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Jeesica Scalante Morales[1]

Abstract

This article presents a study on the style of interaction that instructors perform in TEFL classrooms. Two research methodologies (Ethnomethodological Conversation Analysis (Seedhouse, 2004) & Self-Evaluation of teacher Talk (Walsh, 2011)) were applied to analyze content and language-based classes of three undergraduate programs providing 34 video-recorded sessions of nine instructors. Interactional styles are the result of linguistic, discursive and social components that instructors and students co-construct and display in TEFL classes where a degree of homogeneity and heterogeneity in the styles is present. Hence, findings indicate that interactional styles are conceived as the mixture of both individual (heterogeneous interactional styles) and common (homogeneous interactional styles) behavior and social acts, which are represented by the interactional forms and patterns that instructors display in the classroom. Since other authors have written about interaction or teaching styles as two separated concepts, in this article, the definition of interactional styles is created from those two concepts (interaction & teaching styles) to one: interactional styles. Finally, this article invites instructors to pay attention to the type of interaction they establish with their students, considering that language and interaction can teach more than we expect, instructors should reflect on their practices and the events that occur during class to understand their interactional styles and to use them as tools in Language teaching and its use.

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Key words: classroom interaction, social acts, interactional forms, interactional styles, L2 teaching

Resumen

Este artículo presenta un estudio sobre el estilo de interacción que instructores desarrollan en las aulas de clase TEFL. Dos metodologías investigativas (Análisis de Conversación Etnometodológica (Seedhouse, 2004) y Self-Teacher's Evaluation Talk (Walsh, 2011)) fueron aplicadas en clases basadas tanto en contenido como en lenguaje de tres programas de licenciatura en inglés, dando como resultado 34 sesiones grabadas en video de nueve profesores distintos. Los *estilos de interacción* son el resultado de componentes lingüísticos, discursivos y sociales que instructores y estudiantes co-construyen y despliegan en clases TEFL (Enseñanza del Inglés como lengua extranjera), en las cuales se presenta también un grado de homogeneidad y heterogeneidad. Por consiguiente, los estilos de interacción son concebidos como la combinación de actos sociales y comportamientos individuales (estilos de interacción heterogéneos) y comunes (estilos de interacción homogéneos) que son representados por las formas y los patrones de interacción que los instructores efectúan en el salón de clase. Diferentes autores han escrito sobre interacción y estilos de enseñanza como dos conceptos paralelos, sin embargo, en este artículo la definición de estilos de interacción evoluciona de esos dos conceptos a uno solo. Este artículo pretende invitar a instructores a prestar atención en el tipo de interacción que establecen con sus estudiantes. Considerando que el lenguaje y la interacción pueden enseñar más de lo que esperamos, los instructores deben reflexionar en su práctica y en los eventos que ocurren durante sus clases, así entenderán sus estilos de interacción y podrán usarlos como herramientas en la enseñanza del lenguaje y su uso.

Palabras clave: interacción en el aula, actos sociales, formas de interacción, estilos de interacción, enseñanza de segunda lengua

Résumé

Cet article présente une étude sur l'style d'interaction que l'enseignant affiche in cours TEFL. Deux méthodologies de recherche (L'analyse du Conversation ethnométhodologie (Seedhouse, 2004) et l'auto-évaluation Discuter de l'enseignant (Walsh, 2011)) ont été appliquées dans les cours à base de contenu et de langue de trois programmes en licence fournissant 34 sessions enregistrées de vidéo de neuf professeurs. Des styles d'interaction sont le résultat de composants linguistiques, discursifs et sociaux que les instructeurs et la co-construction d'étudiant et montrent dans des classes de TEFL où un degré d'homogénéité et d'hétérogénéité est présent. D'où, des styles d'interaction sont conçus comme le mélange des deux le comportement et des actes sociaux individuels (des styles d'interaction hétérogènes) et commun (des styles d'interaction homogènes), qui sont représentés par les formes d'interaction et modèle cet affichage d'instructeurs dans la salle de classe; puisque d'autres auteurs ont écrit de l'interaction ou des styles enseignants comme deux concepts séparés, dans cet article, la définition des styles d'interaction est créée de ces deux concepts (l'interaction et des styles enseignants) à un : des styles d'interaction. Finalement, cet article invite des instructeurs à prêter attention au type d'interaction qu'ils établissent avec leurs étudiants, étant donné que la langue et l'interaction peuvent enseigner plus que nous attendons, les instructeurs devraient réfléchir sur leurs pratiques et les événements qui arrivent pendant la classe pour comprendre leurs styles d'interaction et les utiliser comme des outils dans l'Enseignement des langues et son utilisation.

Mots clés : Des interaction en classes, des actes sociaux, des formes d'interaction, des styles d'interaction, enseignament d'une langue estrangère

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Introduction

Inside Teaching English as a Foreign Language (TEFL) classrooms, varied expressions, socio-linguistic styles, and discursive levels in the use that teachers and students do of English have an incidence in the manner in which both communicate with each other. For language teachers and educators, identifying how they interact in English with their students in the classroom (their interactional styles) is an important issue in the field of language education since this identification can allow them not only to understand their own interactional practices but also how and when they use them for the purpose of English teaching and learning. The contents in this article pursue this goal. It presents the results of a conversational analysis on English language educators' interactional styles, educators who belong to three different BA programs in language teaching. The period of observation was during 2015. A degree of *homogeneity* and *heterogeneity* in the way that the observed language educators interact with their students is present; the occurring interaction may vary depending on classroom circumstances as conversation topics, class activities, students' affective factors or participants' conversational agendas. Despite these aspects, the results are not stationary, they may serve as a reference for coming studies on language teachers or educators' interactional styles.

In this article, *homogeneity* is understood as the common social acts in teaching practices during teacher-student (T-S) interaction in several classrooms, and *heterogeneity* as those social acts in teaching practices which belong to each teacher's interactional style and are not common in all classrooms, only in the ones where the same teacher is present. Understanding how these social acts in teaching practices occur can contribute to awareness of the way in which language classes are developed for the purpose of English teaching and learning, as well as to realize how

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language teachers or educators execute their conversational agenda in characteristic manners turn after turn during classroom interaction.

From now on, and with the aim of avoiding ambiguity in understanding what type of teachers the highlighted facts address in the study I present in this article, I will use the term *instructor(s)*[2] for either language teachers, language educators, or teacher-educators, when giving language-based or content-based classes in an undergraduate program in English language education; and *students* for those who are majoring in English language teaching. The use of these two terms fits into the research study presented in this article since nine instructors were observed during their interactions with their students in either language-based or content-based classes of three different BA programs in English language teaching.

The participant instructors and students were in a continuant performance inside the classroom, both asking for and giving responses, interjecting, overlapping, interrupting, and doing other multiple forms of interaction sequences. This is the way in which classroom interaction happens in these undergradute programs. Interactions that contain multiple social acts (Seedhouse, 2004), which are utterances with purposes in talk in interaction. In the research study that I present throughout this article, the focus is not on participants' use of language under a linguistic perspective, but on treating "grammar and lexical choices as sets of resources which participants, deploy, monitor, interpret and manipulate" (Schegloff et al. 2002, p. 15) in order to perform their purposes in talk during classroom interaction.

Instructors understanding classroom interaction is one of the means by which language teaching and learning is revealed by paying special attention to the interactional forms that they set during the class (Seedhouse, 2004; Walsh, 2011; Lucero, 2015). Those forms are the

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[2] An instructor is a language teacher that holds a minimum of a Master's degree and works for the BA undergraduate program teaching a subject of the program curriculum, either content-based or language-based.

interaction patterns which portray the repetitive sequences of turns in the interaction between two speakers in a context (Sinclair & Coulthard, 1975; Cazden, 1986; 1988). Once interaction patterns are set, they can inform about turns of speaking, instructors and students' agendas and understandings of what is happening in terms of interaction inside the classroom, a setting where one talks to an audience for evaluative issues (Tracy & Robles, 2013). In the ESL and EFL classrooms, both instructors and students interact with each other to provide content, learn and use the language, and manage the conversation in the classroom (Johnson, 1995; Van Lier, 1998; Kasper, 2009; Lucero, 2015).

In Colombia, classroom interaction has been the focus of an increasing interest. Studies on bilingualism and prestige (De Mejía, 2002), enhancement of multicultural spaces (Hélot & De Mejía, 2008), and interaction in diverse classroom contexts (McDonough & Mackey, 2013) are prominent in both school and university contexts. These studies have found that classroom interaction brings resources to position teachers and students in conversation according to classroom activities and contexts. They also reveal the diversity of teaching methodologies in English learning. This article specifically talks about the manner in which interactional forms between instructors and students emerge in TEFL classes and how they construct a sense of homogeneity or heterogeneity in instructors' interactional styles. By defining this endeavor, a further discussion deals with the relevance of either sense in English teaching and learning in the academic spaces of BA programs. To accomplish this objective, we observed the way in which nine instructors from three different BA programs in English language teaching interacted with their students during 34 sessions that were either of content-based or language-based classes at different English proficiency levels. The sessions were video-recorded, transcribed, and analyzed afterwards. In the manner in which instructors and students asked for and gave responses, interjected in the conversations, overlapped turns, interrupted each other, and did other repetitive

forms of interaction, I identify the social acts in the participant instructors' teaching practices during the interactions with their students in several classrooms observed.

Theoretical Framework

As the heterogeneity and homogeneity of instructors interactional styles can be identified in the interaction patterns that they co-construct and maintained with their students, I briefly indicate that interaction patterns have been studied in both English as a Second Language (ESL) classroom and in English as a Foreign Language (EFL) classrooms. Originally, interaction patterns between instructors and students in ESL classrooms display a variety of sequences that reveal the way in which language teachers, specifically, and students construct conversations for English learning. Those conversations are commonly initiated by the language teachers. For example, Long and Sato (1983) and Markee (1995) studied the interaction patterns that language teachers' questions create; they found *adjacency pairs* composed of rhetorical or thought-provoking questions. Cameron (2001) and Hutch (2006) found that classroom interaction is composed of *minimal pairs* in which conversations are not only initiated with a question by the language teacher but also with a comment, idea or explanation, and often with a student response. The *initiation-response-evaluation/feedback* (IRF/E) pattern (Sinclair & Coulthard, 1975; Cazden, 1988; Ellis, 1994) has been studied as a system of turns in which language teachers place information to be responded by students and directly after evaluated by the language teacher. In studies of ESL interaction patterns, students can also initiate the construction of conversations for English learning. Those patterns seek information about language-teacher questions, explanations, and ideas (Garton, 2002); or for accuracy in language use, as recast (Lyster, 1998; Ellis & Sheen, 2006), repair (Schegloff, 1997; 2000), and code-switching (Ûstûnel & Seedhouse, 2005).

Subsequently, studies on interactions patterns in the EFL classroom have taken place. Those studies have analyzed how native and non-native language teachers interact with students, usually in the Asian (see for example Mori, 2000; Zhang-Waring, 2016), European (Anderson, Oro-Cabanas & Varela-Zapata, 2004; Inan, 2012) and Arabian (Rashidi & Rafieerad, 2010; Kharaghani, 2013) contexts. The interaction patterns found reveal close similarities with ESL classroom interaction, IRF/E and repair being the most common within teacher-student conversations in EFL classes.

All in all, both ESL and EFL classes have been deeply studied by different classroom interaction researchers. Despite this fact, research studies on classroom interaction in TEFL undergraduate programs in Colombia are scarce. The few encountered reveal varied functions of the interaction between instructors and students, but they do not specifically indicate what interaction patterns emerge or what implications they certainly have for English teaching and learning. For instance, in a study with fourth-semester pre-service teachers, who were observed during language-based classes, Castrillón-Ramírez (2010) found that classroom interaction helps them improve their ability to express and understand their ideas by developing more fluency, vocabulary, pronunciation and intonation. However, the findings do not specify the way in which such improvement can be seen through interactional events. In another study, Álvarez (2008) found that six instructors generated what the author calls "pedagogical interactions" in the five-identified stages of their classes: presentation, practice, production, homework check, and evaluation. Although the study demonstrates that those interactions serve as attempts for the pre-service teachers to practice English, mostly in the practice and production stages, it does not specify how they emerge or are sequenced. Castro-Garcés and López Olivera (2013) did a similar study but observing four pre-service teachers who were in their eighth semester. They found that the participants used a variety of communication strategies (e.g. message abandonment, topic

avoidance, and code-switching, among others) in their interactions in a conversation course. The way in which the strategies occur in-interaction is not detailed.

For the current research study that I present in this article, belonging to a broader study of a hotbed of research on interaction patterns in TEFL programs, I discover that instructors' interactional styles can also be unveil from all those interaction patterns identified in the mentioned studies. By following the learnings obtained in the hotbed of research about analyzing classroom interaction conversationally, I found that all those interaction patterns do not only display the manner in which instructors and students manage content in interaction (see for example Lucero, 2011; 2012), and make evident repetitive sequences of turns (see for example Lucero, 2015), but also, I discovered that the instructors reveal their interactional styles with a degree of *homogeneity* and *heterogeneity* in the way that they interact with their students.

From teaching styles to interactional styles. As a continuation of this theoretical framework, and in order to elucidate what interactional styles mean, I will use three specific authors to explain *classroom interaction* and other three to explain *teaching styles*, so that the notion of *interactional styles* in English teaching classrooms comes to a conceptualization. Elaborating on a conceptualization of instructors' interactional styles is not a facile task, no many scholars have explained or studied interaction and style together in the language classroom; nevertheless, setting out and understanding its meaning is crucial for this article. The authors were selected from a minute number of conversation analysts and researchers who have studied interaction in the language classroom (also, see for example the ones cited above).

The first concept to understand is *classroom interaction*. R. Ellis (1994) explains that interaction is a set of communicative events, which can be understood as conversations or exchanges. These events are co-constructed by teachers and learners to form a context with the objective of promoting language learning and language use. This understanding gives a

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perspective of interaction; nonetheless, in my point of view, classroom interaction cannot be explained as only an unfluctuating event of coming and going of turns but as a set of events for meaning negotiation than can vary from context to context. Subsequently, K. Johnson (1995) makes clear the purpose of interaction inside the classroom: to engage learners into conversation, to promote not only language learning but also language use and to shape language. Both authors, Ellis and Johnson, manifest that interaction in the classroom has two main aims, promoting language learning and language use. The third author is E. Lucero (2015), he formulates that it is through interaction that learners acquire not only the target language but also knowledge about it and the world. The importance of being aware of the management of classroom interaction is highlighted by this author. These three scholars use interaction as means to achieve conversational and communicative goals in the classroom, which can give a primary idea of interactional styles in TEFL classrooms: the way in which instructors interact with their students in order to promote not only language learning and use but also knowledge about the world.

The second concept to develop is *teaching styles*. There is no a single definition for teaching styles, several authors have written about it (see the ones I cite below with respect to this notion), but it seems to me that they do not coincide much in the boundaries of this construct. Initially, Bennet (1976) gives probably one of the most accepted and recognized definition of teaching styles. He says that "Teacher styles refer to the teacher's pervasive personal behavior and media used during interaction with learners" (Bennet, 1976, p. 27). He as well mentions a type of relationship between classroom interaction and teaching styles by stating that teaching styles are realized through interaction, but he sees this interaction as just the instruction given to students about language and its use. The scholars who investigated this concept afterwards (see for example Heimlich & Norland, 1994) pay more attention to teaching behavior and its connections to teaching beliefs, although they remain connecting teaching styles to language

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teachers' personal behavior in language instruction. Additionally, Campbell & Kryszewska (1995) give three classifications to identify teaching styles, they named them: didactic style, Socratic style and facilitative style. These three styles are differentiated because of the grade of responsibility and the resources the language teacher used in the classroom. Among classifications of teaching styles, probably, the most recognized is Grasha's (1996) concept[3]. He makes allusion not only to the behavior of language teachers in the classroom but their personal qualities; the result of that mixture, plus how they conduct their classes, define a teaching style. For Grasha, a teaching style is the way in which language teachers guide and direct instructional processes, any teaching style "has an effect on students and their ability to learn" (Grasha, 1996, p. 44).

We cannot say that teaching styles are developed only by the way in which an instructor was taught or the purpose an instructor has for the class. For example, Grasha (1994) assumed that, "a teaching style represents a pattern of needs, beliefs, and behaviors that faculty displayed in their classroom" (p. 142). Additionally, Hoyt and Lee (2002) say that, a "teaching style is a combination of teaching approaches, where a teaching approach is a combination of teaching methods*"* (p. 45). The aspects mentioned above influence teaching styles. For the goal of this article, not only approaches and methods need to be taken into account, but also interaction to discover the pros and cons in the way instructors interact with students in TEFL classrooms.

There are two elements in common in the conceptualization that the abovementioned authors give to teaching styles: these refer to language teachers' instructional behavior and the impact it has on language teaching and learning (Scovel, 2001). Bennet (1976) mentions *interaction* as the means by which pervasive personal behavior is used, while Grasha (1996)

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[3] Until now, Grasha's concept and classification is still well recognized, authors keep using his categorization of teaching styles to discover and describe teachers' teaching styles.

categorizes teaching styles in regards to instructional processes. Unfortunately, finding understandings about teaching styles in classroom interaction, specifically, is not very usual. The theoretical review about teaching styles thus far presented shows that scholars know that classroom interaction is key to construct an understanding of a teaching style, but they have little written about it. Hence, the study presented in this article may be helpful to understand how varied expressions, socio-linguistic styles, and discursive levels that instructors set in TEFL classrooms when interacting in English with their students can shape each instructor's interactional style, rather than a teaching style. As a warning, the results will not provide a taxonomy of instructors' teaching styles or interactional styles, but a viewpoint to come to the understanding of how those styles are realized throughout classroom interaction, mostly in TEFL settings.

With the aim of constructing a conceptualization of instructors' interactional styles from the review stated thus far in this section, I recapitulate the following facts. Firstly, *classroom interaction* informs about the way in which language teachers and instructors interact with their students in order to promote not only language learning and use but also knowledge about the world. Secondly, *teaching styles* refer to instructors' behavior in language instruction, which are connected to their teaching beliefs, didactics, and personal qualities. It is from all this that I am able to construct the conceptualization of instructors' interactional styles. These refer to *the mixture of both individual and common behaviors of language instruction and use which are represented by the repertoire of interactional forms associated with the type of classroom interactant[4] the teacher is in class activities*. The individual's behaviors of language instruction

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[4] *Interactant* is defined in Antaki's (2011) theory of interaction as the person who acts in the "shared mental world", that word is "shared and maintained in and through sequentially organized turns"; interactant's expectations and understandings of their co-interactant's behavior, intentions and motives converge in that world (p. 238-239).

and use are all those interactional practices that are characteristic to each instructor during the co-construction of interaction with students in classroom activities for the purpose of English teaching, learning, and practice. While, the common behaviors or language instruction and use are all those interactional practices that the majority of instructors co-construct with students during classroom activities under the same purposes or not. The repertoire of interactional forms are for example, expressions, socio-linguistic styles, and discursive levels (such as language used and linguistic components) emergent in the interactions between instructors and students in class activities. A clarification is necessary: interactional styles differs from conversational styles in one way; while in conversational styles the focus is on how to enact politeness, expressiveness, and directness, interactional styles refer to the linguistic features of turns and how the interaction is constructed (Tracy & Robles, 2013). For instance, how the question-answer sequence is build, turn acceptance, turn taking, giving and requesting for information, etc.

All these features become intertwined to construct instructors' interactional styles in habitual teaching practices in TEFL classrooms. Instructors' interactional styles are not scripted features of how for them to interact in classrooms, as Bennet (1976), Campbell & Kryszewska (1995), and Grasha (1996) try to suggest. In my viewpoint, instructors co-construct their interactional styles with students, turn-by-turn, from the context they create together as a whole environment for language teaching, learning, and use in the classroom. This occurs into practice through interaction, with the purpose of achieving their conversational agendas for promoting language learning and language use inside the classroom (see for example Seedhouse, 2004, and Lucero & Rouse, forthcoming, for more elaboration on this issue). Several factors can influence interactional styles and all of them matter, but studying their influence can more certainly help comprehend the social impact that interactional styles have in the classroom. I will discuss and develop this idea all down through this article.

Thus far, I have talked about three concepts, interaction patterns, interactional forms, and interactional styles. These three concepts are intertwined as each may reveal the other (see Figure 1 below). In interactional studies, as this article is about, if I, as a conversation analyst, can see the sequences in interaction and their characteristics (interaction patterns), I can perceive other aspects as expressions, socio-linguistic styles, and discursive level (interactional forms), which in turn are connected to the interaction under study. Thus, it is through those interactional forms that I will be able to unveil the interactional styles of instructors in TEFL classrooms. Undoubtedly, instructors' interactional styles also regard to the repertoire of interactional forms associated with the type of classroom-interactant the teacher reveals to be in the interactions with their students in classroom activities.
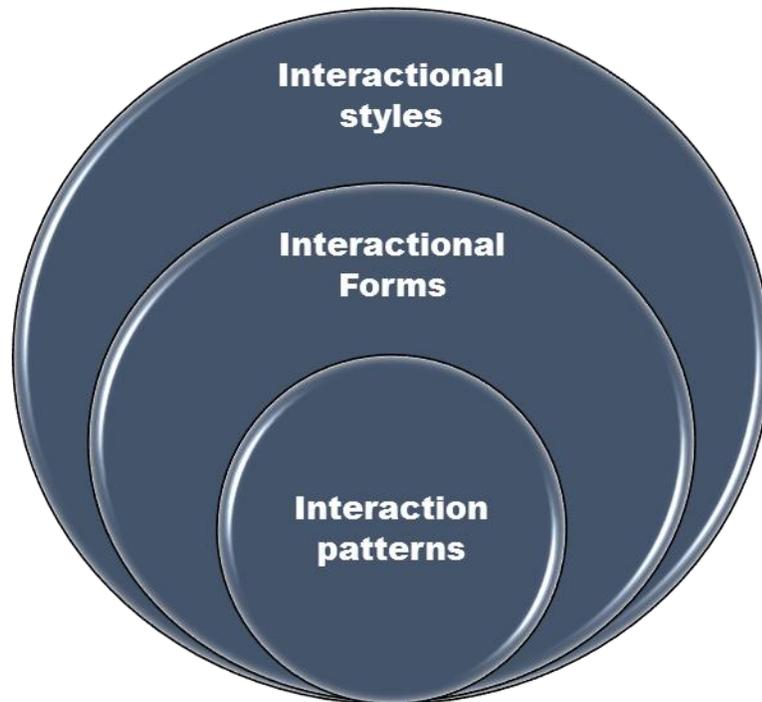
Figure 1: Configuration of interactional styles, interactional forms and interaction patterns.

Methodological Framework

To identify the interactional forms, their characteristics and pedagogical implications, progressively with the aim or revealing the instructors' interactional styles, two research approaches were implemented: The Ethnomethodological Conversation Analysis (ECA) and The Self-Evaluation of Teacher Talk (SETT) approach.

Ethnomethodological Conversation Analysis (ECA). The ECA (Seedhouse, 2004) served to identify and describe the interaction patterns. The first step was video-recording 34 sessions of nine instructors teaching content-based and language-based courses at different proficiency English levels of three TEFL undergraduate programs. Afterwards, a matrix of analysis with the instances in which the interaction patterns occurred was created to explain the prominent characteristics and moments of emergence of the identified interaction patterns. In ECA, there are five stages represented in figure 2, which are the ones I followed to identify the interaction patterns and interactional forms evident in the interaction between the participant instructors and their students during classroom activities.

1. Unmotivated Looking: Class observations and transcripts to identify interaction patterns.

2. Inductive Search: Establishment of instances when the interaction patterns emerge.

3. Establishing Regularities and Patterns: Description of interaction patterns to identify interactional forms.

4. Detailed Analysis of the Phenomenon: Explanation of the interaction patterns with their characteristics, and the when and why of the interactional form to identfy interactional styles.

5. Generalized Account of the Phenomenon: Determining the incidence of the interaction styles in language teaching & learning.
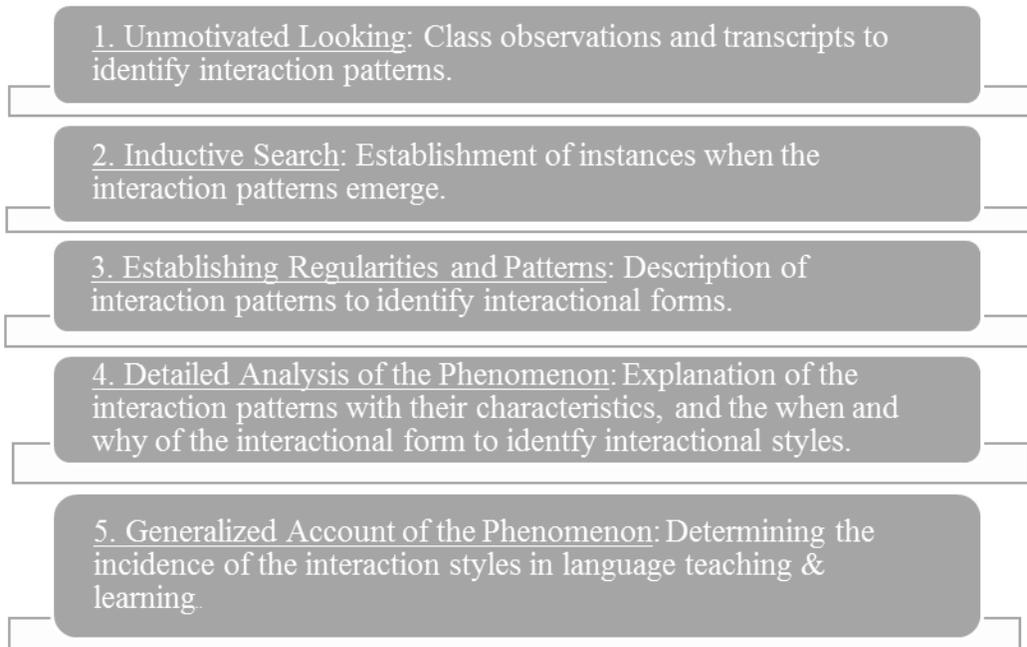
Figure 2: Stages of Ethnomethodological Conversation Analysis.

Self-Evaluation of Teacher Talk (SETT). After watching every of the 34 recorded sessions and analyzing each matrix of analysis containing the identified interaction patterns with their respective description, the exchanges before and after each pattern were studied in order to explain the situational moment and reasons of the emergence of the interactional forms, conducing to determine the interactional styles. Each instructor was interviewed to understand, from their own point of view, the manner in which they organize language or content teaching, learning, and interaction around the materials used and practice activities of the lessons. A second matrix of analysis was then created containing the insights gathered in each interview. These insights were organized into four modes represented below (Figure 3).

Managerial Mode
The way in which the teacher organizes and presents learning.

Materials Mode
The interactional styles created from the use of material designed for the class.

Skills and Systems Mode
The interactional styles created in the language practice activities.

Classroom Context Mode
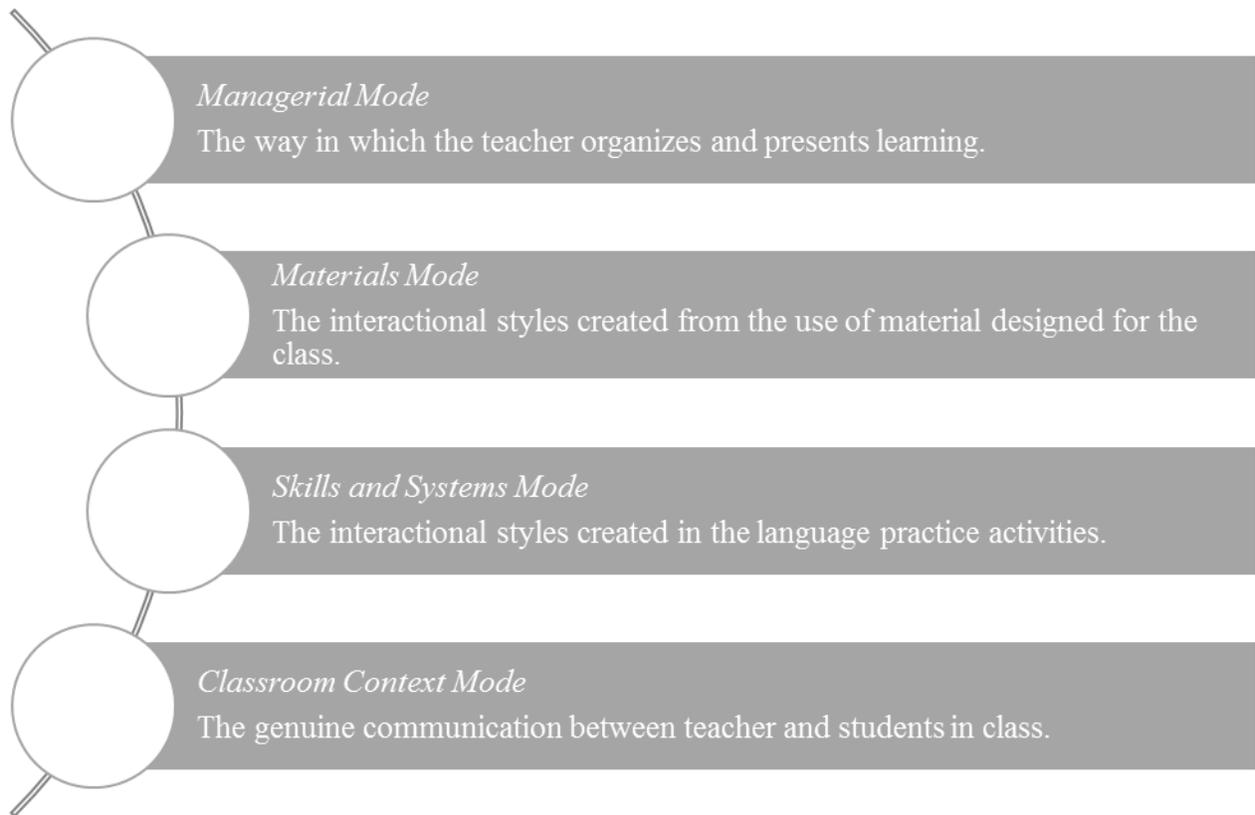The genuine communication between teacher and students in class.

Figure 3: Modes that belong to the matrix of analysis post- interview.

The two matrices were put together, regularity to regularity contrasted to mode to mode, to analyze the relationship among the interaction patterns with their characteristics, the emergent interactional forms, and instructors' interactional styles. This helped determine the incidence of the patterns, forms, and styles in language teaching and learning in TEFL undergraduate programs.

Findings and Discussion

The objective of the research study in this article is to identify the manner in which interactional forms between instructors and students emerge in TEFL classes, and how they construct a sense of instructors' interactional styles. To accomplish this endeavor, two research methodologies, ECA and SETT, were applied. In both methodologies, two different matrices of analysis were designed to identify the interaction patterns, by following the ECA approach, and the modes, by following the SETT approach. Once interaction patterns were identified, they informed about turns of speaking, instructors and students' conversational agendas, and understandings of what happens in terms of the structure of interaction inside the TEFL classroom[5].

The contrast between the findings from both approaches served to identify the social acts in the instructors' teaching practices during the interactions with their students in the classrooms observed. This manner for the instructors to manage content in classroom interaction helped in turn identify their interactional styles. In the matrices of analysis, I was able to identify that almost all teachers followed similar interactional styles, though some of them maintain their own. A degree of *homogeneity* and *heterogeneity* in the way in which they interact with their students was then determined. These two degrees of interactional styles do not only pay attention to

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[5] For more account of this structure of interaction inside TEFL classrooms and instructors and students' conversational agendas, please see Lucero and Rouse (forthcoming), and Castiblanco (2016).

teaching behavior or to interaction patterns as two different and separated factors, but also to both at the same time by accounting to their divergent factors (class activities, conversational agendas, interaction context), which influence and modify the type of interaction that takes place between instructors and students. Once an instructor is able to realize the manner in which s/he interacts with their students, s/he may reach a major level of cognizance and understanding of what happens inside the classroom in terms of interaction. This knowledge may also lead instructors to further reflections about their teaching practices as educators.

In this section, findings are divided into four parts. First, I will explain how interactional styles generally occur inside the observed TEFL classes. Second, I will describe those homogeneous interactional styles through examples. To do so, the common social acts instructors and students display in interaction are set. Third, after describing the similarities in interactional styles, I go on to the differences, heterogeneous interactional styles and their singularities, equally with examples for an ampler understanding about them. In the fourth part, in a broader way, I present the influence of instructors' interactional styles in the context of TEFL classrooms.

Part I: Interactional Styles in TEFL Classroom

In the analysis conducted, I see teachers' styles from an *interactional point of view*. The focus is thus not on studying the realization of teaching methods or approaches in classroom interaction. Although it may be the first that instructors are using to reflecting on, this article instead invites instructors to rather pay attention to the interactional forms of discourse that they create with their students. Interaction inside the classroom is not immobile, several conversational factors and tensions keep pulling and shaping classroom interaction, modifying instructors' interactional styles as a result. Language education is composed of several actors and factors, and due to the fact that instructor-student interaction is constructed of diverge interactional forms, classroom interaction can never be seen as static.

Verbal interaction is then the main focus in these findings. I follow it in agreement with Cazden (2001) when she affirms that, "Spoken language is the medium by which teaching takes place, and in which students demonstrate to teachers much of what they have learned" (p. 16). As a student of a major in English language teaching and a language teacher as well, I have seen that educational institutions struggle to different and better ways of teaching foreign languages. Throughout history, one of the main worries of these institutions has been *classroom discourse* (Johnston, 2008). This happens because language education is realized mostly through communication in interaction.

Knowing this, as a reminder, being cognizant again of the difference between *teaching styles* and *interactional styles* is key at this point of the article. First issue to say is that they are not the same but each influences the other (as I explained in the theoretical foundations above): while some scholars have worried about pedagogical behavior and teaching qualities that an instructor can display in the language classroom (the teaching styles) (see for example, Richards & Rodgers, 2013, Larsen-Freeman, 2000; Ur, 2013), I prefer to focus on instructors' behavior and the mixture of interactional forms located specifically into classroom interaction (interactional styles) (in line with Bucholtz & Hall, 2005). Thus, methods, approaches and methodologies do not define teaching styles by themselves. The way in which interaction is established and how instructors and students manage interaction patterns in the classroom give an ampler understanding of these teaching styles. Instructors are used to thinking of displaying their styles in terms of methodology but not exactly in terms of interaction. As a premise, I say that language instructors do not have only one interactional style. Education and interaction are not strictly homogeneous, as explained somewhere above, different tensions constantly interfere by modifying classroom interaction. As a result, instructors act in consequence of those tensions varying their interactional style (homogeneity).

As a matter of fact, interaction inside a TEFL classroom is as vital as the type of teaching style instructors employ. Considering instructors to be the first model that students see when learning a new language, as Richards and Rodgers (2014) and Larsen-Freeman (2002) suggest, the way in which classroom interaction occurs becomes key in understanding instructors' teaching and interactional styles. Language and disciplinary contents, plus students' motivation or efficacy are influenced by their instructors' instructional practices (see more elaboration on this statement in Den Brok et al., 2005, and Pianta, 1999). From this premise, and accounting for the conversation analysis applied in the data collected for this research study, students seem to establish their interactions with the instructors based on the interactional forms that the latter institute. Inside the classrooms observed, the instructors are seen as the authority; students tend to look for the best reply-turn to the type of explanations, requests, and contributions that the instructors present throughout class activities. In the next example, in a content-based class of a BA program, this situation is represented.

Sample Excerpt[6] 1

(After giving directions for several minutes)

01 I: We are going to be permanently speaking all the time because English is beautiful! Yes or No?

02 SS: Yes.

03 I: Yeahhh. And it is very easy. Yes or No?

04 SS: Yes.

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[6] In the sample excerpts from now on, "I" means instructor, "S" means a student; "S1", "S2" and so on are the number of students participating in the excerpt; and "SS" indicates a turn produced in unison by the majority of the students.

05 I: Yes, yes. It's really easy. You know what the thing is? Time of exposure to the language. Yeah?

06 SS: Yes.

The instructor asks in two opportunities the same question, "yes or no?" to her students. They eventually answer "yes", after this, the instructor reinforces their positive answer. When the third sequence of this pattern of question-response-affirmation occurs (turn 05), the instructor does not need to repeat the same phrase "yes or no?", only a word, "yeah?", is enough to receive the same positive answer from the students. In an after interview with this instructor, she was asked about this "yes or no?" question. She manifested that it was common in her classes but that it did not happen in order to receive a specific answer. She realized that she did this "unconsciously", but that her students had already discovered and followed this pattern: even if they did not agree with it or with the content asked, they knew she was expecting a positive answer, which they gave without vacillation. The example then evidences the manner in which students accommodate themselves to the best responses to the type of interaction that instructors present throughout classes.

The Instructors observed for this study commonly use this type of questions in their classes (asking just to receive students' affirmative responses). This interactional practice is a representation of the socio-linguistic style that they use in an interactional form: adding "yes or no?" at the end of a question is mostly used as tags which are meant to ask about students' personal feelings or thoughts of the topic of the interaction, although a positive answer is always expected. Instructors do not tend to use rhetorical questions when explaining grammar or some specific content of the content-based or language-based subject.

As Sample Excerpt 1 demonstrates, instructors' interactional styles are represented by the interactional forms (expressions, socio-linguistic styles, and discursive levels) that they

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display during classroom interaction. Next, in Sample Excerpt 2, a long pattern that is

established by another instructor and her students during a language-based class also gives

evidence of the manner in which students accommodate themselves to give the best responses to

the type of interaction that instructors present throughout classroom interaction. In this example,

the students are practicing a list of adjectives in English.

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Sample Excerpt 2

01 I: Any other? No more? We finish? Ok. So, conclusion. The extreme adjective for (5 seconds) angry?

02 SS: (3 seconds) furious.

03 I: Furious. Cool?

04 SS: Freezing.

05 I: Freezing. Pleased?

06 SS: Delighted.

07 I: Delighted. Hot?

08 SS: Boiling.

09 I: Boiling. Hungry?

10 SS: Starving.

11 I: Starving. Frightening?

12 SS: Terrifying.

13 I: Terrifying. Sure?

14 SS: Positive.

15 I: Positive. Surprising?

16 SS: Amazing.

17 I: Amazing. Tired?

18 SS: Exhausted

19 I: Exhausted. Funny?

20 SS: Hilarious.

21 I: Hilarious. Big?

22 SS: Huge.

23 I: Huge. Good?

24 SS: Excellent.

25 I: Excellent. Silly?

26 SS: Ridiculous.

27 I: Ridiculous. Irritating?

28 SS: Infuriating…

In this example, the way in which students interactively follow their instructor without doubting what she is doing is evident. Here, students took three seconds to understand what the instructor was trying to do and they repeated the same interaction pattern until the end of the event. This pattern is called Initiation-Response-Repetition (IRR) (Castiblanco, 2016): Instructor initiates the pattern, students answer, and the instructor re-initiates. The students in this case keep giving the response that the instructor expects until the moment when only she finishes the interaction. In the analysis of the classroom interactions recorded, no student stops a classroom activity, neither do they ever ask their instructors about the way in which they are interacting with them. In all the language-based classes recorded, I also see that this IRR interaction pattern is repeated in several occasions, some longer than others; however, the purpose of this kind of activity is never asked by the students. It seems to be that this interaction pattern is the result of an assumed manner of interacting with instructors when asked for practicing language forms. A result of each instructor's socio-linguistic style and discursive level that they promote during classroom interaction.

One of the main objectives of instructors is to guide students to achieve a higher degree of communicative competence (Johnson, 1995; Van Lier, 1998; Larsen-Freeman, 2000; Richards & Rodgers, 2013). With this in mind, language instruction has "relied heavily on the value of interaction--of live, person-to-person encounters" (Allwright, 1984, p. 156). Allwright asserts that that interaction should be "inherent in the very notion of classroom pedagogy itself," and "... successful pedagogy, in any subject, must involve the management of classroom interaction" (p. 158-159). This premise clearly explains the importance of classroom interaction in relation to language and content learning. That importance becomes real when instructors detect and understand their interaction patterns and interactional forms in the classroom. Despite some interaction patterns can be catalogued as common in the teaching profession and not easy

to be recognized (Lucero, 2015, p. 107), usually, all instructors should consider them in order to identify their interactional style. Equally, interactional forms such as the use of body language, fixed expressions, linguistic styles, and adaptation to perceived discursive levels should be part of that analysis.

In the data collected for the research study presented in this article, I correspondingly notice the existence of a degree of difference and similarity in the types of interaction that each observed instructor uses with their students. Those similarities and differences in the way they interact with the students are also part of their interactional styles, subdivided into *homogeneous* and *heterogeneous* interactional styles. For the continuation of the findings, now, I will account for similarities in interactional styles.

Part II: Homogeneous Interactional Styles

Homogeneity is established when similar social acts happen in instructors' interactional styles during class activities. The social acts, which always has the purpose of providing students with spaces to learn and use English and disciplinary contents, reveal the repertoire of interactional forms that the instructors use during class activities. Although there are differences in the type of students belonging to the class, objectives in the conversational agendas, and class activities, analysis from ECA and SETT approaches on the data collected reveal instructors' similar interactional styles, identified through intertwining interaction patterns[7] and interactional forms. We discovered that teachers perform varied interaction patterns all through each session; they can repeat the same structure of each interactional pattern twice or three times. The students progressively get the ability to understand, respond, and follow those interaction patterns without being aware that they do it repetitively. The structure of the interaction pattern

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[7] Interaction patterns are repetitive sequences of turns in the interaction between two speakers in a context (Sinclair & Coulthard, 1975; Cazden, 1986; 1988)

is thus repeated by all the observed instructors without a modification in the expressions, socio-linguistic styles, and discursive levels employ. That is to say, homogeneous interactional styles are instructors interacting with students by using the same interaction patterns, expressions, and socio-linguistic styles, yet different discursive levels in different classes. In Sample Excerpt 3 below, I show two interactions that happen in two different classes and with two different instructors. Despite this, the interaction pattern is the same.

Sample Excerpt 3

Example 1

Initiation-Response-Repetition (IRR)

Example 2

I: This one? Does it have stress?
SS: No.
I: No. This one?
SS: No.
I: No. This one?
SS: No.
I: No. This one?
SS: No.

I: Starts the pattern with a question.
SS: Give the answer.
I: Repeats students' answer and starts again the pattern.

I: The extreme adjective for (5 seconds) angry?
SS: (3 seconds) Furious.
I: Furious. Cool?
SS: Freezing
I: Freezing. Pleased?
SS: Delighted.
I: Delighted. Hot?
(This is preceded by eleven similar IP)

The interaction pattern is called Initiation-Response-Repetition (IRR) (Castiblanco, 2016). The instructor is the one who starts the interaction, asking a question to the students (initiation); after this, the students give the answer to that question (Response) and finally, the

instructor repeats that given answer and starts the pattern again (Repetition). As it is shown in Sample Excerpt 3, this interaction pattern happens exactly the same, in both cases. This gives evidence of homogeneity in the interactional style of both instructors (see example 1 and example 2), yet in different classes. In the first case, the interactional pattern happens during a content-based class, while the instructor is working in the language lab with his students on English intonation and stress specifically. In the second case, it is a language-based class, inside the classroom, practicing adjectives to express emotions. These differences change the discourse level of both instructors, one of them is working on intonation of the language (correcting language) while the other on vocabulary (producing language).

First thought may indicate that a variation in their discourse level should create different interaction patterns since the type of classroom and occurring interaction may equally be different, but it is not what happens. In Sample Excerpt 3, both scenarios are different: the class of example 1 is at the languages laboratory, due to its arrangement, in sets of four computers, the instructor mostly has a more individual interaction, face to face with the students; meanwhile, in the class of example 2, the instructor is standing and making the whole class practice adjectives. Although both classes are composed of dissimilar arrangements for interaction, the interactional patterns happening inside both classes have the same structure and it is developed in the same way. The interactional style displayed by both teachers do not change, proving that there is a level of homogeneity in the way in which TEFL instructors teach, although the scenario varies. The next example corroborates this finding.

Sample excerpt 4

Example 3	Interaction Pattern	Example 4
I: (Reading from the slide) "It is a table, isn't it?" Please, repeat. SS: "It is a table, isn't it?" I: "It is a table, isn't it?" do emphasis on the "isn't it" high pitch asking for confirmation, "It is a table, isn't it?" SS: "It is a table, isn't it?" I: Excellent.	**I: Starts the pattern with a sentence to repeat.** **SS: Repeat the given sentence** **I: Gives a small explanation of what he is expecting to hear.** **SS: Repeat improving their pronunciation.** **I: acknowledge students' answer.**	I: Spring, rain and flowers about, repeat SS: Spring, rain and flowers about (It happens three times more) I: Now, say it in a natural way, close your eyes and repeat. SS: Spring, rain and flowers about I: Ok, good.

This similar interaction pattern also emerges in two different classrooms with two

different instructors. Example 3 is displayed in a content-based class in Phonetics and

Phonology, here, the instructor is teaching stress in pronunciation. He uses sentences that his

students should repeat until they get the right intonation. Taking into account that this class

activity is based on pronunciation, it may be usual to find this kind of interaction pattern: the

instructor making the students repeat the intonation of the same sentence several times until they

get it correctly. In this case, I may say that the discursive level goes according to the topic and

purpose of the class activity. Now, example 4 occurs in a language-based class called Interaction

and Anglophone Society (first difference from example 3), the instructor's purpose for the class activity is not pronunciation specifically but communication (second difference), these students should produce coherent utterances with the instructors' requests, and the space to correct them is not immediately after their utterance (third difference). Nevertheless, the instructor displays a similar interactional pattern to the example 3, whose main purpose is teaching Phonetics. Both interaction patterns are alike, as both instructors pick the students' responses and make them repeat them again until correct. Both instructors keep on encouraging the students to repeat the response, give students the explanation of what is expected to hear, and stop the pattern when they are satisfied with the students' outcome.

To summarize, homogeneous interactional styles take place when two or more teachers enact the same interaction patterns with students despite of other influencing factors. Though, the interactional styles displayed are homogeneous, it does not mean that the interactional forms acting around them are similar too. To picture this situation in another way, imagine two scenarios with unlike scenography, different actors, dissimilar scripts and a diverse public, but at the moment of the action, in both scenarios, you watch the same play. Backgrounds are different but the result is the same. This is what happens with homogeneous interactional styles. Homogeneity is co-constructed when divergent tensions are set, but instructors' interactional style stay the same, represented by the immutability of the structure of the interaction patterns. I then highlight the fact that degrees of similarities and differences are involved in interaction in TEFL classrooms. In the following part, I will account for the differences in instructors' interactional styles.

Part III: Heterogeneous Interactional Styles

We have heard a lot about the importance of maintaining the level of heterogeneity inside the classroom. It is said that students who belong to language classrooms experience a

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difference in the process of learning (see for example Ellis, 1994; Markee, 1995; Van Lier, 1998; Cameron 2001; and Alvarez, 2008). However, little is said about teachers (instructors in this article) and the way in which a sense of heterogeneity in their interactional styles may affect classroom interaction. As it has been demonstrated throughout this article, each instructor displays interactional styles during TEFL classes. In the last section, homogeneous interactional styles were given evidence. However, in my point of view, instructors are not replicas and students are not simply imitators of interactional manners; thus, interaction must not always follow expected sequences. This is when heterogeneous interactional styles emerge.

Heterogeneous interactional styles are those different sets of social acts that occur in instructors' interactional styles during class activities. Equally to instructors' homogeneous interactional style, the social acts in instructors' heterogeneous style also have the purpose of providing students with spaces to learn and use English and disciplinary contents, revealing through them the repertoire of interactional forms that the instructors use during class activities. In Part II, I said that similar social acts are settled in different scenarios. In here, heterogeneity is the opposite: different social acts are evidenced in similar scenarios. Albeit this variance, heterogeneity happens in the same type of TEFL classes with similar objectives.

Sample Excerpt 5 below illustrates two events in which the structure of a pattern of interaction starts and heterogeneity in the instructors' interactional styles is evident. Again, two situations are compared, both are language-based classes with a communicative purpose. In both cases, the students are on the task of explaining their ideas but they have a complication because they seem to forget a word which links or completes their idea. They then have to interrupt their own responses to ask their instructor for the forgotten word. Both students in the examples 5 and 6 use the strategy of backing up their breakdown with the use of their first language (Spanish in this case).

Sample excerpt 5

Example 5	RPA Sequence	Example 6
S: Because they have the eh... Eh... Teacher ¿cómo digo acostumbrado? I: Accustomed, with e at the end, they are accustomed. S: Accustomed? Ah yes, they are accustomed to...	**S: Request for an equivalent of a L1 word** **I: Provides the world** **S: Uses that word in his sentence**	S: No, I... ¿cómo se dice detrás? I: Take them out, in the backyard. S: Ah, yes, but in mi case...

After the students have asked for the L2 equivalent, differences in the way in which the instructors answer are evident. The instructor in example 5 provides the L2 equivalent and adds a small explanation of spelling. This instructor also reinitiates the students' sentence. The instructor in example 6, on the other hand, not only provides the L2 equivalent but also gives it grammatically correct and contained into the whole sentence the student was trying to build. The manner in which these two instructors respond to the Request-Provision-Acknowledgment (RPA) pattern (Lucero, 2011) can influence in the way students answer to it, and the structure of the pattern itself. As soon as the students received the L2 equivalent, both seem to recognize it. This is evident when both acknowledge it by saying "Ah, yes". However, the structure of the RPA sequence is evidently altered. The student in example 5 includes the provided L2 equivalent in his sentence and keeps on expressing his idea. Conversely, the student in example

6 just acknowledges the provided L2 equivalent but does not use it in his sentence, he creates a new sentence and does not use the given L2 equivalent as the structure of this RPA sequence propounds. This situation complements Lucero's (2011) RPA sequence by showing that not only the manner in which instructors respond to the students' request of the L2 equivalent constructs the sequence, but also, such construction is modified by the way in which the students acknowledge the provision. In terms of instructors' heterogeneous interactional styles, it is noticeable how both examples have the purpose of providing students with spaces to learn and use English during class activities; however, difference in providing the L2 equivalent and acknowledging it is evident in these two similar scenarios.

In order to give a better understanding, in Sample Excerpt 6 below, another evidence gives further explanations about heterogeneity in instructors' interactional styles inside the TEFL classroom. As it is going to be seen, not only instructors' answers can modify interaction but also instructors' questions and the manner in which they formulate them during class activities.

Sample excerpt 6

Example 7	Paraphrasing	Example 8
I: This is my question, how adaptable are you? How adaptable you consider you are? Are you an adaptable person? SS: Yes!	**I: Asks a question, as he does not receive any answer, teacher paraphrase the question until he receives an answer** **SS: Answer the question asked**	I: What is that word? What is the primary stress? What is the primary? Where is the primary stress? (3 sec.) No? (2 sec.) Remember that the primary stress is the apostrophe [signaling with his body] and it is before the stress. Is it clear?

Examples 7 and 8 above reflect heterogeneity in instructors' interactional style. The structure of the interaction pattern of adjacency pair (instructor's question – student's answer) is incomplete by the students' no-answer. The two examples happen in two different content-based classes. The instructors start the interaction by asking the class about content of the class activity[8], and as a consequence, expecting an answer from the students. Seconds after, as the instructors receive no answer from them, they recur to paraphrase the question. In total, three questions, paraphrased in different forms, are needed for the instructors to receive an answer from the students. Although this strategy, only the one in example 7 receives an answer. The

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[8] This interaction pattern is called *asking about content* (Lucero 2012). Visit Lucero's article for more information about how it happens in classroom interaction.

other in example 8 receives no answer despite that he paraphrased the question four times. As this happens, this instructor modifies the structure of the interaction pattern by self- responding to the question. A deeper analysis of this event in the recorded TEFL classes reveals the interactional forms that take place. Both questions contained possible uncommon L2 words for the students ("adaptable" and "stress"). Although in example 7 the students respond, the answer cannot be said that it exactly corresponds to the original question. They only respond with the monosyllable "yes". From the original question to the subsequent paraphrased ones, the instructor starts asking a WH question, but, when she has paraphrased it to the question number three, she now uses a YES/NO question which may be the reason students respond "yes". On the other hand, in example 8, the instructor maintains paraphrasing under the WH-question structure, but he does not receive an answer. He then has to give an answer-explanation in order to keep the class activity going.

To picture this situation in another way, heterogeneity can thus be explained like this: a company holds two scenarios for the same play, their stages are as similar as they can be. The company hires professional performers for the same set of characters in the two stages; the writer and director are also the same. The script does not change either. Everything is ready. On D-day, in one of the stages, the play starts as expected, whereas, in stage number two, a musical is compelled to start. Despite of the preparations for the same play but in two stages, the outcome is completely different from one to the other. This is how heterogeneity in instructors' interactional styles works in TEFL classroom interaction. Every situation of the current classroom interaction is taken into account, but the result may vary. Two classes with similar activities, purposes and similar events can produce differences in the way instructors and students display interaction patterns and forms.

As I explained in the introduction of this article, the purpose of interactional styles is to serve instructors to comprehend how classroom interaction is constructed, as well as to be aware of the importance of every social act in the classroom. Each instructors' interactional style is like a different color standing on a palette, and just like those colors, the manner in which classroom interaction is knitted in the class activities allows the combination of two or more colors together (adapted from Grasha Riechmann, 2002). There is a reciprocal impact between instructors' interactional styles and classroom interaction. This is the focus of the discussion that I then present in Part IV.

Part IV: Discussion: What is the Impact of Instructor's Interactional Styles in TEFL Classroom Interaction?

Classroom interaction is shaped by interactional patterns and interactional forms. Both in turn constitute instructors' interactional styles. In line with Bucholtz and Hall (2005), interactional styles are created by those linguistic and interactional forms that any individual selects and uses during their interactions with others. Under this premise, no interactional style can be constructed only by an individual, the presence of at least a second person with her/his own selection of linguistic and interactional forms is necessary to construct the interactional styles of both participants. Due to this fact, interactional styles never act in a strict way. They are always in a constant movement in line with the manner in which the interaction happens moment to moment. By transporting these foundations to the TEFL classroom, plus the ones reported in the section of theoretical framework in this article, I have been able to provide the basic standards to understand homogeneity and heterogeneity in instructors' interactional styles. Due to the levels of dynamism and variety in the moment and place of emergence of instructors' interactional styles, it is not possible to categorize them. Actually, in my point of view, if doing

so, a taxonomy of these styles may contribute to the labeling of types of instructors, an issue that loads them with general descriptions that can be unfair and go against diversity.

Furthermore, interaction is composed of a huge collection of linguistic forms, which do not happen in the same way in similar interactional contexts, less in varied scenarios. A speaker can use linguistic forms in such an infinite manner that categorizing them will be an endless endeavor. In consonance with Bell (1984) and Coupland (1980), those linguistic forms are mutually related to the type of person and individual is. Both scholars attach it to linguistic styles. When put them into context and realize during interaction, interactional styles can be identified. In the TEFL classroom interaction, these principles happen too: instructors use a multiplicity of linguistic and interactional forms in interaction with students in varied class activities and their emergent situations. Categorizing all of this can be and interminable task. Nonetheless, one fact is certain, instructors' interactional styles occur in TEFL classrooms, and in the most general level, they have degrees of homogeneity and heterogeneity, as demonstrated throughout this article. Instructors in TEFL classroom interaction tend to talk in similar ways mostly as a result of comparable levels of dynamism and variety in the moment and place of occurring classroom interaction than as a result of analogous types of instructors that they can be. Eventually, those same levels of dynamism and variety in the moment and place of occurring classroom interaction make instructors' interactional styles heterogeneous. Interaction with students can occur in so many different ways that each instructor can recur to an enormous set of communication and interaction strategies in her/his own to be put in realization in an equal number of possibilities in line with the manner in which the interaction with students is taking place.

One question remains: how important are instructors' interactional styles in terms of language education, especially in Teaching English as a Foreign Language? I will answer this

question by giving three reasons. The first reason is considering that nstructors and students in this context are not much aware of the type of classroom interaction they create, co-construct, and maintained[9] during class activities[10]; even though, as scholars affirm (for instance, Cazden, 2001; Walsh, 2011; Lucero, 2015), interaction is the main means by which language teaching and learning occur. When I say this, I do not mean that instructors will only have to be aware of how students talk, grammatically correct and communicatively fluent, but as well as how they interact with the instructor and vice versa. Knowing about instructors' interactional styles may then give themselves more relevant information about their students' use of language and classroom interaction during teaching and learning events.

The second reason is in terms of language teaching effectiveness. The more an instructor understands how classroom interaction happens in TEFL classrooms, the more s/he can take advantage of it for better language and disciplinary content teaching and learning. An instructor in TEFL classes needs to do more than teaching L2 linguistic forms and language or teaching contents. S/he needs to understand the situational and interactional factors acting during classes to reflect upon and improve her/his own teaching practices.

This is my third reason, reflection upon teaching practices in TEFL contexts. The research study in this article does not tell every instructor which is the interactional style that each needs to subscribe to, but sets foundation to invite each one, even students majoring in

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[9] This premise of classroom interaction be created, co-constructed, and maintained by teachers and students together has been elaborated by Johnson (1995), Seedhouse (2004), Gibbons (2006), Kurhila (2006), and Lucero (2015).

[10] In the interviews with the participant instructors in this study, we saw that they were not much aware of the type of classroom interaction that they create during their class activities.

English language teaching, to rethink themselves as teacher-interactants[11], what they are and the way students recognize them in the classroom.

Of course, this awareness, understanding, and reflection take time, it is a constant process in which analysis on every class is important. This is why instructors' persistence in identifying how they interact in TEFL classes is key to understand interactional styles in this context. Young (2008) affirms that "many factors influence conversational styles, including regional background, social class, ethnicity, age, sexual orientation, profession, and individual personality" (p. 114). Instructors cannot fall in the trap of normalizing classroom interaction, as if everyone needed to interact in the same way with the students. Interactional styles are presented as a challenge of self-awareness, as an ability of observation and reflection for instructors.

Conclusion

At the beginning of this research, in our research group, we did not know which type of results we would find. Our framework was established, but the unmotivated looking of the methodology allowed us to go beyond interaction patterns. The evidences showed that interaction is not only about the structure of the utterances shared in the classroom (as, for example, Seedhouse (2004) and Long and Sato (1983) state), since the interaction patterns that instructors and students display are not the only angle of study in interaction. There are other factors (interactional styles, for instance) influencing the way interaction is settled in the classroom. The video-recorded sessions and the sample excerpts used in here caught my interest

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[11] This term of *teacher-interactant* was presented by Teacher Edgar Lucero in the reflections made during the work of the hotbed of research which this study belongs to, as the notion of the type of speaker each instructor is when interacting with students in the classroom regardless the situation, pedagogical or social. The term is now part of his doctoral studies in teacher-educators' interactional identities.

and gave me the foundations to identify and define a concept such as "interactional styles" along with its homogeneity and heterogeneity in the TEFL classroom.

When the results were being analyzed we realize instructors' interactional styles are a mixture of individual and common behavior represented by interactional forms (expressions, socio-linguistic styles, and discursive level) and interactional patterns. This notion of interactional styles is elaborated by both instructors and students through the utterances that they both produce in TEFL classes as social acts. Interactional styles have been studied before in other different social contexts, this article provides an overview of them in the context of the TEFL classroom, since the social acts that we studied, manifesting homogeneous and heterogeneous degrees of interaction, were the results produced by other factors besides behavior and pre-established structures.

As a major finding, instructors' interactional styles can be homogenous or heterogeneous. Homogeneity in instructors' interactional styles are those common social acts teachers and students perform during interaction in class; whereas homogeneous interactional styles of instructors are noticed in classrooms where purposes and activities are different from each other, there are similarities in the type of interaction students and teachers perform. Heterogeneity in instructors' interactional styles are the social acts that belong to each instructor's interactional style. Homogeneity and heterogeneity depend on the similar or different social acts that are settled in different or similar scenarios. Both homogeneity and heterogeneity are evidences of how malleable classroom interaction is. Two classes with similar activities, purposes and similar events can produce differences in the way instructors and students display interaction patterns and forms as it was shown and explain through the sample excerpts given before. It is up to every teacher to use this malleability to achieve their agendas and get a better understanding of the classroom they are in front of.

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