, the students dedicated to do something else, and of course the results of the class were bad.

4.1.3. Sequencing. The classes were developed in a traditional way, first the teacher presented the given topic, then they explained about it and finally some exercises were accomplished.

4.1.4. Closure. When the teacher finished his/her classes, they always took his/her books and left quickly the classroom to get ready for his/her next section.

To me the most important thing is not to teach a class as it is done in the traditional way, the teacher must bear in mind other aspects that permit the students to get good results in their learning process. I would prefer to firstly ask if they are interested in learning a new topic, and according to the personal interest I would choose the theme of the class.

I think that it is also important that the teacher dedicate sometime of the class to talk to his students, to create friendship and to avoid the classes being monotonous. It is my personal belief that if the students observe that their teachers should be interested in friendship with them, they will learn more in any subject.

Besides, I could observe that some teachers did not dedicate enough time for their students to speak with them inside and outside the classroom, because they are part time teachers and have to work in other places.

I realized that some students are afraid to interact, participate or give their personal opinion about the topic of the class on account of being ridiculized in front of the class when they make any mistake. I noticed that the students felt resentment against the teacher and did not want to be friendly with someone who have treated them badly.

I also perceived the necessity to apply a survey to confirm what I had seen up to the moment in some classes, and the results were the same.

I asked the students their opinions about the relationship they had with the English teachers inside and outside the classroom. To do this, I proposed the variables- teacher and student interaction- and also some subcategories such as: excellent, good, fair and bad to measure the results that are going to appear in the following table.

TABLE 1.

TEACHER- STUDENT INTERACTION IN THE EFL CLASSROOM

Teacher and Student interaction	Number Of students
Bad	62
Good	46
Regular	20
Normal	13
TOTAL	141

4.2. ABOUT THE TEACHER-STUDENT INTERACTION IN AN ENGLISH CLASS.

As a student as well as a teacher, I have realized that the interaction among teachers and students is one of the aspects, which has not been fully taking into account when learning English. However, this is an important factor that we have to have in mind in any teaching-learning process of a foreign language to get the expected results as love, motivation, like and learning of the target language. This humanistic trend helps us coexist harmoniously in society.

Some authors such as Richards and Lockhart (1994), and Chaudron. C, (1988) among others claim that teachers do not have into account external aspects which affect directly the learning level of the students. In these cases, they call attention on the teachers and students relationship. They also affirm that the teachers must try to be friendly with the students up to the point to motivate them to learn a new knowledge.

On the whole, this point has not been taken into account in many of the institutions where I have been carrying out my research.

As the table No 1 shows, the results gotten in the surveys were the same that I had obtained during my classroom observations, that is to say, they confirmed that the relation among teacher and students in an English class was bad, this statement turned out to be the highest one among students.

Now I am going to write straightly what they answered to the question ¿what is your opinion about the relationship in an English class between teacher and student?

Students said: *"La relación que existe entre profesor y alumno es mala, porque el profesor únicamente se limita a dictar su clase, nunca trata de conversar con nosotros y cuando termina la clase, sale del salón y luego abandona la*

institución, además el profesor tiene un mal genio que no lo soporta ni él mismo”.

According to the students teacher's temper is the main obstacle to make a friendship with the teacher.

-They manifested: “Uno tiene miedo de participar porque si uno comete un error, el profesor nos agrade verbalmente, razón por la cual no le tenemos confianza, ni tampoco queremos relacionarnos en ningún momento con él”.

According to the students, another reason is: “El profesor trata de entablar amistad con las personas más inteligentes del curso, o interactúa con los que están cerca de él, por lo tanto si uno permanece en las últimas filas, el profesor ni siquiera se da cuenta si uno está allí o no”.

Moreover, the data show that the teacher-student interaction is good. Some of the students manifested: “la relación es buena porque el profesor para cambiar de rutina, algunas veces nos cuenta experiencias y anécdotas de su vida como estudiante y eso hace que si nosotros estamos cansados, descansemos un poco para luego seguir”,

Other students said: "la relación entre profesor y alumno es regular, porque el profesor sólo se limita a dictar la clase y nosotros a escuchar. La relación que tenemos es un poco escasa, porque a él sólo lo vemos dos días a la semana, porque es contratado por horas". They said that because teacher does not devote enough time to make the students talk with to about their problems, which are the cause of their dislike for the English subject matter, and also about the discouragement they have to learn another language.

In the survey, it could be observed that the teachers who like to be friendly with the students nowadays are few since the teachers just give their classes and they leave the institutions.

Students said: "Es difícil encontrar profesores que les interese hacer amistad con sus estudiantes, más bien lo que ellos hacen en el tiempo libre es alistarse para la próxima clase, o simplemente se cogen a llenar crucigramas, pero no hacen ni el más mínimo esfuerzo por tratar de interactuar con los estudiantes".

Other students said that the relation is normal. They said: "la relación entre profesor y estudiante es la que normalmente hay en todos los colegios, ellos

preparan su clase y la dictan y nosotros cumplimos con los deberes. En las clases la relación es académica, y sólo eso”.

4.3. CAUSES AND CONSEQUENCES OF THE LACK OF TEACHER-STUDENT INTERACTION IN AN ENGLISH CLASS.

4.3.1. Causes. I realized that in the institution where I carried out my research there were many problems that affected the interaction among teachers and students, so I decided to ask the students which were the main reasons the teacher did not relate with the students. The students answered that the main reasons were the following:

- “El profesor es muy malgeniado, y nosotros nos da miedo acercarnos a él”.

The teacher’s behavior.

- “El profesor o nosotros no hacemos uso adecuado del tiempo libre que nos queda de descanso, que nos podría servir para entablar amistad con él y así tenerle más confianza”. **The use of the free time.**

- “En la institución hay muy pocas horas de inglés, por esa razón el profesor sólo viene cuando tiene clase, dos días a la semana. Además cuando él

termina la clase, inmediatamente abandona la institución, por esa razón casi no sabemos ni el nombre, menos podemos conversar con él". **Few classes during the week.**

- "En el curso, hay bastantes estudiantes, por lo tanto yo creo que le queda difícil al profesor relacionarse con todos". **Numerous courses.**
- "Para mi es muy importante que el profesor planee las clases con anticipación, si quiere que haya una buena interacción dentro del salón de clases, o por el contrario las clases sean monotonas, osea el profesor quien hable durante todo el tiempo y no haya interacción". **Class' planning.**

4.3.1.1. Teacher behavior. Most of the students manifested that one of the most important problems that affects the teacher and student interaction is the teacher's behavior inside and outside the classroom. The students claim that the teacher's behavior affects conversation because he/she is very strict and almost never allows students to give their opinions.

R. White and R. Lippit (1984), mentioned in Richards and Lockhart, 1994), said that the teacher's temperament has a direct influence on the students because if the teacher is in bad mood, they will be afraid of talking with him and less becoming his/her friend.

I think that the teacher's temperament depends on his/her frame of mind. In a classroom where the students are careless and undisciplined the teacher has to adopt a tough attitude against the group. If the teacher is too much in bad mood, they will create a bad atmosphere in which nobody wants to participate, Richards and Lockhart (1994).

The teacher has to handle his/her temperament very carefully to not make irreparable mistakes on the student's attitude toward learning English. However, the teacher has to know, how to control the group to not lose authority and avoid the students abusing of the confidence he/she has given to them, Chaudron (1988).

The teachers have to change their attitude to become on agreeable person with the students. They can talk not only about academic aspects but also about personal ones and in some cases to ask for advice if necessary.

4.3.1.2. Use of the free time. The students manifested that the teachers have never dedicated some their free time to interact with them and on the contrary, they devote their time to solve puzzles and to get ready for their next class. Some teachers do not participate in the institution's programs either.

According to Buitrago (1984), it is advisable to use the free time to relate with the students and to talk to them. I think it is necessary to dedicate some free time to become friend with the students to better the interpersonal relationship.

4.3.1.3. Few classes during the week. The scarce weekly hours, is another problem that I have to mention as the weak points found in this investigation. Some teachers are hourly teachers and they only go to the institution to teach his/her classes and then they disappear, so, the time devoted to their students to practice English and make friendship is practically null.

On the other hand, the full time teachers have much academic duty and although they stay in the institution do not dedicate time for their students to ask them, for instance, about their academic yield to give them advice; etc.

According to Bastidas (1991), he said that this problem was detected in some institutions in Pasto and it does affect learning not only in English but also in any other subject. Besides, he claim that it is necessary for the teachers to stay more time in the institution and dedicate time to talk and give confidence to this students.

I think that the institutions must hire people who have time available to stay at least the whole morning or afternoon in the school. The teachers also have to have a schedule to assist students in their academic weak points, in this way, the students may talk to the teacher about this concern.

4.3.1.4. Numerous groups. Another cause that I detected was the large number of students in a single room, about 35-40 in each. The teacher tried to do whatever possible to include all the students in the class, but it was impossible to make all of them participates in the exercise. The lack of space in the classroom did not let the

teacher move around the classroom easily. The teacher stay in front of the classroom maintaining a traditional scheme and only has contact with the students of the first rows, while the rest of the students do something else. In the outcomes of the surveys the students answered the following:

"yo creo que al profesor se le dificulta dentro de la clase interactuar con todos los estudiantes, ya que somos alrededor de 40 estudiantes en cada grupo, pero esa no es una excusa para que nos tenga tan aislados, él puede buscar métodos para tratar de relacionarse con todos nosotros , o organizarnos en el salón de clases de otra forma".

Bastidas (1991) claims that when there are many students in a class it is difficult to exercise control over all of them. The cause of the beginning the teacher can not memorize all the students' names and they only interacts with those who remember more easily.

I think that for the teacher the space is very important to be able to move around the classroom, so that they can keep contact and have them occupied profiting the time.

4.3.1.5. Class' planning. The majority of the classes were boring and monotonous, the teacher was the only one who talked and the students the only

ones who listened to. I am going to explain one of these classes in which I was present (October 2/02).

4.3.1.6. Class' description. First of all, the teacher arrived at the classroom and greeted the students. Reviewed the last topic and then started with the new one. The theme of this class was to complement in a space the missing words. The whole class was developed in the same way. The teacher just used the tape recorder and the students listened to fill in the blanks. In this section there was not either any interest on the part of the teacher to interact with the students.

Ellis, (1985), mentioned in Richards and Lockhart, 1994), said that the teacher must plan his classes in advance according to the aim proposed, in such way that the classes will be profitable to get good results.

In my opinion, planning the class, is a very important factor because from it depends to interact with the students, otherwise, the class turns out very boring. To make the class interesting and dynamic it is necessary to plan, to select, to chose the topic and the materials. In advance, in this way you can motivate the students and give them some suggestions about the different aspects that are involved in the learning and teaching of a foreign language.

In the survey applied to the students I asked them if it is important to plan the class in advance to have a good interaction among teachers and students and they results obtained in that question were the following:

TABLE 1.2

PLANNING THE CLASS.

Planning the classes	Number of students
Yes	128
No	8
No answer	5
TOTAL	141

As it is shown in the above table, Most of the students answered that it was really necessary for the teacher to plan with them the class, with a total of 128 answers in favor, which means that they agree, because the interaction in the classroom depends on the dynamics and activities performed in the class.

When the teacher uses good and didactic material, there is participation, interest and motivation for the subject matter, and that allows the classes to be agreeable and consequently, there are better results as far as the learning is concerned, and in the same way, there is a good interaction between the teacher and the students, and also among the students.

Otherwise, without good and helpful material, the teaching and learning process will be difficult, the classes are boring and monotonous, and there will not be interaction.

Eight (8) students said that the class' planning was not significant for the teacher and students relationship; and five (5) students did not give their opinion about this topic.

Regarding the observations and my opinion, I think that it is necessary to plan activities that call the students' attention and interest, and also that those activities motivate them, since in that way they will try to participate and begin a friendship with the teacher in order to talk about the topic and in so doing, they will trust the teacher and maybe they will comment him their problems.

During the observations, I detected that the teacher, who used didactic material to motivate the students, had many acceptances by the students, and all of them waited for him to teach the class. On the contrary, who is just limited to the use of the book and the board offered the students boring and monotonous classes, therefore, there was not interaction and the students dedicated the time to do other things.

4.3.2. Consequences. The principal consequence according to the students by which they could not give an opinion, suggestion or interact with the teacher was the fear they feel about the teachers' way of being, the desinterest for the English subject, monotonous classes, so bad results and scorn for the teacher, among others.

4.3.2.1. Fear or Dreads. The fear of the students is originated because of the incorrect behavior of the teacher. The teacher is responsible for the students to behave insecurity when they have the floor because he/she does not give them enough confidence to put the language into practice inside and outside the classroom.

It is important to notice that students learn more from the mistakes, Tikunoff (1985) cited in Richards and Lockhart, (1994), because they are interest to participate in class and are ready to receive any help and in an adequate manner. In this way the students may interact with the teacher without any fear to be turned down.

According to Tovar, K and Araujo, Q (1993) the English students do not participate because they feel ashamed to be criticized in front of the class and only participate when the teacher press them to do so. When the teacher uses offensive words to address the students, they keep him away and do not want to become friend of a person who has insulted them.

Some students manifested: "nosotros hemos aprendido a adaptarnos al comportamiento de los profesores, que son muy estrictos y malgeniados, hemos aprendido a sobrellevarnos con su forma de actuar, pero sí lo consideramos un problema en estos momentos".

4.3.2.2. Monotonous class. When there are not an adequate class' planning, turns out to be boring and unproductive. Teachers showed worry about preparing agreeable classes to motivate their students to learn, in this way, the classes become more interesting.

In the observations, I discovered the teacher was the only one who talked during the class, the students only listened to him/her, however, some of them did not pay attention at all.

In my opinion, when a teacher wants to maintain an agreeable atmosphere in the classroom he/she has to be interested in motivating their students, so that they can participate actively in his/her learning.

4.3.2.3. Disinterest for the subject and bad results. The interest for the subject depends on the way the teacher approaches the topic to learn, with regard to this point the students said: - "Es importante que el profesor motive a los estudiantes a aprender una determinada materia y les haga entender a ellos de

la importancia de aprender en este caso una lengua extranjera, para que los estudiantes pongan todo su interés para aprender y de esa manera obtener buenos resultados”.

In my observations I found the same results that I used to get before, that is to say, the students did not like to learn English. It is essential for the teachers to let the students know about the importance the English language has around the world and that it is necessary to have a basic knowledge of this universal language to be able to have access to the latest information in the different fields of science. In this way, teachers may motivate his/her students to keep on learning the target language. When we notice that the students are not producing what they are supposed to, it is important to analyze the external reasons before taking any decision.

Also there was the necessity to apply a survey to the teachers in order to observe some of the reasons why the process of interaction between the teacher and the students was not very notable. At the end, I make a generalization about the survey applied to teachers and students. Now, I present the analysis and interpretation of the survey that was applied to teachers.

First of all, during the observations I took into account that some teachers did not interest in made a relationship with the students. Teachers said about the personality “If the teacher does not have a strong character, there is not control

group, and the students make indiscipline "but there are teachers that exaggerated. Besides, one of them manifested that teacher- student interaction is not important to the teaching and learning process.

Teachers were questioned if they think that was important a good interaction between the teacher and the student in the English class and the most common answers were:

- "Yo creo que una buena interacción es muy importante porque crea un ambiente de confianza y confort"

- " Porque los estudiantes no temen cometer errores"

- "Porque la interacción promueve una excelente amistad entre las dos partes"

- "porque se pueden resolver algunas situaciones por las que está atravesando el alumno"

4.3.2.4. Ways of interaction. Also, I asked the teachers, about the ways of interaction that they used inside and outside the classroom with the students and they answer:

4.3.2.5. Extraclass activities.

- "Yo utilizo las actividades extra-clase (cultural, social y deportivo) para relacionarme y entablar amistad con los alumnos"

4.3.2.6. Use of the free time.

- "Yo hablo con ellos en las clases y fuera de ellas de los problemas que está afrontando nuestro país y otros aspectos de la vida cotidiana"

_ "Trato de conversar con ellos acerca del rendimiento académico, por qué ellos tienen algunas dificultades y no rinden en la materia".

Teachers were in agreement with the students' answer about the factors that could influence in the interaction process because they gave the same answer, for example, reduced hours per week, excessive number of students, the use of the free time and the teachers' personality.

In the questionnaire applied to the teachers, they said that they devote enough time to communicate with the students and to dialogue with them inside and outside the classroom, they said that they promote an extra activities with the free

time, so they can advise them and have a better relationship, but it was not in this way.

In my personal opinion I think that if the teacher has a good relationship with the students, there is more interest in the English class, good results, there is more participation, the classes are agreeable, so, I consider very important that some teachers change the way they are, teachers must be friendly with the students and more than a teacher a good friend.

The answers that were taken into account were those having major frequency and importance for this research. Some answers were not taken into account since they were not relevant in this study.

4.4. LIMITATIONS.

The biggest problem that I found was when I tried to test the students because in that time they were on strikes, the director had some activities and also in this time they had to pick the one who represent the students.

Another aspect that did not develop the investigation was that the teacher did not allow to fit in with the groups, but and the end the test were given to the groups.

I could realize that some students did not fill in the survey with real answers because they had fear that teachers take some retaliation with them.

I want to point out the results of this research are not the only ones because this is the first investigation about this subject.

4. 5. RECOMENDATIONS FOR PEDAGOGICAL PURPOSES.

✧ The teacher should try to change the attitude with the group so that the students can trust him. It is recommendable that the teacher tries to establish a relationship with the students having difficulties in learning by encouraging them to go on, he also has to make the students do not feel fear to get close to him, talk and be friends. The attitude depends on the situation and one should be serious when necessary.

✧ The students should try to start a friendship with their teacher, so that he can trust them and they can dialogue without any problem.

✧ As far as the numerous groups are concerned, it is recommendable to avoid the same traditional organization, but to try new alternatives of location so that all the students can actively participate and be attentive to the class.

✧ Concerning the hours of instruction per week, there would not be much to do, but it would be convenient to look for a solution to increase the English classes, so that the teacher pays more attention to the students and not only comes to the class and then leaves the institution.

4.6. RECOMENDATIONS FOR RESEARCH PURPOSES.

❖ ¿Do the monotonous classes make difficult the good relationship between teachers and students in an English class?.

❖ ¿ Does the grade of interaction among teachers and students affect the target language learning?.

❖ ¿Does the way of how the student is corrected in front of his/her classmates impede the normal target language learning?.

After I made the analysis of the data, I can conclude that, the nature of interaction in classroom is perhaps the most critical issue concerning formal second language learning. Teacher must use all opportunities to interact with the students inside and outside classroom and they change the way to behave and so, to achieve best results. The greatest error teachers make may be the assumption that occurs when

the teacher makes “correction” in the classroom and they used personal offenses, creating in the student’s resentment against them.

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APPENDIX

UNIVERSIDAD DE Cariño
FACULTAD DE CIENCIAS HUMANAS
DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS
SAN JUAN DE PASTO, ABRIL DEL 2002

ENCUESTADOR: RUBIO FERNANDEZ ORTEGA

ENCUESTA ESTUDIANTES

INSTRUCCIONES: Lea con atención cada pregunta y por favor conteste con la mayor sinceridad posible, dando una razón del por qué de su respuesta.

1. ¿Cuál es su opinión de la relación que existe en la clase de inglés entre profesor y estudiante?

2. ¿Describa el tipo de interacción que existe entre profesor y estudiante en una clase normal de inglés?

3. ¿Según su opinión cual cree usted que es el principal problema para que su profesor de inglés no se relacione con todos los estudiantes?

4. ¿Por qué cree usted que los problemas de disciplina afectan la interacción entre profesor y estudiante en una clase de inglés?

5. ¿Por qué cree usted que la personalidad del profesor afecta la interacción entre profesor y estudiante en una clase de inglés?

6. ¿Cree usted que una adecuada planificación de la clase incide en el grado de interacción que pueda existir entre profesor y estudiante en una clase de inglés?

AGRADEZCO SU VALIOSA COLABORACION

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DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS
SAN JUAN DE PASTO, ABRIL DEL 2002

ENCUESTADOR: RUBIO FERNANDEZ ORTEGA

ENCUESTA DOCENTES

INSTRUCCIONES: Lea con atención cada pregunta y por favor conteste con la mayor sinceridad posible, justificando su respuesta.

1. ¿Por qué cree usted que es importante una buena interacción entre profesor y estudiante en una clase de inglés?

2. ¿Por qué cree usted que dedica el tiempo suficiente para comunicarse con los estudiantes y dialogar con ellos dentro y fuera del salón de clases?

3. ¿Qué tipo de estrategias metodológicas está utilizando usted para conseguir una adecuada interacción en la clase de inglés?

4. ¿Nombre o mencione las formas de interacción que usted utiliza dentro y fuera del aula de clases con sus estudiantes?

5. ¿Por qué considera usted que la distribución de espacios en el salón de clases es un motivo que afecta la interacción entre profesor y alumno en la clase de inglés?

6. ¿Según su opinión cuáles son los factores que pueden influir en el proceso de interacción entre profesor y alumno en una clase de inglés?

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