

**Social Interactions: The Influence of These Dynamics in the ELT Classroom**

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**Licenciatura en Español e Inglés**

**Bogotá, Colombia.**

**2026**

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## **Abstract**

Language teaching and research should not be relegated to linguistic and formal aspects alone. Rather, broader social issues could be integrated into language teaching. From this premise and guided by a critical lens, social interactions are understood not only as communicative exchanges but as complex processes in which students negotiate their identities and participation within the classroom. This perspective interprets social interactions as practices shaped by historical, sociocultural, and institutional power relations that influence how learners engage and position themselves in the English classroom. Likewise, these interactions can reveal hierarchies or power relations in contexts where a second language is learned. Therefore, positive or negative interactions are not fixed categories but experiences that emerge according to the context and are collectively constructed through students' relationships. In line with this, this paper reports a study aimed at analyzing social interactions in the English classroom among a group of 11th-grade female students at a public school in Bogotá. The study involved the design and implementation of collaborative tasks to mitigate negative social interactions and strengthen positive ones. Data were gathered through field journals, classroom observations, a questionnaire, an interview and artifacts to trace how these tasks reshaped peer relations. Among the findings, the study provides concrete evidence of how the pedagogical proposal promoted friendlier social interactions and increased students' willingness to use English in class.

**Key words:** Social interactions, classroom interactions, English learning.

## **Acknowledgments**

Primeramente, a Dios, por permitirme culminar este largo proceso. A mi mamá, por ser mi luz, mi guía, por sostenerme en los días en que quería renunciar. Gracias a ella por acompañarme y ayudarme a construir cada uno de mis sueños, porque su valentía, fuerza y resiliencia fueron mi mayor ejemplo en cada paso. A mi familia, por su compañía, respaldo y amor. A mi asesor, Ferney, por su vocación, empatía y guía en todo el proceso. Gracias por confiar, ser paciente y mostrar con ejemplo que la docencia transforma, no solo la vida propia sino la de otros.

## **Chapter 1: Introduction**

### **A personal story**

When I was 17 years old, I started my first semester of university after graduating from a public high school in Bogota, located in Kennedy. I remember that I had very high expectations about the career I had chosen: a B.A. in Spanish and English. However, that first English class on a Monday at 7:00 am was a sign that during the next years of my undergraduate studies, I was going to face different challenges in academic and personal aspects. My knowledge of English was poor, rather non-existent. In that first class, my classmates were talking to the teacher about their lives, introducing themselves and I could barely complete two sentences about my name and age. In this sense, my challenges were oriented, on the one hand, to face a class in a language in which I could not communicate and understand and, on the other hand, to face all the challenges of the pandemic worldwide.

After a long semester online, we returned to on-site classes, which created new challenges for me. Social interactions with classmates, although necessary, were not the easiest for me, especially in the English classes. At school and even in the first semester, I was characterized as a student with excellent communication skills in my native language (Spanish). However, the opposite was the case in learning English. I started to observe that in the English classes, there were certain dynamics among us, and the room was divided into groups. Some groups had an excellent level of proficiency in the language, while other groups did not have the minimum level to have a conversation. This caused the interactions between us to become tense and less favorable to our learning process. The groups who had a good level of English tended to intervene throughout the

class, and when other groups tried to participate, there was whispering, laughter, and bad comments about our lack of skills or our poor pronunciation.

These dynamics significantly affected my English learning process, as I used to participate rarely or not at all, I found it difficult to concentrate, and I felt uncomfortable and discouraged. In contrast, in other semesters where I had other types of classmates and where there was a more friendly and collaborative atmosphere, I felt more confident to speak, to participate and my second language skills improved substantially. Consequently, this anecdotal experience served as an inspiration, and also as an interest to research how these dynamics, in this case, social interactions between learners, can influence second language learning processes either in a positive or negative way.

### **Problem Statement**

Social interactions play an important role in the integral development of the students, especially, it is relevant in contexts where students are learning a second language. This not only provides real context for using the language but also makes it easier for the student to understand and retain new knowledge by having to use the target language to communicate with others. Social interactions allow the use of the language in different situations; therefore, these interactions are attributed to a great responsibility in second language learning processes.

Hence, social interactions, in addition to providing different skills such as communication, empathy, respect, patience, assertiveness, adaptability, conflict resolution and collaboration for living in a society. These skills have a great influence on second language learning. According to Hurst (2013), social interactions among peers improve students' ability to monitor their understanding of texts, to verbalize their thoughts, to

consider alternative perspectives, and to assume responsibility for their own learning. This supports the idea that social interactions can develop different and important skills to acquire a second language.

On the other hand, social interactions can also negatively affect the learning process because they not only develop communicative skills, but also create inequalities, barriers and other different social issues in everyday life and in the academy. In social interactions, there may be unequal power relations among students, and that has a direct relation to the acquisition of a second language “When there are negative relations of power in the language classroom, including marginalization, oppression and abuse, authentic communicative interaction is impossible” (Forero & Gómez, 2016, p.1494). For that reason, it is important to consider these dynamics and their impact in an English classroom.

English learning and teaching should not be limited to teaching and learning communicative abilities only. Beyond that, following Toohey (2001), “understanding good language learning requires attention to social practices in the contexts in which individuals learn L2” (p. 318) In that sense, English teachers and future English teachers should view the communicative skill not as the ultimate goal but as a means to understand the realities of their students and to help students develop a critical view of the world around them. In that sense, as is the interest of this study, some of these broader issues are power relations, discrimination, marginalization, gender issues, abuse and violence that emerge in social interaction within the classroom.

Unbalanced power relations are part of social dynamics, and these dynamics occur within school. In addition, there are a few precedents in studies that show that there is an

influence of the relationships between students and their English learning process. A study by Gutierrez (2016) demonstrates that power relationships can be positively influenced when one of the students takes the lead, but are negatively influenced when other students feel excluded by their peers. For that reason, this research project attempts to analyze and describe the different social issues that can arise from social interactions among students in an English class. And from this understanding, propose alternatives to address these issues in the classroom and improve the language learning atmosphere.

Different studies have tried, on the one hand, to describe social interactions in the classroom and how these can be negative (discrimination, marginalization, power relations) or positive (leadership and solidarity). On the other hand, to a lesser extent, these studies have attempted to describe how these social interactions may affect second language learning processes. Nevertheless, this study aims not only to identify, analyze, and describe the impacts but also to implement a proposal based on collaborative tasks to help mitigate or solve these negative issues in the classroom and promote a better environment among students of eleventh grade in Magdalena Ortega Nariño school.

Regarding the relevance of developing this research topic in this specific population, it arose from the observations that could be made in the English classes during the first stage of the research. These observations allowed me to identify several aspects that made this topic relevant and necessary to research in that context, too. First, it was observed that jokes, teasing and offensive comments were made among the students during the classes. Also, in the observations, it became visible that offensive behavior or words towards classmates were normalized among them and that they did not identify this as a problem but as an everyday occurrence in the class. On the other hand, it was observed

that the students were resistant to participating in class or speaking English in front of their classmates. Finally, it was observed that even though some students have shared a class since first grade, there was no interaction among them, and they did not know each other well. This means that in the general class group, there are subgroups made up of close friends.

The fact that the subgroups in the classroom are so evident and that the first observations showed that the students do not usually interact with each other or with students other than their friends highlighted the relevance of using collaborative learning in this research. This collaborative learning was included not only from a cognitive dimension but also from a social dimension whose objective was not only to develop group tasks but also to strengthen the interactions among the students and thus improve their learning of English. In the same way, collaborative learning through group tasks was used as a strategy to mitigate this kind of problem. Considering that the purpose of this research is not only to describe but also to create a proposal that contributes to the described problem.

Therefore, the observations revealed a clear problem regarding the interaction (or lack of it) among the students, which highlighted the importance of developing this topic in this specific population. Likewise, this theme in this research highlights the urgency to investigate the incidence that the different dynamics that occur in class have in the processes of acquiring a second language (in this case English) but that can also happen in the learning of other languages. In addition, based on the personal experience mentioned above, the importance and relevance of researching this topic also emerges, since it was not until positive social interactions were established between my classmates

and me that I was able to learn the language in a meaningful way. In the context of the students, where there is often teasing, jokes, and divisions between groups, in addition to analyzing this impact on their learning, it is also urgent to create strategies that improve the dynamics and type of social interactions that develop among the students. Furthermore, social interactions such as power relations and empathy are taken as a starting point, bearing in mind that others (positive or negative) may arise that have a more significant impact on the students.

### **Justification**

This research is proposed considering three important aspects. On the one hand, in line with the mission and vision proposed by the language department at the National Pedagogical University to train teachers to be principled and critical thinkers through emancipatory pedagogy, this research proposes to approach language teaching and learning as something critical and transformative beyond the instrumental dimension of the profession. As Pennycook (2022) proposes, the ELT classroom should not be limited to developing skills for economic or neoliberal purposes. Instead, it should be understood as a place in which to problematize broader issues related to inequalities, power relations, and social practices. In this sense, this research aims to enrich this field of investigation by understanding that social dynamics are not unrelated to second language learning but, on the contrary, have a direct impact on it.

On the other hand, this research is a major contribution to this field of investigation in that it contributes to a topic that has been little studied, but which is also innovative as it establishes a problem for study and suggests a proposal that could help mitigate or strengthen this phenomenon in educational contexts. Various studies conducted to date,

such as those proposed by Hurst et al. (2013) and Pulido (2016), seek to describe the phenomenon of social interactions in second language learning from the dichotomy of positive and negative. However, none of the studies take both aspects into account or propose strategies to mitigate or strengthen this type of interaction. Considering the complexity of social interactions, this research is not limited to discussing only positive or negative interactions but rather seeks to view them as a constantly changing phenomenon. It also seeks strategies to implement in the classroom that help create respectful and cooperative environments among peers.

Finally, this research does not arise solely from an academic perspective, but also from my own experiences as a university student. Understanding the importance of teacher training as a reflective process, this research is a means of understanding and problematizing the dynamics I experienced, but also of examining them through the lens of research, no longer from the perspective of a student but as a teacher-researcher.

## **Research Questions**

### ***Main Question***

How does social interaction facilitated by the use of collaborative learning tasks play a role in English language learning in a group of eleventh graders at a public school in Bogotá?

### ***Sub-Questions***

- What kind of social interactions are there among students of eleventh grade in the English classroom at Magdalena Ortega Nariño school?

- How may collaborative tasks enhance the language learning atmosphere and socialization among this group of learners?
- In what ways do these social interactions affect the process of English language learning of eleventh-grade learners?

### **Research Objectives**

#### ***General Objective***

Analyze the ways in which social interaction, facilitated by the use of collaborative learning tasks, plays a role in English language learning in a group of eleventh graders at Magdalena Ortega Nariño.

#### ***Specific Objectives***

- Identify the kinds of positive or negative social interactions involved in the English classroom among eleventh-graders.
- Analyze the possible ways in which collaborative tasks may enhance the language learning atmosphere and socialization among this group of learners.
- Explore how the use of such collaborative tasks had an impact on the process of English language learning in eleventh-grade learners.

## **Chapter II: Theoretical Considerations**

### **Literature Review**

The following paragraphs develop a discussion around the body of research work related to the topic of this study. These related studies are focused on social interactions among students, the impact of peer interactions in the learning process, and the influence of power relations in the English class.

Most of these studies have focused on analyzing and describing these social interactions in the classroom. However, there is a knowledge gap in relation to how these social interactions affect the learning process, specifically when students are learning a second language. In consequence, authors such as Hurst et. al. (2013) and Mendez and Garcia (2012), in the different studies to be reviewed, argue that social interactions among students have an important role in academic aspects, and they also agree with the idea that having good social interactions among them allows learners to have a better environment in the classroom.

This discussion is divided into three parts. First, it reviews the studies that explore the positive influence of social interactions in language learning. Second, it focuses on the studies that address the negative influence on the English learning process. Third, it explores the studies that create a contrast between positive and negative influences on social interactions. Finally, it deals with some research exploring strategies to address the negative effects of social interactions, enhance their positive aspects, and create a more balanced and supportive environment for students.

### ***How do Social Interactions Affect the English Learning Process Positively?***

The following is a review of a study that focused on researching the positive influences of social interactions on the language learning process. A study by Hurst et al. (2013) was conducted during a summer session at Missouri State University, involving both undergraduate and graduate students from literacy teacher preparation courses. This study analyzed the impact of social interaction on student engagement and learning. Also, it was focused on understanding how social interaction enhances learning, whether students are prepared to use these methods in their future classrooms, and how it affects comprehension, retention, and critical thinking.

The findings of that research revealed that students recognized a strong link between social interaction and learning, appreciated its positive impact on their classroom experience, and intended to incorporate it into their future teaching practices. “Social interaction among preservice and in-service teachers enhances and improves their skills as teachers and learners. Preservice teachers benefit from working with other students who model how to teach and reflect on one’s experiences” (Hurst et.al, p. 393). This stresses the significant role of social interaction in the learning process and highlights the need to examine its integration by in-service teachers.

However, as evidenced throughout this discussion, the study by Hurst is the only one that focuses on analyzing positive social interactions that also have a positive influence on learning processes. Although studies that create contrasts between positive and negative aspects are important, there is a lack of research focused on positive aspects and their influence on language learning. Focusing on this could enrich not only research but also second language teaching and learning practices.

### ***How do Social Interactions Affect the English Learning Process Negatively?***

A study made by Pulido (2016) examines the power relations presented in an English as a foreign language classroom and how they affect the learning process. This study was carried out in a group of ninth graders in a private school in Sogamoso. For this study, Pulido (2016) stated that constructions related to the concept of power and its connotations in the educational field, power relationships, and issues related to the classroom environment were relevant to carrying out this research. In that sense, Pulido's study supports the idea that power relations can influence students' behavior and their language learning processes.

The main findings by Pulido in this study show that power relations can create a subcategory related to self-confidence. Thus, students who demonstrated low self-confidence did not participate or did so very rarely, were students who preferred to be completely silent during class. This finding was directly related to the fact that in the dynamics of social interactions, those who know more feel more self-confident, therefore they feel the power and coerce the behavior of those who feel less confident. Consequently, Pulido concluded that power relations were affected by group knowledge, roles, and social specificity, showing that students felt more powerful when working with familiar friends and peers rather than when doing so with less-familiar peers.

In the same terms of power relations, Forero and Gomez (2016) conducted an investigation in a public school in Bogota, where they suggest that for many years, teenagers have been subjected to different forms of oppression, marginalization, discrimination, and even aggression from their classmates, situations that many times are unrecognized. In order to analyze and describe these interactions in an English classroom

and consider the perspectives and opinions of eleventh-grade students, this study by Forero and Gomez (2016) sought to answer key questions related to relations of power among students and their impact on learning.

Hence, according to Forero and Gomez (2016), to talk about power relations requires talking about language because “language is a means of communication through which people establish interpersonal relationships and social interaction. Nonetheless, language is sometimes used for dominating or subordinating others” (p. 1495). In methodological terms, Forero and Gómez highlight the need to include language analysis as a category, since this category allows to see how language can be used to develop power relations and implicitly perpetuate violence or stereotypes.

On the other hand, the findings by Forero and Gomez reveal that power hierarchies negatively influenced student participation and concentration, causing low investment in the learning process and were largely established through verbal abuse and bullying. These results highlight the need to consider not only power relationships but also other relevant categories in future research (discrimination, marginalization, etc.), as well as the importance of exploring possible positive aspects of social interactions in the classroom.

Furthermore, a similar study made by Leon and Castro (2017) focused on investigating how undergraduate students express and navigate power dynamics in foreign language classroom interactions, concentrating on the sources of their power and perceptions of these dynamics. Leon and Castro developed this research at the Universidad Pedagógica y Tecnológica de Colombia and the population was pre-service English teachers. Their findings revealed two key categories: leadership as a manifestation of power relationships, English proficiency as a significant source of influence and

acceptance. The study underscored that power operates as a complex structure of mutual influence, expressed through both verbal and non-verbal communication, with English proficiency playing a crucial role in fostering leadership and acceptance among peers. Finally, it identified how social interactions influence language learning in the classroom, specifically, power relations. For instance, the fact that students worked together and no longer individually was an indicator that strategies to break these power relationships between peers showed significant progress in their learning processes.

The studies mentioned have been developed in the Colombian context; however, by contrast, the following research offers an overview of the Indonesian context.

The study by Willyan and Asapi (2023) examines power dynamics in interactions between male and female English as a Foreign Language (EFL) learners, focusing on gender differences, in the Indonesian context. Their research highlights two key concepts: power relations and the role of language in establishing these dynamics. The findings reveal various linguistic indicators of power, demonstrating that relationships among students are complex and not strictly cooperative or competitive. Moreover, the study concludes that power dynamics are not solely determined by gender; instead, both male and female learners can exhibit varying levels of power depending on the context. This research is particularly relevant as it emphasizes the importance of analyzing student discourses to understand how power relations are formed and maintained. Additionally, it suggests directions for future research, including exploring how power dynamics manifest in single-gender groups and identifying other factors influencing these dynamics and their impact on EFL learning processes. Although these studies make valuable contributions in terms of power relations and the uses of language as an aspect that can create power

relations and other categories of inequality, they only focus on the negative aspects and do not take into account the ways in which social interactions can also have a positive influence. Moreover, these studies are only descriptive, which highlights the lack of proposals and strategies to mitigate the negative impact of social interactions on language learning processes.

### ***Contrast Between Positive and Negative Social Interactions***

Studies have focused on exploring either the negative or positive impact of social interactions on English language learning processes. However, one interesting study attempts to create a balance and examine both aspects.

First, the research by Mendez and Garcia (2012) created a contrast between two types of social interactions: power relations and solidarity. This study examines how power and solidarity dynamics develop among students in an English as a foreign language class, with the objective of understanding the characteristics of these relationships in the classroom. It was conducted over six months in a fifth-grade classroom at Colegio Republicano in Bogotá. The results indicate that classroom dynamics are characterized by relationships of power and solidarity, characterized by varying degrees of power and peer participation, “we found that the same student did not always exercise power; power took different shapes during interactions. Likewise, it was interesting for us to observe that solidarity acts demonstrated in class were consequences of the exercise of power and vice versa” (Mendez y Garcia, 2012, p.183). That is a great contrast that can help to understand social interactions, because it recognizes that social interactions are dynamic, which means that they are not only positive or negative, but can be both at the same time in the classroom, and this has an impact.

In addition, this study shows the importance of analyzing language in social interactions and its impact on power relations and solidarity formation and, unlike studies on high school students, it provides important information on the dynamics of elementary school classrooms. However, it has not yet been established how these relationships influence the learning process, so it is necessary to examine how social relationships directly influence learning.

### ***Strategies to Mitigate the Negative Influence of Social Interactions***

Although the studies reviewed provide interesting findings, these do not focus on finding strategies that help mitigate or solve the problems surrounding social interactions. The studies mentioned below have implemented activities based on collaborative learning as a suitable way to enhance social interaction.

The study by Jimenez (2014) explored the transformative impact of implementing collaborative learning from a social and dialogical perspective within an English as a Foreign Language (EFL) classroom at a public school in Bogotá, Colombia. It was conducted over an academic year with a group of thirty seventh-grade students. Such a study aimed to integrate students' social contexts into the learning process, fostering a more humanistic and dialogical approach. The main findings in this research suggest significant changes in classroom dynamics, notably the redefinition of teacher-student roles, which facilitated a more democratic environment that empowered students to actively participate in decision-making. The study also highlights the critical role of a dialogical perspective in enhancing interactions among students, aligning with institutional syllabi, and fostering a balanced educational environment that prepares students for responsible citizenship.

Another study conducted in higher education, specifically with undergraduate social communicators, also showed favorable results in terms of social interactions. Gomez (2013) investigated innovative forms of classroom interaction that move beyond the traditional unidirectional teacher-student dynamic, emphasizing the critical role of peer interaction in knowledge construction. Results indicated significant improvements in both language skills and social interactions; students became more confident in expressing themselves in English and engaged in collaborative exchanges that enhanced their vocabulary and pronunciation. Gomez (2013) explains that:

In regard to the language perspective, I could see progress in different aspects. First of all, students engaged in a process of language learning in which they were no longer afraid of expressing their ideas either in L1 or L2. The idea of speaking about topics they felt familiar with triggered a process of meaning negotiation in which they used both languages in order to communicate their ideas successfully. I consider this a huge step, since they usually considered the act of speaking in English something difficult, boring and even worthless (...) On the other hand, I noticed the changes as regards the social levels, which were even more meaningful and enriching for our teaching-learning process. (p. 198)

This approach not only fostered a more supportive classroom environment but also broke down social barriers, promoting mutual respect among peers. The findings highlight the importance of developing peer-based activities to improve social interactions, suggesting that collaborative strategies can effectively address unequal participation in the classroom.

In another country, Canada, Tavares (2019) aimed to mitigate the challenges of language acquisition among English Language Learners (ELL) in academic contexts, with a focus on how peer interaction can enhance language learning and the benefits of collaborative learning environments. Set in Canadian universities, the study highlights the experiences of ELL students as they navigate academic challenges while learning English,

reflecting the growing diversity in classrooms and the need for effective strategies to support non-native speakers. Key findings reveal that peer interactions significantly enhance language skills through meaningful conversations that promote vocabulary and grammatical understanding. Additionally, collaborative learning fosters social integration, helping ELL students build crucial relationships that enhance their academic experience

Interaction is the main source for oral language development for ELL students. Although the experiences of ELL students explored in the studies indicate some personal success (e.g., more familiarity with the host education system, socialization with peers, reinvented identities, greater proficiency), there has been limited reporting on the linguistic gains achieved by ELL students from engaging in peer interactions. (2019, p. 19)

The supportive learning environment created by peers encourages students to practice their language skills without the fear of making mistakes, while also facilitating cultural exchange that enriches the learning environment for all. These insights emphasize the vital role of peer dynamics in supporting language development and academic success among ELL students.

The last study by Alzubi and Ahamad (2024) investigates the impact of a collaborative learning intervention on English as a Foreign Language (EFL) students, addressing significant challenges related to language proficiency and social interaction. Traditional teaching methods often hinder engagement, making it essential to explore strategies that enhance both language skills and interpersonal communication. It was conducted within a contemporary educational setting with EFL learners from diverse linguistic backgrounds.

The findings reveal a statistically significant improvement in language skills, enhanced social interactions, and increased motivation among students, indicating that collaborative learning not only reinforces English proficiency but also promotes a sense of community in the classroom. These insights have profound implications for language education, suggesting that the implementation of collaborative strategies can effectively address the needs of EFL learners, in that sense, enriching their academic and social experiences. Alzubi and Ahamad contribute valuable evidence highlighting the dual benefits of collaborative activities in improving language skills and fostering motivation, which are important for developing an inclusive and dynamic learning environment.

To conclude, as has been said, the studies mentioned previously are of great importance and made great contributions to the study of social interactions and the process of learning English. Nevertheless, it is necessary to highlight the following aspects.

On the one hand, there are few studies that focus on the positive impacts of social interactions or on creating a contrast between positive and negative effects. On the other hand, the studies mentioned above only focused on analyzing positive or negative interactions and their influence on the learning process. However, none of these studies created proposals to help mitigate negative interactions and promote and strengthen positive interactions.

For these reasons, the knowledge gap that exists underscores the importance of this research. This project attempts to address this gap by analyzing the positive and negative categories in social interactions to see how they affect the language learning process and thus implement a proposal to mitigate the negative interactions and promote the positive ones among students in the English class. Therefore, this research responds

to the need to understand language classes as places where different interactions between students take place. This leads to a clear impact on their learning processes. In this sense, understanding language classes as something beyond the space to focus on structural concepts gives way to creating practices and processes of teaching and learning that are much more enriching, which in turn, also vindicate the role of the English teacher.

### **Theoretical Framework**

In the framework of language teaching/learning, it is important to analyze the dynamics that arise among learners and how they have a significant influence on the processes of learning and acquisition of a second language. Likewise, taking into account the importance and the need for second language teaching spaces to be approached from a critical perspective and social awareness (Pennycook, 2020), this section discusses some theoretical concepts relevant to the development of this research. As a main concept, social interactions will be developed, understanding that other important concepts for this research arise from this, such as power relations. On the other hand, in order to support the alternatives proposed by this study, the theory of collaborative learning in relation to learning among second language learners is discussed.

### ***Social Interactions***

Firstly, it is important to make a simple definition to understand the concept of social interaction: social interactions are understood as the link that human beings create in their coexistence with others, either between two people or between groups of several people. However, this research approaches social interactions from an educational framework and a critical perspective, where it is understood that social interactions promote other types of dynamics among students.

In order to define social interactions from a general point of view and their influence on human learning, Felice et.al (2022) explain that:

First, social interaction is an integral part of human learning. Second, learning in social (and interactive) contexts engages partially different mechanisms from learning in non-social (and non-interactive) contexts. Social interaction in fact employs a series of processes unique to interactive situations, including (but not limited to) joint attention, reciprocity and active attunement, that may be key to support learning in humans. (p,8)

Thus, it is understood that social interactions are an intrinsic part of the human being, but also that the interactions themselves have some particularities that, in turn, have an impact on learning contexts. For that reason, this study analyzes the influence of social interactions on learning; it is also relevant to understand social interactions from an educational perspective.

Along the same lines as Felice (2022), Castillo (2024) agrees that the relationships that the individual has with the world and others are essential for the construction of the subject and the process of growth and transformation. Likewise, understanding the role of social interactions within the education and teaching domains, Castillo (2024) argues that social interaction is a key element in education and that education and teaching are not possible if this element is not considered.

Social interactions in the educational context are defined as complex dynamics, but they are also essential for learning and for the construction of language skills (Cummins, 2000; Toohey, 2018). From this perspective, it is understood that social interactions, in addition to having an impact on learning, have an impact on the school context. In this sense, according to the perspective of these authors, social interactions can

either create environments of collaboration and acceptance among peers or, on the contrary, marginalization among them.

In the same line of defining social interactions as a determining concept for the relationships between students and for the impact of their learning, Hust, et.al (2013) argues that social interactions is an interactive dialogue between students and, in turn, that those students who are socially interactive, are engaged learners because through these interactions they achieve an active participation. In summary, Hust et.al (2013) argue that “social interaction is vital to the learning process” (p.376). As these authors point out, social interactions are not only present in the classroom but taking them into account can play an indispensable and fundamental role in the processes of teaching and learning a second language.

Taking into account these definitions, it is increasingly important that research on second language teaching not only focuses on strengthening linguistic skills (listening, speaking, writing, reading) but also on social phenomena (as in this research, social interactions among students) that are not only directly related to learning but also to the development of students. In this sense, as mentioned (Cummins, 2000; Toohey, 2018) it is understood that social interactions, besides influencing learning, have a great influence on the dynamics of collaboration or marginalization among students. These social phenomena are important to analyze, taking into account that they are developed in a school context and can have a great impact and reproduction in society. That is to say, what happens in society lands in school or vice versa.

In this sense, in order to talk about the dynamics that can arise from social interactions, Pierce (1995) suggests that motivation is not an inherent personality trait, but

arises through classroom interactions, which is important considering that motivation is an important trait for language acquisition. Likewise, Pierce (1995), Schieffelin and Ochs (1986) argue that social interactions can generate power relations that cause marginalization among students. Thus, Schieffelin and Ochs (1986) propose that students who reflect critically on their relationships in the English classroom can learn to transform marginalizing social practices.

In the framework of social interactions, taking as a premise that they are dynamic and broad, interactions such as power relations arise, these power relations are complex but also relevant to analyze, taking into account the impact they have on the behavior of students and on their learning processes.

### ***Power Relations***

#### ***Definition of power***

In order to talk about power relations, it is first necessary to define the notion of power. To define the concept of power, Arendt and Kohn (2006) and Weber (2009) suggest that power is the ability of either an individual or a collective to impose its will on others, even if they show resistance. Weber (2009) argues that it is necessary to understand the different manifestations of authority with the aim of understanding the functioning of systems and organizations. In the same sense, Arendt and Kohn (2006) state that power is not something inherent to the individual but is built and manifested in the contexts of action and consensus among social actors.

### ***Power relations and education***

According to Giroux (2007, 2011) and Hooks (1996), power relations are dynamics that influence interactions between individuals. Both authors emphasize that these relations are not static but can be changed, questioned and reconfigured, in this sense, they also argue that one of the best scenarios to do so is school. In addition, Giroux, (2007; 2011) says that these power relations always have an ideological nature and that they also have a great incidence of being promoted and perpetuated through language, which highlights the importance of analyzing these relations in the framework of second languages. On the other hand, unlike Giroux, Hooks (1996) argues that “I began to understand that power was not itself negative. It depended on what we did with it.” (p.187) In this sense, her approach broadens the perspective that power is not bad in itself but the ways in which it is exercised in different contexts.

In relation to Hooks' statement that power is not bad in itself but depends on the contexts and the ways in which this power is oriented, she exemplifies the student-teacher relationship. In this relationship, the teacher himself has power, but it depends on him if he uses it in a coercive way or if, on the contrary, he implements it to generate inclusive and empathetic environments. In this sense, among the power relationships that are generated among students, it is necessary to see whether power functions as an excluding and coercive agent or, on the contrary, as a positive factor among their interactions.

On the other hand, from these conceptions of power relations it is understood that they are not only a matter of domination but are also related to the formation of identities and the construction of meanings. For this reason, Giroux (2007; 2011) and Hooks (1996) argue that power relations are also influenced and manifested by hierarchies related to sex,

race and gender. However, beyond describing them, Hooks, (1996) analyzes the influence that these power relations have on the educational and learning processes. She establishes that these power relations promote and perpetuate inequalities that can cause students to feel excluded and marginalized in the classroom.

Taking into account what was previously said, power emerges among social actors in different contexts; therefore, in the educational context, power relations are evident, as well as the impact this has on students. For this reason, considering the strong impact of power relations in social systems and structures, Giroux (2007; 2011) highlights the urgency of transforming these relations, but also to foster public awareness, which should be addressed from one of the most powerful systems: education. Continuing with this urgency, Giroux (2011) also proposes that educational environments should include the necessary tools to promote critical development in students and thus mitigate the effects of power relations in the classroom. In this sense, Giroux (2007; 2011) and Hooks (1996) state that by promoting these critical pedagogies, resistance is created, and hierarchical power relations are challenged, which, in addition to having an impact on the learning processes of students, also has an impact on society.

As mentioned, classroom dynamics are permeated by the different relationships between the people who make up the school environment. However, in relation to this study, the most important interactions are those of the students and the different dynamics that can be developed around this, so it is now necessary to see how these dynamics affect the learning processes in the acquisition of a second language. In this sense, it is also important to define the concept of collaborative learning.

### ***Collaborative Learning***

Collaborative learning is understood as a process in which students work together interactively and establish social relationships among them. The theory that Vygotsky (1982) proposes around collaborative learning is one of the most important in this field. Vygotsky (1982) states that collaborative learning is premised on the fact that learning always occurs in social contexts and that, in this sense, peer support is fundamental for cognitive development. Although Vygotsky's approaches focus on cognitive development, Vygotsky (1982) suggests that, on the one hand, classroom interactions require mediation through language, which facilitates the acquisition of a second language. On the other hand, he argues that the support and motivation that result as a product of collaborative learning are important in second language acquisition processes.

Regarding collaborative learning in relation to the acquisition of a second language, Norton (1995) and Cummins (2000) state that it is a process in which students work in a participatory way, and through this process, they build not only knowledge but also linguistic skills that allow them to receive constant support in this social environment (the classroom). This approach encourages students to interact with each other and engage in constant dialogue; in this sense, they develop their identity in a second language, but also strengthen the processes in relation to their linguistic and academic competence (Norton, 1995; Cummins, 2000).

From this concept of collaborative learning, the concept of the zone of proximal development (ZPD) emerges, which emphasizes the importance of peer interaction in the construction of knowledge. This concept is necessary for this research in terms of

supporting the need for activities in second language classes to be more oriented to group work than to individual work.

### ***Zone of proximal development***

In the theory of development and learning created by Vygotsky, he establishes the concept of the zone of proximal development, for him the ZDP is the zone between the student's actual level of development determined by his independent capacities, and the potential level that he can reach with the help and assistance of his classmates (Vygotsky, 1982). In the zone of proximal development, aspects such as mediation and social interaction allow students to achieve tasks that they cannot accomplish on their own. Vygotsky (1982) suggests that a student can perform much more complex tasks for his age and stage of development with the application of collaborative activities, while in independent activities, he performs them according to his natural development. Collaboration also fosters independence and confidence in students, as tasks that they initially complete collaboratively can later be replicated and completed individually.

However, it is also important to mention that the zone of proximal development has some limitations; that is, the student, in relation to his stage of development, has a limitation at the time of performing certain tasks, even if he does it in a collaborative way. In other words, collaborative learning does not have an infinite learning capacity, but it does expand the regular capacity of the students in their individuality.

Thus, the zones of proximal development in relation to language have a positive impact. In such a way that mediation and peer interactions mostly create spaces of trust and comfort for the student (Vygotsky, 1982). In this sense, both comfort and trust strengthen and contribute to the linguistic development of a second language for second

language learners. Nevertheless, collaborative learning not only has an impact on the cognitive processes of each student but also functions as an influential agent in the social dimension of the classroom.

### ***Social dimension of collaboration***

Cooperation among students has an important impact on the social dimension of students Contreras & Chapeton (2016) argues that:

cooperation (...) go[es] beyond the linguistic aspect, promoting better relationships and having a better classroom atmosphere, and this process is developed simultaneously. Through interaction and group work, students discover ways of being on task, supporting each other, and learning in a meaningful way (p,128).

From the perspective of Contreras & Chapeton (2016), it is understood that cooperation among students goes beyond just strengthening and enriching cognitive processes; cooperation acts as an agent that transforms and improves the social and interactive processes among students, as well as improving the environment and atmosphere in the classroom.

Current education highlights the need to focus not only on the teaching-learning processes but also to highlight and strengthen the social processes within the educational context. Ghavifekr (2020) suggests that cooperation allows students to acquire tools that help them strengthen their relationships with each other. Likewise, Ghavifekr's research suggests that cooperation promotes motivation among peers and with them students face and solve each other's problems not only of academic but also of social character.

By way of deepening the ideas of Contreras & Chapeton (2016) and Ghavifekr (2020), Crookes (2013) explains the great impact that collaboration has on educational processes, not only in terms of learning but accompanying this with a critical perspective

that can lead to student empowerment and even social transformation. In agreement with Crookes (2013) on the power of collaboration in the social dimension, Kumaravadivelu (2006) states that collaboration allows students to share experiences, which has an impact on the formation of their own identities, and that these interactions with others in turn develop social awareness in them. However, for this to be possible, Kumaravadivelu (2006) as well as Crookes (2013) highlight the importance of these processes being carried out from a critical approach. This research shows that the goal is not for students to learn linguistic or grammatical content only, but rather for that linguistic and grammatical content to be mixed with topics of interest to them that also allow them to reflect on their interaction dynamics and strengthen their relationships with others. This is not only to improve their linguistic skills but also to improve the classroom environment and create an atmosphere of respect, empathy, and reflection.

The concepts discussed above and the authors who developed these concepts are the ones that underpin the theoretical basis for this research. First, social interactions are defined as a fundamental component of education. Likewise, this research understands that power relations promote inequalities and that these are generated in society and end up in schools, or vice versa. Therefore, it is necessary to analyze them and see how they affect educational and learning processes. Finally, collaboration is addressed not only from the perspective of cognitive strengthening, but also with the understanding that collaboration is directly related to students' interaction and socialization processes, which in turn have an impact on language learning processes.

## **Chapter III: Research Design**

### **Methodological Framework**

So far, the previous chapters have been focused on outlining the objectives and research questions that establish what the research is aimed to achieve, describing the problem statement, understanding the relevance of the research, and the theories that are used and support this study in theoretical terms. This chapter will describe the methodological components that were rigorously selected to carry out this research. First, the research type and approach will be defined, highlighting their relevance and suitability for addressing the research objectives. Then, it provides a description of the context in which the research takes place, including socio-economic aspects and the Proyecto Educativo Institucional (PEI) in the framework of English language teaching and learning. It will also detail the participants involved in this research and finally the instruments that were used and their relevance within this study.

#### ***Research type***

Qualitative research is defined as the systematic investigation of a phenomenon to expand knowledge and deepen understanding (Merriam & Tisdell, 2016). The phenomenon under this research is the social interactions among English language learners. Given that this research focuses on analyzing the dynamics among students, it adopts a qualitative approach. Saldaña (2011) states that qualitative research is “an umbrella term for a wide variety of approaches to and methods for the study of natural social life” (p. 4). Since social interactions form an integral part of “natural social life,” the qualitative approach is particularly suited to this study. In this sense, it is understood

that social interactions are part of “natural social life”, which highlights the relevance of this study being of a qualitative nature.

Aligned with Saldaña's perspective, Merriam and Tisdell (2016) further emphasize that qualitative research aims to explore complex phenomena by examining experiences, meanings, and processes from the participants' perspectives, within their natural context. This type of research prioritizes the interpretations of subjective experiences and contextual interactions within the classroom to develop a nuanced understanding of the studied phenomena rather than aiming for generalization. Likewise, Saldaña (2011) as well as Merriam & Tisdell (2016) agree that a qualitative study requires that the data collected and analyzed be of a textual nature, such as interviews, field diaries, transcripts, artifacts, among others.

Based on the definitions of qualitative research, with emphasis on its characteristics and methodological significance, the following section outlines the specific approach of this study and its connection to the phenomenon under study.

### ***Approach***

The specific approach of this study was action research. This approach, according to Burns (2009), involves constant reflection and critical perspective toward the practices as a teacher and toward the dynamics that were developed in the classroom. In addition to Burns (2009), Somekh (2005) argues that action research should not be reduced only to the reflection of the practice because it would reduce the importance of the research itself. Rather, action research should be assumed as an instrument for the construction of meanings based on the subjectivity and analysis of the researcher. In that sense, action research allows not only to describe the phenomenon being studied and expand knowledge

about it, but also to create and implement strategies that help mitigate or solve the problems that emerge from this phenomenon.

Considering that the nature of action research requires a participatory, reflexive and critical process, Burns (2009) proposes a series of steps for conducting action research. These steps are: first, planning to identify the problem and to develop a plan in order to mitigate the problem. Second, action, where a teaching intervention is required. Third, observation, where the information from the previous step is analyzed in detail and systematized. Finally, reflect, where the results of the previous steps are reflected, evaluated and described. In addition to this, the nature of action research is also iterative, recursive and flexible, so the objective is not only to apply the mentioned steps only once but to create cycles that allow them to be modified and adapted according to the needs and findings that arise, Ebbutt (1985 as cited in Burns 2009, p.8) states that “AR cycles should be successive and open, and allow for as much feedback and interaction between the cycles as possible.” This justifies the need for action research to be carried out in several cycles.

In order to continue with the ideas that were previously discussed about the conception of action research, this research was carried out in at least two cycles. The objective of the first cycle was to show how the social interactions among the students are taking place and what the main problem is in relation to this. For this, group activities and reflection will be carried out. In the second cycle, activities that help to mitigate the problem evidenced in the first cycle will be proposed and the impact of these activities will be analyzed.

On the other hand, in coherence with the problem posed for this research, the importance of implementing action research is highlighted because by analyzing the social interactions among students, strategies can be created and implemented to improve these interactions and contribute to their learning processes. Thus, this research, beyond describing and analyzing the information collected through the instruments that was developed in the following sections, maintains its action research approach because it proposes activities from the social dimension of collaborative learning in order to mitigate the social interactions that have a negative impact and promote those that have a positive impact on their language learning process.

Considering what has been said in relation to the definition of the approach of this research and how it is intended to be applied in terms of strategies from the social dimension of collaborative learning, the following section presents the context in which this research is carried out.

### *Context*

The public school Magdalena Ortega Gaona is located in Engativa. The town of Engativa is one of the largest in Bogota, this town has 177 neighborhoods, including the neighborhood of Las Ferias where the school is located. In the neighborhood, the predominant socioeconomic status is 3. For this reason, it is assumed that the students belong to this socioeconomic status, considering that they live in this neighborhood or in surrounding neighborhoods. The Magdalena Ortega Nariño School offers a daytime school for girls and an evening school for adults, as well as preschool, elementary and middle school.

The philosophy of Colegio Magdalena Ortega de Nariño focuses on the integral formation of its students, promoting academic, emotional, social and ethical development. Through ethical principles, autonomy, respect for human rights, creativity and leadership, the school seeks to form responsible, critical and committed individuals with their community and the environment. It encourages critical thinking, active participation in decision-making, gender equality and assertive conflict resolution, aimed at building a more just and equitable society.

According to the school's philosophy, this study focuses not only on the students developing skills in their second language but also on developing healthy and respectful interactions among them that will help them strengthen their learning processes. Also, within the framework of this project, it was understood that not only the academic dimension is important but also to enrich their personal and social dimension. Therefore, in coherence with the school's plans, this research also aimed to create a more critical perspective that will also help them in their interaction with the community and in conflict resolution.

In relation to the school's formation objectives, the school takes into account areas such as academic, social, cultural, and technological, to promote the human development of students, allowing the daily practice of coexistence, values, teamwork, environmental preservation, and appreciation for the school. In this sense, this study seemed to provide students with the opportunity to strengthen their personal character, autonomy and self-esteem. On the other hand, although the school's PEI does not explicitly articulate the relationship with ELT, it does make clear that one of its purposes is to develop a healthy coexistence and a strong sense of community. Therefore, the research was articulated in

such a way that it seeks to develop better interactions among students that help them to enhance their communication with others, specifically in the second language, English.

Taking into account the context in which this research was developed and the relationship it has in terms of the teaching of English with the principles of the institution, it is necessary to talk about the participants of this research and how they were selected.

### ***Participants***

This research was carried out with an eleventh-grade (11B) in Magdalena Ortega Nariño school. The students are teenagers between 15 and 17 years old. In total, there were 28 students. These students live in the same neighborhood where the school is located or in neighboring neighborhoods where their socioeconomic status is 2 or 3. The students showed a great interest in social networks, make-up, and activities that require oral expression. In addition, the students tend to be enthusiastic about the school's cultural activities and also have a preference for working in groups during classes.

The method used to select the participants in this study is 'convenience' sampling. This method of selection is used in cases in which it is the most viable option for the researcher or for the research. According to Merriam and Tisdell (2016) “convenience sampling is just what is implied by the term—you select a sample based on time, money, location, availability of sites or respondents, and so on.” (p.98) In this particular case, the school was assigned from the university for which this research is being done, and the grade was assigned from the school due to the availability they had to conduct action research with this population.

Now, having clarified the population who participates in this research and how they were selected, it is necessary to define the instruments and the objective of using each instrument for data collection.

### **Data collection procedures**

In order to collect important information that would serve as input for this research, instruments such as interviews, journals, observation and artifacts forms were used.

#### ***Interview***

First, one of the most common and widely used instruments is the interview. Merriam & Tisdell (2016) state that the interview is a systematic activity that has a great impact in terms of information gathering but requires the creation of enriching questions for it to work properly and yield the necessary information. For this study, using an instrument such as the interview allowed to collect information that is not seen in the observations but is important. The objective of using this instrument in this research is to collect relevant information from the point of view of each of the participants. In this way, semi-structured interviews were created to help direct the relevant information for the study but also to give way to questions that arise within the interview to deepen the topics of interest. In this sense, the different perspectives of the students are also included to enrich the research.

In this case, after the end of the first cycle, a questionnaire (see Appendix #1) was applied with at least ten questions oriented to the perspective the students have on their relationships, the problems they identify in relation to this, and also the impact they believed these relationships and problems may have on their learning processes. After

rigorously analyzing the students' answers, ten students from the course were selected to conduct a semi-structured interview in order to explore in greater depth some of the findings reflected in the questionnaire used previously. In this case, it was necessary to carry out a semi-structured interview in order to obtain relevant information according to the participants' answers (see Appendix #2).

### ***Observation***

Observation is another important instrument in qualitative research. Merriam & Tisdell (2016) suggest that observation becomes a research instrument when it becomes systematized and responds to a specific research question to obtain reliable results. In this sense, what makes observation not only an ordinary observation but also an instrument is that it responds to the questions that were posed for this research.

On the other hand, the type of observation in this study is research actions, Gay et al. (2012) state that “in participant observation, the observer becomes a part of and participant in the observed situation. In other words, the researcher participates in the situation while observing and collecting data on the activities, people, and physical aspects of the environment” (p. 384). In such a way that this responds to the selected approach, one investigates while being part of the context in which the research is taking place.

Therefore, the objective of the observations was to analyze the behavior of the students, the interactions between them and the teacher and how these interactions influence the daily development of the English classes. Also, to see how this has an impact on their learning processes.

### *Field diaries*

Considering the importance of documenting and systematizing everything that happens in the classroom, this study used the field diary strategy. According to Altrichter (2005), field diaries are used for the purpose of collecting timely and pertinent information from the observations made in the research. In the same line of Altrichter, Merriam and Tisdell (2016) argue that field diaries have great importance within a research because stating that “what is written down or mechanically recorded from a period of observation becomes the raw data from which a study's findings eventually emerge.” (p.149) In coherence with what these authors propose, field diaries in this study were a strategy to systematize the information about what happens in the classroom in order to later analyze it and find important elements for the research.

These field diaries were filled out during or at the end of each class session. The idea was to collect as much information as possible about the dynamics of the students in the class, the interactions between them, and to follow up on the types of words and expressions they used to refer to their classmates. This type of information was one of the essential inputs for the findings of the study (see Appendix #3).

### *Artifacts*

The use of artifacts in the context of research is important because it provides useful information from the participants. Merriam & Tisdell (2016) state that on the one hand, artifacts can be different types of physical materials that provide important information about participants' practices and relationships. But on the other hand, artifacts are a natural part of the research environment; therefore, they offer a unique perspective from the participant that is not altered by the researcher. In this sense, artifacts provided

relevant and important information to the research but also provided a more objective perspective of the dynamics, because it is not the researcher who provides this information but the participants themselves.

In this study, the artifacts were collected during the classes as the activities are carried out, for example, the artifacts can be the written or oral productions of the students in the activities, drawings, letters or other types of instruments that are developed in class and that give an idea of their perspectives. Therefore, for the collection of these artifacts and as mentioned before, it was necessary to design activities in the cycles in which the students could express by different means their experiences and perspectives, and with them, be able to analyze these artifacts as input for the research.

### **Data Analysis Approach and Procedures**

The approach used for data analysis corresponds to grounded theory. This approach, as discussed by Merriam and Tisdell (2015), proposes a systematic and organized analysis of the data that arises in a research study. This process requires a constant review, comparison and contrast of data in order to facilitate the identification of emerging categories. In this sense, these authors define categories as conceptual elements that cover or explain the data. (Glaser & Strauss, 1967, as cited in Merriam & Tisdell, 2015). Thus, for the purposes of this research, after a rigorous selection of data and finding the relationships between them, the categories of analysis emerged, which, as the authors state, not only aim to describe the data but also to create conceptual elements from them.

Furthermore, Merriam and Tisdell (2016) also discuss three phases for the development of grounded theory, which were taken into account for this research. First, open coding is established, which consists of the process of breaking data into discrete

parts, closely examining them, and comparing them for similarities and differences (Corbin & Strauss, 2015, as cited in Merriam & Tisdell, 2015). In this research, open coding was used to analyze the collected data in detail and find relationships or differences between the data, such as questionnaires, field journals, artifacts, and interviews, which yielded around 63 codes (see Appendix #4). The second phase is axial coding, which consists of relating the codes that emerged from open coding to begin creating categories. In this research, after carrying out this process, a total of three categories emerged: evolving interactions, conflicting perceptions about interactions, and collaboration and English learning. (see Appendix #5) Finally, selective coding consists of stopping the creation and analysis of the categories and subcategories that emerged from the previous phase and creating a narrative from this, that is, defining the results that answer the research question and objectives.

### **Ethical considerations**

Talking about social interactions can be a sensitive topic because it requires students to talk about their experiences, their dynamics and how they relate to others. In addition, it is important to keep in mind that the 28 students in the eleventh grade where this research was carried out are underage. For these reasons, in order to keep the identity of the participants safe, for this research, the legal guardians of each student had to sign an informed consent form expressing their will to participate in the research (See Appendix #6). Also, during this research, the names of the participants were changed or were not revealed to protect their identity and the information they provided for this study.

### **Timeline of activities**

The following chronogram shows the dates on which this research was carried out.

The order of the dates goes from the research proposal (2024-2), the development of the research (2025-1), to the systematization and analysis of the results (2025-2).

2024 – 2					
Activities	Dates				
Research proposal	August 8th - December 7th				
2025-1					
Activities	February	March	April	May	June
First cycle of action research: getting to know others					
First session					
Second session					
Third session					
Fourth session					
Fifth session					
Questionnaire application					
2025-2					
Activities	April	August	September	October	November
Second cycle of action research: strengthening relationships and good treatment					
First session					
Second session					
Third session					
Fourth session					
Interview application					
Data analysis					
Conclusions of the research					

## **Chapter IV: Instructional Design**

The importance of social interactions in the process of learning a second language has been discussed so far, as well as the methodology used in this study, defining the approach, the instruments, among others. Now, in this chapter, the different theories that support the teaching methodology carried out in this study are explained. These theories support the vision of language and learning, as well as the role of the student and the teacher and, finally, the teaching approach.

### **Vision of Language**

In this methodological approach, language is seen not only as a system or from a functional perspective for communication, in order for students to be in a certain position or to do something with the language. Rather, in this study, language is seen as something more complex and broader; that is, language is seen as culture and ideology which determines how language is used by different communities with different beliefs and behaviors. In terms of understanding language as culture, Tudor (2001) states that:

The cultural aspect of language manifests itself with respect to the way in which social relations are encoded and expressed: in this respect, the language reflects aspects of interpersonal interaction which are often deeply rooted in the sociocultural traditions of the community (p.70)

In this sense, learning a language implies learning a culture and reflecting on the other and how social and sociocultural relations are woven among these others. Furthermore, from this perspective, language is not the goal but the means by which

traditions, behaviors, and beliefs of the communities or countries where the language is spoken are learned. Tudor (2001) also argues that when confronting a culture and delving into it, one also faces not only the ideologies but also the beliefs and stereotypes that one has about it, so it is the responsibility of the language teacher to mediate in this development in order not to promote and perpetuate stereotypes but to use the language to break them, question them and reflect on them.

Following the same line of Tudor (2001), Piccardo & North (2019) argue that because language is seen from a cultural and ideological perspective, there is also a need to see language as socialization. In this sense, this project also embraces a view of language based on socialization and constructivist theories that argue that language acquisition occurs from a collective process to the individual and not the other way around. Vygotsky (1978, as cited in Piccardo and North, 2019) states that:

language is a complex mental function that develops thanks to the cultural mediation and co-construction of meaning in interpersonal communication, before later being internalized and used to regulate cognitive processes and behavior – i.e. development from outside in, the social dimension being the core one. Thus, Vygotsky rejects cognitive theories according to which the development of concepts occurs first at the individual level to be then transferred to the social (p.73)

This emphasizes the importance of social interactions in the construction of concepts and definitions at a cognitive level, but also in human and social development, especially in the process of language acquisition.

On the other hand, considering that English is the second language of the students and Spanish is their native language, this project embraces the concept of “translanguaging” which aims to understand that languages should not be seen as separate systems for students to code-switch but as a flexible process that allows students to use

linguistic resources from both languages without restrictions. It is understood then that using both languages simultaneously have a great impact on learning processes, Lewis (2013 as cited in Garcia and Lin 2017) suggests that: “both languages are used in a dynamic and functionally integrated manner to organize and mediate mental processes in understanding, speaking, literacy, and, not least, learning” (p. 4) Therefore, Garcia (2009) states that bilingualism needs to be dynamic, allowing students to integrate both languages in their learning process, and that this also allows them to implicitly respect the socio-political and cultural limits of both languages.

Thus, in this project, language is understood as interconnected with culture, ideology, belief systems and behaviors of the communities that use it. But also, as a flexible and dynamic process that requires interaction and mediation with other individuals and other languages.

### **Vision of Learning**

This study aims to highlight the impact that social interactions have on the process of learning a language. For this reason, this project is framed from a social learning perspective, that is to say that learning does not occur individually, but that the environment and interactions with others have a direct influence on this process. In terms of learning, Crookes (2013) and Pennycook (2021) converge in that it should be seen as something more complex and not only as something cognitive; that is, to understand the development of language, it is necessary to focus on the interaction and activity of the students.

Thus, this study responds to the need to broaden the concept of learning, deconstructing language processes as something solely cognitive. Considering this,

Crookes (2013) argues that the social and cultural elements that come between the learner and what is to be learned (the language) can facilitate or hinder this process. In the same way, Norton Peirce's (1995 as cited in Pennycook, 2021) refers to the "language learner as having a complex social identity that must be understood with reference to large and frequently inequitable social structures which are reproduced in day-to-day social interactions" (p. 88). This supports the idea of focusing on those day-to-day interactions (which are often inequitable) that have a major impact on each student's learning process.

On the other hand, Crookes (2013) states that it is not enough just to approach knowledge from a social perspective, but even Vygotsky's work on collaborative learning fails in the lack of criticality towards what may arise from these social interactions. In other words, it is not enough to understand that language learning takes place within the framework of the individual's social interaction, but it is necessary to pay attention to what kind of interactions arise that can promote inequalities in terms of race, gender, among others. Hence, this study understands learning from a critical socio-cognitive perspective since it intends to show the influence of interactions in the learning process, but also to question the type of interactions that arise.

### **Vision of the Learner**

Understanding the importance of social interactions between students in the process of second language development, this study takes a critical view of the learner where the student is not a passive subject, but, on the contrary, is an active subject in the process of learning and, in turn, creates opportunities for the learning process of their peers. According to Kumaravadivelu (2006), "[t]he learners have to take an active role too. Instead of merely repeating after the teacher or mindlessly memorizing dialogues,

they have to learn to navigate the self, the learning process, and the learning objectives.” (p. 121) In this sense, from this perspective of the learner, the responsibility in the learning process is not relegated only to the teacher, but it is understood that the learner also has a great responsibility for his or her own process.

Likewise, for this study, the learner is seen as a complex subject who is shaped by different dimensions (social, cultural, familial), dimensions that are indispensable for learning a second language. In relation to this, Kumaravadivelu (2006) asserts that social interactions are indispensable in these processes because they make learners take into account the social and functional meaning of the language. By taking this into account, learners also acquire a more complex perspective of the language.

Following Kumaravadivelu’s idea, Giroux (1999) and Freire (2005) argue that the learner is not an empty recipient into which the teacher pours knowledge; on the contrary, the student plays a fundamental role in his or her own learning. Freire (2005) states that learning transforms society, but Giroux (1999) argues that it is the student who can transform their own reality and with them society. Consequently, Giroux (1999) argues that:

Los estudiantes que tradicionalmente han carecido de voz en las escuelas, tienen la posibilidad de aprender habilidades, conocimientos y formas de cuestionamiento que les permitirán examinar críticamente el papel que la sociedad ha desempeñado en su propia formación. Más específicamente, tendrán las herramientas para analizar cómo ha funcionado esta sociedad (...) para comenzar el proceso de lucha por condiciones que les darán oportunidades para tener una existencia autodirigida.

Students who have traditionally lacked a voice in schools have the possibility of learning skills, knowledge and forms of questioning that will allow them to critically examine the role that society has played in their own formation. More specifically, they will have the tools to analyze how this society has functioned

(...) to begin the process of fighting for conditions that will give them opportunities for a self-directed existence. (p. 62-63)

In this sense, this study embraces this vision of the student in which it is understood that the student not only has a commitment to learn and develop knowledge in the acquisition of the language but also has an important role in society, questioning and transforming it from his or her role. In addition to this, the learner not only creates opportunities for his own knowledge and the transformation of his own context, but as a social being, creates opportunities for his peers to reach the same development of knowledge and also to transform their own contexts.

### **Vision of the Teacher**

Language teaching tends to have a narrow and functional view of the language teacher. There is a general conception that the language teacher has only the obligation to teach grammatical rules and to make the students learn these rules in the shortest possible time without focusing the classes on other kinds of content. For this reason, and in response to this problem, this research takes a much broader view of the language teacher. In this vision, it is understood that the sole responsibility of the teacher is not to teach the language and grammatical rules but to be a mediator between the language and the students so that they learn about and question the world and society.

In this sense, just as in the framework of this study the student is not dehumanized to a simple empty vessel that needs to be filled, teachers do not have an automatic role of transferring all their knowledge, according to Freire (1970), the student and the teacher have to be co-related to unveil and critically know their reality but also to recreate knowledge, both as active subjects of a society and in an educational context. In the same line of Freire (1970), Kumaravadivelu (2006) states that although teachers have some

responsibilities at the linguistic level so that their students develop the necessary skills, their role goes beyond that of helping them understand sociocultural aspects that arise from languages. He also has the function of analyzing the skills and processes of each student in order to create relationships between them that facilitate the acquisition of a second language. In this sense, Freire (1970) and Kumaravadivelu (2006) converge in that the teacher is a mediator and at the same time a facilitator for students to access both the development of knowledge and the possibility to question it from a critical perspective.

### **Teaching approach**

Understanding that there is no specific teaching method applicable to all contexts, populations, and areas of knowledge, this study is framed within a critical perspective that understands that language teaching should not be reduced to applying a single method or limited to teaching the structures of the language. On the contrary, language teaching is something broad and complex where flexible principles must be considered in order to adapt them to different contexts and thus allow students to question the world through them.

Teaching is constantly reduced to a series of techniques to transmit as much knowledge as possible to the students so that they learn it in the shortest time possible, Kamaravadivelu (2003) mentions that:

In this technicist or transmission approach, the teacher's primary role in the classroom is to function like a conduit, channeling the flow of information from one end of the educational spectrum (i.e., the expert) to the other (i.e., the learner) without significantly altering the content of information. The primary goal of such an activity, of course, is to promote student comprehension of content knowledge. In an attempt to achieve this goal, teachers are forced to operate from inherited pedagogic assumptions and to seldom seriously question their validity or relevance to specific learning and teaching contexts. If any context-specific learning and teaching problem

arises, they are supposed to turn once again to the established professional knowledge base and search for a formula to fix it by themselves. (p. 8-9)

Kamaravadivelu's proposal invites not only to question but also to break with the conception that there must be pre-established pedagogical assumptions for teaching applicable to all contexts and that these assumptions can solve the problems that arise in the classroom. Therefore, this study embraces the idea that teaching is complex and diverse, that it is also crossed by different contextual factors which make the teacher not follow a single guide or route but to be always thinking, questioning and modifying their practices.

In an effort to enrich this perspective, adding that language teaching should not be reduced to following teaching approaches based on grammatical rules, Pennycook (2021) states that within the framework of language teaching, the critical perspective becomes a necessity, understanding that it is through languages that some are imposed on others, that they are hierarchized and that inequalities are created as a result. In this sense, the importance of teaching resides in questioning and trying to transform these problems and not only that the students develop linguistic competences. Also, Pennycook (2021) argues that “language is inevitably political and language education doubly so, a focus on language and politics is inescapable.” (p.144) which decentralizes a conception of teaching based on rigid approaches and structures centered on language use.

Likewise, Echeverri-Sucerquia (2020 as cited in Pennycook 2021) mentions that the language classroom is a place where stereotypes, inequalities and different issues about oneself and others are reproduced, therefore “language educators and teacher educators need to build our own theories of language learning and build a theoretical TESOL and L2 knowledge base starting with southern epistemologies that

have historically countered economic, political, and cultural hegemony: We have to be active producers of knowledge" (p.146) This suggests that teachers are the ones who must construct their own methods, approaches and strategies for teaching and not adapt to the pre-established ones.

Hence, Kamaravadivelu (2003) and Pennycook (2021) agree that teachers should not only be applicators of universal methods but critical agents who understand that languages are traversed by political and power issues and therefore it should be the teachers who help to question and eradicate them through their teaching. Consequently, this study embraces these perspectives and intends to be a contribution to making language teaching more complex as a place of critique, questioning and transformation and not only as a place where a “proper use” of language is taught.

**Pedagogical intervention**

The activities that were implemented throughout this project were two main aspects: motivation and collective work. According to the characterization presented earlier in this document, motivation to learn English as a second language has become a great challenge for this particular population, since they show little or no interest in learning English. Therefore, the activities were attempted to include topics that catch the students' attention.

First cycle: Knowing others				
General Objective: Create interactions between students who do not usually interact.				
Session	Specific objectives	Activities	Content	Language learning goals
1 <sup>st</sup>	Discuss the likes, dislikes to find things in common among peers.	Describe the likes and dislikes of classmates and write simple sentences to talk about	Discuss the possible affinities that can be found between partners by talking about likes	Practice simple sentences to describe.

		family Christmas traditions.	and dislikes and family traditions.	
2 <sup>nd</sup>	Work in groups to reflect upon the importance of working with others.	Organize the text with the help of group members, read the text in order, and make a literal analysis of the text.	Reflect on the importance of the help of peers in organizing the text.	Practice reading comprehension at the literal level.
3 <sup>rd</sup>	Organize the clues to reflect on how to have good communication can help to solve problems.	Follow and organize the clues with the help of others to get the answers.	Analyze clues about comparatives and superlatives to find the answers of the scape room.	Review comparatives and superlatives.
4 <sup>th</sup>	Create a group discussion to reflect on how words and actions impact others.	Watch the videos and answer the questions to create a discussion about the impact of gossip.	Express ideas and opinions about the videos and reflect on the impact that gossip can have on people.	Create simple sentences using I think, I consider, I believe to express opinions.
5 <sup>th</sup>	Write in groups a gossip to analyze the consequences of gossip and mistreatment in social interactions.	Create gossip in groups and write an apology for the gossip that was invented.	Reflect on the impact of gossip and mistreatment and work in groups.	Practice expressions to express opinions (I think, I consider, I believe).

**Second Cycle: Strengthening Relationships with Others.**

**General Objective:** Strengthen the interactions that were created among students who did not usually interact.

Session	Specific objectives	Activities	Content	Lang uage learning goals
1 <sup>st</sup>	Discuss in groups how they think others see them and how they really are.	Draw and write in groups about how they think others see them and how they really are.	Find things in common to learn what characteristics others see in them and how they see others.	Learn and practice expressions (people think, we are).
2 <sup>nd</sup>	Find in pairs prejudices they had before having a conversation and impressions they have after having a conversation.	Write prejudices or impressions you had when you met things you discovered after talking to her.	Find prejudices and things in common in pairs after having a conversation.	Learn and practice expressions (I thought, you are, what do you?).
3 <sup>rd</sup>	Select the words in groups of three, reflect and organize them according to their category.	Group words related to values and behaviors according to established categories	Analyze the values and behaviors that do not occur, should occur, and do occur in the classroom.	Use simple sentences to express: (is important / We believe / We should...)
4 <sup>th</sup>	work in groups to figure out the word	Write a short positive message	Reflect on the importance of values or	Use simple sentences: I think...

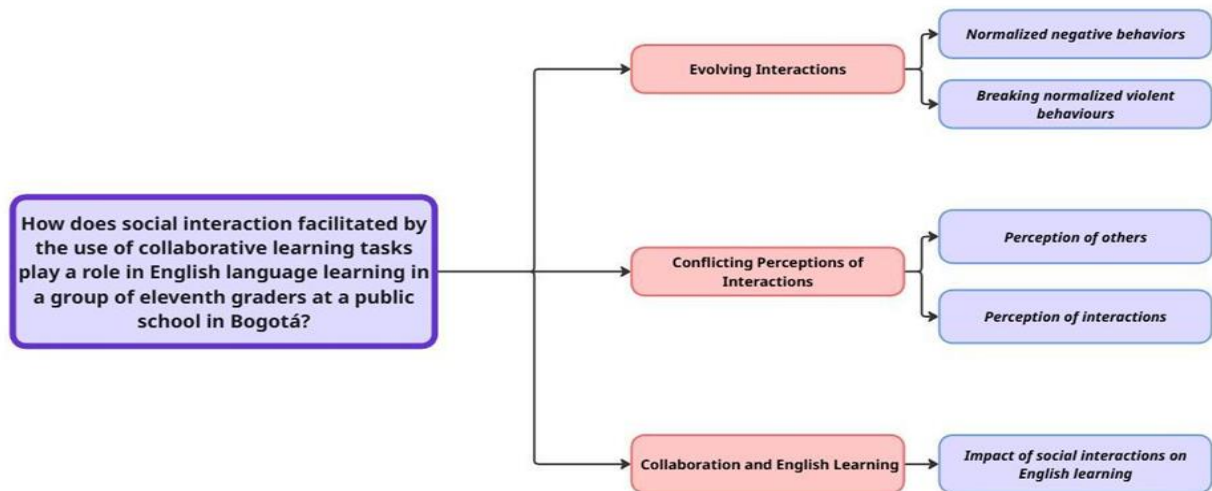
	and reflect about the importance of that value or behavior in the classroom.	using the words that you already figured out.	behaviors in the classroom and the difficulty of figuring out the word in groups.	/ Maybe it means... / Let's try...
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As for group work, the different activities and lesson plans will revolve around collective tasks where relationships among students can be more evident and easier to observe. What is intended to be achieved with these group activities is to generate a better environment among the students and strengthen the positive interactions among them with the objective that this will help in their learning process.

This study understands that pedagogical interventions are not only focused on the contents and topics for the development of the language but that through the different activities of interest and group activities that knowledge and linguistic skills are developed and strengthened. Each class session shown in the table below is intended to create awareness in the students about social interactions and the importance of group work not only for the development of the classes and their learning process but also to strengthen and improve the classroom environment.

The following table shows how the sessions in each cycle were structured. First, a general objective for each cycle is presented, followed by a specific objective for each class session. These objectives were aligned with the purposes of the research and not with linguistic goals. Likewise, the activity and content developed in each class activity are shown. Finally, the objectives of the linguistic skills that were developed and strengthened in each class are shown.

## Chapter V: Data Analysis



This chapter discusses the analysis of the data using the three categories that emerged from the data collection: *Evolving Interactions*, *Conflicting Perceptions About Interactions*, and *Collaboration and English Learning*. These categories are discussed in light of the theoretical background developed in previous chapters. After that, the results and conclusions of this research are presented.

### Categories and subcategories of analysis

The previous graph shows how the categories and subcategories that were taken into account for data analysis in this research emerged from the research question.

#### Evolving Interactions

As explained by Toohey (2018), social interactions within the classroom are not only contextualized exchanges in which students participate, but also, through these interactions, students negotiate linguistic access and construct their identities. Likewise, considering that social interactions are not merely communicative events, as discussed by

Cummins (2000), these interactions within the classroom are not neutral but rather determine which discourses, languages, and subjects are legitimized or not in the classroom. Throughout the theories that support this research and the related research discussed, it became clear that social interactions in the classroom can be defined as positive or negative depending on the dynamics that occur in the classroom and the impact they have on student learning.

However, according to the data collected in this research, positive or negative social interactions are not fixed categories, but rather dynamics that fluctuate constantly in the classroom and throughout the lessons. Therefore, this category includes the adjective “evolving,” considering that the students' interactions were a transition from what was normalized to breaking with the kind of violent interactions that arose in class through collaborative and reflective activities during class sessions.

### *Normalized negative behaviors*

On the one hand, classroom observations documented in field diaries showed how certain types of behavior were normalized by students in the English class. Therefore, it was normal for them to have disrespectful behavior among themselves, a lack of interaction, rivalry, or scolding to instill discipline in class. One of the recurring examples in the first few classes is that students would make fun of others for pronunciation mistakes or for giving wrong answers to the teacher's questions.

“When doing individual participation in class on the teacher's questions, some classmates make fun of others for not getting the answers right. In addition, when students pronounce words such as “expensive, beautiful” or had grammatical mistakes such as “more smaller, more hard” they are often teased by others” (Fiel diary #1)
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Another example of this, also reported in some field diaries, is when students used the same vocabulary from class to be offensive to their classmates.

“During this activity, and when they mentioned some animals like fox, the teacher asked if any of them had seen a fox and some of the students made jokes about it. A student said: “si he visto una fox, ella” (indicating to her partner) to which the partner replied: “y usted es una dog” The other classmates laughed. (Field diary #8)

The normalization of the lack of interaction and the rivalry among students was also evident not only in the resistance they showed to working in a group different from the one they normally interacted with, but also in the way the teacher (head teacher) tried to convince them that group activities with people they did not normally interact with would be quick.

“The organization is done randomly, and the students show disagreement in working with people different from their friends or as in past classes it was done at their choice. At this point the teacher says “Ustedes son rivales no desconocidas, además tranquilas que solo van a trabajar así por ahí 30 minutos.” This is important to highlight in order to know what concept the teacher has and transmits about social interactions in the classroom.” (Field diary #7)

Likewise, an interesting aspect that emerged in both the questionnaire and the interview was the notion that teachers must be strict or shout in order to impose discipline in the classroom, which, beyond reflecting the interaction between students, reveals violent behaviors that were normalized in the classroom.

One of these aspects emerged after asking the students what comments or suggestions they had for the English class, to which some responses were:

“Que seas más brava y alzar la voz porque muchas veces por eso no ponen cuidado” (Questionnaire, Student1)

“A mí me gustan porque nos ayudas a salir un poquito de lo que estamos acostumbradas, como de la monotonía de las clases, no solamente inglés, sino en general de todo. Sino que con lo único que de pronto yo no estoy de acuerdo, es con de pronto que tú no eres lo suficientemente brava y por eso hay muchas que interrumpen tu clase.” (Interview #2)

The data presented above reflects the normalized behaviors among the students, which in turn reflected the kind of social interaction that took place among them. In response to this, it was necessary to focus activities on questioning and reflecting on this type of behavior. This led to the emergence of the subcategory that will be explained below.

### ***Breaking normalized violent behaviors***

Considering the behaviors that were normalized by the students and that had a clear impact on their interactions with each other, different activities and reflections were implemented to question these types of behaviors. Thanks to this, a significant change was observed in the students' behaviors and, consequently, in their interactions. The data show positive behaviors related to working in groups, working individually, improvement in student relationships, and communication among them to improve their relations.

One of the most important instruments that highlights the improvement in interaction among students is the field diaries, which register that in different classes, students show a great willingness to work in groups. Likewise, the students began to show greater collaboration, not only in their work groups but also in their efforts to help other groups in class activities as observed:

“Although the students sometimes talked about things that were different from the activity, it was evident that there was good interaction among them, even among students who usually do not interact.” (Field diary #9)
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“Throughout the activity, several groups helped each other to know how they were seen; what they thought of them or simply helped each other to say which English words they could use.” (Field diary #9)
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It was also evident that although at the beginning of some activities they showed resistance to working with people they did not usually interact with, once the activity began, they showed willingness and good communication among themselves.

“Some students expressed that they did not want to do the class activity with that classmate with whom they do not usually interact. However, after the instruction was given, there was a calm classroom atmosphere and good communication among the students.” (Field diary #10)

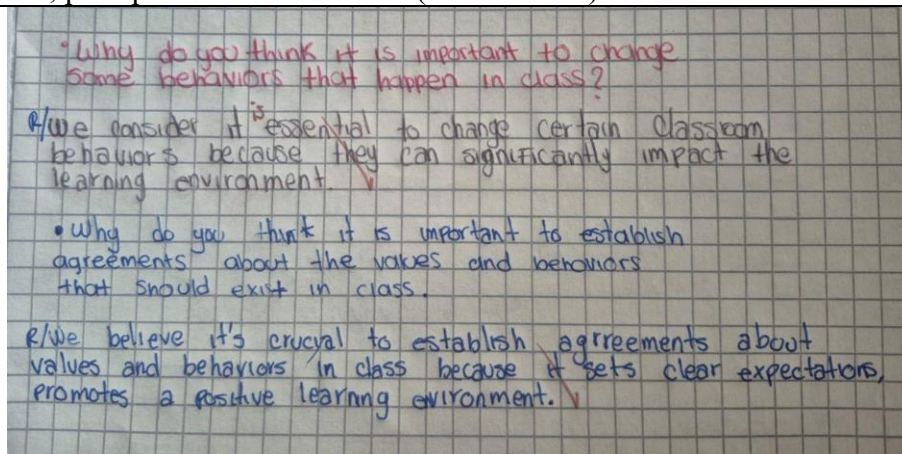
Another important aspect to mention is that in the interviews and in some artifacts, the students' responses reflect that there was an improvement in terms of interaction between them and, in turn, that aspects such as communication were essential for resolving their differences and creating a better classroom environment.

#### Researcher

Ok, ¿qué tan importantes crees que son las interacciones entre las estudiantes dentro de un aula de clases?

#### Student 2

Muchas, o sea, porque sinceramente, puede afectar mucho, tanto a uno como persona como a mi alrededor de mi ambiente hablar con las amigas como mis compañeras, y eso, pues puede influir mucho. (Interview #5)



(Cycle 2, artifact #3)

The previous artifact was the result of a class activity that took place after discussing the different types of behaviors that occurred in class and the impact they had on the students. As a way of reflecting on and concluding the activity, some questions were asked, as shown.

Considering what has been discussed above, it is clear that there was indeed a noticeable evolution in terms of interaction among the students. It can be said that there was a transition from normalized negative behaviors to positive behaviors. However, for this transition to be possible, as shown in the different data collection instruments, it was important to create collaborative activities among students who did not usually interact in order to question and reflect on normalized behaviors that were negative for classroom interaction. This approach, which emerges from the analysis of the data, follows what Felice (2023) stated about learning not just being built from others but also with others. This research demonstrates this by showing that students transition from normalized negative behaviors to positive behaviors after a series of questions and reflections that strengthened the interactions among them.

### **Conflicting Perceptions of Interactions**

According to what has been discussed and taking into account what has been proposed by Toohey (2018) and Felice (2023), social interactions are complex dynamics permeated by other factors that occur in the classroom. Thus, this category seeks to explain how, through the data collected, students perceived and negotiated these social interactions. On the one hand, the different observations showed that, depending on their perceptions of others, interactions could be considered positive or negative, or simply could have been better. On the other hand, the students' own perspectives were also taken into account in the different data collection instruments in order to understand their perspectives on these interactions. Nevertheless, as already mentioned, interactions are not fixed categories but can occur in different ways in each class, which means that perceptions of them can be conflicting, and there is no homogenization of these perceptions, as will be shown later.

### *Perception of others*

The perceptions that the students had of others were decisive in determining how they interacted with each other. In turn, these perceptions were also influenced by what they thought others thought of them and by their view of working with others. Thus, it became clear that if the perspective of others was positive, there was no resistance to collaborative work. On the contrary, if this perspective was negative, there was clear resistance to working in groups. The data also showed that although the students claimed that they did not care about other people's perceptions of them, when they knew that others' perceptions of them were positive, they felt validated and their resistance to interacting decreased or disappeared completely.

To illustrate this observation, it is relevant to mention that a questionnaire was designed to gather the opinions and perspectives of the students. In the questionnaire for the question “¿Le ha gustado trabajar con compañeras con las que usualmente no ha trabajado? ¿Por qué?” (Questionnaire, question #5) the students who answered negatively gave reasons such as not liking their classmates or preferring to work with their friends, as shown below.

“No, porque me pone con personas que me caen mal” (Questionnaire, Student #1)
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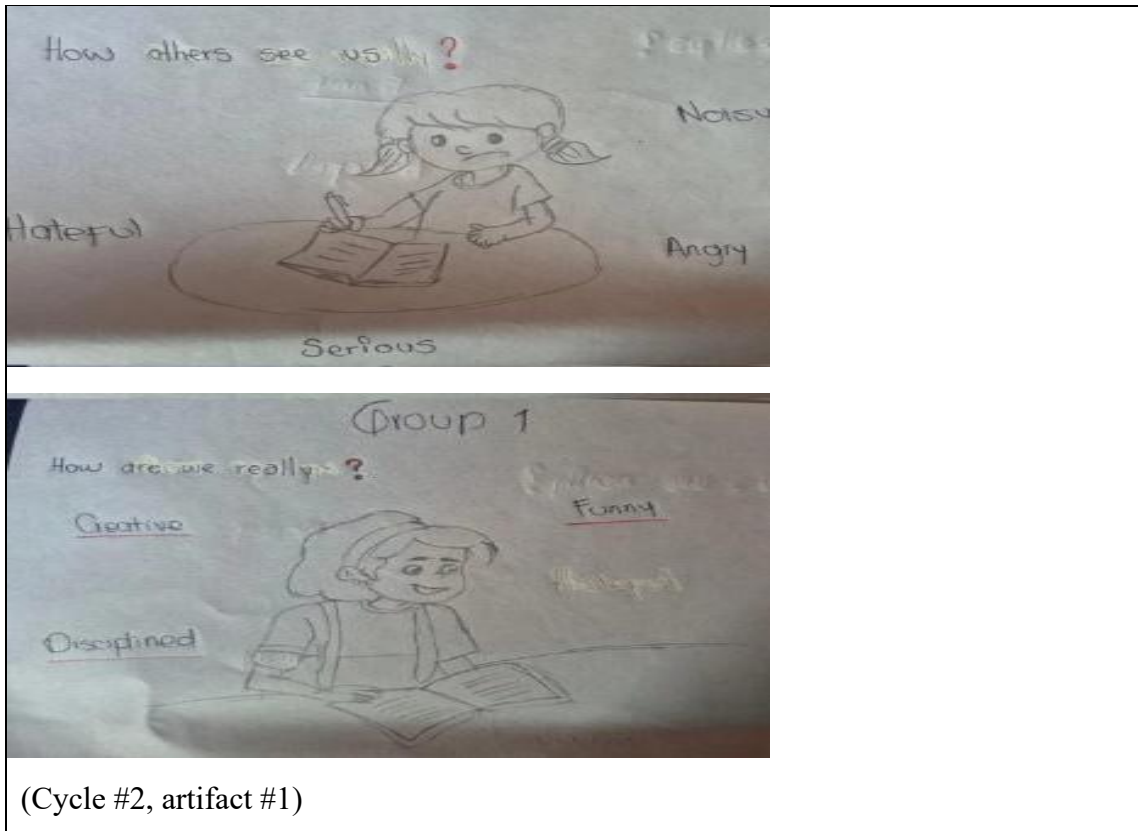
“No, no me gustan que me separen de mis amigas” (Questionnaire, Student #16)
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In addition to the above, both in the questionnaire and in their field diaries, they mentioned that they did not care about how others perceived them, as the following excerpts show.

“NO, la verdad no me afecta cosas que dicen” (Questionnaire, Student #4)
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Nonetheless, the students, on the one hand, thought that others had a negative perception of them (as shown in the artifact #1 cycle 2). In this artifact, students were

asked to first write and draw how they thought they were perceived by their classmates and then to write and draw how they really were.

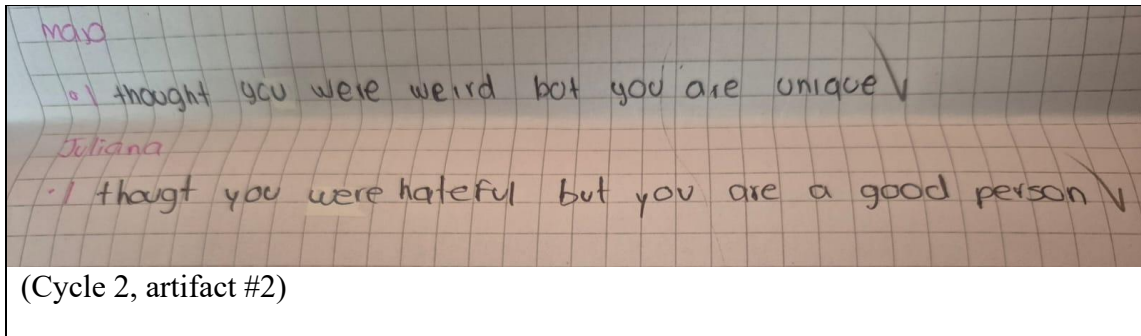


On the other hand, when they realized that others had a positive perception of them, they felt validated (as recorded in the field diary #9).

“Most of the students said that they did not mind the opinions of their peers because they were confident in who they were, however they also mentioned that they felt good when their peers said positive things about them because they tend to see the faults in themselves. one student said “a mi no me importa lo que piensen mis compañeras de mi, pero cuando dijeron cosas positivas de mi se sintió chevere porque por lo general uno mismo solo ve sus errores” This suggests that a better environment is generated when students do interact in a positive way.” (Field diary #9)

This shows that even though the students said they did not care about the perceptions of others, they felt validated when they knew that others had a positive perception of them. This not only improved the interaction between them but also had a direct impact on the classroom environment. Likewise, part of the students' perceptions

were mediated by prejudices they had about their classmates with whom they did not interact, (as evidenced in the following artifact).



Also, according to what one student mentioned in the interview, these types of activities, where they had to interact not only helped them to interact more but also to solve conflicts (as shown in the interview excerpt).

**“Researcher**

Con base en esto, de las actividades que han hecho conmigo, ¿cuál recuerdas y por qué?

**Student**

La actividad de la mentira y la de la verdad, que a mí me tocó con alguien que no, que no convivía y ahorita estoy conviviendo más con ella. Digamos, estábamos peleadas y desde ese momento, ya como que se arregló todo.” (Interview #3)

The activity that the student mentioned in the interview as “de la mentira y la verdad” refers to the activity in which students had to write a prejudice they had about their classmates when they first met them. After interacting with them throughout the classes, they had to write a quality they had discovered and whether or not the prejudice they had at the beginning was real.

In this sense, the above data show that perceptions between them have a direct impact on how they relate to each other and also on how they perceive the degree of difficulty of working with others in class. In other words, as has been demonstrated, interaction improves perceptions of others, reduces prejudice, and can help resolve

conflicts, which contributes to a better classroom environment. What was discussed above is also supported by Toohey (2018), who argues that interactions that occur in the classroom, even if they involve participation or collaborative activities, are opportunities for students to integrate and learn. Furthermore, thanks to the linguistic exchange that is generated, there is a direct impact on reducing prejudice and facilitating a cooperative and positive environment.

### *Perception of interactions*

Regarding the perception of interactions, the data collected in the questionnaire suggest, on the one hand, that there are no interaction problems and, on the other hand, (in a couple of responses) that they do not care about interaction-related issues. However, as discussed, interaction problems were normalized by the students, which may be one of the reasons why they do not identify interaction problems as suggested by the responses to the question “¿Alguna vez se ha sentido afectada por conflictos de interacción entre el grupo de estudiantes, particularmente en la clase de inglés? Justifique su respuesta” (Questionnaire, question #9). This questionnaire (which has already been mentioned) was created to find out the students' perspective.

“No siempre me siento bien en el curso” (Questionnaire, Student #2)
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“No, ¿todas nos llevamos bien no tenemos conflictos” (Questionnaire, Student #3)
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Nevertheless, the interview responses showed that the students had a much deeper perception of the interactions, mentioning that they were very important to them and their classmates.

<b>Researcher</b>
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“Ok, ¿qué tan importantes crees que son las interacciones entre las estudiantes dentro de un aula de clases?”
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<b>Student</b>
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Muchas, o sea, porque sinceramente, puede afectar mucho, tanto a uno como persona como a mi alrededor de mi ambiente hablar con las amigas como mis compañeras, y eso, pues puede influir mucho.” (Interview #5)
<b>Researcher</b> El énfasis que le quiso dar a las clases fue el de las interacciones sociales, esto para saber cómo estaban interactuando entre ustedes no solo entre su grupo de amigas sino con todo el salón. Entonces, teniendo en cuenta eso, ¿qué tan importante es que son las interacciones entre las estudiantes en el aula de clase?
<b>Student (02:09)</b> Muy importantes. Nunca nos habíamos juntado con otras personas en clase.” (Interview #1)

The data shown above reflects something of great importance for this research: the questionnaire conducted at the beginning of the school year, after a few collaborative activities in interaction, showed that the students did not perceive interaction problems or that they were simply not interested because it was something that did not occur. On the contrary, the interview conducted at the end of the interventions and collaborative activities shows that the students demonstrate a deeper perspective on interactions within the classroom, mentioning that they are important for them and their environment. Likewise, in the case of interview 1, the student mentions that it is the first time that they have interacted with other people in a class, which shows that getting students to interact with each other not only helps to strengthen their relationships and interactions but also allows them to reflect more on the social interactions that occur between them.

Therefore, this category analyzes how conflicting students' perspectives can be with respect to others and how this influences their interactions, but it also shows how, in the course of the research, their perspective on social interactions changed from a superficial or unimportant perspective to a deep and reflective one. This also shows that perspectives are conflicting in that they are not fixed but can be transformed depending

on various factors that occur in the classroom. However, it is important to mention that although the perception of interactions among students did change significantly, this cannot be stated as a general rule, since some students remained resistant to working with others even until the end of the research.

### **Collaboration and English Learning**

According to Vigotsky (1982), learning arises and is constructed through collaboration, interaction, and dialogue before being internalized as something individual. Following this line of thought, from a social dimension of collaboration, as previously proposed from Ghavifekr's perspective (2020), collaborative learning contributes to the development of social skills in students. With this in mind, this category analyzes how collaborative work contributed to better English learning among the students in this research and the impact that social interactions had on English learning in terms of participation, motivation, and use of English in class.

### ***Impact of social interactions on English learning***

One of the most important aspects that became evident in terms of English language learning was the participation of students during classes and that this participation was in English and not in their native language (Spanish). To this end, the questionnaire asked students whether they used English outside of class or to communicate with each other, and also whether they liked to participate in class and why. Regarding the first question, all students responded that they did not use English outside of class and that they did not even use it in class.

“No, en inglés no interactúo con ellas, ni siquiera en clase” (Questionnaire, Student #6)
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“No, no interactué en inglés con mis compañeras tampoco en clase” (Questionnaire, Student #19)
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As evidenced by these responses, students did not usually interact in English, even in class. In terms of participation, the questionnaire showed that most students did not like to participate, and some only liked to participate when they knew about the topic, as can be seen below.

“No por qué siento q no pronunció bien o tal vez este equivocada y prefiero q alguien participe y ver si estoy en lo correcto o no” (Questionnaire, Student #3)
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“Si pero cuando se del tema” (Questionnaire, Student #8)
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Taking these responses into account and in contrast to the observations from the first classes, student participation was very low or even non-existent. Furthermore, the little participation that did occur was in Spanish. On the other hand, when asked if they liked the English class, the students' responses showed that they liked it depending on the teacher, depending on how dynamic the class was, or that they did not like it because they did not understand. In fact, some responses indicated that their enjoyment of the class also depended on the type of activities and whether these activities were group-based.

“Si pero cuando esta Paula” (Questionnaire, Student #23)
--

“No, porque el inglés no me gusta no es la clase sino el inglés” (Questionnaire, Student #5)
--

“Mm si pero cuando la clase va con juegos y eso o con actividades en grupo porque a veces se vuelve aburrido” (Questionnaire, Student #11)
--

These data are consistent with what was observed initially regarding low participation and resistance to using English on the part of the students. However, the observations recorded in the last interventions and in the interview show a significant change in terms of student participation in class and their perspective on English.

“The students showed greater willingness and participation in this class, and there was also a good atmosphere among them and better interaction between students who do not usually interact.” (Field diary #10)
---

“Several students were willing to participate, and it was evident that the comments or jokes that were normally made during participation decreased significantly.” (Field diary #12)

As for English, students who stated in the questionnaire that they had no interest in the subject said in the interview that they were motivated to study it, even outside of school.

“Pues chévere, porque primero eso que ustedes hicieron ahí, como ustedes dos, tu y la profesora. Ustedes dos son más dinámicas. Primero ustedes me inspiraron a inscribirme en el curso de inglés porque lo que ustedes hicieron me gustó mucho.” (Interview #3)

“quiero tomar el otro año clases a parte (...) me gusta como Paula dicta su clase y también es muy como creativa, y siempre nos saca como de la zona de confort. No es una clase normal, sino siempre como la trata de sacar.” (interview #4)

This shows that when students felt more involved in the subject and had opportunities to interact with other people in English, they found greater motivation for the subject and their participation in class increased significantly. Although this could be interpreted as something minor or irrelevant, it was a significant and fundamental step in the students' learning process. As evidenced by the data and as stated by Vygotsky (1982), interaction is essential, and students learn better when they construct knowledge with others. In other words, interaction not only facilitates understanding of the content but also increases motivation, as evidenced by the data showing that the students were more willing to learn English after initially having no desire to learn the language.

Lastly, the artifacts show that in the last few sessions, the students made more profound reflections on the impact that interactions had on their own learning. In this activity, students were given a list of behaviors that they had to classify as things that happened, did not happen, or should happen in the classroom. Afterward, they had to write a reflection on how these behaviors influenced the classroom.

It is important to change bad behaviors so everyone can learn better

Agreements are important so we all respect the same rules and work well together

(Cycle 2, artifacts #3)

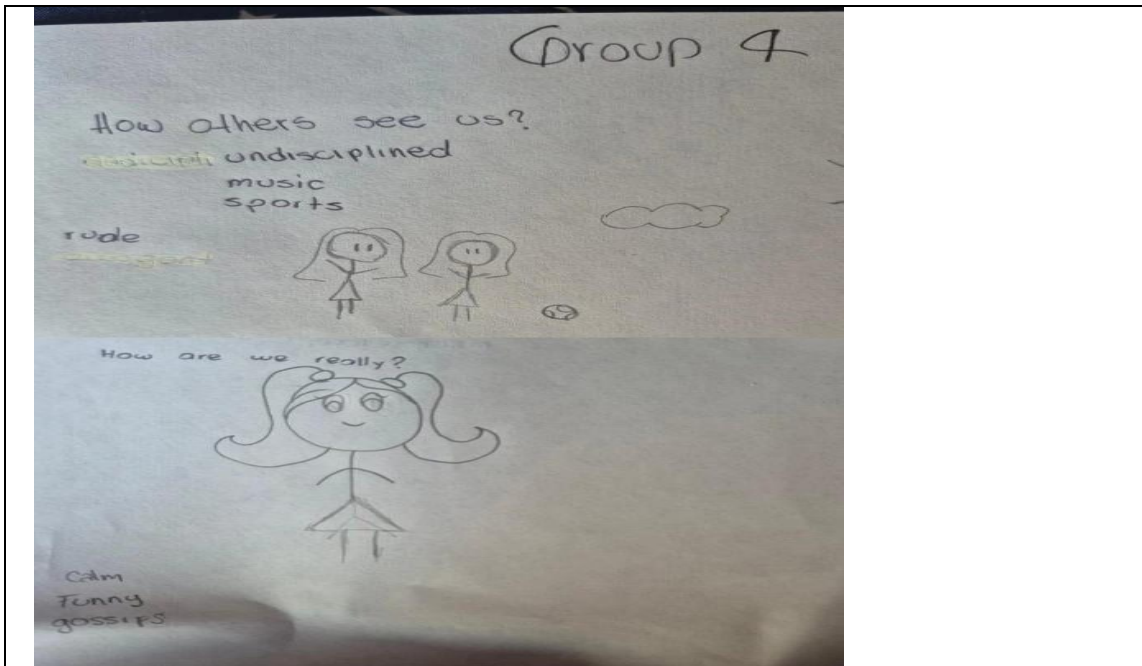
1) We believe it is important because it improves course communication and help us grow as people. Communication

2) We think it is the best for a healthy coexistence with limits. Solidarity

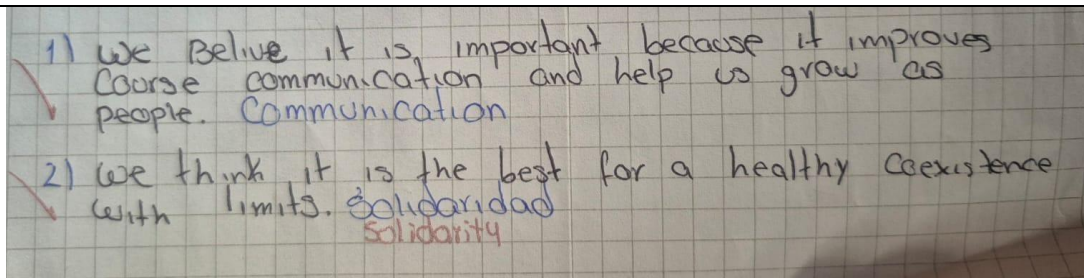
(Cycle 2 artifact #4)

The data suggests that the students were able to reflect on the importance of good behavior in the classroom and working together to create a better learning environment, which in turn helped them learn more effectively.

In addition, beyond the impact that collaboration had in terms of motivation and class participation, the data shows a significant improvement in linguistic terms, as shown below.



(Cycle 2 artifact #1)



(Cycle 2, artifact #5)

As shown in the first image (artifact #1), the students could only express their opinions using words, as at that point they were not yet able to write complete sentences. In contrast, as shown in the second image (artifact #5), at this point, the students were already able to express their ideas using complete sentences. In this sense, collaboration played an indispensable role in this process, not only to make them feel more comfortable using English, but also because collaboration complemented their knowledge and throughout the sessions, they achieved a clear improvement in linguistic terms. Although

this may seem like a small improvement, in this study and in this population, it turns out to be a fairly significant improvement that the students went from communicating both in writing and orally using only words to starting to use complete sentences.

Consequently, the data presented in this category showed how collaborative work made students feel more comfortable, as it alleviated their fears about participating because they had the support of their classmates. Likewise, this data shows how, throughout the sessions, interactions in class, both between classmates and with the teacher, had a direct impact on their motivation to learn and use this language in class and even outside of it. Finally, collaborative tasks allowed students to be more aware and reflective about behaviors that occur in class and how these had a direct impact on their learning. Additionally, the data collected also shows that collaboration had a significant impact on the students' linguistic improvement.

In summary, the data analysis provided three main important findings. First, the transition from normalized behaviors to the breakdown of these violent interactions significantly improved the relationship and interactions among the students. Second, the results showed that throughout the sessions, it was possible to problematize and reflect on the perception of others and social interactions with others, which significantly helped the students to take on collaborative work in a positive way and be more willing to participate in class. Finally, the data revealed how collaboration had an impact on English language learning. In this regard, it was found that collaboration greatly improved class participation as well as language skills, where students were able to move from expressing ideas with only words to using complete sentences to express their opinions.

## **Conclusions**

This study implemented social interactions through collaborative tasks in order to see how they played a role among eleventh-grade students at a public girls' school in Bogotá. The purpose of these collaborative tasks was to highlight the type of interactions that took place in the classroom among students, how they helped enhance English learning and build a better classroom atmosphere, and finally, how social interactions could have an impact on English learning. To demonstrate this, as discussed in detail in Chapter V, collaborative activities were implemented among the students, class by class, and a series of data was collected through interviews, questionnaires, and field diaries, which allowed for a critical analysis of these dynamics.

At the beginning of the research, both in the observations and in the questionnaire that was implemented, it was evident that the students, on the one hand, had a great resistance to learning English and showed minimal or no use of English in class, on the other hand, that among them, different aggressive or disrespectful behaviors were normalized. In this case, the results pointed in two main directions: on the one hand, everything related to social interactions in class dynamics and ways of interacting to each other, and on the other hand, the impact these interactions had on their English language learning.

On the one hand, the data showed that the students, as mentioned above, exhibited aggressive and disrespectful behavior toward each other that had become normalized. Likewise, the questionnaire administered during the first session revealed that social interactions were not important to the students. Nevertheless, collaborative activities played a fundamental role, not only in improving the type of interactions between them

but also in reflecting on and questioning the behaviors that had been normalized. As shown in the data analysis, the students underwent a significant change in the ways they related to each other throughout the sessions and also demonstrated deeper reflections on class dynamics. However, as also mentioned in the results, this was not generalized, as some disrespectful behaviors persisted until the end of the research. In other words, there was a significant decrease, but it was not completely eradicated.

Furthermore, the initial questionnaire and observations revealed that the students had a strong resistance to learning and using English either orally or in writing in class. However, the contrasts between the first artifacts and the last artifacts produced by the students showed that, In the first classes, the students communicated only with keywords; however, in the last sessions, the students demonstrated that they were able to communicate with complete sentences both orally and in writing their points of view. Likewise, the information gathered in the interview showed that some students changed their perspective on English, and their resistance to learning and using it in class decreased significantly. This progress is attributed, according to the results, to the impact of strengthening social interactions among them, which also created a respectful and friendly environment for them, but also to proposing cooperative activities that fostered their interest in the class.

Therefore, the data demonstrate the importance of taking English language teaching beyond linguistic issues alone. Furthermore, this research suggests the importance of viewing the English classroom as a place where dynamics are questioned and initiatives are proposed to address the various social phenomena that occur among students.

On the whole, this study responds to what was intended at the beginning: to contribute significantly to the field of ELT and to make a detailed analysis of the dynamics in terms of social interaction that arise in the classroom, but also of the impact they have on English language learning. Furthermore, beyond describing this phenomenon, this study proposes a strategy that, as the results show, is feasible to implement in order to mitigate negative interactions and strengthen positive ones. This, in turn, redefines the role of the English teacher and positions them not only as a tool for developing grammatical content but also as an active and critical subject who, through the English class, can change, challenge, and redefine the different dynamics that arise in the classroom. This perspective on teachers is in line with the proposals of authors such as Arendt (2006), Penneycook (2022), Freire (1970), and Kumaravadivelu (2006), whose has greatly contributed to the transformation of education and teaching.

### **Pedagogical implications**

An important implication of this research is that cooperative work should not only be viewed from a cognitive perspective for knowledge construction, but also as a way to strengthen students' social interactions. This is important because, as demonstrated in this study, interactions have a significant impact on English language learning. Encouraging students to work cooperatively, even with people they do not usually interact with, prevents divisions from forming in the classroom and improves the class atmosphere. In other words, strengthening social interactions in the classroom not only improves students' English learning outcomes but also significantly improves relationships between them.

Another important implication of this study revolves around the role that student motivation plays. According to the results, the students' willingness to participate

throughout the classes and their willingness to learn English were largely related to the fact that topics of interest to them were covered in class and that collaborative tasks created a better atmosphere among them and in the class. Therefore, in pedagogical terms, the teacher must also seek mechanisms to ensure that the class content is not disconnected from the students' interests, as well as an atmosphere of respect that makes students feel comfortable and respected.

Lastly, another key implication of this research is to redefine the role of the teacher and the English class. The results of this research and the research itself also invite us to view the English classroom as a space in which students can also reflect on and question social dynamics, rather than separating it from other areas of knowledge. On the contrary, English classes should be used as an opportunity to construct and weave together profound reflections on the different social phenomena that affect education and students, in which language is never neutral but rather an opportunity to problematize these matters.

### **Limitations**

This study revealed a significant limitation in terms of time and the expectations of the head teacher. Several of the plans had to be reduced because there was not enough time to implement them. Likewise, in some classes it was necessary to cut back on the time allocated to certain activities in order to allow time for reflection at the end of each session. Another factor was that the students were in 11th grade, which meant they had different activities and events that made it impossible to hold all the sessions or allow the necessary time for them. Despite this, it also led to a great reflection on teaching, which leads one to think that the teacher has to be a mediator at all times between their class and the dynamics that occur in the school in which they cannot interfere.

In addition, on multiple occasions, the head teacher expressed concern that the research did not follow traditional grammatical planning and that it was not clear to him that students were being evaluated on grammatical aspects on a class-by-class. This was a limitation, as it became clear throughout the research that it was not intended to address only grammatical aspects but to go further by proposing critical reflections in the classroom.

### **Further research**

For future research in this field, and taking this specific issue into account, it would be important to include the social interactions that also arise from teacher-student dynamics. Although these social interactions were not taken into account in this research, they are considered to be as important as those that arise between peers. Bearing in mind that the teacher will never be a neutral figure in the classroom or in what happens in the classroom, it is advisable that future research also takes this role into account, as it could enrich the landscape and not limit it solely to what happens between students. On the other hand, it is important to highlight that this research, what was implemented in it, and the results obtained are not generalizable, but rather respond to the dynamics of a specific context with specific aspects. Having said that, it is a proposal that could be replicated and adjusted in different educational contexts, taking into account the particularities of each one.

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## Appendices

### Appendix #1: Questionnaire questions

Apreciadas estudiantes, les invito a responder estas preguntas para el estudio que se viene desarrollando sobre interacciones sociales y su impacto en el proceso de aprendizaje. Este cuestionario tiene como finalidad conocer sus percepciones y experiencias acerca de las situaciones que se presentan en la clase de inglés. Por otro lado, sus respuestas permitirán conocer sus opiniones acerca de la clase de inglés y las actividades que han realizado con la profesora Paula. Les agradezco su participación y por favor siéntanse libres de expresar sus opiniones con sinceridad.

- ¿Te gusta la clase de inglés? ¿Por qué?
- ¿Te gusta participar en la clase de inglés? ¿Por qué?
- ¿Hay ocasiones en las cuales interactúa en inglés con sus compañeras, dentro o fuera del aula? ¿En qué ocasiones?
- ¿Le han gustado las actividades que han hecho con la profesora Paula? ¿Por qué?
- ¿Le ha gustado trabajar con compañeras con las que usualmente no ha trabajado? ¿Por qué?
- ¿Cómo cree que es el ambiente de la clase de inglés entre sus compañeras y usted?
- ¿Diría usted que entre el grupo de estudiantes hay conflictos de interacción?

## Appendix #2: Interview questions

### Introducción

Háblame acerca de tu experiencia con el aprendizaje del inglés este año

- ¿Cómo definirías el aprendizaje del inglés en tu caso? No es importante, es importante, es muy importante. ¿Por qué?
- ¿Cómo te han parecido las clases conmigo?
- ¿Qué tan diferentes crees que han sido mis clases de inglés a otras clases de inglés?
- ¿Cuál crees que ha sido el énfasis de las clases de inglés que han tenido conmigo?
- De las actividades que han hecho conmigo, ¿cuál recuerdas y por qué?
- ¿Qué tan importantes cree que son las interacciones entre las estudiantes en el aula de clase?
- ¿Cree que estas interacciones pueden tener alguna incidencia en el aprendizaje de inglés? ¿por qué?
- ¿Cómo cree que son las interacciones entre usted y sus compañeras? ¿Siempre fueron así?
- ¿Cuál era su perspectiva sobre el inglés a principios de año y cómo es ahora? Si tuvo algún cambio en su perspectiva, ¿qué le hizo cambiar de opinión?
- Desde las primeras clases hasta ahora, el ambiente de la clase se percibe distinto y se evidencia una mejor comunicación entre ustedes y más cercanía. ¿Usted cree lo mismo? ¿A qué cree que se debe? ¿Es así en todas las clases?
- ¿Qué otros comentarios quisiera hacer sobre la experiencia de aprender inglés en un ambiente de interacción adecuado?

### Appendix #3: Field diary sample

FIELD DIARY #2	
<b>RESEARCH QUESTION</b>	How does social interaction facilitated by the use of collaborative learning tasks play a role in English language learning in a group of eleventh graders at a public school in Bogotá?
<b>DATE</b>	February 25 <sup>th</sup> 2025
<b>SCHOOL</b>	Colegio Magdalena Ortega Nariño
<b>PRACTICING TEACHER</b>	Paula Andrea Pinzón Ayala
<b>SESION</b>	2
<b>SESION OBJECTIVE</b>	Find common likes and dislikes among students
<b>OBSERVATION</b>	<b>ANALYSIS/REFLECTION</b>
<b>Before starting the activities related to the subject, the teacher gives some indications about the academic day.</b>	The students show a lack of interest in starting the class and again they all agree to tell the teacher that they have a meeting with the other course, and they also agree to demand that the teacher does not evaluate. In this aspect, the students show good communication and find it easy to agree among themselves.
<b>Classroom organization: Students are organized in a circle and sit on the floor to do the activity.</b>	The students are willing to participate and there is good communication among them at the beginning of the activity.
<b>The activity instructions are given to the students, and they follow them.</b>	Although the students follow the instructions, some of them do other activities such as putting on make-up, watching or making videos, and talking to each other about topics other than the class.
<b>The written part of the activity is completed and students read their classmates' answers aloud.</b>	In this part of the activity the students show little interest in listening to their classmates, they talk frequently among themselves, they laugh at each other and their answers, they make teasing comments about their likes and dislikes, some answers are disrespectful to their classmates, for example an answer was “I like Chow’s mother” and some even make jokes about the sexual orientation of their classmates, for instance one student said “acá en este salón más de una es arepera” “profe ellas son las areperas de la clase”.
<b>COMMENTS:</b>	
<ul style="list-style-type: none"> <li>• In terms of class development, it is necessary to have better management of the group in order to use the estimated time for each activity.</li> <li>• The students are not only disrespectful to each other but also to their teacher.</li> </ul>	

## Appendix #4: Open Coding

SAMPLE OF CODES			
Social Interactions: The Influence of These Dynamics in the ELT Classroom			
<b>Main Question:</b> How does social interaction facilitated by the use of collaborative learning tasks play a role in English language learning in a group of eleventh graders at a public school in Bogotá?			
<b>Sub-Questions:</b> -What kind of social interactions are there among students of tenth grade in the English classroom at Magdalena Ortega Nariffo school? -In what ways do these social interactions affect the process of English language learning of eleventh-grade learners? -How may collaborative tasks enhance the language learning atmosphere and socialization among this group of learners?			
QUESTIONNAIRE	FIELD DIARIES	ARTIFACTS	INTERVIEW
Participation in english class	Jokes -	other people's negative perspective	Understanding English depends on the teacher.
Interactions in english	Teasing -	Prejudices-	Perspective of English
Motivation for English through enjoyable activities	Lack of interest	Negative perspective of others -	Use of English
Group work with people with whom there is little interaction-	Doing other activities during class	Interaction to improve perspective of others -	English motivation
Class environment -	offensive comments -	Values -	Preferences to learn english
Impact of conflicts -	Disrespectful among them and with the teacher -	Behaviors -	Values-
Recommendations to mitigate conflicts -	Collaboration -		Interaction with others -
	Respect -		Is harder work with others -
	Recognition of the importance of social interactions		Motivation to learn english in the future
	Help other to understand -		Importance to work with other people -
	Lack of interaction -		Impact of interactions in the english learning -
	Empathy -		Good perception about interaction in the classroom-
	Bad words -		scolding to instill discipline -
	Interest about the topic		Inspiration to learn english
	Follow instructions		rivalry-
	Disposition to work in group-		Communication about them to improve their relations -
	Resistance to use english		Necessity to take informal
	Resistance to work in groups		Monotony
	Affirmative words -		Demotivation

## Appendix #5: Axial Coding

EVOLVING INTERACTIONS	Normalized negative behaviors	Disrespectful among them	Teasing	
			offensive comments	
			Bad words	
		Lack of interaction	Resistance to work in groups	
		rivalry		
	Positive behaviors	Working in groups		Good communication
				Disposition to work in group
				Collaboration
		Working individually		Correct others
				Help others to understand
			Affirmative words	
Improvement in student relationships				
Communication among them to improve their relations				
CONFLICTING PERCEPTION ABOUT INTERACTIONS	Perception about others	Other people's negative perspective		
		Importance of the others' perceptions		
		Negative perspective of others	Prejudices	
		Is harder work with others	Impact of conflicts	
		Is important work with others	Interaction to improve perspective of others	
	Perception about interactions	Good perception about interaction in the classroom		
		Communication can improve interactions		
		Interactions are not relevant		
COLLABORATION AND ENGLISH LEARNING	Impact of social interactions in the english learning	Reasons to participate	Interest in the subject. Know the topic	
		Reasons for not participating	Disinterest in the subject. Disrespect	

## Appendix #6: Consent form

	<b>AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD</b> Resolución 787 de 18 de junio 2018		
FOR009GSI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 2 de 2

### AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

Ciudad y fecha: \_\_\_\_\_  
Yo, \_\_\_\_\_, identificado con C.C.  C.E.  No.  
\_\_\_\_\_ expedida en \_\_\_\_\_, representante legal del menor  
\_\_\_\_\_, identificado con T.I.  NUJP  No.  
\_\_\_\_\_ declaro que he sido informado por **LA UNIVERSIDAD PEDAGÓGICA**

**NACIONAL** (en adelante la **UPN**), identificada con NIT: 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad*, disponible en la página web [www.pedagogica.edu.co](http://www.pedagogica.edu.co), actuará como Responsable del tratamiento de mis datos personales<sup>1</sup>, necesarios para el cumplimiento de la misión de la **UPN**, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles<sup>2</sup> y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

Como representante legal del menor, debo velar por los derechos consagrados en la Constitución y la Ley sobre sus datos, especialmente el derecho a conocer, actualizar, rectificar y suprimir información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales del menor, en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento dichos datos, pueden ser tramitadas a través del e-mail: [quejasyreclamos@pedagogica.edu.co](mailto:quejasyreclamos@pedagogica.edu.co)

La Universidad garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de los datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la **UPN** para tratar los datos personales del menor que represento, de acuerdo con el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad* y para los fines relacionados con su Misión.

Leído lo anterior, manifiesto que la información para el Tratamiento de los datos personales del menor de edad que represento, ha sido suministrada de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.