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Escuela de Educación en Inglés

ACTIVIDAD DE TITULACIÓN

THE POSSIBLE CONSEQUENCES OF TEACHER-STUDENT INTERACTION DURING THE ONLINE INSTRUCTION AND ITS EFFECTS ON STUDENTS' PERCEPTION, ATTENTION AND LANGUAGE DEVELOPMENT IN THE ENGLISH CLASS

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*Tan peligroso es que la maestra superficial charle con
la alumna, como es hermoso que esté a su lado
siempre la maestra que tiene algo que enseñar
fuera de clase.
-Gabriela Mistral*

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Abstract

In the educational field, it is known that some aspects are required to achieve learning. Most people agree that interaction is essential while others do not consider it as a relevant aspect. However, interaction is the center of interest in the current research. Throughout the Covid-19 pandemic changes were perceived in different areas of human routines. The greatest change was the lockdown that forced people to stay home to prevent the plague from spreading. Due to this important modification, the educational system was affected, and schools and educational institutions had to close down and adopt online instruction as the only school process to connect students and teachers. Though online instruction is not completely new since it has been employed before, it took great relevance during the sanitary crisis. This particular form of instruction was convenient for those who could not attend face-to-face classes, and also for the extensive technological resources that can be found on the internet. However, online instruction presents an important disadvantage: the lack of interaction between teachers and students and among students. This particular factor plays a crucial role in the students' learning process, specifically in the learning of a foreign language for Chilean students. Nevertheless, the lack of teacher-student interaction due to Covid-19 restrictions produced negative effects on the students' attention, perception and development of the language involved in the learning process.

Keywords: teacher-student interaction, online instruction, learning process, attention, perception, foreign language development.

Resumen

En el campo educativo, se sabe que es necesario contar con algunos factores que ayuden en el logro del aprendizaje. En este sentido, la interacción cumple con un papel fundamental y forma parte esencial en esta investigación. Durante toda la pandemia del Covid-19 se produjeron cambios en casi todas las actividades de la rutina normal de las personas. El cambio mayor fue el encierro que obligó a la población a permanecer en sus casas para evitar la propagación del virus. Esta importante modificación tuvo importantes efectos en el sistema educacional debido al cierre de las escuelas y las instituciones educativas, lo que obligó a trasladar la instrucción hacia el sistema online. Aunque la instrucción online no era absolutamente desconocida, pasó a tener una importancia relevante durante la crisis sanitaria producida por la pandemia. Esta particular forma de instrucción resultó muy conveniente para aquellos que no podían asistir a clases presenciales, siendo además muy útil debido a la gran cantidad de recursos tecnológicos que se pueden encontrar en internet. Sin embargo, la comunicación online presenta una gran desventaja referida principalmente a la falta de interacción entre profesores y alumnos perjudicando el desarrollo del idioma extranjero. Esta situación juega un papel sumamente importante en el proceso de aprendizaje, especialmente en la enseñanza de un idioma extranjero. Esta investigación demuestra que la falta de dicha interacción personal entre el profesor y el alumno produjo efectos negativos en la atención, percepción y desarrollo de las condiciones necesarias involucradas en el proceso de aprendizaje.

Palabras claves: *interacción profesor-alumno, instrucción online, proceso de aprendizaje, atención, percepción, desarrollo del idioma..*

Introduction

During the COVID-19 pandemic, changes have been made in most activities, but one of the most affected by such changes is the educational system. Working under conditions imposed by the pandemic led to changes not only in the educational system but also in the teaching methods to be used in high schools. The consequent lockdown forced a change in the style in which classes were taught, thus, giving a path to a rather new teaching modality: Online instruction. Even though online instruction has been previously applied in many teaching situations, it took great relevance during this worldwide situation, especially in primary and secondary schools. One of the main components of the class that seems to have been affected by the online instruction is the interaction; in the online instruction, students and teachers were required to interact through technological platforms in which they had to use microphones and cameras to communicate.

To contextualize and considering a recent study conducted by the Chilean Ministry of Education (MINEDUC) with the collaboration of the World Bank, it is confirmed the idea that the pandemic resulting from the Covid-19 has had a decisive effect on the educational systems of Chile in relation to the use of online education (MINEDUC, 2020). However, it may be difficult to determine the exact effects of online instruction, especially considering that, to this date, the pandemic is still in progress, and it might just as well last for a much longer period and its effect or effects may vary significantly.

On one hand, Hartshorn and McMurry (2020) stated that the pandemic had caused a significant increase of stress in both teachers and students and that students believed that Covid-19 has had a rather negative effect on their learning process. But, on the other hand, the same authors affirm in a more positive view that “Despite frustrations, some teachers perceived the technological resources allowing them to teach online as a benefit that helped them continue instruction” (p.151). Whatever the case, the members of this group working on

the elaboration of this investigation consider that, in the words of Yu, “the effectiveness of classroom language learning has something to do with the nature of classroom interaction. Therefore, many language-teaching specialists attach much importance to it” (2008, p. 48).

In order to understand the origin of online instruction, it is precise to point out that what is now also called online education was a “new” way of learning used in the United States more than a century ago. According to Kentnor (2015), online educational programs took place in 1989 by the University of Phoenix, using one of the first online services called CompuServe (p.28). There also seems to be some evidence that supports the idea that the first official distance learning was developed in 1873, under the name of “Society to Encourage Home Studies”, based in Boston, Massachusetts and intended for “ladies only” (Online Schools, 2021). Many significant developments occurred in the following decades and centuries. With the help of the radio, the television, personal computers and the extensive use of the internet, distance or online education became more and more sophisticated.

Most teachers have had to adopt and adapt to new technologies, platforms, methodologies, tools, etc., in order to offer an effective class for their students, and probably most of them have been successful in their efforts. However, considering the idea posed by Nugent (2009) stating that “In addition to modeling their teacher’s behavior, a child’s behavior is influenced by how the teacher responds to his or her actions” (p. 26) it is important to ask ourselves what has happened with the teacher-student interaction. It is known that the teacher’s attitudes and proximity usually have some effect on the students’ general response to the class. Not only teachers have seen their teaching process and their academic life affected but also the students have suffered the consequences of this situation.

This research holds a huge relevance in nowadays teaching, as it will not only be relevant for the experienced and novel teachers but also for future teachers who might be facing the same problems in the coming months. We expect to identify some of the effects

caused by online education on the students of our sample and offer teachers some ideas that might be considered useful to face a similar situation.

The current study takes place in two 9th grades of two schools. The first school, located in Rancagua, is the “Liceo Técnico José Victorino Lastarria” and the second school, located in Recoleta, is the “Liceo Industrial Minero Ignacio Domeyko.”

The research

Having introduced the current research, it is important to explain certain contents of it. In this chapter the problem found to realize the current research is going to be explained in order to understand also the research questions. The general and specific objectives of this research are going to be presented in order to be clear and concise about it. Finally, the hypotheses raised regarding the objectives are going to be presented in the current chapter.

The problem

During the COVID-19 pandemic, the classroom migrated to an online space and even though the online instruction was not something that had started with the necessities generated by the lockdown during the pandemic, it became overcrowded as a result of it. It seems that the online instruction brings with it some changes in terms of the development of the class that might affect teachers and students. In terms of the changes, teachers and students share a different space now: They are not in the same physical space, thus there are some aspects such as body language and face expressions that now are not part of the interaction between teachers and students in the same way. The class involved not only external aspects but also internal such as the process of learning of the student and if the class might have experienced some changes, also the process of learning of the students and their cognitive developments might be affected. As it was mentioned before, the students and teachers do not share the same physical spaces in online instruction and it may affect the perception of the reality of the students, since they are not in the same physical environment, the perception of the students may be different as the one in the classroom. Also, the process of attention might be affected by these changes since there are factors that cannot be controlled by the teacher that might affect the process of attention of the student.

Finally, all these changes might generate changes in the whole process of language development since the teacher-student interaction seems to be crucial in the process of

language development. Taking all these points in consideration, the main problem to be studied in this research is the influence of online instruction in the teacher-student interaction to understand its effects in the process of attention, perception and language development in 9th grade students.

The research question

The aim of this study has interrelation with the changes that the substitution from traditional to online instruction might have generated in the teacher- student interaction and how these changes might have effects on the process of attention, perception, and language development in a certain group of students. Therefore, the setting questions of this current research is the following: Does the possible changes in the teacher-student interaction affect attention, perceptions and the language development of 9th grade students from two different schools in Chile?

Objectives

Main objective

To identify possible consequences of online instruction on the teacher- student interaction and its possible effects on the students' attention, perception, and language development in four 9th grade English classes of two different schools in Santiago, Chile.

Specific objectives

- a) To demonstrate if the teacher- student interaction has been affected by the online instruction during the Covid-19 outbreak.
- b) To identify the strengths and weaknesses of the possible changes in the teacher-student interaction during the online instruction.
- c) To identify the main effects in the cognitive aspects involved in the process of learning English as a foreign language caused by the possible changes in the teacher- student interaction during the online instructions.

The hypothesis

Having considered the background information about teacher-student interaction and its importance in the development of the class, the principal hypothesis of the current study is that the teacher-student interaction has changed with the substitution of the traditional classroom with the online instruction in a negative way. On the other hand, based on close experience and previous observations of the online context it seems that teacher-student interaction has been decreasing during the online instructions since the students rarely use their microphones and the interactions are less fluid and by the text chat of the platforms that schools use for the online classes. Finally, it seems that these negative changes in the teacher-student interaction affect the attention, perception and also development of the language since these three cognitive processes are intimately related with the quality and amount of interaction and input received by the learner, in this case, the students.

Theoretical Framework

It is known that the world is passing through a difficult time that has affected different aspects of people's daily life. Thus, in this chapter, the main ideas of the topic of the research are going to be presented in order to have a clear scenario of the current educational situation and what has been done at the moment in terms of online instruction and teacher-student interaction. Considering that the main problem stated in this research is to understand the possible effects of the online instruction on the teacher-student interaction and its consequences in the students' learning process, concepts such as online instruction, interaction, learning process, face-to-face instruction, and teacher-student interaction are crucial to develop this research, and it is necessary to describe these key concepts involved in the investigation. In addition, theories related to the topic of the investigation are going to be revised in this chapter.

Background

Considering that online instruction is a method to help those who cannot attend face-to-face instruction, even if the COVID-19 pandemic restrictions were decreasing, it is important to know the effects of online instruction in the teacher-student interaction and its consequences on the students' learning process.

In the view that similar panoramas may occur in the future, and in order to be prepared and be able to look for suitable strategies that may be useful to reduce or to cope with possible negative effects or changes, it is crucial for teachers and future teachers to be aware of the issues that may affect the teacher-student interaction in an EFL classroom.

Changes may be produced by varied situations, but the current worldwide pandemic caused many alterations in a great number of people's lives. It is possible that these modifications may have stronger effects on certain people, while others did not perceive the new effects in the same way; however, they are still present in life. According to an article

published by the British Columbia Centre for Disease Control (2021), the COVID-19 pandemic is provoking notable consequences not only in mental health and well-being, but also in economy, education and social opportunities. (p.40). Considering all those aspects affected by the current situation, there is one specific feature in which it is important to study with more attention in this research: Teacher-student interaction during the online instruction.

Definition of Concepts

As the topic of our research aims to understand the possible changes in the educational field caused by the COVID-19 outbreak, to understand the investigation it is mandatory to describe the key concepts involved. They are explained below

Interaction

With the purpose of understanding the concept of teacher-student interaction involved in this research, it is necessary to describe what is understood by interaction.

The concept of interaction has been described by several authors in the last decades; according to Gass and Mackey (2015), interaction refers to the conversations that learners are involved in. Another definition is stated by Saffer (2010) when he describes it as a transaction between two entities, most commonly as an exchange of information, but it can be as well an exchange of goods.

Teacher-student interaction

In relation to understanding teacher-student interaction, Tsui (2001) explains that “Input refers to the language used by the teacher, output refers to language produced by learners and interaction refers to the interrelationship between input and output with no assumption of a linear cause and effect relationship between the two” (p. 121). Consequently, Hall & Walsh, (2002) suggest that through the interaction in the classroom, teacher and students can “create a mutual understanding of their role and relationships, and the norms and expectations of their involvement as members in their classrooms” (p.187). Taking these two

definitions in consideration, teacher- student interaction is understood as the exchange of information between teacher and students that occurs in the classroom, not having the requisite of a hierarchical correlation since both, teachers and students, are able to receive input and produce output. Thus, interaction also affects the classroom management, creates roles, and sets expectations of each other, in the learning environment. The stated definition is suitable for physical and also online classroom environments.

It can be assumed that teachers and students constantly interact during the classes and this interaction is strongly connected with the development of the students' learning process.

Considering that the investigation seeks to understand the possible changes in the teacher-student interaction during the online instruction that may affect the students' learning process, it is accurate to define the teacher-student interaction that occurs in the classroom, not only in a physical classroom, but also in a virtual environment during the lessons and its implications, since students' academic performance and outcomes may be seen affected.

Because of the prohibition to meet in closed spaces, such as a classroom, in most of the countries around the world, educational spaces were decided to move to a virtual and online space. Online instructions were created to help people who cannot attend face-to-face traditional lessons; however, with this learning environment, students can be connected and be responsible for their learning process.

Face-to-face instruction

According to the Iowa State University, also known as ISU, (2021) the concept of face-to-face instruction is described as "Teaching is conducted synchronously in a physical learning environment (utilizing appropriate safety measures), meaning that "traditionally," the students are in the same place simultaneously." Moreover, the Southern Utah University, also known as SUS, (2021) states that on face-to-face instruction "Students meet with the instructor at regularly scheduled times (synchronous learning), primarily in a classroom.

Students in face-to-face courses will normally be expected to be physically present for all or part of the term/semester.” Therefore, it can be understood that it is a physical learning environment in which students and teachers meet simultaneously at scheduled times. In this learning space, students and instructors can interact, share meanings, and opinions during the lesson.

As this investigation is centered in an online instruction environment, it is important to point out that one of the main differences between online instruction and face-to-face instruction is, as the Iowa State University claims that “The traditional classroom has the significant advantage of face-to-face interaction between the student and educator and the students themselves” (2021), which might not be present in the online instruction, so interaction may be a feature seen as affected.

Online instruction

According to Khan (1997), online instruction is an original approach for switching classroom instructions to a distant audience, using the internet as a medium. This is exactly what teachers and students have gone through during the COVID-19 pandemic. And as a quick response to the pandemic, the government has decided to move from in-person to online classes. Nevertheless, other authors such as Crawford-Ferre and Wiest, define online Instruction as an alternative to face-to-face instruction, which provides educational opportunities to individuals with geographic, time, or other constraints that make education difficult or impossible to pursue (2012, p.11). Our research does not find Crawford-Ferre and Wiest’s definition accurate to the current situation of the Covid-19 pandemic since online instruction is not being used exclusively for individuals that are far away from school or college. On the contrary, online instruction during this period has been used to connect teachers and students regardless of their location.

Learning process

This research is focused on the possible consequences of the changes in the teacher-student interaction during the online instruction; therefore, it seems mandatory to have a definition of the learning process. According to Hall & Verplaetse, learning is defined as “the process of assimilating the structural components of these systems into pre-existing mental structures’ (2014, p. 1). Another point of view indicates that learning consists in “acquiring knowledge and skills and having them readily available from memory so you can make sense of future problems and opportunities.” (Brown, Roediger & McDaniel, 2014, p.2). The process of learning can be defined by a development of skills and knowledge in which new information is attached to the preexisting one. It seems important to clarify that this definition was selected seeing that it is the most suitable to understand what the learning process is in the context of learning English as a foreign language.

English as a foreign language (EFL)

English as a foreign language, also known as EFL, is defined by Gu (2018) as the language English being taught in a non-English speaking country with learners that share the same country, home or nation. EFL classrooms might have an advantage over English as a second language (ESL), while in EFL classes all the students share the same native language, in the second one (ESL) does not happen the same. ESL is characterized by being imparted in an English-speaking country; however, the students might not share the first language. Therefore, the advantage that EFL possesses over ESL is that learners can communicate easily; students can communicate in their first language and in English, which creates a deeper relationship and interaction between learners.

Attention

The concept of attention has a big relevance in the development of the research. The Macmillan Dictionary (n.d) defines attention as “the interest or thought that you give to

something you are listening to or watching” (Definition 1). The description previously shown is based on a general context; however, the current study seeks for a definition of the concept as a cognitive process involved in the learning process. This concept plays an important role in the process of second language acquisition, also known as SLA. Gass and Mackey (2015) affirm that “attention is believed to be one of the mechanisms that mediates between input and learning” (p. 191). In addition to that, Gass and Mackey (2015) also state that “attention, broadly conceptualized, may be regarded as the mechanism that allows learners to “tune in” to a portion of the input they receive” (p. 191). Both definitions given by Gass and Mackey are connected and also accurate for the current investigation topic, since the concept of attention will be taken as the interest in listening to the input that learners have been given. Hence, it seems that students’ learning process might be negatively affected when there is no attention. Schmidt argues that without awareness, the learning would not be able to take place because the learner must be aware of linguistic input in order to be internalized (as cited in Grass and Mackey, 2015, p. 191). To summarize attention, it is accurate to declare that in order to gain knowledge it is essential for learners to pay attention to the input that they are receiving; otherwise, it would be impossible for them to learn.

Language development

In order to understand what second language development is, firstly, it is necessary to describe what language development itself means. Language development is the process in which children learn to understand and communicate the language (input) during childhood. Language development has its origins in Vygotsky’s Social-cultural Theory (SCT). According to Engeström “SCT argues that while human neurobiology is a necessary condition for higher mental process, the most important forms of human cognitive activity develop through interaction within social and material environments, including conditions found in instructional settings” (as cited in Lantolf, Thorne and Poehner, 2015, p. 207). SCT

is observed in second language development through social interaction. This phenomenon of second language development starts with the learner being exposed to the input, then learners looking for tools to fulfill and achieve a higher outcome and continuing with apprentices producing the output. On the other hand, Piaget's theory about cognitive development is strongly based on the stages of the development of the child, this means that development only is able to occur when the brain has matured enough (McLeod, 2018). In addition to that, Piaget's point of view is that social interaction is not as important as it is for Vygotsky, hence social interaction does not have an impact on cognitive development. This current research will be closer to Vygotsky's perspective about second language development since it is the most accurate with the topic of the current study.

Perception

Perception is another important concept in the investigation being currently done. Perception is reported by Cambridge Dictionary as "a belief or opinion, often held by many people and based on how things seem", another definition by Cambridge Dictionary is "the quality of being aware of things through the physical senses, especially sight" (n.d). In other words perception means the sensorial experience and awareness of what surrounds us.

Teachers should give importance to student's perception since that leads to the impression of the class, and it consequently impacts the motivation to learn during the class. Also, talking about perception, Efron (1969) adds "perception is man's primary form of cognitive contact with the world around with him" (p. 137). In other words, perception is the first thought and sensation of what surrounds the learner.

The theories

Vygotsky's constructivism

Vygotsky declares that "learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function" (1978, p. 90) in his constructivism or social development theory. The interaction between the participants of the process of learning is crucial in Vygotsky's theory. Social development theory seems to be crucial in terms of understanding the role of social interaction in the students' learning and cognitive development process. The theory is centered on the importance of the interaction between someone who knows more or has higher abilities in a certain topic, also denominated the More Knowledge Other (MKO), and someone who knows less or has lower abilities, in order to acquire knowledge. People involved in this process must interact to achieve development and knowledge, thus it can be said that communities play a crucial role in this theory concerning the creation of meaning, and in other words from this author's theory, learning is prone to take precedence over developing.

The MKO plays an important role in this theory since it is in charge of making others accomplish development through interaction. In the case of a classroom, the MKO seems to be the teacher but the more knowledge other (MKO) is not necessarily a teacher or an adult; it can also be a peer that possesses greater understanding about a topic than someone else.

Goal accomplishment is closely related to the Zone of Proximal Development (ZPD) and Vygotsky (1987) describes the ZPD as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers." (p.86). That is to say, that it was believed that when a learner is in the ZPD, if the correct assistance or scaffoldings are provided by the MKO, learners could achieve a determined task. Afterwards, when the learner is capable of mastering the task, the

scaffolding can be removed and the learner will continue to achieve the task on its own. However, the appropriate assistance and scaffoldings are provided through interaction, the MKO acts as a guide and share meanings for learners to achieve a certain goal or task and also create an understanding of the world.

It is believed that this theory is appropriate for the current research firstly, given to the topic. The investigation is related to interaction and how it has been seen affected by online instruction, thus is suitable to make use of this theory in this research, since it shares a panorama about what interactions must achieve and how must be implied in classrooms. Although Vygotsky did not refer to the MKO as a teacher, in a classroom, either in online or traditional instruction, teachers are known as the MKO, and it is their duty to give assistance and make scaffoldings for students to attain specific goals.

Connectivism

Even if it is not considered a learning theory, connectivism portrays that learning does not occur in a vacuum and despite the major theories that the learning field is filled with, updates of those and even new theories are needed to incorporate features of a 21st century learning environment. Technology advance has forced 21st century learners to manage and produce new content in different ways and pace from other periods of time. Connectivism also claims that it is necessary to create networks, these can be of people, media, etc., and use those networks to generate learning communities, where people can share ideas with others. Considering the faster exchange of information that the internet offers, connectivism is based on some of these statements 1) learning and knowledge lies in a diversity of opinions, 2) learning is a process of connecting information sources and that also 3) learning can occur in non-human appliances (Orey, 2010). Taking these aspects into account, it is thought that it is important to present a non-recognizable learning theory that can offer a perspective from the online instruction which is involved in the current carried study.

Vygotsky's social development theory and Siemens connectivism theory have some similarities: both of them state that learning is a social process and that it also needs socialization or connecting with others. However, the greatest difference between these two theories is that although both claim that learning is a social process, connectivism does not guarantee interaction considering that it states that learning can occur in non-human appliances. As the current investigation is concerned with human learning and interaction, it is appropriate to use this theory to convince that, despite the technological advances currently happening in the 21st century, learning needs interaction for its development, especially to develop a foreign language.

The state of the art

Education, as well as other fields of knowledge and investigation, is changing over time due to technological advances. Even though education has suffered changes in the way lessons are taught in terms of methodology and approaches, thanks to recent investigations changes attributable to the COVID-19 outbreak are easier to observe. One of the noticeable changes made to control the sanitary crisis was passing from face-to-face instruction to online instruction. Since online instruction is not a method that has been used in a massive way for a long time, there is not a big amount of previous research or investigations discussing this.

The educational field has been seen affected in different aspects, yet this current study is focused on how the COVID-19 pandemic affected the teacher-student interaction and even, the students' perception, attention and language development. It can be perceived that the Chilean educational system might have suffered a decrease in interaction between teachers and students with the quarantine restrictions and the online instruction. A survey conducted in Chile reported 56% of teachers sending learning guides and resources, but not giving classes. Then, 22% reported that they send recorded classes and only 18% reported giving live online classes, which are concentrated in private schools and secondary education (Educar Chile,

2020 as cited in ECLAC & UNESCO, 2020). By these numbers, it could be understood that teacher-student interaction might be affecting more municipal educational institutions in the case of Chile.

Most authors and theories support the idea of interaction between, not only teacher-student but also student-student in the classroom to achieve an appropriate foreign language learning development. As it is claimed Cummins (2007) “the empirical evidence is consistent both with an emphasis on extensive communicative interaction in the TL (ideally in both oral and written modes) and the utility of students’ L1 as a cognitive tool in learning the TL” (p.226-227). This means that it might be evident that interaction is necessary while learning a target language and that students can even use their mother tongue to produce this interaction as a tool in their learning process.

Results found in Kamal et al., (2021) have demonstrated that students have had better results in assessments while online instruction before the COVID-19 pandemic in contrast with the results of face-to-face instruction. This is given to varied factors such as a more comfortable learning environment and the ability to take breaks more often. However, findings demonstrate that students’ assessment average suffered a decrease after the COVID-19 quarantine. This fact may be concerned with the increment of anxiety in students given to the lack or loss of their routines and real communication (p.6). Thus, it can be perceived that the COVID-19 pandemic has produced repercussions in the educational system, and even in the students’ assessment performance.

The topic of this current research seems to be relatively new because COVID-19 began to be part of the world only two years ago. Hence, there is not much evidence about Chilean papers and authors investigating yet about how the COVID-19 outbreak has really affected and impacted the education field. Aspects such as the teacher-student interaction and the possible educational changes of the online instruction have not been deeply investigated.

However, there are a few investigations from other countries that have been studying the consequences caused by the current pandemic. The United States, Poland, among other countries have been investigating some aspects that COVID-19 pandemic and the lockdown has affected and how technology has become the solution for this unpredicted situation in education and also medicine. Until now, there are very few studies about how the COVID-19 pandemic has affected the less-developed countries in the world in terms of education. According to UNESCO (2020) “on 9 April 2020, there are over 1,500,000,000 students worldwide from primary to tertiary level who cannot attend school” (as cited in Teräs et al., 2020).

Many of the researches of teaching remotely are focused on the aspects of the school curriculum that were not covered in the year of peak of COVID-19. Sir John Daniel (2020) states; “The COVID-19 pandemic has disrupted the lives of students in different ways, depending not only on their level and course of study but also on the point they have reached in their programs” (p. 2). He also added, “They will not be able to complete their school curriculum and assessment in the normal way and, in many cases, they have been torn away from their social group almost overnight” (Daniel, 2020, p. 2).

Online instruction has been used before in higher education programs, or online programs in which people can improve their knowledge in certain areas such as technology, language, and business. However, the main change is the implementation of this type of instruction in elementary and high schools. It might take time for some schools to adapt to online instruction, since they have to consider their students' background and environment for an appropriate learning development. Having considered the aspects mentioned above, the students' learning process might be affected by this complete situation.

To conclude with the current chapter and the concepts previously described, it is important to state that Vygotsky's theory is the most suitable for this analysis since what is

trying to study is the social interaction between teachers and students and the role that plays in the learning process to develop a foreign language such as English. On the other hand, even though not many countries have invested in research to study the effects and changes that the COVID-19 pandemic has produced in every area of human interaction and activity, this investigation hopes that as the years passes, more and more countries join to finance studies about how this global virus affected social relationships and interaction, yet specifically in the educational field post-pandemic consequences.

Methodological Framework

The information that is going to be reviewed in the following chapter is related to the type of investigation and the methodology used. The data collection in order to accomplish the main objective of the current investigation is going to be revised: The sample used for the collection of data is going to be deeply detailed and also the instruments for collecting data are going to be explained.

Type of Investigation

Considering the topic of this research, the most suitable type of investigation to be conducted is a traditional investigation seeing that it is not concerned with a problem found neither in a class nor in a school district. Also, the focus of the current investigation has no relationship with the resolution of a particular problem but to give a complete panorama about a general situation in relation to the possible changes on the teacher-student interaction and its effects in some cognitive processes.

According to the objective of the research, the methodology to be used is the mixed method, considering qualitative and quantitative methods. Even when the quantitative method helps the study to establish clear objectives and develops the current research analyzing quantitative data, the qualitative side of the research gives the flexibility to establish hypotheses in the process of the research and it is necessary to state a complete and clear conclusion.

The Sample

The sample for this research was selected to allow the researchers to have a broad panorama and variety of perspectives according to the topic of the research in order to answer the hypothesis stated above. The sample is composed from four 9th grade groups of students from two different public high schools in Chile, being two groups from each school. In the first place, two 9th grade groups belong to the Liceo Técnico Industrial Minero Ignacio

Domeyko located in Recoleta, Metropolitan region. This high school belongs to a mining corporation that offers three different programs which are technical programs of electricity, industrial mechanics and geology assistant. The other two 9th grade groups belong to the Liceo Técnico José Victorino Lastarria located in Rancagua, O'Higgins region. This high-school belongs to a municipal corporation and it offers technical education in gastronomy and nursery programs. The sample is also composed by teachers not only from the mentioned schools, but also different schools of Chile that teach in high schools. Referring to the 9th grade groups of students, 9th grade A and 9th grade C from the Liceo Victorino Lastarria located in Rancagua, the first group consists of 28 students in total, with a biological gender division, it has only six men and 22 women. The last group also consists of 28 students in total, with a biological gender division of 13 men and 15 women. On the other hand, the two groups from the Liceo Industrial Minero Ignacio Domeyko are the 9th grade D and 9th grade F. The first one consists of 30 students in total with a biological gender division of 2 women and 28 men, and the second one, the 9th grade F, also of 30 students with a biological gender division of just 1 woman and 29 men. In addition, to have a wide perspective of the studied topic, the English teachers that developed the English classes are going to be also part of the sample of the current study. This sample corresponds to two teachers, one per each school. From the Liceo Técnico José Victorino Lastarria a 32 years old male English teacher was part of the study Liceo Industrial Minero Ignacio Domeyko a 30 years old female English teacher participated in the current study.

Instruments to Collect Data

In order to collect data a survey and an interview were applied. The first one, the survey, was applied to the students from the four 9th grades described above. This survey had closed questions related to the teacher-student interaction and online instruction in the English class. The second one, the interview, was applied to the teachers previously

described, who are in charge of the English classes on the four 9th grades used as a sample for the current study. The survey consisted of eleven questions related to the online instructions, the change from the traditional to online instructions during the pandemic and the students' perception in relation to their learning process in relation to the teacher-student interaction. The interview consisted of eleven open questions related to the possible changes in the teacher-student interaction during the online instruction and the challenges perceived by teachers in the change from traditional to online classes.

Collected Data

The total of students (100%) that received the survey were 116 but a number of 87 students answered it, this number corresponds to the (75%) of the total of participants and not all the 87 students answered all the questions presented on the survey. On the other hand, the second instrument applied, the interview was applied to the English teachers that work with the two 9th grade classes that participated in the survey. As mentioned before, the interview was sent to the teacher to be answered in a written way. The two English teachers answered all the questions that were on the interview, one of them answered in Spanish and the other one in English.

Results

In order to know the reality based on the experience of the people that are relevant to the objective of the current research, two different instruments were applied to collect data.

The first instrument was a survey conducted on four 9th grade students previously mentioned in detail. The questions of both the survey and the interview were related to the teacher- student interaction and the changes between the online instruction and the traditional one, and how these possible changes could affect the attention, perception and also the developments of the language in the context of an English class as it was mentioned before.

The quantitative data collected has been organized in figures and tables and also grouped in order to analyze and understand it and the qualitative data collected has been analyze in the text together with the quantitative data in order to understand the total scenario about the topics related to the current research such as the possible changes on the teacher- student interaction during the online instruction and the importance of it in some cognitive process of the students.

Results

It seems to be that certain changes have to be made to adapt the traditional classes to an online environment and the interview conducted in the current research reflects, firstly, the adaptation to online instruction for teachers was stressful and complicated. The teachers that participated in the interview agreed that they made changes to their classes in order to adapt the content to an online classroom taking into consideration the results of the students and the context of each class. These changes might be necessary due to the appearance of new factors that could affect the classroom and also the interaction between teachers and students. As one of the answers obtained by the interview reveals, not all the students know how to manage the new platforms used in the process of online classes.

Another factor mentioned in the interview is related to the physical spaces in which students can be connected to the class. The lack of a good space for the student to participate in her or his class could affect the attention but also the perception because if the students do not perceive the environment of class, they might not feel that, indeed, it is a real class. If students do not have access to a microphone or to a comfortable place to be connected in class in which students can concentrate, or they have to be connected in a noisy place might affect not only the concentration of the student but also it could be one of the reasons why the students could feel demotivated to turn on their microphones in class to interact orally with the teacher.

Apart from the resources, another aspect named in the interview is the change in the content. In the answers given in the interview, one of the teachers specified that he had to limit the classes to teach only listening and vocabulary due to the results of the students.

The following figures represent the information that will be described below in detail about some questions from the survey applied to students.

Figure 1 *Students who think they learn in Online English classes*

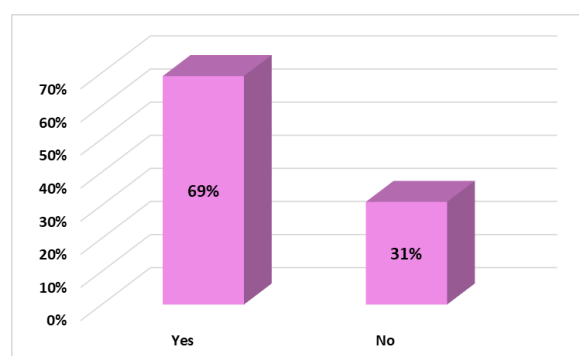
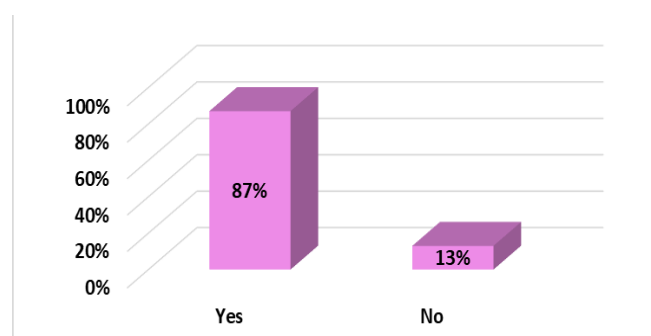


Figure 2. *Students who think they learn better when they participate in class.*



The results given by the students about the perception of the learning showed a significant difference from the scenario that the teachers gave in the interview. Figure 1, shows more than 50% of the students that answered the survey, declare that they really learn in the online English classes. Even when the results of the interview demonstrate that the bad results of the students in terms of learning could be the reason that forced the teachers to adapt and reduce the content learned to the students, the students have the perception that they really learn in the English class developed in an online environment. Also, in relation with students' learning perception, the results represented in figure 2, 87% of the participants state that they learn better when they participate in the class.

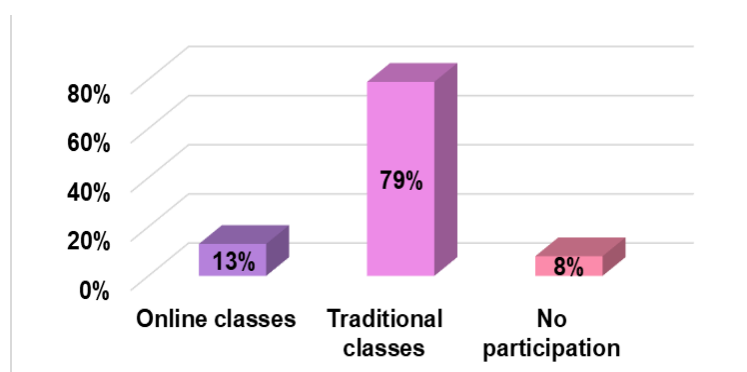
This result may demonstrate that when the number of interactions between the student and the teacher increases, the feeling that students are learning also increases. It might be understood that the process of learning English as a foreign language could be more successful in an interactive environment in which teachers and students can participate and, as it was mentioned before, the situation that not all the students have access to a microphone or they do not have a proper place to be connected in class and use their microphone could affect the fluency of the speaking interactions between teachers and students.

According to the results of the interview, spoken and written interaction are not the only types of interactions between teachers and students present in a traditional classroom, and, particularly, the body language, seems to have significant importance for teachers. Body language is not present in an online class, yet not all the students have a camera to be used; in some cases, they do not have a proper internet connection or in other cases, students are asked to turn their cameras off. This lack of opportunity for teachers to use the body language of the students as a signal or interact with them using his or her body language might mean that teacher- student interaction has changed during the online instruction. When teachers are asked about the teacher- student interaction, not only in their real point of view but in general,

answers are clear: there were changes in the teacher- student interaction during the online instruction and it might not be beneficial in the students' learning process of English as a foreign language and even more in the process of language development.

The figure below represents the answers of the students about the type of classes in which they feel more motivated to participate.

Figure 3. Students feel more motivated to participate in ...



The numbers given by the interview also demonstrates the possible changes in the teacher-student interaction; according to the interviews, the students that interact in an online class are considerably less compared to those who participate in a traditional classroom. By the side of the students, it can be observed in figure 3, that 13% of the participants answered that they feel more motivated to take part in Online classes, whereas 79% of them answered that they feel more motivated to take part in Traditional classes. The results of the survey agree with the data collected in the interview at this point.

Considering all the previous factors mentioned, it can be understood that the impact of the changes on the participants' learning process could be affected by changes in the teacher-student interaction, mostly in a negative way. Finally, only 8% of the participants said that they do not feel motivated in either online or traditional instruction. This fact may be produced by a lack of motivation, and this motivation can be a lack of intrinsic (internal) motivation as well as extrinsic (external) motivation.

The following two tables represent the answers of the students in questions related to interaction in class and these results are going to be analyzed below.

Table 1. *Interaction between teacher and students*

Question	Yes	No	No Answer	Participants
Do you think that the teacher interacts with the students in online classes?	76 (90%)	8 (10%)	3	87 (100%)

Table 2. *Type of students' interaction*

Question	In English	In Spanish	No Answer	Participants
Your interaction with your teacher is...	29 (35%)	55 (63%)	3	87 (100%)

From the perspective of the students, they seem to be asked to participate in class. According to the results obtained in the interview presented in table 1, 90% of the participants of the survey declared that the teacher interacts with the students during the class and only 10% of the participants said that teachers do not interact with them. This might be due to the fact that students are not always directly addressed by the teachers. It could demonstrate that even when the teacher asks the students to participate in the class, this does not assure that the students are going to participate in online instruction since other factors are involved in the process of interaction between teachers and students in an online environment. However, both numbers are important to interpret, and it would be ideal to generate a 100% of interaction in classrooms to develop the students' foreign language skills.

Teacher-student interaction is given in online instructions, as is represented in table 2, students answered that their interactions are mostly in Spanish (65%) rather than in English (35%) which might play a significant role in their language development of English as a

foreign language. Reinforcing the idea of the production of the target language through interactions, Swain (1995) claims that learners have to be “pushed towards the delivery of a message that's not only conveyed, but that's conveyed precisely, coherently and appropriately” (p.248-249) and the arguments in favor of this hypothesis are that on one hand, learners will be aware of the mistakes that they may make by producing the language, thus learners would improve their language development receiving feedback by their teacher through the interaction. Also, it is suggested that when learners are pushed to produce real-time language, they are forced to achieve automation when developing the language skill.

According to teachers interviewed, the most challenging aspects that they had to face teaching English virtually is that students do not produce the target language by themselves; instead, students used translators or were used to receiving the answers from their previous teachers. Therefore, there is no accuracy about their learning process. Considering that most of the students seem to struggle to produce the target language, instead, they use their native language. Another challenge concerns motivation, in terms that students come with really bad experiences learning the target language, where teachers do not motivate them to learn. This might affect attention, since motivation is crucial to generate an immersive learning environment, and learning could be significant. Teachers agree that those challenges did not occur in traditional instruction since monitoring is more active and allows them to make changes to produce learning.

The figures on the next page represent the data collected from three questions from the survey applied to the students and it is going to be analyzed in the following paragraphs.

Figure 4. Students who said that the teacher asked to participate in class.

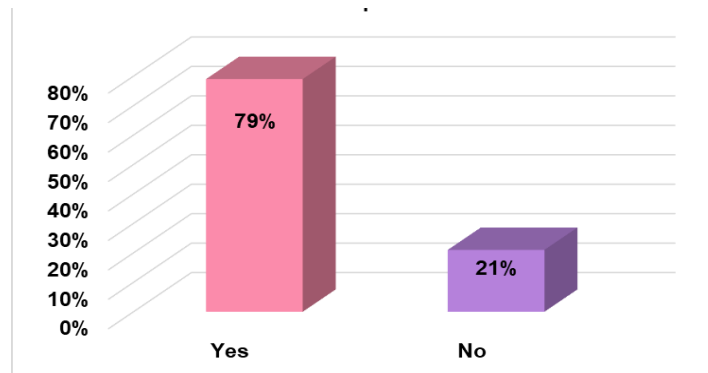


Figure 5. Students who think that the lesson motivates them to participate in class.

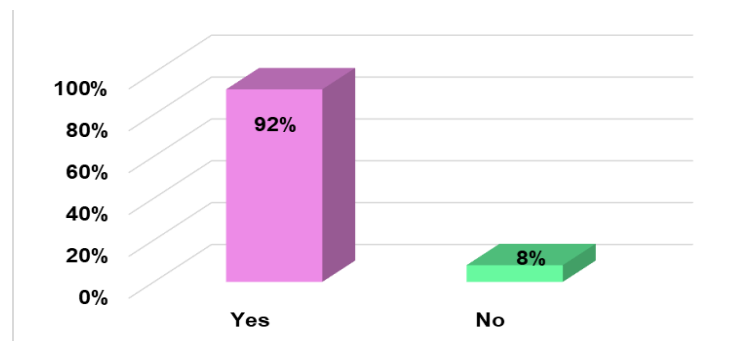
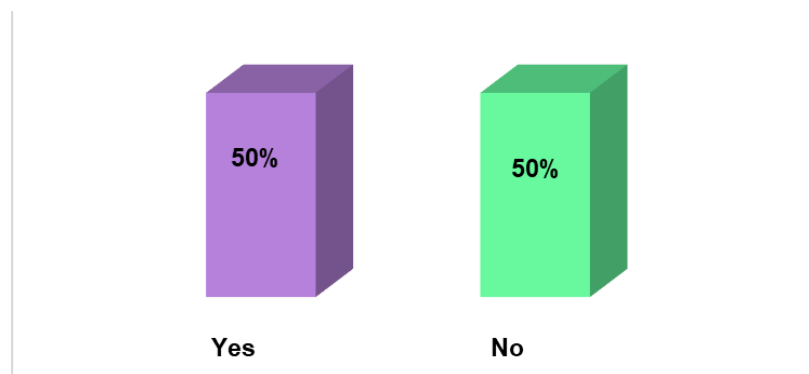


Figure 6. Students who are motivated to voluntarily participate in Online English Classes.



According to the answers previously shown, students feel motivated to participate in classes, most of them in traditional instruction rather than in online instruction. It was thought that this lack of interaction might be caused by the teacher not requesting this interaction in online classes. Nevertheless, 78% of students said that teachers ask them to participate in class and only 21% answered that the teacher does not request the participation of their students in class. This might be due to the fact that students are not directly addressed by the teachers to interact.

Students might have other ways in which they can avoid interacting. They are not physically in the same space with the teacher, and there are some aspects that seem to be out of control for the teacher. In addition, it was also thought that this decrease in the teacher-student interaction was caused because teachers' lessons were not motivating for students to take part in. In fact, 89% of participants said that teachers' lessons motivate them to participate in class, and the other 8% answered that lessons do not motivate students to interact. However, as it was mentioned before, even when more than half of students think that teacher lessons are motivated enough to participate, figure 5 shows that 50% of the students do not feel motivated enough to voluntarily participate in English class.

Taking into consideration the results about the voluntary participation, this might represent that the teachers may have not adapted the content to an online environment and make it interesting for the students. Also, it might demonstrate that the online environment may be less motivating for the students to participate since as it was previously mentioned, 79% of the students feel more motivated to participate in traditional classes and it could affect even more than the content of the class in terms of motivation to participate. These two factors seem to affect the teacher-student interaction during the online instruction.

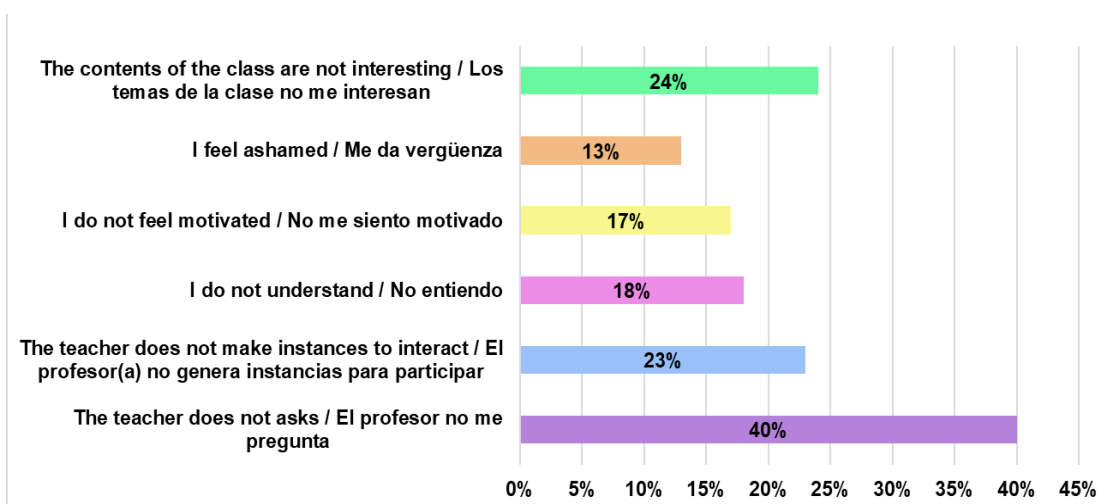
The data might represent that the teachers may not adapt the content to an online class. In terms of challenges for teachers, concerning planning and methodologies teaching English as a foreign language, it was revealed that planning a lesson was the most difficult for them, having knowledge that students would not listen to or pay attention to. In addition, the time dedicated for the students to do activities changed, since in this modality students take photos of the content instead of taking notes. These changes make teachers feel insecure about the job they are doing, considering that online instruction does not allow them to know if students revise the photos that the students might take in class later to study. It can be thought that while taking notes it is possible that some of the content revised in class could be learned through

note taking; however, photos do not assure learning.

In respect to methodologies, teachers mentioned that they used resources according to the skill that they were expected to develop, taking into account the students' background and taking advantage of the connection and the different possible resources that can be found on the internet to generate interaction with students. It can be thought that the difficult part concerning planning and methodology, is creating lessons interactive enough to motivate students to interact with teachers and also their peers, looking forward for different resources that could be found and easily to use on the internet, considering skills being expected to develop and students' background.

In the question represented in figure 7, the participants of the survey were asked to order six statements from the one that they agree the most to the expression that they agree the least in terms of how these statements affect the participation of the students in class.

Figure 7. Students do not participate in class because...



The option that the majority of the participants (40%) set in the first place is that the teacher does not ask them. As it was mentioned before, it might be relevant the fact that the teacher may not address students directly to participate, and even when the teacher asks general questions, the students might not feel the necessity to interact with the teacher. The second option chosen by the participants (23%) was that they are not interested in the topics of the

classes, and it might be an aspect that affects not only online but also traditional classrooms. As the interview demonstrated, it was a challenge for the teachers to adapt the content to create an interesting class for the students and even when the students confirm that they feel motivated to participate in class, the lack of interest in the topics presented in the class seems to be a relevant factor that affects the teacher- student interaction.

Even when in previous questions the students declare that the teacher interacts with the students, they affirm (18%) that the teacher does not generate an instance to participate. The type of strategies used by teachers to invite the students to participate in online instruction might be the factor because students feel that the teacher does not create an instance to participate. The fourth option chosen by the students (17%) was that they do not understand the content of the class. It may be related with the changes made by the teacher to adapt the content to online instruction: it might be that the content is still a huge challenge for the students and even more so in online classes. Students are not in a physical classroom, sharing the same space with the teacher; this situation might make the students feel that they are not in a real class. Students might attend the class in spaces with a big number of distractions. Students' perception of a class might be distorted, and they might even just listen to the class not being aware of their process of learning.

The two options that affect the least the student participation in class according to the survey are: the students do not feel motivated (13%) and they feel ashamed to participate in class (24%), since a big percentage of them put these two options in the last place. This might be because the space is comfortable for the students to participate and to interact with the teacher. The class environment, in which teachers and students are involved, seems pleasant for the students to participate in and also to generate interactions between the teacher and students without a big amount of attitudinal problems in terms of interaction.

The tables below represent the results obtained by some questions comparing face-to-face and online instructions in aspects related to interaction and motivation.

Table 3. *Student's motivation in face-to-face classes*

Question	Yes	No	No Answer	Participants
Were you motivated to voluntarily participate in face-to-face classes before the pandemic?	71 (83%)	15 (17%)	1	87 (100%)

Table 4. *Face-to-face compared to online instruction interaction*

Question	They are more interactive	They are less interactive	No Answer	Participants
Compared to face-to-face classes do you think online lessons are more or less interactive?	27 (32%)	57 (68%)	3	87 (100%)

Even though it might be believed that students do not always have a positive predisposition to participate in classes, as it can be observed in table 4, survey results showed that 83% of students think that they were more motivated to participate and interact in face-to-face classes, before the pandemic, so this might signify that pandemic environment provoked a decrease in motivation to interact voluntarily in Online instruction. On the other hand, only 17% said that they were not motivated before, yet it is not a reason to believe that they are motivated to generate interactions in Online instruction. In addition, it can be thought that online lessons are more interactive, because of the varied types of resources that the internet offers, such as games, worksheets, and other types of multimedia tools.

Nevertheless, as table 4 represents, in the survey applied to students, only 32% of them consider online lessons more interactive than face-to-face lessons, whilst 68% consider that lessons are less interactive. It has been previously shown that interaction decreased during the

COVID-19 outbreak, even though students say that they feel motivated to interact, interaction is less present in online instruction than it was in traditional classrooms.

The teachers' standpoint towards online instructions being beneficial for the students states that it is not an outstanding system, since the context of most students is not considered, and most students do not have a proper study space or have to help with house chores that detract students' attention from the class. It is also declared that it could be beneficial with only a few students, but with a big number of students it is almost impossible for teachers to retain students' attention.

Concerning students' change in attitude towards online instruction, teachers said that silence has become a common language in online instruction. Teachers think that students are tired with online instruction and that is why just one or two students pay attention and interact in classes and the teacher-student interaction seems affected by the online instruction.

The results of the teacher's interview showed a general perspective of the advantages and disadvantages of online instruction. The teachers do not perceive significant advantages; the greatest advantage from online instruction that they notice is that this modality keeps them and students safe from COVID-19 disease. In addition, they remark on the different resources available on the internet that can be used in classes to make it more dynamic. In terms of disadvantages, both teachers state that interaction was affected by the online instruction during the COVID-19 pandemic. Despite the variety of multimedia resources that can be used in classes to generate interaction and make lessons interactive, it is still perceived that students do not interact with the teacher. As it was previously mentioned, they use translators and they may know how to use most of the technological resources to interact with their teacher and also their peers, interaction is still showing a decrease.

The data gathered from the interview and survey give a complete scenario about the perspective of teachers and students before and during the online instruction, it could be

perceived that lessons in terms of methodology suffer a change indeed. Although, students' motivation did not seem affected, according to students' answers, from the teachers' perspectives, interaction suffered a great negative impact, and decreased significantly at the point that teachers seem to think that silence is the new language developed in class affecting the lessons and the students.

Conclusion

Having presented and analyzed the results in the previous chapter, this section will be focused on summarizing and explaining the main findings of the current investigation. In addition, the group of researchers will express their thoughts and reflect on the research.

Main findings

Taking into consideration the results obtained from the English teachers of the two schools and their students, it is possible to confirm the hypothesis of the current research. It can be reaffirmed that there has been an alteration in the teacher-student interaction given by the online instruction. According to the answers of both teachers and students this change in interaction has been perceived by them in different aspects involved in the class development and the students' learning process.

The students' answers gave evidence that, even when they felt that online lessons are motivating enough to participate, the students considered that they were more motivated to voluntarily participate in traditional rather than in online classes. Although demotivation was considered one of the factors that affected interaction (it ranked in third place after the feeling of shame and the lack of interest on the contents), students show a preference to voluntarily participate in a face-to-face classroom. The answers given by the teacher reaffirmed the idea that students' interactions decreased during online instruction. Teachers even referred to silence as "the new language in online instruction modality" because of the lack of participation of the students. This lack of participation limits the amount of interaction between teachers and students and affects cognitive aspects involved in the students' learning process such as the attention, perception, and language development.

The concepts mentioned above were affected by the online instruction because as stated in the former chapter, lessons had to be modified to suit the online instruction considering that time related to activities changed due to the online instruction. In addition, the students' context

is not always the most appropriate to attend a class, thus affecting their attention that allows students to acquire knowledge through input as it has been defined above.

In relation to the concept of perception, it also seems affected given the fact that not being in a “real” or suitable learning environment affects the perception of the class. The current concept was defined as the first thought and sensation of what surrounds the learner, thus, the learners’ perception in an online environment is not focused on the class being imparted, but on what is surrounding them.

Finally, bearing in mind the results previously shown, it can be sustained that language development was affected due to the fact that lessons had to be modified to suit online instruction. The teacher’s use of language was adjusted, thus giving the students an input that they could easily understand even recurring to their native language. As it was previously explained, language development starts with the learner being exposed to the input, which in this case is adjusted; then, the learners look for tools to fulfill and achieve a higher outcome and produce the output. This last concept seemed to be clearly affected considering the results in the previous chapter. Most of the students’ interactions were in Spanish instead of English, consequently not producing the target language, and exceedingly affecting students’ language development.

Even though the current research is not focused on the face-to-face instruction, the results demonstrated that the teacher-student interaction increased in face-to-face instruction more than in online instruction, taking into consideration that students from the Liceo Industrial Minero Ignacio Domeyko have returned to face-to-face classes and the interaction is considerably more than in online instruction. However, not only the amount of interactions between teachers and students changed, but also the type of interaction; more students participated in class and these interactions were usually spoken interactions as opposed to the online instruction in which the interactions were mostly written. This information reassures the

thought that in a traditional learning environment interaction is more fluent and natural between educators and learners than in online instruction.

According to the teachers' answers, it is necessary to have more than one type of language to interact with their students, such as the students' body language, which is absent in the online instruction. Thus, it is almost impossible for teachers to completely understand the students and encourage the interaction in the class. Therefore, teachers affirmed that interaction with their students had been affected by online instruction and it had been perceived differently from the students' point of view.

The context also has a great importance in the development of the class and in the teacher-student interaction. The schools that were part of the sample of the current study were secondary schools. For the 9th grades of the sample, 2021 was the first year that they are part of their schools. For those reasons, the creation of a comfortable learning environment was difficult for the teachers since the students hardly knew the teachers or their classmates in a face-to-face environment. However, contrary to the result that was expected given the situation previously exposed, results demonstrated that the class environment was comfortable for most of the students to participate in.

Final conclusion

After analyzing all the previous information, the results, and findings of the current study, it can be concluded that the teacher-student interaction has been affected by the online instruction during the covid-19 outbreak with more negative than positive results in the students' learning process. The number of the interactions between students and teachers decreased because there were also less spoken interactions from students and the quality of the interaction also decreased for the reasons exposed above. This change in the interaction directly affected the development of the class and the students. The students' cognitive process

of attention, perception and the language development has been negatively affected by the change in the teacher-student interaction during online instruction.

Further studies

Considering the results of the current research about the impact of the changes in the teacher-student interaction for further investigation it is suggested to go deep in possible consequences of the changes of teacher-student interaction in more aspects involved in the students' learning process. The lack of spoken interaction also seems to be relevant, and it suffers a change during online instruction according to the results of the current study.

In view of the fact that this research was based on secondary students, it would be interesting to investigate the effects of online instruction on elementary schools levels.

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Appendices

Appendix A. Request for Interview validation



Universidad Católica Raúl Silva Henríquez

Facultad de Educación

Departamento de Inglés

Estimada profesora Mireva Aguilera:

Nos es grato dirigirnos a Usted, a fin de solicitar su colaboración como experto para validar el cuestionario anexo, el cual será aplicado a: Profesores de Inglés de dos distintos colegios.

El presente instrumento tiene como finalidad recoger información directa para la investigación que estamos realizando, cuyo título es: **Possible Effects of the Online Instruction in the Teacher-Student Interaction on the Students' Learning process in Chilean High-School.**

Dicha información será utilizada en nuestra tesis de grado que debemos presentar como requisito para obtener el título de **Licenciada en Educación Media y Básica.**

Para efectuar la validación del instrumento, Usted deberá leer cuidadosamente cada enunciado con el fin de responder de acuerdo al criterio personal y profesional del actor que corresponda al instrumento. Por otra parte, se le agradece cualquier sugerencia relativa a redacción, contenido, pertinencia y congruencia u otro aspecto que se considere relevante para mejorar el mismo.

Gracias por su aporte

Appendix B. Interview validation



CONSTANCIA DE VALIDACIÓN

Yo, ___Mireya Aguilera Munizaga, titular de la Cédula de Identidad N° _12.232.0294-, de profesión ___Profesora de Estado en Inglés, ejerciendo actualmente como __Docente Adjunta, en la Institución __Universidad Católica Silva Henríquez_

Por medio de la presente hago constar que he revisado con fines de Validación del Instrumento (Encuesta), a los efectos de su aplicación a estudiantes de Primero Medio de los siguientes colegios: Liceo Técnico Profesional Victorino Lastarria de Rancagua y Liceo Industrial Minero Ignacio Domeyko

Luego de hacer las observaciones pertinentes, puedo formular las siguientes apreciaciones.

	DEFICIENTE	ACEPTABLE	BUENO	EXCELENTE
Congruencia de preguntas				X
Amplitud de contenido				X
Redacción de las preguntas		X		
Claridad y precisión			X	
Pertinencia				X

Fecha: 21 Octubre 2021

___Mireya Aguilera M.

Firma

Appendix C. Request for Survey validation



Universidad Católica Raúl Silva Henríquez
Facultad de Educación
Departamento de Inglés

Estimada Profesora Mireya Aguilera:

Nos es grato dirigirnos a Usted, a fin de solicitar su colaboración como experto para validar el cuestionario anexo, el cual será aplicado a: **Estudiantes de cuatro diferentes primeros medios de dos diferentes colegios**

- El presente instrumento tiene como finalidad recoger información directa para la investigación que estoy realizando, cuyo título es: **Possible Effects of the Online Instruction in the Teacher-Student Interaction on the Students' Learning process in Chilean High-School.**
- Dicha información será utilizada en nuestra tesis de grado que debo presentar como requisito para obtener el título de **Licenciado en Educación Media Y Básica en Inglés**

Para efectuar la validación del instrumento, Usted deberá leer cuidadosamente cada enunciado y sus correspondientes alternativas de respuesta, en donde se pueden seleccionar la alternativa correcta u ordenar conceptos según corresponda. Por otra parte, se le agradece cualquier sugerencia relativa a redacción, contenido, pertinencia y congruencia u otro aspecto que se considere relevante para mejorar el mismo.

Gracias por su aporte

Appendix D. Interview for teachers



JUICIO DE EXPERTO SOBRE LA PERTINENCIA DEL INSTRUMENTO

INSTRUCCIONES:

Lea las preguntas con atención y responda según su experiencia durante las clases online. Las categorías a evaluar son: Redacción, contenido, congruencia y pertinencia. En la casilla de observaciones puede sugerir el cambio o correspondencia.

1. ¿Cómo ha sido su experiencia enseñando el ramo de Inglés de manera virtual? / How has your experience been teaching English virtually?
2. ¿Cree usted que ha habido beneficios al enseñar inglés de manera virtual? ¿Cuáles? / Do you think there are benefits of teaching English as an online instruction?
3. ¿Se ha enfrentado a problemas la hora de enseñar el ramo extranjero inglés de manera virtual? / Have you faced problems when it comes to teaching English as ESL in an online learning environment?
4. ¿Usted cree que se ha visto afectada la relación entre profesor-estudiante mediante esta nueva modalidad virtual a la hora de enseñar? / Do you think it has affected the teacher-student's interaction during this online learning period when it comes to teaching?
5. ¿Se ha visto afectada su relación con sus estudiantes al enseñar inglés de forma virtual? / Has your interaction with your students been affected by teaching English virtually?



6. ¿Es cómodo para usted la modalidad virtual a la hora de enseñar inglés? ¿Por qué? / Is it comfortable for you to teach English virtually? Why?
7. ¿Qué desafíos o dificultades, en cuanto a la planificación de clases, se le presentaron ante esta nueva modalidad? / What challenges have you faced when it comes to planning your lesson for an online class?
8. ¿Qué metodologías debió cambiar/adaptar/renovar durante las clases online? / What methodologies have you changed or adopted during online learning?
9. ¿Ha notado cambios de actitud de sus alumnos frente a las clases online? ¿Cuáles? / Have you noticed a change in your students' attitude toward online classes? Can you name it?
10. ¿Qué fortalezas y debilidades cree que has desarrollado durante las clases online? / What strengths and weaknesses have you developed during virtual lessons?
11. Do your students participate in your virtual English class? How many would you say?

Appendix E. Survey for students.



JUICIO DE EXPERTO SOBRE LA PERTINENCIA DEL INSTRUMENTO

INSTRUCCIONES:

Lea las preguntas con atención y responda según su experiencia durante las clases online

Las categorías a evaluar son: Redacción, contenido, congruencia y pertinencia. En la casilla de observaciones puede sugerir el cambio o correspondencia.

1. ¿Sientes que aprendes en clases online de inglés? / Do you think you learn in online English classes?
sí/no
2. ¿En qué clases crees que participas más? / Which classes do you think you participate the most?
 - a. online
 - b. presencial
 - c. no participo en ninguna
3. ¿El profesor te solicita participar en la clase? / Does the teacher ask you to participate in class?
 - a. si
 - b. no
4. ¿Participa voluntariamente en las clases de inglés online? / Do you participate voluntarily in online English classes?
 - a. si
 - b. no
5. ¿participaban voluntariamente en las clases de inglés presenciales? / Did you participate voluntarily in face-to-face English classes?
 - a. si
 - b. no

6. ¿Crees que las clases del profesor te incitan a participar? / Do you think that teacher 's lessons encourage you to participate?
- si
 - no
7. ¿Crees que aprendes mejor cuando participas? / Do you think you learn better when you participate in class?
- si
 - no
8. Ordena estas opciones desde la que más sientes que influye en tu participación en Clases de inglés online / According to your feelings, order these options from the one that influences your participation the most in Online English classes.
- No me siento motivado
 - Los temas de la clase no me interesan
 - El profesor(a) no genera instancias para participar
 - El profesor no me pregunta
 - Me da vergüenza
 - No entiendo
9. comparado con las clases presenciales ¿sientes que las clases son más o menos interactivas en modalidad online? / Comparing face-to-face classes, do you think that lessons are more or less interactive in Online mode?
- Son más interactivas
 - Son menos interactivas
10. Tus interacciones con el profesor en la clase son... / Your interaction with your teacher is...
- En inglés
 - En español
11. ¿Sientes que el profesor interactúa con los estudiantes en clases online? / Do you think that the teacher interacts with students in Online classes?
- Si
 - No

Appendix F. Survey general results.

Students' Survey General Results

Teacher-student Interaction

1. Do you think you learn in online English classes? / ¿Sientes que aprendes en clases online de inglés?
Total de respuestas

Respuestas Recogidas	Yes / si	No / no
86	59	27

2. What type of class do you feel most motivated to participate in? / ¿En qué tipo de clase te sientes más motivado a participar? Total de respuestas

Respuestas recogidas	Online instruction / Clases online	Traditional instruction / Clases presenciales	I do not participate / No participo en ninguna
86	11	68	7

3. Does the teacher ask you to participate in class? / ¿El profesor te solicita participar en la clase? Total de respuestas

Respuestas Recogidas	Yes / Si	No / No
86	68	18

4. Are you motivated to voluntarily participate in online English classes? / ¿Te sientes motivado a participar voluntariamente en las clases de inglés online? Total de respuestas

Respuestas Recogidas	Yes / Si	No / No
86	43	43

5. Were you motivated to voluntarily participate in face-to-face classes before the pandemic? / ¿Te sentías motivado a participar voluntariamente en las clases presenciales antes de la pandemia? Total de respuestas

Respuestas Recogidas	Yes / Si	No / No
86	71	15

6. Do you think that teacher's lessons motivate you to participate? / ¿Crees que las clases del profesor te motivan a participar? Total de respuestas

Respuestas Recogidas	Yes / Si	No / No
84	77	7

Do you think you learn better when you participate in class? /	Yes / Si	No / No

¿Crees que aprendes mejor cuando participas? Total de respuestas Respuestas Recogidas		
87	76	11

7. Order these options from the one that you feel influences your participation the most in Online English classes / Ordena estas opciones desde la que más influye hasta la que es menos relevante para tu participación en Clases de inglés online Media Total

I do not feel motivated / No me siento motivado

17 13 10 14 9 21 3,6 84

The contents of the class are not interesting / Los temas de la clase no me interesan

30 15 9 6 4 20 3,0 84

The teacher does not make instances to interact / El profesor(a) no genera instancias para participar

29 19 8 6 9 13 2,8 84

The teacher does not asks / El profesor no me pregunta

34 8 11 7 4 20 3,0 84

I feel ashamed / Me da vergüenza

19 14 14 10 11 16 3,3 84

I do not understand / No entiendo

22 9 15 7 13 18 3,4 84

Respuestas recogidas: 84

8. Compared to face-to-face classes, do you think that online lessons are more or less interactive? / Comparado con las clases presenciales ¿Sientes que las clases online son más o menos interactivas?
Total de respuestas

Respuestas Recogidas	They are more interactive / Son más interactivas	They are less interactive / Son menos interactivas
84	27	57

9. Your interaction with your teacher is... / Tus interacciones con el profesor en la clase son... Total de respuestas

Respuestas Recogidas	In English / En inglés	In Spanish / En español
84	29	55

10. Do you think that the teacher interacts with students in Online classes? / ¿Sientes que el profesor interactúa con los estudiantes en clases online? Total de respuestas

Respuestas Recogidas	Yes / Si	No / No
84	76	8

