

LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN INGLÉS

**SECONDARY SCHOOL INTERACTIONS IN ENGLISH CLASSES AT INSTITUCIÓN
EDUCATIVA OFICIAL EL SALVADOR**

**INTERACCIONES EN LA CLASE DE INGLÉS DE LA BÁSICA SECUNDARIA EN LA
INSTITUCIÓN EDUCATIVA OFICIAL EL SALVADOR**

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CARTAGENA DE INDIAS

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INTRODUCTION

Social interactions have been the mean by which humans have exchanged thoughts, feelings and ideas; this process is important and essential for our development, as this is responsible of the origin of new ideas and it is also important for the evolution of human processes. Similarly, the interactions have greatly facilitated the commercial processes as well as Political, social and cultural relations between countries, leading to great phenomena such as globalization, industrialization and free trade agreements between countries.

On the other hand, social interactions are the process through which human beings exchange thoughts, ideas and feelings. The way in which this process takes place determines our development as individuals and as society since it allows people to adopt customs from the context in which we interact. it could be trust that the way interactive activities are condoned within the teaching process determines whether or not the objectives are met, because the interactive activities are present in all social contexts especially in the school context; therefore it is necessary to take advantage of these activities in favor of the objectives set by the educational institution.

In some schools it seems completely otherwise in the classroom, the gap between students is very short, but the degree of interaction is low, which hinders somewhat pedagogical activities.

This research aims to improve the teaching process of the official educational institution El

Salvador through the recognition and implementation of interactive activities as an indispensable means for the dissemination, exchange and development of ideas, ways of thinking and ways of seeing the knowledge, so that it can be constantly changing and adapting to the changes that every day occur in our society.

The Institución Educativa Oficial El Salvador, is located in Nelson Mandela neighborhood of Cartagena, locality number three, named Industrial y de la bahia, where most of the population belongs to lower income communities Due to the socioeconomic conditions of their students, this institution is marked by various social and coexistence problems, which causes learning problems such bullying and several social problems that have affected the teaching-learning process affecting at the same time the results given by that institution.

The main objective of this research is to improve the teaching and learning processes in the english classroom of secondary education at Institución Educativa Oficial El Salvador through the orientation and application of interactive activities in order to facilitate the exchange of thoughts, ideas and feelings, and promote collaborative learning. To achieve this goal we will raise the following specific objectives:

- The first specific objective is to design a plan based on the academic objectives to implement interactive classroom activities at Institución Educativa Oficial el Salvador.

- The second objective is to determine the effect of the application of interactive activities in the English teaching process of secondary education at Institución Educativa Oficial El Salvador.

What follows is a compilation of how some authors assimilate the concept of interaction, in order to clarify the importance of this in the teaching-learning processes.

In the other hand talking to other people in a friendly way can make it easier to solve common problems because it increases brainpower as dialogue thus becomes the best way to encourage interaction in the classroom.

Yanfeng and Yuqin (2010) consider the interaction as the “collaborative exchange of thoughts, feelings or ideas between two or more people” (p.77). It is therefore logical that in the interactive activities all members of the group, in this case teachers and students, should have the opportunity to contribute their views on specific themes developed in the class, and thus contributes to obtaining better results in the learning process.

These same authors emphasize the importance of interaction in English classroom stating that interaction is an important concept for language teaching, because interaction offers the students the opportunity to understand and use the language which at the beginning was incomprehensible, additionally they could get more input and more opportunities for output. Accordingly it could be considered that through the interaction teachers can develop in students the ability to externalize and process information, so they can make comparisons and draw

conclusions about what they learned and not learned and thus complement the knowledge of one with the other.

Interaction is a process whereby two or more people engage in reciprocal action, this action May be verbal or nonverbal (Rahimpour, 2011). This concept is much assimilated as above, but refers to verbal and nonverbal language. In a classroom most of the interaction is through dialogue and often this is not controlled or is marked by academic subjects, but there are students who often choose topics of everyday life and take them to the classroom class. This is where the teacher plays an important role, since it is the one who must take control of the interactive activities in order to ensure order and the participation of each of the members, and thus take the capacity for dialogue in favor of cognitive development and fulfillment of academic goals that the teacher and the institution as such is plotted.

González y León (2009) argues that social interaction, especially verbal, requires the alternation of roles between transmitters and receivers. In control of the alternation of roles there are signs that indicate exchange shifts speech begins and ends when the right to speak of each of the group members. Therefore the type of interaction applied in the classroom should be organized and directed by the teacher who must manage time and control interventions of everyone, because of this, it is also necessary to clarify that the teacher-pupil interaction is not a simple communication, it is an effect, a process of exchange of symbols, which generates a form of socialization not limited to social aspects observable to the naked eye, but seeks support two aspects, students' cognition and behavior. It is at this point that the differences between social

interaction outside the classroom and social interaction in the classroom are marked, because the latter requires a greater degree of organization and control. Similarly in the interaction that occurs within the educational process it is necessary to identify and take into account the dimensions involved in this that according to González y León (2009) are as follows: The student, the teacher, the interaction itself and content of the interaction. These four dimensions are paramount in the interactive activities, so none of them should be excluded.

Both the teacher and the student must actively participate in the interactive action taking into account the contents of this should keep a close relationship with the academic goal that is just what the student should be, know and know-how as the academic program or degree to which it belongs.

This research is also supported by articles of the Colombian National general law of education (Ley N° 115,1994) learners chapter I training and training.

Article 91st. The student or educator is the center of the educational process and must participate actively in their own integral formation.

Article 92th. Education of the student. Education should promote the full development of Personality, give access to culture, the achievement of ethical values, moral and religious values, to facilitate performance of a useful activity for the socio-economic development of the country.

The educational establishments will incorporate in the P.E.I pedagogical actions to favor the balanced and harmonious development of learners' skills, especially capacity for decision-making, criteria acquisition, teamwork, efficient time management, assumption of

responsibility, conflict resolution and problems, and skills for communication, negotiation and participation.

In accordance with what it is established in the general education law, the student must be considered an active part of his or her own learning process. Therefore, the teacher should provide the means for their classes to be interactive environments in which the student ceases to be that passive and begin to interact not only with their peers but also with the teacher and all entities involved in the teaching learning process.

Based on the above, this paper proposes the communicative language teaching as the approach that is going to be the fundamental pillar of the teaching process, since this is considered the approach to language teaching that emphasizes interaction as both, the means and the ultimate goal of study. Richards (2006) says that “communicative language teaching CLT can be understood as a set of principles about the goal of language teaching, how learners learn a language, the kind of learning activities that best facilitate learning and the role of teachers and learners in the classroom”.

Taking into account the above it is possible to say that this approach can serve to achieve the objective of this project work, since CLT can contribute to the improvement of the learning process of the academic goals.

In this investigation the following background was taken into account:

Thurmond (2003) cited by Muirhead & Juwah (2004) shares an insightful definition of interaction:

The learner's engagement with the course content, other learners, the instructor, and the technological medium used in the course. True interactions with other learners, the instructor, and the technology results in a reciprocal exchange of information. The exchange of information is intended to enhance knowledge development in the learning environment. Depending on the nature of the course content, the reciprocal exchange may be absent – such as in the case of paper printed content. Ultimately, the goal of interaction is to increase understanding of the course content or mastery of defined goals (p. 4).

In summary, interaction is the process by which students relate to school activities, technology, other students and teachers exchanging ideas or information to strengthen English language learning in an increasingly globalized world.

Walsh (2006) cited by Haned (2012) affirms that

Social interaction and context are not separated from the learning situation. The role of culturally developed sign systems, such as language, are stressed in social interaction since they are regarded as tools for thinking and the construction of socially shared meanings. The individual learns to understand the world and self through sign systems, which are seen as having personal, social and cultural importance.

Namely, signs of language are tools that allow the development of thought and construct shared meanings in social interaction in the personal, social and cultural environment. The student

develops thinking through social interaction to construct meaningful ideas that help understand and enrich their personal and academic environment.

Kumpulainen & Wary (2002) cited by Hamed (2012)

Illuminate the modes of teacher participation during whole-class discussion. They summarized the modes of teacher participation in reciprocal teaching as:

- Evocative mode of participation; students are encouraged to initiate and negotiate their opinions. -
- Facilitative mode; the teacher guides and scaffolds students reasoning processes.
- Collective mode; the teacher supports equal participation and tolerance towards different opinions.

Based on the above, the teacher must facilitate the environment of motivation, observation and learning by doing group work, because there is an interaction in the classroom, students actively participate when they investigate a subject and at the same time practice social skills and can known their own ideas and question the ideas of the teacher and others.

According to Harmer (2009) cited by Tolera (2013)

Teachers should focus on three things when they talk with their students. Firstly, they must pay attention to the kind of the language the students are able to understand, i.e. teachers should provide an output that is comprehensible for the level of all the students.

Secondly, the teachers must think about what they will say to their students, hence the teacher speech is as a resource for learners. Finally, teachers also have to identify the ways in which they will speak such as the voice, tone and intonation.

To him, Teachers should look at how students can understand language classes, taking into account different learning styles and analyzing how they will express themselves to their students. It is important the teacher's explanation and the way of speaking.

METHODOLOGY:

This project is aimed at a comprehensive - transformative action research, since it will focus on understanding how social interactions that occur in the classroom affect teaching and learning processes and take the necessary actions to make it better. Likewise it aims to implement a serie of interactive activities that arise as a result of a similar research conducted in this institution, whose purpose was to determine how the interaction between teacher-student, student-student motivates students and make them motivation for better facilitates learning and teaching “(Herrera and Torres, 2015)”

An action research can be defined as a research initiated to solve an immediate problem or a reflective process of progressive problem solving, it was previously detected an academic problem in the English teaching process at Institución Educativa Oficial El Salvador that was the origin of this research.

This project is an action research because the teaching of the English language is affected by internal conflicts such as intolerance, lack of conviviality and respect for the ideas and thoughts of other partners. It reflects a lack of academic and personal commitment in and outside the



classroom. The teacher is the first responsible person to know and to make known to its students the importance of the interaction during the school year, also, the fundamental axis for the growth of his personal life.

This active research is developed through activities such as observing classroom sessions.

Stages in which this research will seek to identify the weaknesses in the issue of interaction that are present in the English classroom of Institución Educativa Oficial El Salvador Based on the gathered information during this stage of observation, it is necessary to accomplish a second stage” then we are going to adapt a serie of interactive activities into the classes in order to determinate its effectiveness and the way how those can improve the learning process.”

The following activities will be applied to the English class in order to determine if they are effective to improve the English teaching process at Institución Educativa Oficial El Salvador.

These activities were proposed by Herrera and Torres (2015) in the first part of this research work, whose recommendations reflect the need to include interactive activities of this type within the English classes of the target institution.

Activity	Level	Participation	Description
Brainstorming	All	Individual or in group	This activity consists on asking students to give their opinion on the



			subject being treated. It is important that teachers encourage students to participate, no idea is wrong, all the information collected will be used for the development of the class.
Describing pictures	All	Individual or in groups	an image is displayed and students should describe what they see on it, descriptions can be simple or extended depending on the level of students
Sing a song	All	In groups	A song is sung related to the subject to be treated. You can also start with a song and complete missing parts and orally or in



			writing during the activity.
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show and telling	high school	In group or individual	In this activity the teacher will propose a specific theme to work, the students should investigate articles or writings related to this subject and then in classes there will be a debate where students will talk about the information they chose and why they find it interesting. The teacher will be a mediator of the class and you can use resources like magazines, books, internet among others.
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Solution search	High school	Individual or in group	This activity is about posing a problem question, example Ana cannot attend work on Monday, so she needs to ask her boss for leave, she does not know how to tell her because she thinks he will not believe her. After the teacher poses the problem situation students should seek solutions to the problem.
Descriptive illustration	All	Group	In this activity you can divide the classroom into three groups, always trying to divide the groups equally, then divide the board into three parts and assign one part to each group, proceed to explain



			<p>the rules of the game to the students. The teacher will show an image to the students and each group should write on the board the greatest number of characteristics of the image that is shown. At the end of the established time, the group that has the most points will be the winner.</p>
Constructional illustration	All	In groups	<p>It consists of elaborating a model or drawing on a specific theme, for example the parts of the house. The teacher should ask the students to bring the materials to make a model or drawing. The idea is to make the models</p>



			in class and then the students describe the parts of the house they did with the help of their classmates and the teacher.
Graphics	All levels	Individual or in group	These resources express quantitative or qualitative numerical relationships between two or more variables, by means of lines, drawings, sectors, bars, etc. Among them are graphs of nominal data such as bars, pastels, pictograms; Discrete numerical data graphs such as bars, stitches, pastels; Graphs of continuous numerical data such as polygonal.



Summary	All levels	individual or in groups	The abstract is a short version of a text, in this activity students can be asked to summarize their favorite story and then share it with their classmates.
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Herrera and Torres (2015) also recommended the following teaching strategies which will be applied in a real context in order to determine if they are effective and can actually improve the teaching process of English as a foreign language at Institución Educativa Oficial El Salvador.

Activity	Level	Participants	Description
Exercises	All levels	Individual or in group	Some mathematical, chemical, linguistic concepts need to be exercised constantly. Written exercises where students can practice the concepts learned, it is



			important that the materials used are meaningful
Guessing Games	All levels	In group	This game can be done to strengthen the knowledge acquired, the idea is to give clues about a specific concept and students should guess what the subject is being referred to in the riddle
Gratifying games	All levels	In groups	Exercises are solved and a reward is obtained by success. An example are the games of crosswords in this game must divide the classroom into groups to each group are given one or several crosswords to solve the group that solve the crossword.



			First, you will get a bonus which can be to earn a point.
Process memory (portfolio)	All levels	In groups	This activity tries to create A portfolio in classes to collect memories of the activities that are done in classes.

2. RESULTS

A plan based on the Academic objectives to implement interactive classroom activities in secondary education at Institución Educativa Oficial el Salvador.

All the activities proposed by Herrera and Torres (2015) were applied in the different levels of the basic secondary of the Institución Educativa Oficial El Salvador. The following table shows a plan based on the class objectives with the academic purpose of each activity, and the schedule in which they were applied.

Group	Class objective	Activity	Academic Purpose	Date
6th grade	Students will be able to understand short texts of some difficulty about daily activities, my interest in other	Brainstorm	To review vocabulary of verbs used to talk about routines.	September 14 th 2016



	subjects and my social environment.			
7th grade	After this class, the students will be able to describe physical appearance orally and written.	Describing pictures and describing illustrations	To teach students new vocabulary related to physical appearance.	October 19 th 2016
8th grade	Students will be able to create his- her own learning material in order to review difficult topics	show and tell/ constructional illustration	To create learning material in order to review difficult topics	October 20 th 2016
6th grade	Students will be able to talk about the parts of the body	sing a song and gratifying games	To review vocabulary related to the parts of the body	October 25 th 2016



6th grade	Students will be able to review vocabulary about what they do everyday	exercitation and guessing games	To review vocabulary about daily routine	October 26 th 2016
7th grade	Students will be able to create his or her own teaching material in order to have a word bank and a memory process	memory process	To create a word bank in order to review vocabulary	October 28 th 2016
8th grade	student will be able to talk about routines using the frequency adverbs.	graphic and summary	To learn and practice the frequency adverbs	November 3 th 2016
9th grade	Students will be able to create his or her own teaching material in order to have a word	Solution search	To create a word bank in order to review vocabulary	November 4 th 2016



	bank and a memory process			
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Results of the application of interactive activities in in the english teaching process of secondary education at Institución Educativa Oficial El Salvador

The following is the description of each of the activities that were implemented at Institución Educativa Oficial El Salvador, the obtained results and the way in which each activity was developed the way in which the students behaved during the interventions will be described and a contrast between the daily classes and the interventions will be established.

Before starting with the description of the activities it must be given a brief description of the environment that could be perceived upon the researcher arrival at this institution.

Academic environment before the pedagogical interventions.

Most of the students were out of the classroom screaming and playing while the teacher asked them to come in and keep order. Later the researcher found out in a conversation with the teacher that this is the way in which students behaved most of the time, the truth is that on that day before starting, the class had already lost fifteen minutes approximately. The class started and the students were even talking about different topics during the class.



The following descriptions show how the objectives were achieved, as it was possible to demonstrate how these activities can positively affect the process of English language teaching at Institución Educativa Oficial El Salvador.

Brainstorm.

The academic purpose of this activity was to review vocabulary, the teacher asked students to review as many verbs as possible. During this activity it could be noted the competitiveness that characterizes teens because everyone wanted to say something, only some students mentioned they did not remember anything about the topic, but the degree of participation was high. The dynamics of the class were developed in the best way, since the students felt comfortable because instead of criticizing, the teacher motivated them to participate. At the end of this intervention the students were happy and showed their desire that the classes were similar to this intervention and the degree of interaction was noted.

Describing pictures and descriptive illustration.

During this activity it was possible to create a pleasant atmosphere in which the students participated actively since they were given the opportunity to work in groups, something that they had not done for a long time. The academic subject was the adjectives which developed in a dynamic and competitive way, since the mission by groups was to learn as many adjectives as possible, and based on it to describe a person in a photograph. At the end of the class the

objective could be achieved as the students demonstrated through the final activity that they had managed to learn the subject.

Show and tell/constructional illustration.

In this activity the class was divided into three groups, so that each group created a learning material; the topics to remember were the months of the year, regular and irregular verbs and words of difficult memorization. The first group was asked to create a bank of words, the second a bank of verbs and the third a calendar. At the end of the class each group had to demonstrate their mastery of the subject through the exposition of their work, the group that did it better gained a gratification. During this activity it was possible to appreciate the healthy competition, the interaction and above all the objectives were achieved.

In order to review the parts of the body the teacher taught a song to the students according to the topic. After reviewing several times with the help of the teacher, the students had to sing the song without help, after having explain the topic to the students, They played the game of simon says which consisted in touching the part of the body that the teacher mentioned in English; the participants who had a reward had a gratification, but those who did not perform correctly had a penance, which motivated the students to do their utmost while they enjoy learning. With this activity, it was not only achieved the academic objective, but also it was possible to break the routine and make a different class in which students feel comfortable while learning.

Exercise and guessing games.

During this activity the teacher explains the grammar of the correct use of the verbs to the students, then she divides the class into three groups, and each group provides an exercise activity in order to practice then Each group had to choose a representative who would listen to a verb by the teacher, this student had to do the mime of the verb without pronouncing the word; the rest of the group had to guess which was the verb. At the end the group with the most hits was the winner.

At first the activity seemed a little boring, but at the end when the game starts the students begin to show interest and participate actively. According to the degree of participation it is possible to say that the objectives are achieved.

The following paragraph describes the way in which the activities were developed and the results obtained at the end of each activity, as well as the different factors that intervene in the teaching process.

Process memory.

At this time the teacher provides the students with materials for the elaboration of a portfolio in which they will keep the activities that were carried out in each class, and thus they will have a material to remember topics learned in the classes; the students worked together in the elaboration of the portfolio. At the end we can say that the extra academic objectives were met, however this is an activity that takes a long time; so, the academic objectives could be fulfilled in

the long term when you start to make use of this material and later you could appreciate the group work and the interaction between students.

Graphic and summary.

During this activity the teacher explained to the students the grammar and vocabulary about the frequency adverbs, after several exercises the students were asked to elaborate a graph where they described the value of each adverb, and then they had to explain it.. They stuck the graph on the wall for future use. The students worked in groups interactively; missing fifteen minutes to finish the class, the teacher asked the students to explain the graph in order to determine if they had grasped the subject.

Solution search.

The academic topic of this activity was the simple past, the teacher explained in detail the grammar in order to provide students with the tools to participate. After doing this, the following problem situation was raised. The teacher took the name of any pupil and she said that he did not attend classes the day before. The students had to infer and say what this student did the day before and explain the reasons why he did not attend classes.

The approach of this situation fostered the controversy, each student was concentrated looking for the appropriate verbs to give their best answer. This is a meaningful activity since the purpose was to use the knowledge in real life for the solution of a problem.

It is possible to say that the results were positive as the proposed goals and the academic propose were achieved and students showed the willingness to work as a team and the exchange of thoughts and ideas among students was facilitated In the same way the dynamics of the classes was more in agreement with the learning styles of the students since these manifested in each class a greater interest and enthusiasm to learn.

3. DISCUSSION:

Based on the above results, it is possible to say that both the academic and the transformative objectives were achieved since the students showed a great change in their interest during the learning of the English language; additionally there was a positive change in the school environment, which at the beginning was one of disorder and disinterestedness. The intervention of groups showed a great disposition to learn, and a commitment to their own academic and social development. The interactions that occurred in a disorganized way have now been channeled for the improvement of the formative processes and it was proved that the interactions can be adopted as a constant and useful tool for the optimization of the academic processes.

Hurst, Wallace, and Nixon, S. (2013) argued that “social interaction offer a myriad of benefits: enhanced critical thinking, a variety of perspectives, an effective working environment, ownership of one’s learning, deeper comprehension, and an opportunity to apply the instructional strategies”. Many of these qualities were also discovered in the students during the interventions made at the official educational institution El Salvador: Critical thinking, variety of opinions, leadership, and group work capacity.

In the variety of activities it was necessary to include those that would help to develop the linguistic abilities, since the acquisition of a second language implies not only the speech but

also writing, reading, and listening. In the results of this investigation it is concluded that all these skills were involved and improved in the students.

Yangfan (2011) assumes that Successful interactional teaching is constructed by teacher and students together, and the study of either side of the two can not tell the whole story of the teaching process. Then, it is evident that the success of a good interactive activities depends on the inclusion of all the members who act directly in the teaching process, and the way in which these members assume their role and the responsibilities; therefore, it is responsibility of the teacher to promote the means for the students to intervene actively in their own learning process, but the students also have to assume responsibility in their own learning process.

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