

**INTERACTION WITHIN THE CLASSROOM:
CONSTRUCTING MEANINGS THROUGH COMMUNITIES OF
PRACTICE**

**PAULA ALEJANDRA MORERA MENDEZ
DIANA SOFÍA ERAZO TAPASCO
VIVIAN KARINA VARGAS PEDROZA**

**UNIVERSIDAD DE LA SALLE
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
LICENCIATURA EN LENGUA CASTELLANA, INGLÉS Y FRANCÉS
BOGOTÁ, 2011**

**INTERACTION WITHIN THE CLASSROOM:
CONSTRUCTING MEANINGS THROUGH COMMUNITIES OF
PRACTICE**

**PAULA ALEJANDRA MORERA MENDEZ
DIANA SOFÍA ERAZO TAPASCO
VIVIAN KARINA VARGAS PEDROZA**

**Trabajo de grado presentado como requisito para optar el título de
Licenciadas en Lengua Castellana, Inglés, y Francés**

**Directora:
ALBA LUCY GUERRERO DIAZ**

**UNIVERSIDAD DE LA SALLE
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
LICENCIATURA EN LENGUA CASTELLANA, INGLÉS Y FRANCÉS
BOGOTÁ, 2011**

UNIVERSIDAD DE LA SALLE



RECTOR:
HNO. CARLOS GABRIEL GÓMEZ RESTREPO

VICERRECTOR ACADÉMICO:
HNO. FABIO HUMBERTO CORONADO PADILLA

DECANO FACULTAD DE CIENCIAS DE LA EDUCACIÓN:
HNO. ALBERTO PRADA SAN MIGUEL

DIRECTOR:
DIOGENES FAJARDO VALENZUELA

LINEA DE INVESTIGACION:
EDUCACION, INTERCULTURALIDAD Y ESTUDIOS DEL LENGUAJE

DIRECTORA DEL PROYECTO:
ALBA LUCY GUERRERO DIAZ

Nota de aceptación

Presidente del Jurado

Jurado

Jurado

Bogotá, Noviembre de 2011

Dedications

When I think of this process I immediately think of my mom, my dad and my brother. I feel grateful to dedicate this success to them because they have accompanied me through all this important, hard and working part of my life. They feel as proud as I do with this achievement.

To God, because without him, this would not be happening, he gave me the wisdom, patient and intelligence I needed to complete this project and to work hard in order to see the little seed become into my final thesis project.

My thesis team, Paula and Sofia, because we connected as we needed to do it to get what we have now. We faced some problems, but we all worked so hard for this paper that if one would not had been part of this, the result would have been different. For our long nights working, our preoccupations and accomplishments, and for our big smile on our faces and happiness in our hearts, watching this dream-challenge become in a reality. We feel proud of ourselves and of our final production.

And finally, to our tutor Alba Lucy Guerrero Diaz, who were always by our side helping in every single moment we needed her. And to the University of La Salle because was my university and the place where I put my trust to become a teacher and where I leave my print with this research project and to my future pupils.

Vivian Karina Vargas Pedroza

During this long and exhaustive work, there were a lot of people helping and encouraging me, but I specially recognize my mom, dad and brother's support. Without their help and patience this paper would still be a dream.

To God, the only one who lit this way giving me the inspiration and brightness at the moment of working and growing as a person and professional.

To our dear tutor, Alba Lucy Guerrero who was all the time next to us showing us the best way to follow and continue, with a big smile and an encouraging wisdom word.

To my best friends and thesis team, Vivian and Sofia, because through this time we learnt the importance of collaborative work and comprehension during hard times. For all the worries that now become joys when looking at the final results.

To La Salle University, for all the learning, every moment lived in there and all the valuable people I met. Finally, to the Centro Colombo Americano for being another home to me, for the opportunity they are giving me and every single thing I have learnt since my practicum.

I hope all of you are as proud of this final result as I am.

Paula Alejandra Morera Méndez

This work is the result of a long process in which there are many participants such as: parents, brothers, fiends, teachers, students. But at first, I dedicate my research project to God, for giving us the wisdom to produce this document and giving us the opportunity of being professionals.

To my angel, who from the heaven is proud of me, and all the goals that I have gotten during my whole life, my father is an inspiration for me and I dedicate my project to him because it was his dream, since I started to study.

To my mother, for being my support, my counselor and my best friend, for being there at the diifficult moments and give me the strenght to move forward. To my brother for being a father, a friend and give me support many times during this process.

To my thesis group, Paula and Vivian, as friends they are the best ones, and that is why our connection during the whole process was wonderfull. The difficult moments were overcome and the effort was general in order to get the final result which is this document, we feel proud of ourselves.

To my thesis tutor Alba Lucy Guerrero, for being the guide during this process, for being patient with our project and being as critical as she is. As a teacher she is one of my inspirations.

Finally to La Salle University, for giving us the opportunity of make a research project in which we could develop our professional lifes and encourage to produce this document, as a result of the whole major.

Diana Sofia Erazo Tapasco

Thanks

We thank to God, the first and most important author of this research project who illuminated this work day by day and gave us the wisdom, patience and strengths to keep working after each failure with stronger wishes of developing a meaningful document.

We thank to Alba Lucy Guerrero Diaz, our research project tutor for her accurate and precise advices and contributions which with patience and dedication guided and gave to this paper a clear path to follow. Who encouraged us to finish this research through all her effort, accompaniment, commitment and interest towards this project.

We thank to the teachers who were part of this research, for their time and disposition to always let us access to their knowledge and share their experience with us, giving sense to this project through all their professional development and commitment.

We thank to all and each one of the students who participated in our research for being so down to earth with us and allow the project to inquire into their daily lives, thoughts and feelings making of this paper a contribution to the educational research.

We thank to the institutions Liceo Hermano Miguel de La Salle and Centro Colombo Americano for opening their doors to our research and let us be part of their educational environment in order to develop our practicum and investigation.

We thank to our families for all their support and accompaniment during this learning and improvement professional process. For being so comprehensive and understanding when we were absent in moments they wanted us to be present. For each moment they were attentive and concerned about our paper evolution and because they suffered and lived this part of our lives as it was theirs.

We thank to La Salle University, especially to the Modern Languages faculty for giving us the opportunity of improving our learning process and encouraging us to increase our investigative spirit.

They were as participants as we are.

Table of Content

Introduction	14
Justification	17
1. Research Question	19
2. General Objective	19
2.1 Specific Objectives	19
3. Theoretical Framework	20
3.1 Communicative language teaching	22
3.2 Task based learning approach	25
3.3 Communities of practice	30
3.4 Interaction	35
4. Methodological Design	38
4.1 Approach	38
4.2 Context of the institutions	39
4.2.1 Liceo hermano Miguel de la Salle	39
4.2.2 Centro Colombo Americano	40
4.3 Data Collection	43
4.3.1 Observations	44
4.3.2 Journals	45
4.3.3 Interviews	45
4.3.4 Video tape recordings	47
4.3.5 Drawings	48
4.4 Data Analysis	48
4.5 Validity	52

4.5.1 Role of the researcher	54
4.5.2 Ethical Implications	56
5. Results	58
5.1 Meanings about a good teacher	59
5.2 Class Environment	64
5.3 Ways of learning and methodology	67
5.4 Interaction	70
6. Conclusions	78
7. References	82
Appendix	
Appendix N° 1 Interviews Protocols	84
1.1 Teacher's Interview	85
1.2 Students's Interview	86
Appendix N°2 Graphics	87
Graphic N° 1 Sample of a field note	87
Graphic N° 2 Sample of a field note	87
Graphic N° 3 Sample of a field note	88
Graphic N° 4 Interview sample	88
Graphic N° 5 Sample of the event map	89
Graphic N° 6 Lhemi student's drawing	89
Graphic N° 7 Journal analysis	90
Graphic N° 8 Open-coding analysis	90
Graphic N° 9 Parents' consent letter	91
Graphic N° 10 A third grader drawing	92

Abstract

The purpose of this study is to analyze classroom discourses in two different educational contexts in order to explore alternative ways and their influence in the acquisition of a language, and to identify the types of interactions between teachers and students to recognize how it influences the environment of learning a second language. The investigation took place in two different contexts. The first one, was in a private and primary-secondary school called Liceo Hermano Miguel de la Salle, and the target population was third (8-9 years old) and eleventh graders (15-17 years old). The other context was an English language institute called Centro Colombo Americano in which the students were approximately in basic level and between 10 - 12 years old. This study directly focuses on the relevance of the interaction at the moment of teaching and learning a second language within the classroom. Drawing on Communities of Practice theories Lave and Wenger (1998) recognizes “the environments - contexts as factors which facilitate the construction of knowledge in the classroom”, and some theories from authors such as Ana Inés Heras, Judith Green and Carol Dixon are the ones that were regarded in this research due to they all deal with these aspects previously named. Our ethnographic study aims to analyze specific interaction classroom events and students and teachers’ construction of meanings regarding classroom interaction. The data shown in this paper include observations, students and teachers’ interviews, classes’ video-tapes, children’ drawings, tape-recordings and field notes. This research provides valuable information regarding the weight of

interaction in a classroom and how aspects such as the class environment, the teachers' methodology, the students' perception towards the class, the activities that were developed in the class and the teachers' reactions can vary the situations in which learning and teaching are faced.

Key words: Interaction, Communities, Practice, Second language, Learning-Teaching Process, Environment, Methodology, Meanings.

El propósito de este estudio es analizar los diferentes discursos dentro del aula de clase en dos diferentes contextos educativos para explorar las formas alternativas y su influencia en la adquisición de una lengua, e identificar los tipos de interacciones entre estudiante y profesor y cómo éste influencia el proceso de aprendizaje de una segunda lengua. La investigación tomó lugar en dos contextos diferentes. El primero fue en un colegio privado de primaria y secundaria, llamado Liceo Hermano Miguel de la Salle y la población objetivo fue tercer (8-9 años) y undécimo (15-17 años) grados, y el otro contexto fue llevado a cabo en un instituto de la enseñanza de Inglés llamado Centro Colombo Americano, en el cual los estudiantes estaban aproximadamente en nivel básico entre las edades de 10-12 años. El estudio se focaliza directamente en la importancia y relevancia de la interacción al momento de enseñar y aprender una lengua dentro del salón de clases. Teniendo en cuenta diferentes teorías como Comunidades de Práctica (Lave y Wenger) que reconoce los ambientes-contextos como factores que facilitan la construcción del conocimiento en el salón y algunas teorías de autores como Ana Inés Heras, Judith Green y Carol Dixon son las que fueron tomadas en esta investigación debido a que han trabajado con estos aspectos previamente anunciados.

Nuestro estudio etnográfico pretende analizar eventos específicos de la Interacción en un salón de clase y la construcción de significados por parte de estudiantes y profesores. La información mostrada en este documento incluye observaciones, entrevistas a estudiantes y profesores, video de clases, dibujos de

niños, grabaciones y diarios de campo. Esta investigación provee valiosa información tomando en cuenta la importancia de la interacción en el aula de clase y cómo aspectos como el ambiente de la clase, la metodología del profesor, la percepción del estudiante hacia la clase, las actividades hechas en clase y las reacciones del profesor pueden variar las situaciones en las que se enfrentan la enseñanza y el aprendizaje.

Palabras claves: Interacción, Comunidades, Práctica, Segunda Lengua, Proceso Enseñanza-Aprendizaje, Ambiente, Metodología, Significados.

Introduction

Any learning process has to face different situations in order to get the established goal. Aspects such as motivation, peer relationship, class environment, institutional discourses and teacher performance are involved in the learning process. In this study, we pay particular attention to classroom interaction and how it influences the construction of meanings inside the classroom. We draw on theories that recognize that meanings are constructed through language in daily interactions (Green, 1991).

Through the careful review of our field notes, class interaction caught our attention, particularly, how it influences students'-learning process. In other words, what role interaction plays among the class participants in the moment of learning a language, and its influence in the process.

When working with two different contexts, (CCA and the Liceo Hermano Miguel de La Salle), the comprehension of what has been observed varies in each case. In the CCA, the student's role is primary active and the teacher is the one who gives instructions and let the students learn everything almost by themselves and with an input / output process. It means that through deducting, the students are able to learn without focusing only in a grammatical part. On the contrary, in the Liceo Hermano Miguel de La Salle, the class spins all around the teacher role and his/her methodology; the use of the textbook and the accomplishment that the book proposes are the ones that are followed, even though, sometimes teachers choose the way how they want to manage the class.

This project is divided into different, significant and related chapters in which each one of them describes all the topics we integrated. As this is an ethnographical research, first, we set a question, then, we use certain tools for developing the inquiry question and finally we responded it.

First of all, we introduce the question and the objectives that give direction to our research path. The rest of the sections presented in this document include: The theoretical framework, in this section all the theoretical foundation of our research is included. The main perspectives we followed, Carol Dixon, Ana Ines Heras, Lave and Wenger, Judith Green, Ibarra are presented in this section in order to create a theoretical support for our study. We based on these theories to create a bound with the topic, our contexts and our perspectives.

Theories such as Task Based Learning (TBL), Communicative Language Teaching (CLT), Communities of Practice and some explanation of how the teaching-learning a second language practice appeared and become important in the world are examined in this section to get sense of and to start focusing in our topic.

Then, the methodological design appeared. There are included details and descriptions about the contexts, population, and participants. The two institutions are situated during the whole methodological design, the ethnographical approach and the data collection process.

Some examples and excerpts from the data we gathered are shown here. The instruments applied were: Interviews, video tape recordings, drawings, and journals. Each one of them during specific moments of the research.

After that, the following chapter is the one related to the data analysis, which has a lot of work involved. What it is made here, it determined the ending of the project. The coding and categorizing process began here. Four final categories appeared and they were: meanings about a good teacher, class environment, ways of learning and interaction. All the tools were used for different cases and from here the results are evident. Each category is explained, developed, argued, analyzed and exemplified with tools.

Finally, there is the conclusion as the question proposes; its aim is to make a comparison between the two contexts and to recognize how the environments can change taking into account categories and results from this.

Having said this, the interest on this topic can be noted, basically because everything that happens in a classroom shows how important interaction is and the way how the teacher makes the students get involved with the subject and how they can be influenced by interaction in their language learning process.

Justification

This project will show a comparison between the reality in the LHEMI and the CCA, where interaction plays a different role for each case bearing in mind the fact that the first is a regular school where the quantity of students is higher than the one in the second context. On the other hand, the fact of acquiring experience at the moment of giving a field-real class is meaningful for any teacher to be. It is a must to recognize different methodologies, which are used and applied in any language learning education environment, and notice the advantages and disadvantages of each one, taking into account aspects such as different populations, amount of students, social stratification and students and teachers' purposes.

The main contribution when answering the research question points to get idea of the real meaning interaction has in a place for learning and teaching a second language. As this research employs an Ethnographic approach, the idea was to identify a topic and start working on it.

Moreover, this project aims to show the importance of interaction in the classroom and the influence of it in different language learning contexts; speaking of which, as it is stated by Lave and Wenger (1992), "the recognition of communities as a way of creating meanings through interaction is a matter when teaching and learning", (p. 72).

Interaction's impact will be reflected in the class environment, students' attitude and engagement with the language to make them take risks and become

more challenging and active learners when they are in contact with any English atmosphere.

Several authors such as Judith Green (1991), Ana Inés Eras (1994), Ibarra (2002), and Douglas Brown (2001), have stated different theories to define and help to promote interaction in the classroom. Ibarra (2002:44) talks about the relationship between interaction and communication. She says:

“We use language with the immediate purpose of communicating the way we perceive, give meaning and understand the world. We also use it to build social relationships that allow us to interact with each other. Furthermore, students should develop their communicative competence interacting with others and creating a real atmosphere in the classroom through the development of tasks. Communicative tasks are supposed to allow students to develop communicative competence in the real day-to-day use of the language”.

One of the main goals of foreign language teaching is to encourage students, to express and interact in an effective way, exchanging opinions and ideas with others. That is why students should be frequently exposed to opportunities to use the target language. Commonly, students reject communication and do not take advantage of the opportunities given in class; these are the main reasons why this research project focuses its aim on interaction through communities of practice as its main goal and main object of study. Applying different theories about interaction can help a teacher be aware of the facilities and goods this can promote in the classroom.

1. Research question:

- *How communities of practice are created through interaction in two different educational contexts (LHEMI and CCA)?*

2. General objective:

- To make a comparison between the ways the participants interact in their corresponding contexts and how interaction influences students' language learning environment.

2.1 Specific objectives:

- To analyze the most significant moments in which students recognize themselves as part of the class.
- To explore how the communities of practice are created in these two different contexts.
- To identify how the class' environment can guide the learning process inside the classroom in each context.
- To reflect on teachers and students perspectives about interaction patterns within the classroom.

3. Theoretical framework

In the century spanning, from the mid 1880s to the mid 1980s, the language-teaching profession was involved in a search, in which the purpose was to characterize the different methods of teaching such as Cognitive, Traditional, Romanticism, Conductive, etc. Historically the profession tends to describe a succession of methods, that through the process of researching for information, each method was analyzed and was discarded, and new methods took place and were developed. That is why, it is important to understand what the meaning of method is, Edward Anthony (1963) gave a definition based on three hierarchical elements, which were approach, method and technique; he describes method as “overall plan for systematic presentation of language based upon a select approach”. (Brown, 2001, P.14) And approach as “a set of assumptions dealing with the nature of language, learning and teaching” Brown, 2001 (p.14).

A couple of decades later, Richards and Rodgers (1982, 1986) proposed a reformulation of the concept of method affirming that method was “an umbrella term for the specification and interrelation of theory and practice” (1982:154), based on two principal contributions to the understanding of the concept of method, firstly “they specified six necessary elements of language-teaching designs which are the objectives, syllabus, activities, *learners roles*, *teacher roles* and *the role of instructional materials*” for a schematic representation of method , and also they affirm that “virtually all language-teaching methods make the oversimplified assumption that what teachers do in the classroom can be

conventionalized into a set of procedures that fit all context” Brown, 2001 (p.14), with these contributions Richards and Rodgers reformulated and made a distinction between method and an old term that is more comfortably referred “methodology” (pedagogical practice in general).

Finally nowadays method is defined as “a generalized set of classroom specifications for accomplishing linguistic objectives, methods tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts” (Brown, 2001, P.16), and on the other hand approach is “theoretically well-informed positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical setting” (Brown, 2001).

In order to define what kind of approach this study will be focus on, and after defining method and approach, we present the communicative language teaching. This approach was implemented in 1970s to 1980s as a need of having a communicative approach to facilitate the understanding of the functions that must be incorporated into a classroom. Brown (2001) states “the development of approaches that highlighted the fundamentally communicative properties of language, and classrooms were increasingly characterized by authenticity, real-world simulation, and meaningful tasks” (p. 45) .

The new ways of communicating among people have made English turn out to be stronger and its demand is becoming even bigger. As a result, people want to reinforce or improve their language level and their skills. Consequently, English is being taught in so many different ways, and the opportunities of having contact with English has increased significantly with all the possibilities of traveling, studying abroad, the media content and the internet. All of these aspects generate a close relation with autonomy bearing in mind that it has become an important aspect in any learning process, due to learners set themselves asking for goals, and the demand for an appropriate teaching methodology is stronger than ever (Richards, p.2)

On the other hand, one approach appeared at the end of that period of time mention and discussed above. This is the Communicative language teaching approach.

3.1 Communicative language teaching (CLT)

Since 1970's CLT acquired strength and obviously influenced the coming approaches and methodologies for teaching a language.

Sometimes the meaning of communicative varies depending on what each teacher thinks of communicative, their way of teaching is basically based on communication, but this is not only about teaching speaking or grammar, it goes beyond. Its main goal is to teach communicative competences. It can be two principle competences. There is the grammatical competence, which refers to the

knowledge we have of a language that accounts for our ability to produce sentences in a language. It focuses its attention on parts of speech, tenses, phrases, clauses, sentences patterns, and how sentences are formed. Grammar parts are presented in the books in which they explain a rule and then exercises to practice the studied rule (Richards, p.2). Although it is important to have the grammar, it is not all about it, because managing a sentence or a phrase does not guarantee that the communication is succeeding, and then this is when the need of working on the communicative competence appears as relevant. The competence improves abilities as: how to use the language in different purposes and functions, how to vary the language depending on each context, how to understand different texts, and how to maintain a conversation with a group of people no matter if this is native or foreign (Richards, p.2).

Nowadays, learners have shown that the way they are processing the information is totally different than how it used to be 30 years ago, as it is the way how they communicate. Teacher worked with mechanical (grammar), it was the responsible for learning in those times, and mistakes were avoided as a good result. Memorizing and drilling were the most common ways to teach and by applying these techniques errors can be almost managed. The attention was the teacher all the time and he was the one that controls everything. Consequently, CLT arrived proposing that the learning process should consider: interaction among the whole class, collaborative creation of meaning, negotiation of the

meaning, feedbacks as part of the construction, incorporation of the input and output, and experimenting different ways of saying things (Richards, p.3).

Going beyond, CLT came up with different and new activities which can help to develop the learning process in the learners related to grammar, drilling and memorization but incorporating pair work activities, role plays, group work activities and project work (Richards, p.4). CLT brought new changes, teachers and students' roles are totally different indeed. Students are now cooperative rather than individual as they were before. The class becomes a fully-interactive moment, in which each student listens to what his partners have to say and so on, and in that way the learning is cooperative and accompanied by all. The role of the teacher is more like a leader or monitor, that guides the students to the right way but not the one who gives, transmits and has the knowledge. The students work in a community but in the same way, they are also seen as individuals and unique, errors or mistakes should be corrected but in a way in which the student will not feel frustrated in the future to do so.

Furthermore, this is when the need of improving and implementing the new ways of learning a language appeared and the traditional approach started being avoided by teachers. Of course, not completely but the different beliefs that this approach had, have been criticized and replaced by different ones that have shown better results than the ones before obtained.

Approximately, 30 years ago, the coming idea of teaching a language throughout a communicative way started emerging in education. Its positioning

proposed a new stand point of what is also remarkable for learning, also, the teacher and student's role, the thoughts of what a teacher should do, and how his behavior should be in the classroom.

One of the most recognized points in Communicative Language Teaching is the one related to the function of the teacher, which is not seen as the one who controls but the one who guides and helps to get knowledge. Following the rationale of the CLT approach the Task-based approach appeared as another alternative to use in the classroom. TBA works on reaching the goal of improving our students' communication skills as well as motivating them to continue their studies and enjoy the experience of learning. Task Based Learning may contribute to the effectiveness of the learning process and the development of those communication skills in the students.

Interaction is vital for the students. It encourages the apprentice not only to recite grammar structures but also use the language more spontaneously; through TBL, classes could become student-centered and linguistic patterns will not be the central analysis of class discussion. *Rod Ellis (2003) Task-based language learning and teaching (Oxford University Press)*

3.2 Task based learning approach (TBL)

After developing CLT, we moved into TBL. The main reason for going into it is because this is the approach used in one of our contexts (Centro Colombo

Americano). It regards its attention in interaction which is one of the most important aspects in this research. TBL proposes the idea of not including all the time the grammatical part, but also the practical one by interacting with each others' and developing useful tasks in order to achieve the target.

TBL offers a change from the grammar practice routines through which some of our learners have failed to learn to communicate. It encourages learners to experiment with whatever English they can remember or they are exposed to, to try things out without fear of failure and correction. Task Based Learning developed originally by N Prabhu in Bangalore, southern India. It is based on the assumption that students may learn more effectively when their minds are focused on the task, rather than on the language they are using.

The task based learning approach for a second language acquisition processes is supported by instruction in a target language environment associated with the Communicative Approach. In such an environment learners are constantly faced with many practical tasks, such as projects for producing posters, brochures, pamphlets, oral presentations, radio plays, videos, websites and dramatic performances, which they must learn to cope with 'survival purposes'. That forces them to focus their attention on the linguistic forms and their social communicative function (meaning).

Through TBL, the challenge is to find near equivalents to real world tasks and to provide learners with a linguistic input as well as feedback which help them to create their own hypotheses about the meaning and function of the grammatical

forms of the target language, and critically check if their hypotheses are correct or not. This approach, has also promoted the learning strategies because learning how to learn is more important and seems more interesting from that perspective than memorise a long list of vocabulary, rules of grammar and tables with conjugations.

Tasks motivate and promote language-learning processes if they reward learners with a feeling of success when doing them. For teachers, it is necessary to make sure that their learners have the necessary skills and strategies for dealing with the given task successfully. This frequently requires that teachers first give examples or model to the learners how to deal with the given task.

This approach is a three stage process:

- Pre-task - Introduction to the topic and task. In this stage, the teacher explores the topic with the class, highlights useful words and phrases, helps learners understand task instructions and prepare and set a time limit for the work.
- Task cycle - Task planning and report. In the actual task phase the teacher lets the learners autonomously do their work. Her/his role now is that of a monitor and advisor, acting mainly when asked for support and S/he should intervene if some learners fail to actively work on their task. Also, make sure that everyone works on her/his task to the best of their abilities.
- Language focus - Analysis and practice. The post task phase gives learners the opportunity to report what they found out on the given topic. They discuss it

with other learners to identify and process specific language features that they had to deal with in the task and that might require some extra practice for students to consolidate their understanding of some structures and/or functions. In this phase formal linguistic errors are of minor interest.

According to J. Willis (1996) there are three essential conditions for anyone to learn a language: First, there has to be a lot of exposure to the target language, a rich and comprehensible input of spoken and written language in use. Second, as input, also output is considered essential for language learning. Learners need opportunities to communicate what they want to say and express what they feel or think. They need the experience of communication in a variety of situations, in a positive, supportive and low stress atmosphere created by the teacher. The third and essential condition learners need is motivation to process the exposure they receive and motivation to use the language as often and regularly as possible. The more learners are motivated to use the target language, the better (Willis).

Teachers were under the impression that task-based learning means "forget the grammar". With TBL teachers will not have a "grammar giver" role whose main job was to assure students' internalization of grammar rules but rather a "support" whenever students definitely need to overcome their language shortcomings. Students are the ones who reflect on language features, recycle the task language and ask questions whenever they feel they need to in order to complete the task. They will become stronger risk takers and mistakes become

part of the every day process of learning. Students will resort to their own strategies to understand certain language patterns when they are exposed to the language during the pre-task cycle. They themselves will be the ones to come up with conclusions about how the linguistic system works if necessary.

“The role of foreign language teachers is to promote favorable conditions which provide optimum opportunities for foreign language learning; that is, they have to create the circumstances which promote interaction and learning” (Van Lier, 1995; 1996)

As interaction is a topic that has been already studied and treated in several and diverse areas such as psychology, anthropology, humanity sciences and pedagogy, Lave and Wenger’s theory is when appears here, and we connected a relationship to the theory and its implications throughout all the aspects cited.

As the article *Within and Beyond Communities of Practice: Making Sense of Learning Through Participation, Identity and Practice* by Karen Handley Andrew Sturdy Robin Fincham and Timothy Clark, aims to explore the communities of practice concept from several perspectives, so do we. In their paper, they say “Firstly, we consider the perspective of the individual learner, and examine the processes which constitute ‘situated learning’. Secondly, we consider the broader socio-cultural context in which communities of practice are embedded” (2006, P. 641-653). Based on this article, it is evident that each learning process and each community of practice is completely different from the others and has specific features which allow them to build an identity and

establish learning environments from their specific contexts in order to be able to construct a community of practice itself; it means that as every single context or learning space is different, also the communities of practice are, and they vary based on the participants, methodologies, teaching and learning purposes, etc.

3.3 Communities of practice

To understand communities of practice, we should know that the negotiation of meaning is the level of discourse at which the concept of practice should be understood and to associate practice with the formation of communities. This association does two things; it yields a more tractable characterization of the concept of practice and it defines a special type of community, because the term community of practice should be viewed as a unit.

Wenger (1998) describes three dimensions of the relation between practice and community in which practice is the source of coherence of a community. The first characteristic of practice as the source of coherence of a community is the mutual engagement of participants. Practice exists because people are engaged in actions whose meanings they negotiate with one another. In this sense, practice does not reside in books or in tools, though it may involve all kinds of artifacts. It does not reside in a structure that precedes it, though it does not start in a historical vacuum. The history of claims processing started long before Ariel and her colleagues arrived on the scene, and yet what they do together is not just a

cookie-cutter realization of a historical schema. Practice resides in a community of people and the relations of mutual engagement by which they can do whatever they do.

Membership in a community of practice is therefore a matter of mutual engagement. That is what defines the community. A community of practice is not just an aggregate of people defined by some characteristic. The term is not a synonym for group, team, or network; it is not defined merely by who knows whom or who talks with whom in a network of interpersonal relations through which information flows. Neither is geographical proximity sufficient to develop a practice. Certainly, mutual engagement requires interactions and geographical proximity can help, but it is not because claims processors work in the same office that they form a community of practice.

Being included in what matters is a requirement for being engaged in a community's practice, just as engagement is what defines belonging. The kind of coherence that transforms mutual engagement into a community of practice requires work. The work of "community maintenance" is thus an intrinsic part of any practice. Indeed, what makes engagement in practice possible and productive is as much a matter of diversity as it is a matter of homogeneity. Mutual engagement involves not only our competence, but also the competence of others. It draws on what we do and what we know, as well as on our ability to connect meaningfully to what we do not do and what we do not know.

Mutual engagement does not entail homogeneity, but it does create relationships among people. When it is sustained, it connects participants in ways that can become deeper than more abstract similarities in terms of personal features or social categories. In this sense, a community of practice can become a very tight node of interpersonal relationships. A shared practice thus attaches participants to each other in ways that are diverse and complex.

The second characteristic of practice as a source of community coherence is the negotiation of a joint enterprise. “It is the result of a collective process of negotiation that reflects the full complexity of mutual engagement, defined by the participants in the very process of pursuing it. It is their negotiated response to their situation and thus belongs to them in a profound sense, in spite of all the forces and influences that are beyond their control. It is not just a started goal, but creates among participants relations of mutual accountability that become an integral part of practice”. Wenger, (1998)

“The enterprises reflected in our practices are as complex as we are. They include the instrumental, the personal, and the interpersonal aspects of our lives”. Wenger, (1998). That involves, among other things, making money, being an adult, becoming proficient at claims processing, having fun, doing well, feeling good, not being naive, being personable, dealing with boredom, thinking about the future, keeping one’s place. Because mutual engagement does not require homogeneity, a joint enterprise does not mean agreement in any simple sense. In fact, in some communities, disagreement can be viewed as a productive part of the

enterprise. The enterprise is joint not in that everybody believes the same thing or agrees with everything, but in that it is communally negotiated. To say that some claims processors share an enterprise is not merely to say that they share working conditions, that they have dilemmas in common, or that they create similar responses. Their understanding of their enterprise and its effects in their lives need not be uniform for it to be a collective product.

The enterprise is never fully determined by an outside mandate, by a prescription, or by any individual participant. Even when a community of practice arises in response to some outside mandate, the practice evolves into the community's own response to that mandate. Even when specific members have more power than others, the practice evolves into a communal response to that situation. Even when strict submission is the response, its form and its interpretation in practice must be viewed as a local collective creation of the community. Because members produce a practice to deal with what they understand to be their enterprise, their practice as it unfolds belongs to their community in a fundamental sense.

The third characteristic of practice as a source of community coherence is the development of a shared repertoire which includes routines, words, tools, ways of doing things, stories, gestures, symbols, genres, actions, or concepts that the community has produced or adopted in the course of its existence, and which have become parts of its practice. "The repertoire combines both reificative and participative aspects. It includes the discourse by which members create

meaningful statements about the world, as well as the styles by which they express their forms of membership and their identities as members”. Wenger. (1998)

The repertoire of a practice combines two characteristics that allow it to become a resource for the negotiation of meaning; the first one is that it reflects a history of mutual engagement. Histories of interpretation create shared points of reference, but they do not impose meaning. Things like words, artifacts, gestures and routines are useful not only because they are recognizable in their relation to a history of mutual engagement, but also because they can be reengaged in new situations. The second one is that it remains inherently ambiguous. The fact that actions and artifacts have recognizable histories of interpretation is not exclusively, or even primarily, a constraint on possible meanings, but also a resource to be used in the production of new meanings. Because the repertoire of a community is a resource for negotiation of meaning, it is shared in a dynamic and interactive sense.

Communities of practice are not intrinsically beneficial or harmful. They are not privileged in terms of positive or negative effects. Yet they are a force to be reckoned with, for better or for worse. As a locus of engagement in action, interpersonal relations, shared knowledge, and negotiation of enterprises, such communities hold the key to real transformation. From this perspective, the influences of other forces are not less important, but they must be understood as mediated by the communities in which their meanings are to be negotiated in practice.

As the theories related to CLT, TBL and Communities of Practice are taken here; with the journal, *The construction of understanding in a sixth grade bilingual classroom. Linguistics and Education 5*, and some authors as Ana Ines Heras, Kris Gutierrez and Judith Green built a theoretical perspective related with the meaning of interaction within the classroom who are cited below.

3.4 Interaction

Researches across context and cultures have shown that discourse serves as the medium of social interaction within an activity, the organization of it, and also the organization of the participants. Gutierrez (1993). The discourse is taking as a tool for revealing particular social relationships, normative discourses practices, knowledge exchange systems and participants' beliefs; that is why the language and context are considered socially and culturally constituted as a pattern of interaction. In contrast for researchers the analysis of patterns of interaction in an activity is presented in order to show the relationship among the language, context, and literacy learning.

Socio-historical theories locate the cognition and the language within the contexts constituted through dynamic process of social interaction, Vygotsky mentioned that: "the context is an intermental function which joins actions and understandings of the participants from a community" (Gutierrez; 1993). And in this perspective, the study of humans' development focuses not on the individual

actions, but also how he/she establishes relations, and how is his/her behavior in a specific situation, all the events in a daily life are viewed as a socially and culturally constitution of members in a particular community through interaction.

For this purpose the study of the development in the context of an activity, socio-historical researchers examine the participants, the roles within the activity, and the observation of: objects, actors, and tools, in order to explore the relations among these dimensions, and because any activity is usually not accomplished by one person alone, it is done by more than one participant. The activity is a way of describing organized interaction bearing in mind that it makes easier, to understand and explain what is being done and how.

“Language socialization, also identifies relationships between linguistic and social knowledge by describing ways in which social and linguistic knowledge are acquired through participating in a community’s communicative practices” (Gutierrez; 1993). For example: children acquire both, linguistic and sociocultural knowledge for the purpose of being a member of a community and to act in a socially appropriate way. The relation between language socialization and the social construction of the knowledge could be analyzed in the use of the language in order to negotiate and socialize with others in a particular understanding action and interaction.

At the moment of analyzing interaction moment by moment it is relevant that the human activity requires an approach that provides a meaning of exploring the way, how members face interaction with others, based on this, “conversation

analysis” has been used primarily to analyze interaction in communicative contexts, it describes in detail the various ways people participate in an “ongoing course of action”.

Many research projects have examined how patterns of language and interaction are built up across classrooms events, and how they addressed the patterns of life constructed in a classroom. This kind of examination describes the actions and interactions that happened within a classroom and the repertoires and the language use are constructed.

Through the interaction between teachers and students, teachers signaled what they prefer as appropriate action, what kind of roles were possible to explore and what counted as appropriate activity in a journal sharing. These kinds of preferences are visible in teachers’ actions and in the ways, which they organized what students do.

Interaction analysis found two main certain claims, which are:

- “that the more indirect influence the teacher uses, based on favorable are the pupils’ attitude to school work, and
- the more the teacher uses indirectly influences, the more pupils learn”

(Delamont; 1976, p 16)

If the teacher is indirect, it means that he /she accepts and uses de pupils’ ideas and feelings than rejecting and criticizing them.

Interaction analysis appealed to psychologist and method specialist because of its claim to scientific standards of rigour and reliability.

4. Methodological design

4.1 Approach

Due to the nature of our research, this project used a qualitative research approach, in which Ethnographic research helped to achieve the objectives and goals. “Ethnography is a form of research focusing on the sociology of meaning through close field observation of socio-cultural phenomena source. Typically, the ethnographer focuses on a community (not necessarily geographic, considering also work, leisure, and other communities), selecting informants who are known to have an overview of the activities of the community”. (Garson, 2008)

We see this as relevant in our project because as we are working with human beings under an ethnographic approach, the relation between the participants and their socio-cultural environment needs to be taken into account. We entered into a community and became invited guests to work with them and to find a problem or a situation that helped us to describe and portrait our interests in this aspect in the teaching and learning process.

The process started with deep observations in The Liceo Hermano Miguel de la Salle and Centro Colombo Americano. The school is a private primary-

secondary, with medium and high level of stratification and it follows Lasallista formation, which is guided under catholic beliefs. The classrooms observed had an average from thirty to thirty eight students. Two different levels were observed and analyzed, third and eleventh grade. The two teachers had a specific profile to be part of the institution. There is “Diana Lorena” who is in charge of the little kids and “Julian David” working with teenagers. On the other hand, the CCA is an English Institute where classes are given in order to people learn English based on Interaction and following a communicative approach. Its social stratification is the same found in the first context. The amount of students per class was maximum twenty, and teacher participants were “Liliana” and “Mauricio”.

4.2 Context of the institutions

Next, there is a more detailed description of each institution. Aspects like, their beliefs, their students profile, their educational vision and mission and some aspects of the students that belong to the school are stated, therefore, the CCA description about how it sees language and its target for students and teachers who are part of that community. Starting with the LHEMI and then with the Centro Colombo Americano.

4.2.1 Liceo Hermano Miguel La Salle

The Liceo Hermano Miguel La Salle proposes as a main goal to be leaders in the renovation of the social and cultural processes in scholar and daily

environments, with the aim of dignifying the child and the young person, to promote their development.

The institution has two main objectives, which are: first, to offer an education of quality which allows the students' access to knowledge in a contextualized way according to actual needs and in which also responses in pertinent way to the most important questions of the global world.

On the other hand, the LHEMI builds an organizational environment center in the service of the student, of their parents and of the society, capable of learning, teaching and transforming themselves and which develops in their members competences in knowing, analyzing and applying procedures and intervention strategies in the conflicts and human, cultural and professional problems.

Students from LHEMI are supposed to acquire all the knowledge and apply it in the society. Since they are in kinder garden they are influenced with the Christian doctrine and social service mind, and when they are in tenth grade they start thinking in which area are going to develop all the Lasallista formation. The investigation was centered in the class interaction of students from elementary and students from eleventh grade of the school.

4.2.2 Centro Colombo Americano

As a cultural foundation, the Colombo sees language learning as not only an educational, but also a cultural endeavor. Learning a language gives students a

window to the world and invites reflection about themselves as well. The Colombo's English programs are particularly designed to encourage students to get to know themselves, their learning, and their world and culture much more deeply. A central part of the learning experience in the Colombo is the construction of the student's own identity and growth as a person in English. This necessarily opens up the students to a number of reflections about existing perceptions of themselves, the world, learning and English, and allows students to develop new tools, knowledge and beliefs in the process of acquiring a second language.

In terms of target culture, students are not only acquiring a new linguistic or communicative code, but also the cultural code of that language. In addition, the Colombo offers an approach to learning itself, in which its emphasis is placed on training in language learning strategies and the development of competences needed to learn in today's changing world.

The Educational Advising Center at the Centro Colombo Americano Bogotá provides impartial and up to date information on education and exchange opportunities in the U.S., professional academic advising services and administers reliable exams to facilitate educational understanding between Colombia and the United States.

The Saturday Program offers all levels of English courses in three different branches for children 7 and up, as well as adults. Classes are two hours each

Saturday, in two semesters and two vacation schedules per year. The course we worked with was: B-Course for children from 10 to 13.

Even though the realities of these two contexts vary, both look for the same purpose. The LHEMI, as a school where the English area is intensive and its curriculum looks for a communicative goal and to generate in the students a positive acquisition of a second language since they are preschooler graders; and speaking about the CCA, the purpose is based on teaching and learning a second language taking into account interaction as its main principle. The difference now lapses on the fact that they manage their classes under different methodologies and for this reason the daily experiences about learning become dissimilar.

These particular differences allow us to picture how this specific learning process is experienced in each learning space.

After finishing sixth semester, we were aware that our practicum process was going to start. Some places were available; Centro Colombo Americano and Liceo Hermano Miguel de la Salle were two of them. One of us sat the Michigan test and took part in the CCA staff, the other two started with the private school LHEMI. The practicum started on Seventh semester (February 2010) in which we were supposed to observe classes as the first step of the process during that period; it was all about observing and taking field notes on our journals. At that time we were in doubts due to as all the context was uncertain for us, we had not set our setting in which we were going to work on. Several notes such as:

“since the very beginning the class is a mess... she cannot keep them quiet, a big barrier among them is language”; “sometimes the students needed to tell her something and she did not know what they were talking about, she looked at me like looking for help... I could tell that the students do not feel much respect for her”; “on the corner, there was a student who almost all the time was sitting on the chair alone, not speaking at anyone and the teacher did not even notice”; “for making herself understand, she makes mimic so they got it”; “profe, profe, teacher, teacher, teacher, finish!”; “si tú eres Canadiense y nosotros somos criollos, ¿cómo vamos a entender algo que es difícil?”

After reviewing our journals, we found several aspects that caught our attention, some of them were motivation (lack of it and how to promote it), the influence of discourses in the classroom, classroom management, how to improve the English learning process and interaction. Analyzing these problems, the two contexts we were working with and being in eight semester, we realized that we had to set out the focus field of our research and the isolation turned out to be addressed towards interaction among all the class participants, in other words, the whole individual as a member of a community of practice.

4.3 Data collection

For this research project we used different sources for collecting data related to the current material the students are using, the kind of activities they use for acquiring the second language knowledge; and also the needs, likes and dislikes of the students when learning. The data was gathered during three semesters within the practicum. Seventh semester was all about observation stage, one visit per week, and the next semester (eight) was a mid-teaching moment per class, and the final semester there (ninth) was full-class-time teaching.

The process began to take direction as soon as we established our focus of study which was interaction and the communities of practice created in the classroom. We decided to work with ethnographic approach due to the significance of the research towards the participants and the different contexts, thus, in the nature of its ethnographic tools. Therefore throughout observations, journals, interviews, videos and drawings, we collected all the needed information as follows:

4.3.1 Observations

Each Monday and Saturdays during seventh semester we observed classes as the first and principal tool when working under ethnographic approach. The teacher and students were aware that our presence was supposed to be a hundred percent passive during class time, meanwhile we took notes about everything that happened inside and nothing could be ignored. We used private journals in which we wrote every single moment that was relevant for us. Any detail could not be left behind and it contributed to our research. With those observations we reflected on our teaching theories and what we had learnt so far, and on our learning experiences. We took notes about special or meaningful changes or students' reactions due to the different teaching practices, the variation of the methodology and activities the teacher used.

The observation process allowed us to keep a registration of the students' process, to discover and to follow their progress during the coming three semesters. This was important because it was a way of confirming exactly what is

happening during any particular process; in our case, during class time. Through these observations we decided that our main focus at that was interaction influence on learning in the classroom.

4.3.2 Journals

All the observations were registered as the field notes which were posted on our journals, each one of us had a personal one and personal perspective of what she was observing. Details such as level, group, teacher in charge, topic, average of age, time, genre, number of students and date had to be included as a matter of organization. Also what was happening exactly in the classroom as the way we saw it, as well as our own reflection upon it. For each class there was supposed to be writing parts with our own comments.

See graphics N° 1, 2 and 3 in the appendix

4.3.3 Interviews

As our perspective was important, it was also meaningful to learn students' and teachers' standpoint, for this reason we decided to conduct interviews with teachers and focus-group interviews with the students.

Interviewing is a popular way of gathering data. For our case, these ones were an important tool as we worked with ethnographic approach. During our project we applied three different informal interviews. At the beginning, it was one with three students from third grade. The purpose of this was to take a look on

the students' perception about the class and their surroundings. After discussing and analyzing their answers we came up with a second interview in which the purpose was to go deeper in their thoughts about class perception, their attitudes towards the class and their interests. Opposite to the first interviews, nine students from the two contexts were interviewed at that time.

We also conducted two interviews with teachers, one from the LHEMI and one from the CCA. Their questions were more formal than the ones in the students'. With these we could see their perception towards their teaching practicum, their students, and their classes.

These are some parts taken from the interviews done:

V: ok, first I want you to describe me what is a good teacher for you?
D: thaaaat, that gives us a puzzle or that ask us questions
V: questions?
D: yes
V: What for?
D: toooo answer them
V: that is for you a good teacher?
D: mmmm, yes
V: ok, describe now, how is a nice class for you or a class that you really like, how is it?
D: ehhh, thaaaat, that we write or that we make some drawings to color or that we go out.

V: ok, bueno primero para empezar quiero que me describas ¿cómo es un buen profesor para ti?
D: queeee, que nos coloque una sopa de letras ooo que nos coloque preguntas
V: preguntas?
D: si
V: ¿para qué?
D: paraaa contestarlas
V: ¿eso es para ti un buen profesor?
D: mmm si
V: ok, descríbeme ahora, qué es para ti una clase agradable o una clase que te guste cómo es?
D: ehhhh, queeee, que escribamos arto o que nos pongan dibujos para colorear o que salgamos.

As another example of excerpts taken from some interviews, see graphic N°4 in the appendix

4.3.4 Video/Tape recordings

Since we were interested in studying interaction inside the classroom, we videotaped four classes to have a better perspective of the interactional events that occur in the Classroom. Through videotapes we captured valuable information and analyzed students' attitudes in different kind of situations and their participation in their classes. We used this instrument in order to gather real evidence that could not be noticed with other tools for gathering data.

We used video/tape recording as a data collection tool, to show details that occurred during the class or during the research process. For the teacher even for us, those details gave important information, which guided the research process and became meaningful when defining the research problem.

We created event maps for analyzing the classes videotaped. An event map is a technique that allows a detailed analysis of the most important events related to the research topic. There are four lead parts, (time, event, activity and text) should be posted and described. Non-verbal language can be included here too.

See graphic N° 5 in the appendix

4.3.5 Drawings

When working with children, we found necessary to apply a more creative instrument that facilitate children to express their perspective of interaction to then integrate them with a video in which they explained their drawings.

We had not thought about using this tool when we started the research project but when we were in the process of making the second interviews, a particular situation in which the students felt more confident and free when expressing themselves about interaction led us to these drawings. The students were the ones who offered us the opportunity of putting them in this chapter and as an important tool for analyzing information. Besides, thanks to the drawings we could analyze some students' perceptions that they did not express with words.

The drawings were taken here due to we found out that they were an "enjoyable" way the children used for expressing some ideas, and for us to realize about some speechless or not spoken thoughts.

See graphic N° 6 in the appendix.

4.4 Data analysis

As the reality of the two contexts is different, and the way how each manages interaction varies because of their principles, contexts, populations, institution purposes (mission and vision), etc. Regarding CCA as an academic institution based on interaction which allows students to develop new tools,

knowledge and beliefs in the process of acquiring not only a new linguistic or communicative code but also the cultural code of a second language and the LHEMI under a catholic doctrine institution based on offering a formal education of quality and developed by Lasallista formation, the students' interest and needs are also different in each place. In one part, the students from the LHEMI are supposed to take English as a mandatory subject, sharing with almost thirty five people in each classroom during eight hours a day. In the CCA students attend two hours each Saturday and classrooms have maximum twenty students. Attendance is not mandatory.

It is important to remember the features in each context because they helped us to analyze the collected data and also, because as their characteristics are different, the results somehow varied too. Even though we applied the same instruments with the two contexts, the categories and subcategories as they can be equal they can differ as well.

The process we pursuit in the analysis was to find similarities and differences, then, start establishing codes, to finally create the categories for the investigation.

As a primary stage, we had three different journals where we triangulated the information, in order to see what the relations among them were, what we took into our research and what we took as relevant and more important. The situations, which were more related between them and the ones that we found common in each other.

The teachers' interviews were transcribed in English as they were told. Students' interviews were analyzed in the native language (Spanish), some specific parts were translated into English.

Furthermore, working with translations is challenging due to there are some native idioms or jargon that do not have a specific translation to the foreign language, and in these types of research (Ethnographic – qualitative approach) the more the voice is kept the better. Translations can sometimes totally change the meaning or the intention the speaker had in what he/she said. For example, expressions such as “*me mamá, megadivertidísimas, donde no haya tanta bulla, no se la toman en serio, no sean tan metódicas, se le graban más las cosas a uno, nos manda nota o se los decomisa*” were difficult for us when translating and transcribing them. The more you remain the real and natural voice as it was said the better. Transcriptions gave specific information, which was collected by video/tape recordings. Regards Table N° 1 below.

We used open-coding as a tool for classifying and selecting the most significant extracts in the diversity we got when gathering data. This tool is about reviewing the information, finding similarities among them to finally establishing codes. The codes can be the same sentences or answers the participants gave or create a new one that make reference with what they said, the important thing between keeping the codes as the real ones or coming up with new ones is that it must have a relation among them. As a second step, the codes that are familiar are

included into one main category and through the categories is when the analysis, results and conclusion are developed. See appendix N°7

Here is the example with the table we got after coding and the first subcategories we defined.

Table N° 1
Subcategories taken from the patterns that were found similar in the data analysis

INTERACTION	GOOD TEACHER	GOOD STUDENTS	CLASS PERCEPTION
<ul style="list-style-type: none"> -Students can help interaction -Meaningful communicative activities -Use the language -Most important elements of language teaching -Continuous and final product -Help their classmates -Sts work in pairs -Groups -Between sts and teacher 	<ul style="list-style-type: none"> -Enjoy being a teacher -Guide them -Help them achieve their goals -Students responses -Attitude results -I'm building their lives. -Motivates -Recognizes -Identifies sts abilities -Be nice -Fun and entertaining 	<ul style="list-style-type: none"> -Autonomous process -Motivated -Committed -Responsible -Attentive -Helpful -Want to learn -Responsible -Lovely/Good Listener -Innovative/Creative 	<ul style="list-style-type: none"> -Cooperative environment -Appropriate time -Comfortable environment -Sts overcome their fears -Make sts feel confident
TEACHER'S PERCEPTION	TEACHER'S METH	ACTIVITIES	TEACHER'S SURROUNDING
<ul style="list-style-type: none"> -I have the chance to interact -Resources -No matter where you are -Be more effective -They recognize you -Sts become successful -Different kinds of contexts -Students do not want to learn -Learn something new -Waste of time -Kids learn differently -Everybody needs to be taught differently - Students behavior 	<ul style="list-style-type: none"> -Teachers show motivation to teach -Sts feel motivation to learn -Identify strengths and weaknesses -Involve all the sts -Clear objectives -More emphasis on Speaking -Mix and integrate them -Analyze sts background -Apply useful strategies -Develop some activities in class 	<ul style="list-style-type: none"> -Meaningful activities -Social contexts exercises -Nowadays situations -Visually/orally -Interactively 	<ul style="list-style-type: none"> -25 – 32 students

Note: This table was made as a part of open-coding technique in order to find and establish the final categories of the research.

The collected data helped to respond the main question we have stated.

This was based on the changes and evolution interaction in the classroom had and

how communities of practice were developed among them. Bearing in mind all the collected information, we found different codes mentioned in Table N° 1, which helped us to come up with four main categories: meanings of a good teacher, class environment, way of learning and finally interaction.

The results we started gathering allowed the triangulation among the instruments, the journals ' researchers and the two contexts. The journals, identify common situations and analyze the interviews and the tape recordings.

See graphic N° 8 in the appendix

4.4 Validity

Validity refers to whether or not a study is well-designed and provides results that are appropriate to generalize the population of interest.

The validity of this paper can be demonstrated basically through three aspects: the applied instruments when gathering the data which were designed for us (Observations, Journals, Interviews, drawings and video-tape recordings), the two contexts involved (LHEMI and CCA) and us, in the role of active participants developing it during the whole process.

This research is valid because when the project started, there were several stages that helped us to develop the idea of investigation, therefore, they made it more accurate, believable and reliable as possible. In terms of observations, we began to get involved and to know the reality in which we were working with.

Observations are a significant part in any kind of Ethnographic research because it gives a wide idea of what is happening in the context and it helps to recognize the important focus on it.

In order to start a sketch or an outline of what we had observed we kept a record of that information on each journal becoming it into our field notes. Based on the article “Diario de Campo” by Fernando Vasquez, we applied his theory to fill the journals, in which it says that on each field note the researcher posts, there must be details of the population observed, amount of integrants, level, and date. The description of the information should be divided into two parts, what you observe and the comments or reflections of the researcher towards the facts.

After this, we triangulated the information posted in our journals; triangulation facilitates validation of data which aims to enhance the credibility and validity of results. Altrichter (1996, P. 117) said that “It [triangulation] gives a more detailed and balanced picture of the situation.” RETRIEVED FROM: www.mendeley.com / Towards Tools for Educational Action Research: A Meta-Analysis on Applied Research Questions p117 1996.

Then, we video-taped classes in both contexts and made some interviews. With these instruments is also proved the validity of this project due to the information given by the participant is shown in its real nature. (Exactly the way they were said to the researchers.)

This research project is valid because all the given information took place in real contexts and with real participants and they are the ones who can prove the validity and reliability of this paper. Another reason, it is because we supported our investigation with real theories, real authors and the length of this process took more than one year, so this involved the searching of the most suitable instruments, objectives, participants, contexts, etc. Here is an example of how the data was analyzed. See graphics N° 7, 8 and 9 in the appendix.

4.5.1 Role of the Researcher

As it has been described in the previous chapters and in validity above, the role of a researcher and specifically our role as researchers helped to determine in a specific part the realization of this paper. As this state about the Ethnography definition and its outcomes, the role of researcher is drawn as follows;

“Ethnography is an approach to learning about the social and cultural life of communities, institutions and other settings that uses the researcher as the primary tool of data collection”. Margaret DeLecompte and Jean J. Schensul., 1999. Designing and conducting ethnographic research, Margaret DeLecompte and Jean J. Schensul. 1999

The main role of a researcher in Ethnography is to collect data and analyze it more than transform any context. The researcher is eyes and ears when entering into a community and becomes the primary model for data collection.

DeLecompte and Jean J. Schensul affirm that “much like naturalists, ethnographic researchers learn through systematic observation in the field by interviewing and

carefully recording what they see and hear, as well as how things are done, while learning the meanings that people attribute to what they make and do". Margaret DeLecompte and Jean J, Schensul., 1999.

Since the very beginning we started working on the ideal of this investigation, we got involved with the community, first with the observations, filling our journals with everything we heard and observed and what we thought as important for developing the project. After applying these two instruments, we started having more contact with the participants of the two contexts. By giving first, short classes and then a full- class teaching time, we got to get more information that helped us to continue drawing the way in this research. One of us become a teacher as soon as the practicum started so, that made the process more challenging because she was both, observer and observed.

As researchers, we had to prepare and set some objectives each Monday and each Sunday when our practicum took part in those days. Data became more needed and for that reason we designed more instruments to apply and to cover the issues that were missing. Results were appearing in the precise moment and even though, in some time we thought we could get a specific result, with this research and being in our researchers boots, we realized that any ethnographic research cannot be controlled by the researcher and what happens in the field is unpredictable, Margaret DeLecompte and Jean J. Schensul (1999) state "*Ethnographer may find that a community has changed so much that using the same instruments as in a previous study now is inappropriate*".(p. 3).

Therefore, we wanted more than changing a community; studying, analyzing it and recognizing how with the creation of communities in any context can show different results bearing in mind that all the environment involved in the contexts can be as relevant as the participants. Even we were in the role of researchers in this ethnographic research, we were more in the role of “invited guest” in the community, such as DeLecompte and Jean J. Schensul in their book Designing and Conducting Ethnographic research., 1999, defined the role of the researcher.

4.5.2 Ethical Implications

When it comes to talk about ethical implications in a research project, there are plenty of factors we need to take into account; honesty is one of them, which is a basic feature along all the information that this paper contains. We, as participants of this project can say that the collected data is totally reliable and any was altered or falsified at any time.

As this research follows an ethnographic approach, the data interpretation and results analysis is mostly psychological, in which we study and perceive the problem from different standpoints in order to proceed and guide the research. During this long process, we were always advised by our tutor when reading, writing, designing instruments, collecting and analyzing data in order not to misunderstand the participants´ concepts, perception or ideas.

Objectivity was also a main factor that was all the time in our minds in order to avoid bias at the moment of creating a comparison between the two communities of practice. This, due to we did not want to show a better or worst context, but to establish the main differences in methodologies at the moment of generate interaction within the classroom and the teaching-learning process, also because this paper has purely academic purposes.

Our project was carefully developed, because it is supported on videos and journals which gave us truthful information at the moment of analyzing the data. The triangulation let us analyze the information from our three different perceptions, but also from our tutor and some teachers' opinions who had access to this information at some point, but always keeping in mind its confidentiality.

As we were working with students and teachers from private institutions, confidentiality was a major part of the process. Thus, to keep the participants' privacy and integrity, we decided to change their real names for fictitious ones because they appear several times in the data collection and analysis chapters and also due to our kind of results are not quantitative but qualitative and they are the main part of our comparison, therefore, their real names are not as relevant as their participation is.

To keep hidden students' identity was a priority in our research and for that reason we designed a letter to the institutions, asking for permission at the moment of observing and recording their students. As the observed people were

children, we also sent that letter to each one of their parents and when we got the approval from them, we changed every kid's name.

See graphic N° 9 in the appendix

Results

As results we found primary two communities of practice which are totally different one from the other. They are based on different techniques, so the didactics they employ vary as well. They allow the institutions to provide learning process of apprenticeship taking into account each institution needs and they are created in order to supply the students' requirements and to cover the institutional objectives.

Hence, each curriculum within the classroom applies alternative approaches that introduce the ways in creating interaction inside the context. After recognizing the theories and the previous analysis about interaction in communities of practice, the data analysis reflected us some categories that allow us to establish a comparison between the two contexts studied and they showed that even though they are different both of them work in favor of accomplishing and filling the institution purposes and each manage different types of communities of practice within the classroom.

Each category included the codes that were related between them. To identify the similarities we based on the theories and the results from the analyzed data. In the first category, we included what a good teacher is and teachers' reactions toward students' behaviors:

5.1 Meanings about good teacher

When looking for a comfortable class environment, the teacher is the one in charge of leading the direction and purpose of the class itself; as well as the activities and learning strategies, involving the students in a methodology, which makes them feel comfy with the knowledge acquisition process and the general classroom atmosphere. When asking children, what a good teacher is and what a good teacher does, they came up with different ideas about their teachers' attitudes and reactions toward their behaviors within the class. Many of these opinions tended to converge on the themes of scolding, shouting, threats and punishment but also in a loving, funny and nice person who knows how to make his/herself clear.

Camilo, a 9 year-old-boy in class 302 at the LHEMI described his perception of a good teacher as follows:

“Yell, ehh yell and ehh tell them not to bother, not to speak and if we do so, she makes us come on Sunday”

“*Grita, ehh grita yyy ehh les dice que no molesten y que no hablen y si no, nos hace venir un domingo*”

Juan from the same class said:

VV: Well, first I want you to describe what a good teacher is for you.

Juan: Somebody who is nice, who is not bad-tempered, like this, and someone who treats us in a good way and not like some other who treats us in a bad way.

VV: and how do they treat you badly? Why do you say that they treat you in a bad way?

Juan: Because sometimes they scold us badly and sometimes they send citations, academic notebook and long notes.

VV: *Bueno, primero quiero que me describas como es un buen profesor para ti.*

Juan: *Alguien que sea de agrado, que no sea tan bravo, así, y que nos trate bien y no como algunos que nos tratan mal.*

VV: *Y ¿cómo los tratan mal?, ¿por qué dices que los tratan mal?*

Juan: *Porque a veces nos regañan mal, a veces nos mandan citas, observador y notas largas.*

Jose Luis from 11th grade at the LHEMI affirmed:

“A good teacher is someone who always attends to the students questions, answers them and helps the whole class to keep a knowledge balance”

“Un buen profesor es alguien que siempre atiende a las inquietudes de los estudiantes, las responde y ayuda a que todo el grupo se mantenga en un equilibrio de conocimientos”

Julieth, a 9 year-old-girl from classroom 303 at the LHEMI describes her teacher:

“She is very lovely, she is also very funny, sometimes, sometimes she makes us laugh”

“ella es muy cariñosa, también es muy divertida, a veces, a veces nos hace reír”

Juan David from B1 at the CCA thinks:

“A good teacher is... explains everything... it doesn't matter if he has to repeat millions of times...”

“Un buen profesor es... explica todo... no importa si tiene que repetirlo millones de veces...”

From this data, it is evident that for students, the way in which teachers transmit the knowledge is more meaningful than the knowledge itself as a science; because for them it is so important to feel confident at the moment of expressing their ideas and standpoints. We can perceive that they have been developing a set of stereotypes, which refer to teachers as the one who has the power, and control of the class instead of the leader, guide and motivator who just provides them with tools in order to develop some knowledge through different learning strategies. In some cases, the teachers and some of their reactions toward students' responses have created these stereotypes. At the moment of asking students what their teachers' reactions are when they misbehave in class, they said:

Daniel from classroom 302 at the LHEMI:

VV: And what does she do when the children misbehave?

Daniel: Shout.

VV: Shout? And what does she said?

Daniel: That if they don't behave, they have to leave.

VV: Yea? And what do the children do?

Daniel: They leave.

VV: *y ¿qué hace ella cuando los niños se portan mal?*

Daniel: *Grita.*

VV: *¿Grita? Y ¿ella qué les dice?*

Daniel: *Que si no se van a comportan bien, que se vayan.*

VV: *¿Si? Y ¿Qué hacen los niños?*

Daniel: *se van.*

Juan Arias:

“If we behave, she would treat us in a good way, she wouldn't get mad, we could study well the topics, we could write faster, she wouldn't have to speak so loud”

“si nosotros nos comportáramos bien, ella nos trataría bien, ella no se enfadaría tanto, podríamos estudiar los temas bien, podríamos copiar los temas rápido, a ella no le tocaría alzar tanto la voz”

Luis, who is 16 years old and an eleventh grader:

“Sometimes he scolds us... or just tells us to be quiet asking as a favor and then we behave and let him give the class”

“A veces nos regaña... o pues simplemente nos dice que hagamos silencio, nos pide el favor y pues ahí ya uno hace caso y deja dictar la clase”

Juan from the CCA gave us his perception:

“The teacher, asks us in a good way that for example we pay attention or for example if I mean, we tell a joke, she even laugh”

“El profesor, nos pide de buena manera que por ejemplo prestemos atención o por ejemplo si osea, decimos un chiste, ella hasta se ríe”

Furthermore, the teachers' perception about what a good teacher is, goes a little bit beyond, because they, as professionals, love what they do and feel a big responsibility regarding what has to do with their students' future. Mauricio, teacher from the CCA and “Diana Lorena” from the LHEMI, believe in the opportunity of build their students' future way of life.

Mauricio: I enjoy being a teacher; because I have the chance to interact... guide them through a learning process in order to help them to achieve their goals.

Diana: Being a teacher is not an easy task but it is not always bad. One of the greatest things of being a teacher is when your students become successful and they recognize you...I can touch my students life and heart. I am not only building their future but I am building their lives.

From these perspectives, we can say that they accomplish the profile of a morally and scientific well-prepared person in order to guide around knowledge and culture. Tavárez (2005) says in her article named “*¿Perfil del docente Latinoamericano: mito o realidad?*” “Colombian teachers have to be able to solve education and teaching problems as well as to make students aware of the importance of the application of the learned theories in their daily lives, that means that the practicum of a teacher is not only knowing about something, and teaching it, it goes even deeper, it goes beyond the knowledge transmitted, the professional teachers have the capability of transforming ideas, minds, ideologies, etc.

For teachers and for students, from the two contexts analyzed, it is important the relations constructed within the classroom, and how it influences the learning process in terms of the acquisition of the knowledge. The good teacher is not the one, who just explains a topic, evaluates it and gives a grade, he/she is the one who creates a good environment for the class, promotes the importance of the application of the knowledge and finally is a students’ friend.

The second category is class environment, and it arose at the moment of thinking that the teacher is the one in charge of the classroom management and at some point, in charge of generating a good class environment; that is why we decided to join the students and teachers perception about the class and the students’ likes at the moment of learning:

5.2 Class environment

We have seen so far that a good teacher is the one who promotes a good atmosphere within the classroom, based on his/her methodology, his/her didactics and his/her attitude. But this aspect does not just depend on the teachers' behavior; it is also influenced by the students' feelings and thoughts. The differences between the two populations studied are significant due to the educational context they are surrounded by. As it is described in the institutions' context, features as amount of students, purposes of the institutions, curriculum, time of instruction, students' needs and likes are all aspects related within class environment.

These facts mentioned above create a diversity of communities of learning, generating a distinction between both institutions. As it is defined by Wegner (1992), "*communities of practice are groups of people who share a concern, a set of problems or a passion about a topic and who deepen their knowledge and expertise in this area by interacting on an ongoing basis*" (p4) based on all these aspects, we can perceive that each context is a different community of practice and for this reason each one has a different class environment. The variety of opinions between LHEMI and CCA students is evident when asking their own perception; Pablo, a third grader from the LHEMI states:

"the whole time they stand up, they don't let the teacher gives the class, they talk, talk and talk... when they don't like the class they do so"

"toda la clase se paran, no dejan dictar la clase, hablan, hablan y hablan... cuando no les gusta la clase hacen eso"

Isaac from 301 has an unexpected perception toward his class:

“I’m not with anyone, because I don’t have any friends in my class... because I’m new and everybody hates me... sometimes they are mean and sometimes they are good... they are angry, they begin to offend me... there is a lot of indiscipline”

“Yo no me hago con nadie, porque yo no tengo ningún amigo en mi curso... porque yo soy nuevo y todos me detestan... a veces son malos y a veces son buenos... son rabiosos y me empiezan a ofender... hay mucha indisciplina”

Juan:

VV: how many students are you?

Juan: emm thirty five or thirty seven.

VV: ok, tell me please how you behave in class.

Juan: They behave in a very very very very bad way... a boy was send to the major office.

VV: and what was he doing to be sent to the major office?

Juan: he was bothering all around the class, he was bothering everybody, the teacher, everybody and the teacher said “I’m sick and tired of this; you must go to the major office”.

VV: *¿cuántos estudiantes son ustedes?*

Juan: *emm treinta y cinco o treinta y siete.*

VV: *ok, dime por favor cómo se comportan en clase.*

Juan: *se portan muy, muy, muy, pero muy mal... a un chino lo mandaron a rectoría.*

VV: *y qué hizo para que lo mandaran a rectoría?*

Juan: *estaba molestando por toda la clase, estaba molestándonos a todos, a la profesora, a todos y la profesora dijo “ya me mamá y se me va para rectoría”.*

Juan David:

PM: ok, now describe your classroom to me.

Juan: it is really big, it is very nice, and we have comfort.

PM: How many students are you?

Juan: we are like twenty

PM: ok, and are you shrewd or how are you?

Juan: emm, we are like all children are, sometimes they misbehave a little bit.

PM: bueno, ahora describeme tu salón de clase.

Juan: es muy grande, es muy vacano, tenemos comodidad.

PM: ¿Cuántos estudiantes son?

Juan: somos como veinte

PM: ok, y ¿son juiciosos o cómo son?

Juan: emm somos como todos los niños, a veces se descontrolan un poco.

Michelle also from the CCA said:

“I think is good, because the students are organized... here I can express myself”

“Me parece bien, porque los estudiantes son organizados... acá si me dan la palabra”

Jose Luis expressed:

“A nice class is when the teacher doesn't do the same as always, something dynamic and he strives in students to understand and that we know, learn and get familiar with the topic”

“Una clase agradable es cuando el profesor no hace lo de siempre, algo didáctico y pues se empeña en que los estudiantes entiendan y que uno aprenda, sepa y conozca el tema”

There is a relevant difference between the two contexts due to the previously mentioned aspects such as amount of students, students' interests and likes. And those features are the ones that generate several variations although the teachers' purposes in both places are the same.

Mauricio described a good class environment:

“A good class must have clear objectives... it needs to have the appropriate time... meaningful communicative activities and finally a comfortable environment in which students can overcome their fears and feel motivated to deal with any learning situation”

Diana Lorena also did so:

“A good class is when students learn at least something new... apply useful strategies and activities to improve students’ learning process... everybody has to learn and at the same time have fun... each kid learns differently, so everybody has to be thought differently”

From their perspectives, we can realize that the class objectives in both cases are really close, teachers’ purposes go through a meaningful process to converge in students’ knowledge acquisition as their goal, and all the aspects that involve a classroom have to be directed in order to promote a good learning environment for each one.

Based on this category we knew that the class environment also depends on the teachers’ methodology and the way in which students learn, for these reasons we decided to include in the next category the kind of activities done in class by the teacher and the students’ perception in terms of how they like to work in class:

5.3 Ways of learning and teachers methodology

At this point it is important to mention that the factors previously named are not enough in order to keep control during the learning process and the environment generated in the classroom. The way in which teachers and students face the knowledge acquisition through inputs and outputs is an important moment in order to guide the interaction process.

The third category is *Ways of Learning and Teachers Methodology*. This one includes the subcategories: How they prefer to work in class, whether they work in groups or individually; the way how the students feel more confident in the classroom, how they perceive their own classes and their own context and what method or approach is following the teacher in charge of each context.

As we have stated before, the two contexts are different and so their realities and their environment. The features each institution manages show a wide diversity in the answers the students and the teachers gave. The most notable difference is related to the way how the class is perceived and how the students prefer to work.

This is Daniel's opinion, a nine year-old-boy from the LHEM:

VV: Right, how do you prefer to work, individually or in groups?

D: ehhhhhh, alone

VV: Why?

D: Because I can do better

VV: You can do better? And why you can do better

D: Because in groups we start talking and it is better if you are alone because you think and write.

VV: *Muy bien, cómo prefieres trabajar, tu solito o en grupo?*

D: *Ehhhhh, solo*

VV: *Por qué?*

D: *Porque me va mejor*

VV: *Te va mejor?, y por qué te va mejor?*

D: *Porque en grupo nos ponemos a hablar y es mejor uno solo, porque uno piensa y escribe*

On the other hand, Camilo, a Daniel's classmate, with his description about a pleasant class gave his perception about working in groups and the types of activities he likes doing.

C: A pleasant class for me, is that ehhhh, the teacher gave us a group activity, or that we can go out from the classroom, or see things, or a puzzle or crosswords, those things

C: una clase agradable para mi, es que ehhhh, el profesor nos ponga una actividad en grupo, o que podamos salir, o que podamos ver cosas, o una sopa de letras y un crucigrama, y eso.

With these two testimonies, a noticeable difference seems to appear. The two perceptions are not the same. For the first student, working in groups means disorder and that it could not be good for the process because he knows his partners, but with the other answer, It is easy to identify that the student is aware that by new activities he learns easily and that group activities make him feel more comfortable and pleased in the class.

Juan Esteban, from the same class said:

VV: How do you prefer to work, individually or in groups?

J: Ehh, sometime individually and sometimes in groups, because, is that sometimes when we are commanded to work in groups, when the teacher chooses the groups, she made me go with some partners that are not, not worth it.

VV: and why do you say they are not worth it?

J: Because, they do not take it seriously

VV: You mean, they play and mess all the time?

J: Yes, they play all the time and when I asked them something they just answer fool things.

VV: Ok, so you prefer to work only individually?

J: No, I like to work in both.

VV: Cómo prefieres trabajar, individual o en grupo?

J: Eh, a veces individual y a veces en grupo, porque es que a veces cuando nos hacen en grupo, la profesora escogiendo, ella me hace hacerme con unos compañeros que no, no vale la pena.

VV: y por qué no valen la pena?

J: Porque es que, siempre no se la toman en serio

VV: Osea, juegan, se la pasan molestando y jugando

J: Se la pasan jugando y luego yo le hago una pregunta y comienzan a responder bobadas

VV: ok, entonces a ti te gusta más trabajar individual

J: No, solamente individual no, en las dos formas.

From these testimonies, it is very clear the influence and the students' perception towards their classes and the teacher's management of the class. The methodology used in the class can be as significant as the activities the students are given to, all the aspects referenced in here are involved in the way the students learn what they think is appropriate for them to do so.

As interaction has been a common thread during the whole research Project, we established this category as the main one.

5.4 Interaction

As this ethnographic study established since the beginning its focus of study, which is directly addressed to the Interaction among all the constructed communities in the classroom; the results of some of the sources we applied for gathering data (interviews, videos, tape-recordings and some drawings [made by the students]) yielded some important details in the answers or perception they gave. One of them, especially when working with the third graders, interaction does not have clear evidence when defining it, and even they can socialize its meaning while describing the class, the concept is not very familiar to them. Some other students gave a petite idea of what interaction may be for them and by drawings they tried to express it as well. Besides they are not aware of what

interaction implicates, this is something which they are daily surrounded by in their corresponding context.

Drawings

These drawings were made for students from third grade in which they just drawn what they think is interaction in the classroom. With these, we could tell the perception they have about it and how they express it. See other student's perception in the appendix, graphic N° 10

In the following event maps, a short description about their own definitions and explanations about interaction through their drawings.

This is what she said when she was explaining her drawing about her own perception of what interaction is:

Event map

Table N°2. Event map about the video-tape recordings

TIME	EVENT	ACTIVITY	TEXT
00:00:12	Representation of Laura's drawing	She explains her drawing about interaction	She says "my drawing, I try that Interaction is like Interactive" (Her drawing is a little girl and she is thinking and saying: I am dancing). "... that you move, that you do things like, like, that you dance, that you are moving all the time" <i>Mi dibujo, yo intento que Interacción es como interactivo"</i> <i>"...que se mueve, que hace cosas, como, como que baila, que se mueve, que se esta moviendo todo el tiempo"</i>

On the other hand, there is Camilo, a third grader who explained his drawing as follows:

Event map

Table N°3. Event map about the video-tape recordings

TIME	EVENT	ACTIVITY	TEXT
00:00:05	Representation of Camilo's drawing	He explains his drawing about interaction	"These kids are chatting about the topic that the teacher told us to do" <i>"Estos niños están dialogando sobre el tema que la profe nos dijo que hiciéramos"...</i>
00:00:19	Camilo		"...with the teacher, with the big boys,with everybody" <i>"...con la profe, con los niños grandes, con todas las personas"</i>
00:00:39	Camilo		"more than writing and explaining a topic and interact with the topic... ask questions and more questions" <i>"más que escribir y explicar un tema e interactuar con el tema...hacer preguntas y más preguntas"</i>

This is a Daniel's description, through it you can see how interaction is lived in the classroom and the way the students perceive some focus moments in the class:

Event map

Table N°4. Event map about the video-tape recordings

TIME	EVENT	ACTIVITY	TEXT
00:00:22	Representation of	He explains his	"Villegas raised his hand to answer the

	Daniel's drawing	drawing about interaction	question the teacher had made. She said to Villegas and he answered wrong, so the turn was to Arias and Arias did it correct" "Villegas levantó la mano para responder la pregunta que la profe hizo. Ella le dijo a Villegas, y Villegas respondió mal, entonces le toco la palabra a Arias y Arias lo hizo bien"
--	------------------	---------------------------	---

With this standpoint Daniel made, it is clear to see how students evidence and perceive their classmates as high and low achievers in the class. Their appreciation is the one who shows these results.

Now, going onto some interviews, we step in these quotations given by the students about the way teacher distributes her class and the rules she established and they know.

The first answer is given by a 9 year-old-boy, Daniel

VV: Do you have the chance to speak in class, I mean, not to disturb the class and start making noise by speaking with your classmates, but the teacher let you speak and say what you think?

D: Yes

VV: yes? And How?

D: Ehhh, yes. She asks something and we raise our hands if we want to answer it.

VV: Good, and when what you said is not correct what does she do?

D: Ehhhh, she goes to another student who is raising his hand and then he knows he can do it.

VV: Tienes la oportunidad de hablar en clase, osea no de hacer bulla y ponerte a hablar con tus compañeros, pero la profesora los deja hablar u opinar?

D: Si

VV: Si, cómo?

D: Ehhh, si ella nos dice una pregunta nosotros levantamos la mano para contestarla

VV: ah bueno, y cuando no está bien lo que ustedes dicen qué hace ella?

D: Ehhh, le pasa al otro que tiene levantada la mano, le dice que se la responda y así él sabe que puede hacerlo.

The abstracts from this collected data work as an example of whether Interaction is lived and constructed in the classrooms, some students do not recognize it when asking for it, but with their answers, the evidence is notable.

It is not only a matter of teacher-student interaction, but how the communities are constructed by the students, how they recognize themselves, how high achievers can help low achievers through the process and their recognition and posture towards the context and the environment they are involved in.

Esteban is a clear example of this moment when the interviewer asked if he had the chance to speak in class, he said:

Mmm, not so much because the teacher says I participate all the time so I have to give my classmates the chance to do it.

Mmm, no tanto porque la profesora dice que yo participo mucho y luego, que tengo que darle la palabra a los demás.

When the interviewer asked what he thought about that, he answered:

I think it is good because it is not only me in the class, but the others too.

Me parece bueno porque no soy solamente yo, sino también los otros

Another extract from a videotaped class, this event is suitable when speaking about interaction.

Event map

Table N°5. Event map about the video-tape recordings

TIME	EVENT	ACTIVITY	TEXTS
00:00:48	What is this What is that	“Just one student answering”	The teacher is asking to the students about some answers, and they all are quiet, she asked again and just one student answers. In almost all the class, this situation is evidenced and for this reason the students’ attitude towards the class turns out boring and some get distracted.

Note: Excerpts from the CCA

From another class with the same topic than the example above, the students ‘attitude varied, for instance when doing the warm up.

Table N°6. Event map about the video-tape recordings

TIME	EVENT	ACTIVITY	TEXTS
00:02:03	What is this What is that (Warm up)	Students have to draw an object an the others have to guess what it was.	There is a lot of interest from the students towards the activity. Almost all the students are participating and raising their hands.

Note: Excerpts from the CCA

With these two fragments, another thing to bear in mind is ACTIVITY, as one of the categories planted before. The attitude can vary depending on how they feel about the activity, about how they are recognized and situated into the class, and what sources the teacher applies when doing his/her classes.

TEACHERS' INTERVIEWS

Analysis Table

Table N°7. Subcategories/codes from the teachers' interviews

INTERACTION	GOOD TEACHER	GOOD STUDENTS	CLASS PERCEPTION
<ul style="list-style-type: none"> -Students can help interaction -Meaningful communicative activities -Use the language -Most important elements of language teaching -Continuous and final product -Help their classmates -Sts work in pairs -Groups -Between sts and teacher 	<ul style="list-style-type: none"> -Enjoy being a teacher -Guide them -Help them achieve their goals -Students responses -Attitude results -I'm building their lives. -Motivates -Recognizes -Identifies sts abilities -Be nice -Fun and entertaining 	<ul style="list-style-type: none"> -Autonomous process -Motivated -Committed -Responsible -Attentive -Helpful -Want to learn -Responsible -Lovely/Good Listener -Innovative/Creative 	<ul style="list-style-type: none"> -Cooperative environment -Appropriate time -Comfortable environment -Sts overcome their fears -Make sts feel confident
TEACHER'S PERCEPTION	TEACHER'S METH	ACTIVITIES	TEACHER'S SURROUNDING
<ul style="list-style-type: none"> -I have the chance to interact -Resources -No matter where you are -Be more effective -They recognize you -Sts become successful -Different kinds of contexts -Students do not want to learn -Learn something new -Waste of time -Kids learn differently -Everybody needs to be taught differently - Students behavior 	<ul style="list-style-type: none"> -Teachers show motivation to teach -Sts feel motivation to learn -Identify strengths and weaknesses -Involve all the sts -Clear objectives -More emphasis on Speaking -Mix and integrate them -Analyze sts background -Apply useful strategies -Develop some activities in class 	<ul style="list-style-type: none"> -Meaningful activities -Social contexts exercises -Nowadays situations -Visually/orally -Interactively 	<ul style="list-style-type: none"> -25 – 32 students

Note: In this table there are the main subcategories that appeared after finding the codes in the data analysis

STUDENTS' INTERVIEWS

Analysis Table

Table N°8. Subcategories/codes from the students' interviews

INTERACTION	GOOD TEACHER	STUDENTS' RECOGNITION	WAYS OF LEARNING	CLASS PERCEPTION
<ul style="list-style-type: none"> -Interesante -Dialogar -“no te lo podría explicar” 	<ul style="list-style-type: none"> -Copie y explique -Explica bien -Que no sea 	<ul style="list-style-type: none"> -No tengo amigos -Compañeros malos y buenos -Pos no me caen bien -No soy solamente yo 	<ul style="list-style-type: none"> -Mi mamá me ayuda -Mejor individual 	<ul style="list-style-type: none"> -Hablan y hablan y hablan -A unos les gusta y a otros no

<ul style="list-style-type: none"> -Equilibrio de conocimientos -Opinar siempre -Contacto con alguien -Intercambiar ideas -Oportunidad de participar con la clase y el profesor -Más fácil para entender 	<ul style="list-style-type: none"> tan bravo -El profesor lo ayuda -Resuelve problemas -No llegue a imponerse -Se da a entender -Nos da la palabra -Tenga que regañar -Cariñoso 		<ul style="list-style-type: none"> pienso y aprendo mas -Lo hago yo solo -Trabajo en grupo -Solo me va mejor - Individualmente porque pienso -De las dos formas 	<ul style="list-style-type: none"> -Actividades para aprender -Gritan -Donde no haya tanta bulla -El profesor no hace lo de siempre
TEACHER'S METH	ACTIVITIES	STS' LIKES	STS' SURROUNDING	TEACHER'S REACTION
<ul style="list-style-type: none"> -Trabajamos con la profe -Repasa y repasa -Nos daba un punto -La profe nos da la palabra -La palabra a los demás -Crítica o punto de vista -Uno tiene la oportunidad de responder 	<ul style="list-style-type: none"> -Repaso y repaso -Recortar y pegar -Solo escribir -Preguntas para aprender -Solucionar un libro -Actividades al aire libre -Materiales 	<ul style="list-style-type: none"> Mega divertidísimas Todas me gustan 	<ul style="list-style-type: none"> Me ayuda mi mama De donde vengo yo Son muchos Me gusta asi Conozco mis compañeritas, sus familias, sus gustos 	<ul style="list-style-type: none"> -Pide el observador -Profesora estricta -Grita -Menos con Melo y con Cano -Citaciones -Observador -Notas larguísimas -A un chino lo mandaron a rectoría -“Ya me mamá, y se me va para rectoría” -Nos piden el favor

Note: In this table there are the main subcategories that appeared after finding the codes in the data analysis

6. Conclusions

Nowadays, Colombian educational context is trying to reinforce the bilingualism as the base of every pedagogical curriculum in order to be part of the globalized world; due to this, educational institutions have increased the English teaching-learning process as a main core of the educational project. This process has been developed at different levels and stages in each institution. In this study we have presented a comparison between two different educational contexts to explore the aspects that influence the learning process in each context. Our intention is not to point out which one uses the best or the worst methodology when teaching and learning a second language but to show possibilities and constraint the interactional process in those contexts and how the communities of practice are developed and created in the classrooms.

As the main purpose of this research was to contrast the creation of different communities of practice and to explore how interaction works in both contexts; we could identify some issues that they were suitable and important to analyze due to they are related when teaching and learning. Some of them are: large number of students represents lower production of knowledge, personalized education can be more accurate and the results are faster and evident speaking about time. Furthermore, these issues were yielded when analyzing the data and those are some of the features that are part of our conclusions.

Number of students: this aspect appeared as a relevant characteristic, in all the categories we established. At the LHEMI, as the quantity of students is higher,

the class control and management turn more difficult and complex due to teachers have first to organize the classroom and make the students have the appropriate attitude to receive a class they are commanded to. On the contrary, there is the CCA in which the maximum allowed number per class is twenty then, the situation is not as difficult as in the school because some students do not see the attendance as a mandatory thing to do, due to the CCA classes and methodology are not the same as the ones given in a school.

The students' spatial distribution is also a matter here, they are completely different, and it produces a variation in interaction patterns, ways of learning, class environment and meanings about what a good teacher is. At the CCA the students are placed in like in a "first quarter moon phase" so it lets the students have a direct contact with each one and for instance students do not feel tempted to get distracted and the opportunity and access for each student is more wide for a participate role. The LHEMI has to deal with this situation in a different way. The students are situated in five rows of seven students approximately; in other words, the classroom space reduces the possibilities of having the whole class participating in one single moment. This does not mean that for teachers interaction is not important or necessary during class time.

Regarding critical thinking and conversational production, both work in pro of these characteristics. Teachers have the clear idea that even though it is not only about teaching grammar, give the opportunity to the students to go beyond and apply what they learn in real daily situations and look for solutions is a

challenging aim, but possible. Each under the corresponding methodologies and approaches but both are trying to fulfill their expectations.

From the analyzed data we could notice that teachers are not the only ones who recognize high and low achievers inside the classroom. Students also have the ability to do so, in order to establish relations between them at the moment of working and interact based on their interests, likes, and needs. The types of existing interaction in each context are quite different, because at the LHEMI they have the opportunity to establish a deeper relationship style, teachers and students get to know a little bit more about the other's life style. At the CCA the situation goes strictly to the academic part, due to students do not get to know well each other, and based on the interviews, interaction for them just refers to the class work. These perceptions are the ones that generate a different class environment and different meanings of communities of practice.

This document gives new perceptions about what interaction is and how it is reflected through communities of practice, how the differences among two contexts could influence the types of interaction and the way how it is understood by the class participants.

Due to the main target of the project is to produce a pedagogical and ethnographic research, it is for this reason that as future-field-teachers, somehow we realized that this research as a final result boards and proposes future studies for whoever who wants to analyze and search about how communities of practice

and interaction work in the acquisition of a language and the way how they are created in any sort of environments.

Besides, and to finish, each teacher has to adapt him/herself to the community, not the community adapts to the teacher being conscious of any educative context and that interaction must be a fundamental part in any ESL teaching and learning context. The main purpose of working with interaction in the classroom is to make the student feel more involved in the practice in a more significant way.

We have clear the purpose of this project which was about comparing the different communities of practice in each institution, but speaking about skills we asked ourselves if interaction helps to improve or to develop the skills in the ESL contexts.

7. References

- Brown, H. D. (2001). *Teaching by principles an interactive approach to language pedagogy*. Englewood Cliffs. Prentice Hall.
- Delamont. S. (1976) *Interaction in the classroom 16*. Retrieved from:
http://books.google.es/books?hl=es&lr=&id=_60OAAAAQAAJ&oi=fnd&pg=PA9&dq=interaction++delamont&ots=a1WoHIEMn3&sig=EM76hxyWoT2JHy-7gsXkYW51hWw#v=onepage&q&f=false.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford university Press
- Green, J. L. (1991). *Exploring the complexity of language and learning in classroom contexts*. Broadway, New Jersey. Ncrel.
- Gutierrez. Kris. (1994). The construction of understanding in a sixth grade bilingual classroom. *Linguistics and Education* (5, 57), Board.
- Heras, A.I. (1994). The construction of understanding in a sixth grade bilingual classroom. *Linguistics and Education*, (275-299), Board.
- Ibarra. (2002). Issues in Teachers', Professional Development, *Profile*, 6, 2005, 44.
- Lecompte, M, D. & Shensul, J.(2010 *Designing and conducting ethnographic research*. United Kingdom. Altamira Press.

Shamoo, A. & Resnik, D. (2009). *Responsible Conduct of Research, 2nd ed.* (New York: Oxford University Press). Retrieved from:
<http://www.niehs.nih.gov/research/resources/bioethics/whatis/>

Tavárez, M. (2005). *¿Perfil del docente Latinoamericano: mito o realidad?*. Retrieved from: <http://saberes.wordpress.com/perfil-del-docente-latinoamericano%C2%BFmito-o-realidad/>

Wenger, E., Snyder, W. & McDermott, R. A. (1992). *Cultivating communities of practice: a guide to managing knowledge*. USA. Harvard Business School Press.

Willis, J. (1996). *Speak Excellent English*, Retrieved from:
<http://www.artikel32.com/englich/1/taskbased-learning.php>

APPENDIXES

APPENDIX N° 1.: INTERVIEW PROTOCOLS

- *How communities of practice are created through interaction in two different educational contexts (LHEMI and CCA)?*

Students from La Salle University in the Modern Languages program, who are actually coursing ninth semester and have centered the view on Interaction's role when teaching a language in any classroom and all the important features it involves.

People integrating this group are: Paula Alejandra Morera Mendez who is actually working and doing this process in the Centro Colombo Americano (CCA), and Diana Sofia Erazo Tapasco and Vivian Karina Vargas Pedroza, both are doing this research with the Liceo Hermano Miguel de La Salle.

The project is taking the three main levels in teaching, which are elementary with Vivian Karina Vargas Pedroza, who is in charge of third graders (8-10 ages), High School with Diana Sofia Erazo Tapasco with eleventh graders(15-17 ages), and Paula Alejandra Morera Mendez, with children in an English Language Institute in Level B1 (10-12 ages)

1.1 Teachers' Interview

1. How long have you been a teacher?
2. How do you feel about you being a teacher?
3. Taking into account Colombian context and its reality, how do you perceive your profession?
4. Do you think these aspects you mentioned, influence the classroom environment? Why?
5. How many students do you have in each class? If you manage different contexts, please explain each.
6. Do you think, identifying and recognizing focus students as (high and low) achievers can make the class a more meaningful process? Why?
7. Please, describe a good class for you?
8. You are aware that sometimes, different aspects can lead a class into a different end. Bearing in mind your own experience, what things you think you have and can improve in your classes?
9. Are you comfortable with the daily environment you face in your classes? Why? If NO, what do you think is missing? / what is needed for improving it?
10. In 5 words describe a good student and its opposite.
11. Define what Interaction is for you?

1.2 Students' interview

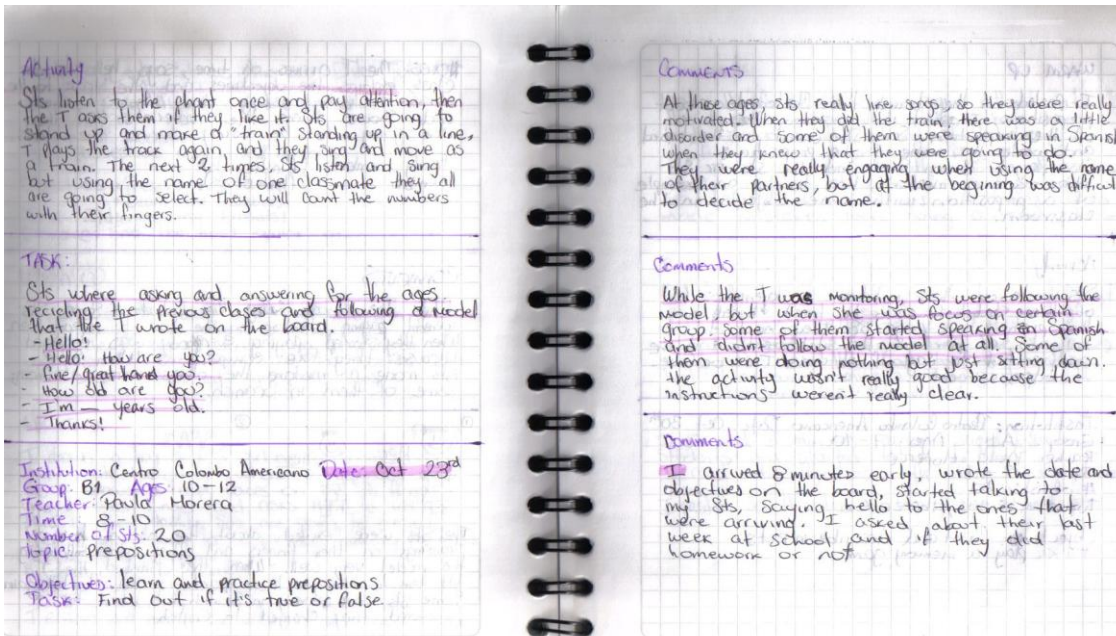
1. Describe como es un buen profesor.
2. Describe una clase agradable
3. Describe tu salón de clases
4. ¿Qué hace el profesor cuando los niños se portan mal?
5. ¿Tienes la oportunidad de hablar en clase?

NO ¿Te gustaría tener la oportunidad? ¿Por qué?

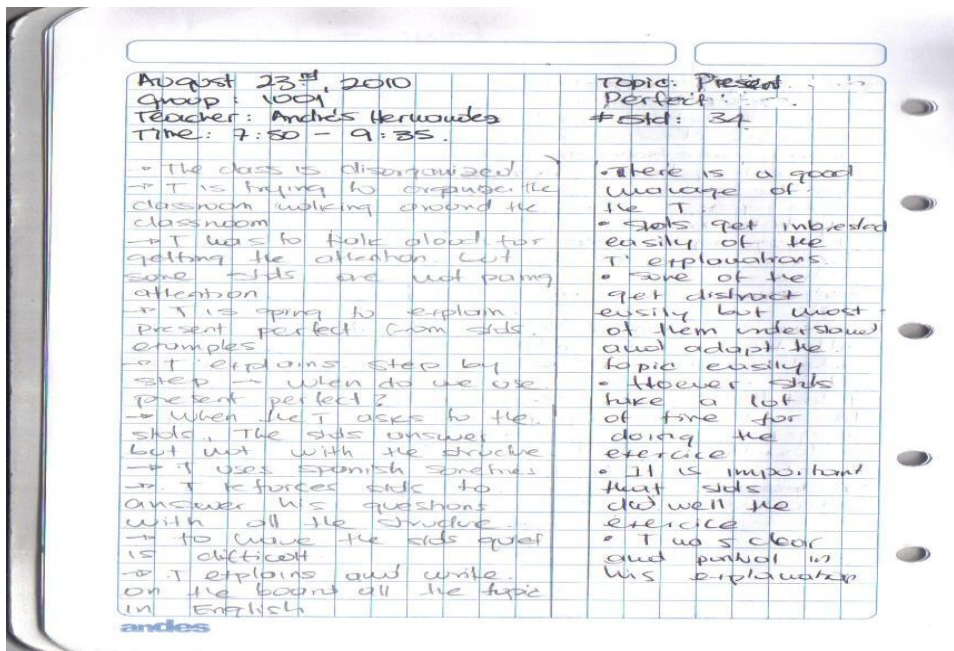
SI ¿Cada cuánto y que instrucciones te da la profesora para saber cuándo puedes hablar?

6. ¿Cómo te gusta trabajar, individual o en grupo?
7. Describe la personalidad de tu profesor de Inglés
8. ¿Podrías definirme que es interacción para ti?

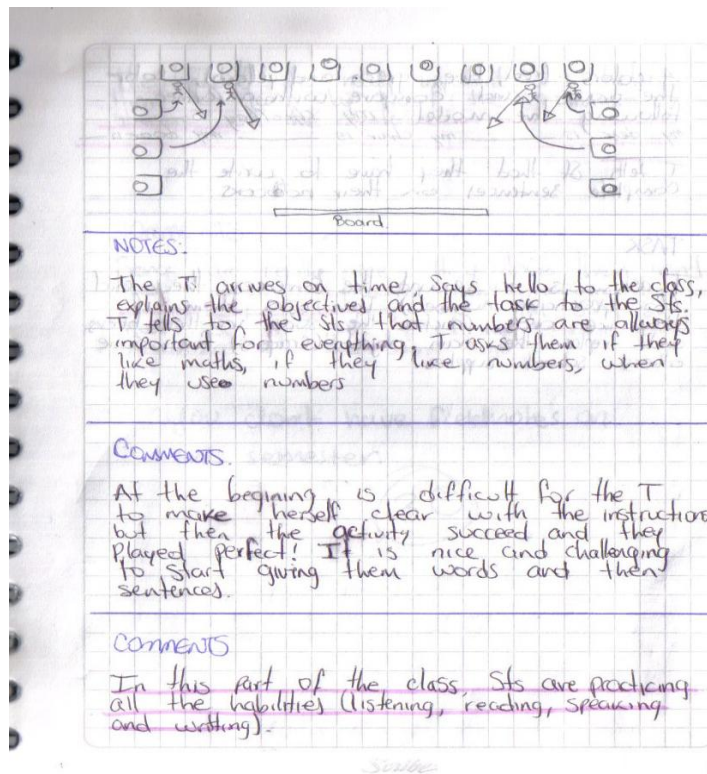
APPENDIX N°2 GRAPHICS:



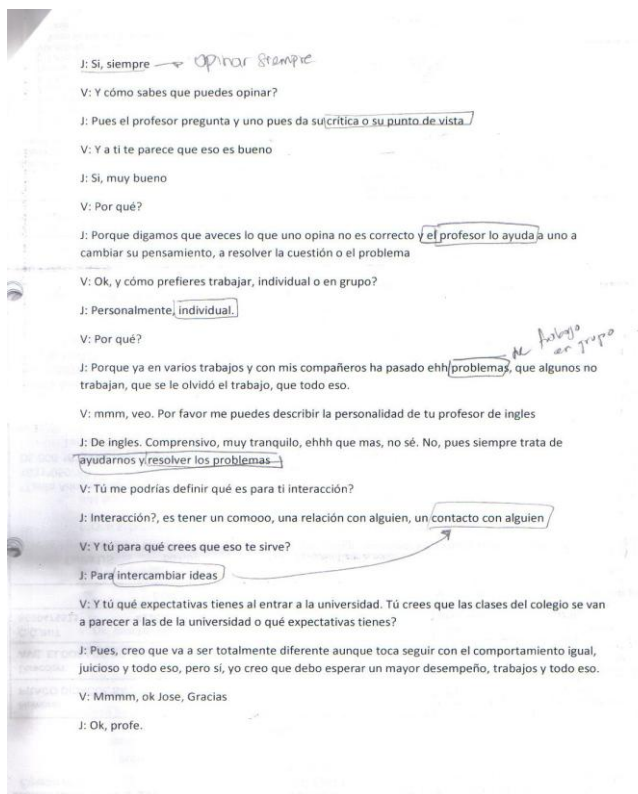
Graphic N° 1. Sample of a field note taken from one journal.



Graphic N°2. Sample of a field note taken from one journal.



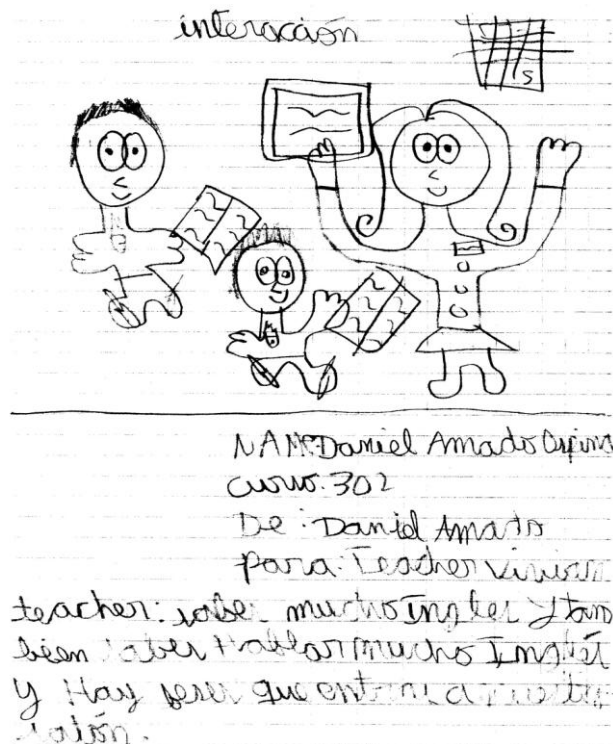
Graphic N°3. Field note sample taken from one journal.



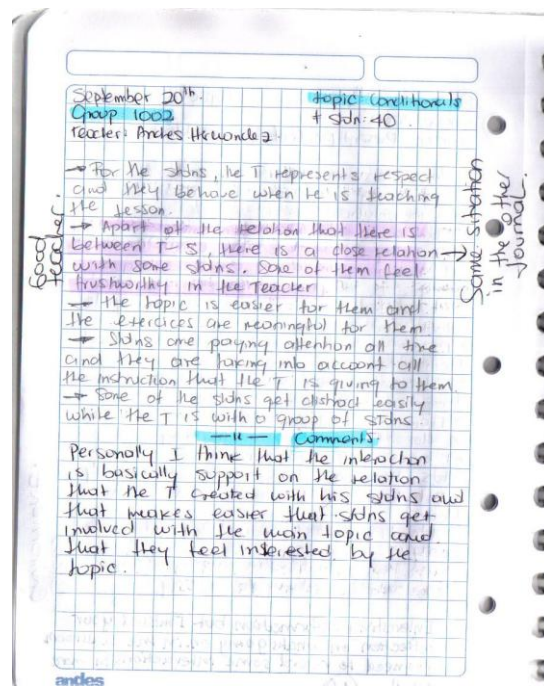
Graphic N° 4 . Interview sample done to a eleventh grader from the LHEMI

02:30	A - An (topic presentation)	All the class working together in the topic -Teacher gives instructions	a → "Instruction number one. what is it?" b → Complete? a → Complete what? b → Complete the sentences a → Good and then? b → Listen a → So, by you listen and then practice.
1:58	"What is a laptop" answer	The way how the teacher explains. what a laptop is?	C → Teacher what is laptop? a → What is a laptop? C → Computer a → No!!! Don't tell me in Spanish!!! a → A laptop. when you sit down in a chair and you tutu. (Humorous explanation)
00:02	Asking students answers -	Teacher ask a group of stds for an answer	a → Javier please a → Number two d → A book a → Number 3 Valentino ...And. So on...
00:02	A dispersed std	Std reads and responds a message in a piece of paper	She receives a message from another std and the teacher <u>doesn't even notice</u> , while the stds are doing what they were asked to do, the std writes it back. Open-catin Categories Teacher starts asking to stds for the activity. Gestos Estudiante no se mira

Graphic N°5. Sample of the event map for the analysis of the video-tape recordings



Graphic N° 6. Example of a Lhemi student's drawing about his perception of interaction



Graphic N°7. Journal analysis. Coding features and triangulating information in three journals

Interaction	Good Teacher	Stds recognition	Class Environment	Way of learning
Interesante Dialogar No te podria explicar! Equilibrio de comentarios Opinar siempre Contacto con alguien Interambiar ideas Oportunidad de hablar Con la clase y el profesor Mas facil para entender	Copie y explique Explica bn. Que nosotros tambien El profesor lo ayuda Resuelve problemas No lleque a componerse Se da a entender Nos da la palabra Tengo que negociar con todos	No tengo amigos Compañeros malos y buenos -pos no me caen bien -no soy solamente yo.	Class perception -hablan y hablan y hablan -a unos les gusta y a otros no -actividades para aprender -Gritar -Dónde no haya tanta bullia -El profesor no hace todo siempre	-mi mamá me ayuda -mejor individual -pienso y aprendo + -lo hago yo. -lo hago sola -trabajo en grupo -Sola me va mejor -Individual xq pienso -de las dos temas.
Teacher's methodology	Activites	Stds likes	Stds Surrounding	Teacher's reaction
trabajamos con la pafe Repaso y Repaso Grupo de files Solo escribir Solo daba un punto Salir del salón La profesora da la palabra La palabra a los demás -Corta a punto de vista -Ora hera la oportunidad de responder -No se le entiende	Repaso y Repaso Recortar y pegar Solo escribir preguntas para aprender Solucionar un libro que varien las activid Actividad al aire libre Material en Actividad de clase	me gusta sumar me gustan divertidas todas no gustan afiparon va por los resultados los va como lo va	-Con mi mamá y con mi tía -me ayuda mi mamá -De dónde vengo yo -Son muchos -Me gusta así -Conozco a mis compañeros, a sus familias, sus gustos	-pide el ordenador -Profesora estricta -castigada -Regaña un poco (a los) -Grita -Heno con melo y con cana -Citaciones -Obsesión -Notas bajas -Aunque la mandan a recibir "yo me mane y sin ver para reírse" -No se piden al favor * Que ayudan
Sts Perception	Sts reaction	Sts perception	levantamos la mano	LHEMI
para viajar a otro país -me parece facil) musica -Me sigue un 100 (a los) -Ella sabe mucho -Ella dice que no ignora -Me parecen muchos -El profesor me sigue mal notas a todos	Se van Gritan Noles importa Uno hace caso Uno se disculpa	compañeros q no valen la pena no se la van a enseñar Responder cosas Si nos comparan bn ella nos trata bien No le gusta alzar tanto la voz. Concentración/Distracción Participan solo nos * Son ordenados	levantamos la mano ①	LHEMI

Graphic N°8. Open-coding analysis. Finding common features and codes to start categorizing.

Bogotá D.C , 16 de abril de 2011

Señores padres de familia

Cordial saludo

Respetuosamente me permito pedirles su autorización para realizar una grabación durante el periodo de clase a la que sus hijos asisten en el Centro Colombo Americano, los días 30 de Abril y 7 de Mayo del presente año.

Dicha grabación se realizará únicamente con fines educativos, para complementar y concluir un proyecto de investigación basado en la interacción profesor-estudiante en dos diferentes contextos (Centro Colombo Americano y Liceo Hermano Miguel de La Salle). La persona que realizará la grabación y yo, estamos autorizadas por el Centro Colombo Americano y la Universidad de La Salle para llevar a cabo este trabajo durante las fechas y horarios establecidos previamente; la investigación cuenta con el máximo grado de confiabilidad ya que la información recogida no será utilizada para ningún otro fin.

Esperando contar con su autorización y apoyo, se despide atentamente

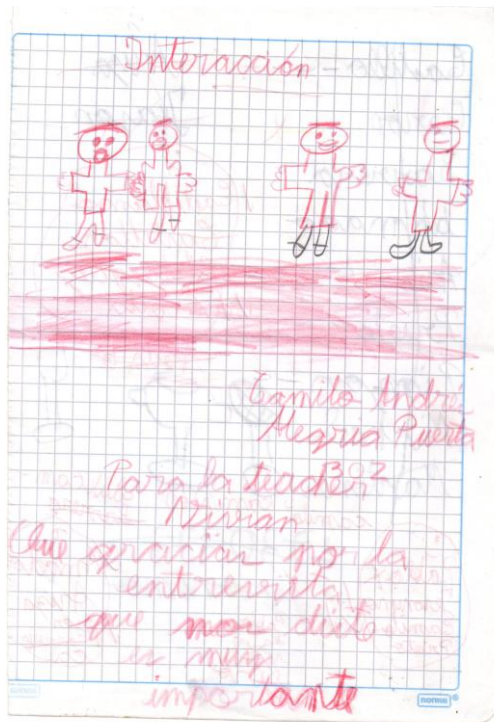
Paula Alejandra Morera Méndez
Profesora CCA

Autorizo ejecutar la grabación durante las fechas y horarios señalados

Nombre (padre-madre)

Nombre estudiante

Firma



Graphic N°10. A third grader drawing sample from the LHEMI

