

Doctoral Thesis

Teacher Educators' Interactional Identities within Classroom Interaction in the Field of ELT Education

Director

Harold Andrés Castañeda Peña, PhD.

Emphasis

ELT Education

Student

Edgar Yead Lucero Babativa

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Bogotá, Colombia. January 2022



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Chapter 1: Problematizing Classroom Interaction and Teacher Educators' Interactional Identities

This chapter describes the problem statement of the study. This focuses on classroom interaction and teacher-educator[1] interactional identities in English language teacher (ELT) education[2]. This study sees classroom interaction as the scenario where teacher educators and student-teachers share their knowledge about, use of, and experiences with the target language for language teaching and learning (Johnson, 1994; Cazden, 2001; Rymes, 2009; Walsh, 2011, Lucero, 2015), while they permanently unveil and construct their identities throughout classroom interaction (Morgan 2004, Clarke, 2008; Norton, 2013). Teacher identities have been studied from different perspectives, namely about gender, age, ethnicity, sexual orientation, social status, subject, and performance (Prosser & Trigwell, 1999; Moore, 2004; Clarke, 2008; Mitchel, 2016) but have been little associated with classroom interaction (Richards, 2006; Fajardo Castañeda, 2013) in the field of English language teacher education (Johnson, 2009; Yoon & Kyeung-Kim, 2012; Walsh, 2013; Lucero & Rouse, 2017). The research problem proposed in this chapter emerges from the scarce research on the relationship between classroom interaction and teacher educator interactional identities in contexts where English is not only a subject matter but also the language through which pedagogical and disciplinary content about language education takes place. The characteristics that these contexts entail may make teacher educator interactional identities be constructed in distinctive manners. Studying this issue must be of major importance in the inquiries about classroom interaction since it is in ELT education programs where future language teachers are educated and initially considered as interactants[3] in the language classroom.

Tracy and Robles (2013) define interactional identities as the "specific roles that people take on in a communicative context about specific other people" (p. 22)[4]. This understanding is

[1] Teacher educators are understood as those teachers who teach student-teachers, or pre-service teachers, and teachers how to teach a language and its related contents (Barkhuizen, 2021).

[2] These programs are university undergraduate programs in ELT education in Colombia.

[3] I have coined this concept of *interactant* from the use that several authors have given to it: *an individual who interacts in conversational exchanges* (Antaki & Widdicombe, 1998, p. 2; Bucholtz & Hall, 2005, p. 587; Hua, Seedhouse, Wei, & Cook, 2007, p. 11; Tracy & Robles, 2013, p. 42). According to Cashman (2005), being an interactant implies being competent to interact with others in a determined context.

[4] Zimmerman (1998) calls this level of identity *Discourse Identity*. He defines it as "what they [speakers] are doing interactionally in a particular space of talk… orienting participants to the type of activity underway and their respective roles within it" (p. 92).

the result of their extensive ethnographic study of how communication works in the everyday talk in varied social contexts. Although I do not see the interactional identities of teacher educators as roles but as *who* they are in interaction (I will progressively elaborate on this in each of the interfaces below), the purpose of adopting this definition here is to transport it into the classroom interaction that occurs in ELT education programs. Both teacher educators and student-teachers take on specific interactional roles (the *who* each one enacts in interaction) accordingly and throughout classroom interaction. This social context has not yet been explored with the magnifying glass of interactional identities.

The study of teacher-educator interactional identities is directly interconnected with three fields of inquiry, ELT Education, classroom interactional structure, and teacher-educator interactional identities. In the subsequent sections, I will talk about the interface between interactional identities and each of these three fields.

1.1. ELT Education and English Language Teacher (Educator) Interactional Identities

English language teachers' interactional identities (roles in interaction) should be a major concern in ELT education. Several authors (see below) have written about the roles that English language teachers must comply in the English language classroom. In my point of view, these teacher roles have been seen from three different perspectives but always in line with their characteristics and duties for English language teaching and learning.

1.1.1. Characteristics of English Language Teacher Roles

Wright (1991), Oxford et al. (1998), Brown (2007), and Richards and Rodgers (2014) have elaborated detailed characteristics of English language teacher roles in English language teaching. Perceiving English language teacher roles with detailed characteristics and functions seems to come from the idea that language teaching methods and approaches define those roles (Richards & Rodgers, 2014), understood as the set of behaviors appropriate to the position of being a teacher (in classroom interaction). Eventually, classroom interaction is configured by the set of actions indicated for each teacher role in each language teaching method or approach, as specified by Brown (2007), Richards and Rodgers (2014), and Larsen-Freeman (2000). Thus, language teaching methods or approaches seem to dictate what roles English language teachers should adopt when teaching the language.

Described in the form of metaphors, most of those roles point to the design and orchestration of lessons, meaning, organization, assistance, and monitoring of language learning (Wright, 1991; Oxford et al., 1998). There are then teacher roles for before (designer), during (monitor), and after (re-thinker) language lessons. By doing the actions established for each role, teachers can create the type of classroom and interaction that each method or approach pursues. Little has been explored about how these roles occur in classroom interaction in ELT education.

According to Brown (2007), there is no escape from these roles, language teachers need to "accept the fact that you [they] are called upon to be many things to many different people" (p. 251). Those different people are the learners in the language classroom context, and the many things are the roles that demand for the correct application of a method or approach. In Richards and Rodgers' (2014) words, each approach or method gives language teachers the significant role for encouraging learners to interact and use the target language. By conducting their functions and roles, language teachers are essential to the access of the method. Therefore, the established roles in each method or approach provide language teachers with the frames to construct their conversational agendas. This situation aligns language teachers to interact only in the indicated manners that each role signals. Particularly, these roles in interaction have been studied with language teachers while teaching a new language to learners. However, little has been explored about how the roles indicated by each method or approach occur in classroom interaction in ELT education considering that this level of education entails other pedagogical actions than teaching a new language.

1.1.2. The Discursive Angle of English Language Teacher Roles

Olshtain and Kupfergerg (1998), and Celce-Murcia and Olshtain (2000) state that language teachers need to be more aware of how their discourses are structured because they are the reflection of the roles (positions) that they have assumed in their teaching practices. Thus, language teacher roles are crucial to effective language presentation and practice activities. Furthermore, Cohen (1985), Ur (1996), and Benson (2013) assert that language teacher roles refer to their responsibilities to engage learners in language learning. These teachers should not only limit their functions to follow steps of language teaching methods or provide materials, but also to create conditions for language learning so that learners can take the responsibility for their motivation, performance, and learning. Specifically, Ur (1996) and Benson (2013) provide a set of tasks for language teachers (as a self-directed instructor, advisor, and developer) to foster

learner motivation, autonomy, and better performance. These roles equally provide language teachers with responsibilities, functions, and tasks in teaching practices that later mediate interaction in the language classroom. Again, English language teacher roles are dictated by discourses that configure what to do in the language classroom (pedagogically and interactionally speaking) when teaching this language. These roles are also played to some extend by language teacher educators (Lucero & Rouse, 2017) in the classroom interaction of ELT education programs; therefore, research on this issue, which digs into how they are enacted interactionally, is still missing.

1.1.3. A Socio-constructivist Angle of English Language Teacher Roles

The third perspective that I distinguish about English language teacher roles has a more socio-constructivist angle since its authors emphasize on interaction between language teachers and learners for language learning purposes within their social contexts. Pritchard (2009) gives language teachers the role of the more knowledgeable in learning situations, thus, they must "stimulate dialogue and maintain its momentum" (p. 24). As learning is situated in social and cultural settings (the classroom is considered one of them), language teachers are material providers, task designers, and learners/learning supporters.

Complementarily, Hertz-Lazarowitz (2008) and Johnson and Johnson (2008) assign language teachers the role of peer learners in which they must facilitate "intellectual and social development of the students" (p. 39). Investigation and interaction are key factors for this purpose. Although not much is said about how this may happen in classroom interaction, language teachers and learners, also language teacher educators and student-teachers, must practice effective interaction with each other and the social context to orient language learning and education towards common purposes (this is understood as investigation for this author). Like this, Johnson and Johnson (2008) suggest that language teachers need to be cooperative, knowledge supporters, and interaction promoters for group processing. The accomplishment of these roles, both for language teachers and teacher educators, impacts the learners' actions and goals of learning.

On the other side, Smily and Antón (2012) offer an alternative position by stating that language teachers need to reflect on "how to plan discourse in the classroom in order to express their roles" (p. 246). In their study, these authors claim that language teachers use a variety of discursive strategies that turn them into learning mediators and interaction promoters, all in line

with the type of learners that they have. This premise implies that these roles are "semiotically conveyed by discourse strategies" (p. 247). To my understanding, this means that language teacher roles, even language teacher educator roles, are the evidence of the language they use. Although Yoon and Kyeung-Kim (2012) agree with this premise, they affirm that language teachers should also "adjust their instructional approaches based on the students' different level and status" (Yoon & Kyeung-Kim, 2012, p. xvii). Carbone (2012) attains to similar understandings; nonetheless, for her, language teacher roles mostly emerge when they value learners' funds of knowledge and understand their cultural backgrounds. According to Barkhuizen (2021), the positions (roles) that language teacher educators assume are vital to the activity of language and teacher education. Most of these roles are taken from the field of language teaching due to its resemblance to language education (Lucero & Rouse, 2017; Lucero, 2020) in which teacher educators not only have the role of teaching the language but also educate how to teach it and being a language teacher.

In sum, this socio-constructivist perspective assigns roles to language teachers and teacher educators based on how their interactions with learners happen. The context, contents, learning objectives, classroom tasks, teaching materials, and planned discourse affect the way classroom interaction occurs not only in the field of language teaching but also in ELT education. Again, there is scarce knowledge about how these roles operate in classroom interaction in both settings. The understanding gained is that language teachers and educators seem to align to interact only in the indicated manners that each role scripts.

1.1.4. Problematizing the Perspectives of English Language Teacher Roles

I problematize how these three perspectives perceive English language teacher (educator) roles from their functions according to language teaching methods or expected discourse in the classroom (see Table 1.1 below). ELT education in Colombia has adopted these perspectives for its teacher educators (see section 1.2 below). My discernment is that the three perspectives establish roles as a set of duties that language teachers and educators should conduct. These three perspectives consider English language teacher (educator) roles as the actions that they must do and the type of interactants that they have to be in the language classroom; these both aspects under the umbrella of teaching methods and approaches as well as language teaching discourses.

Table 1.1

Three Perspectives for Language Teacher Roles

Detailed Characteristics and Functions	Discursive and Reflective Standpoint	A Socio-constructivist Angle
- In line with teaching methods and approaches - Design and orchestration of lessons	- How their discourses are structured - Create conditions for language learning	Emphasis on T-S interaction with the social contexts for learning purposes
Teacher as a/an: - Controller - Director - Manager - Facilitator - Resource - Designer - Monitor - Lesson thinker - Learning motivator	Teacher as a/an: - Discourse analyst - Learning motivator - Instructor - Advisor - Developer - Communicator - Language user	Teacher as a/an: - Interactant - Material provider - Task designer - Learning stimulator - Learning supporter - Learning facilitator - Peer-researcher - Discourse planner
Source: Own		

Although these English language teacher (educator) roles pinpoint responsibilities in ELT education, they are not supported by the types of interaction and factors that can emerge in the vast variety of teaching contexts. The assembly of teacher (educator) roles seems to constitute a domain that is considered to be homogeneous for all the language teachers and educators. I criticize this unilateralism in which English language teacher (educator) roles have been constructed. My claim is that these roles should also be seen from the "*who"* the English language teacher educators are as interactants in classroom interaction within varied contents and contexts. This claim demands seeing these roles mostly from the way classroom interaction happens, and not just from a set of duties and actions that English language teachers (educators) should comply with teaching methods, approaches, and language teaching discourses.

The dictated roles from these three perspectives have configured classroom interaction as prescriptions for how to interact with learners. This tradition, established since the modern times of the language teaching discipline[5], has omitted what English language teachers and educators

[5] According to Braine (2005) and Wheeler (2013), in modern times, the discipline of English language teaching establishes the parameters of what principles to consider when designing language teaching lessons, methodologies, and assessment. The methodologies imply establishing what actions (roles) language teachers should follow for the success of planned lessons and language learning.

can be from their own view as interactants when teaching and how classroom interaction happens within different contents and contexts. When acting those listed roles, English language teacher educators may feel that those are like characters that they must act for the sake of language teaching, learning, and education as if the roles were scripts of what to be and do while teaching and interacting. Those roles may go from directive to nondirective positions, projecting a different figure of English language teacher educators and making them feel what they may not be in classroom interaction. Being and doing the suggested roles, in my point of view, normalize English language classroom interaction into standard patterns.

I support these statements with my studies in English language classroom interaction (Lucero 2012, 2015, 2018; Lucero & Rouse, 2017; Lucero & Scalante, 2018). What I usually perceive in these studies is that English language teachers struggle to be what language teaching methods or approaches tell them to be and what they are not. The purpose of researching the relationship between classroom interaction and teacher educator interactional identities in ELT education is to reveal how teacher educators' roles (their interactional identities) are more related to what happens in the moment-to-moment of classroom interaction. With this study, I do not want to provide a new taxonomy of English language teacher roles but to reveal the interface between interactional identities and classroom interaction in ELT education. The reason of this is that the established "what to be and how to do" of English language teacher roles can be unaligned with the real *selves* that these teacher educators enact in classroom interaction.

Research on this should then focus on how English language teacher educators see themselves during classroom interaction: what they are and do interactionally while interacting with their student-teachers. Research on teacher educator's interactional identities could reveal that their realizations seem to occur more in actual interactional practices according to current conversational situations in classroom activities rather than prescribed manners of what to be and do during lessons.

1.2. Classroom Interactional Structure and Teacher Educator Interactional Identities

In the previous section, I presented three perspectives of seeing English language teacher roles. Although they characterize varied roles, each perspective still maintains a normative and mechanistic vision of them: English language teachers need to be this and do that according to language teaching methods, approaches, and discourses. In my point of view, this is what English language teacher educators have taught student-teachers to do in my studies: to exercise certain

roles as English language teachers, the roles that have been indicated by well-known scholars (e.g. Wright, 1991; Celce-Murcia & Olshtain, 2000; Brown, 2007; Pritchard, 2009; Benson, 2013; and Richards & Rodgers, 2014). I then propose a shift to study teacher educators' interactional identities in ELT education (their enacted roles) while interacting in the classroom. A study that unveils what they are and do as interactants from their own view. A study that can redefine the view of English language teacher roles from an interactional perspective in context. This endeavor requires not only the study of teacher educators' interactional identities in ELT education but also how the interactional structure of classroom conversational exchanges entails those roles. This latter requirement is the focus of this section.

I refer to classroom interactional structure as the different linguistic, social, and interactional components and factors that help build interactions between English language teachers or educators and learners or student-teachers in the case of the problem in this research study. Unarguably, ELT education goes into realization throughout classroom interaction. How its participants co-construct their interactions shapes their identities (Rymes, 2009). Therefore, as Walsh (2011) states, classroom "interaction reveals what is happening in a classroom" (p. 25).

In the study of interaction in the English language classroom, the interactional components are for instance exchanges (Sinclair & Coulthard, 1975), turns (Schegloff, 1988), and interaction patterns (Cazden, 2001); social components are events (Searle, Kiefer & Bierwish, 1980), and membership categorization (Sacks, 1992; Schegloff, 2007). These authors affirm that, in the construction of classroom interaction, each participant puts together their utterances turn-by-turn, exchanges turns at speaking, signals the beginning and end of exchanges, and goes through different interactional sequences in their exchanges. All of this by categorizing speakers from the properties, actions, and responsibilities engendered during conversations.

Furthermore, Seedhouse (2004), Cazden (2001), Rymes (2009), and Walsh (2011) present a series of social factors that lead to the emergence of distinctive interaction patterns in the English language classroom; for example, the context and content of the conversation, classroom activities, learners' age, and English language proficiency. These socio-interactional factors seem to be the result of English language teachers' and learners' conversational agendas, which are composed of a pedagogical focus and an interactional focus (Seedhouse, 2004; Gardner, 2013; Lucero & Rouse, 2017). These agendas seem to be subconsciously memorized and scripted in terms of language and discourse and concerning classroom activities. This situation prompts for

the creation of repetitive interaction patterns with language learners such as adjacency pairs (Shegloff, 1997), repairs (Shegloff, 1997; 2000), recasts (Mackey & Philp, 1998), and the initiation-response-evaluation sequence (Sinclair & Coulthard, 1975). Although Ellis (1997) classifies the emergence of these interaction patterns from external factors (e.g., the social milieu and input) and internal factors (e.g., learner's cognitive mechanisms, mother tongue, language aptitude, and knowledge about the world), he also affirms that any emergent interaction pattern seems to help assist language acquisition[6] since they play a major part "in creating the conditions in which language acquisition can take place" (Ellis, 1999, p. 30).

Despite these findings, not much is said for how those linguistic, social, and interactional components and factors in the English language classroom are the results of teachers' realization of their roles as language educators. Conforming to Walsh (2011), the English language classroom has traditionally been thought about as conventional: "Classroom discourse is dominated by question-and-answer routines, with teachers asking most of the questions, while learners ask correspondingly few questions" (p. 11). Likewise, Castañeda-Peña (2015) discerns that "The teacher structures the exchanges and socializes students through the use of language" (p. 28), albeit it is context-shaped and "embedded in the expression and construction of social meaning" (p. 29)[7]. If teacher interactional roles are enacted throughout these linguistic, social, and interactional components and factors of classroom interaction, research on this becomes necessary.

In my previous studies about classroom interaction in English language classrooms (Lucero 2012, 2015, 2018; Lucero & Rouse, 2017; Lucero & Scalante, 2018), I learned that classroom interaction is composed of distinctive interaction patterns; both teachers and students create, co-construct, and maintain them according to their conversational agendas as well as the class activities, materials, and contents. I also learned that classroom interaction not only depends on the situational components of the conversational contexts (e.g., materials, topics, and arrangement) and the established interactional conventions of the class (how to interact with each

[6] The term *acquisition* is used here to indicate in general terms the capacity to learn a language. It does not point to the learning-acquisition dyad to any extent.

[7] This discernment was initially postulated by Halliday (1978). He explains that discourse is linguistic signaling in action, in which language users simultaneously encode multiple meanings. Like the discussion that I point out in this section, Halliday's postulate remains abstract in the manner in which encoding of multiple meanings occurs in interaction.

other according to the type of language exercise), but also on social factors such as the contents of the conversation, classroom activities, and teachers and students' interaction management.

However, in those previous studies, I was unaware of the roles that English language teachers or educators assumed or were assigned in the interactions with their students. This fact makes me think about a likely constant movement of teacher educators' roles in consonance with how classroom interaction is co-constructed and maintained turn by turn with the students. By considering Young's (2008) principle in which interactional identities are likely to differ from how individuals talk, negotiate meaning, sequence their speech acts, and take turns, teacher educators' roles may as well differ from these considerations. In ELT education, teacher educators may likewise talk about varied topics, sequence interaction, and seem to constantly align their roles to the ones assumed by their student-teachers in these moments. Therefore, the way classroom interaction occurs in ELT education seems to depend not only on its participants' conversational agendas, class activities, materials used, contents, and interaction patterns but also on the constant and reciprocal movement of their roles according to the way their interactions are co-constructed and maintained. Little is known about how teacher educators' interactional identities occur within classroom interaction in ELT education in these referred moments.

In Excerpt 1.1 below, I show an example between a teacher educator and five student-teachers in a content-based class of an ELT-education program. This excerpt illustrates how these interactants depict their roles throughout the exchange. The teacher educator wants the student-teachers to understand and use conditionals in the present tense by exposing situations in which moral issues are involved.

Excerpt 1.1. What do you do if you receive the wrong bill?

[[The teacher educator (TE) is explaining the activity]]
01 TE: … situation number three… ok situation number three, pay attention if your book is not very clear, so you go to the restaurant, you are going to pay your bill… the food in real life costs eh for example sixty thousand pesos [[TE writes 60,000 on the board]] this is the original price, the <u>real</u> one, sixty thousand pesos but when you <u>got</u> the bill, guess what? Forty thousand pesos… [[TE goes to the board and points out 60,000]] so you know that your food is sixty thousand but the bill when the waiter goes to the table [[TE acts our as if being a waiter]] and says ok here you have your bill, you just take it, look at it and say oh! Forty thousand pesos, what do you do if you receive [[TE writes 40,000 on the board]] the wrong bill?
02 Marisol: I receive the bill…
03 TE: =aha you…
04 Marisol: =and talk to the manager
05 TE: So, you would talk to the manager, ok so… talk to the manager you talk to the manager, raise your hand if you talked to the manager [[some SS raise their hands]]

06 Gabriel: *claro que depende en cuanto se descacha*
(Well, it depends on how much the difference is)
07 TE: [[laughs]] [[some SS laugh]] ok so depends on what…?
08 Gabriel: Depends *porque eh*… only twenty
(Because)
09 TE: Ok. Who doesn't say anything and pay forty thousand pesos? Who doesn't say anything and pay forty thousand pesos? [[TE raises the hand]] (4 sec.) [[Student3 raises the hand]] aha Mary [[some SS laugh]]
10 Martha: *Pero depende el servicio*
(But it depends on the service received)
11 TE: Aha. How do you say that in English?
12 Martha: Depends the service
13 TE: Mary, you would pay forty thousand?
14 Martha: [[nods]]
15 Laura: You teacher?
16 TE: Me eh… what do you think I would do?
17 David: Pay forty
18 TE: Yes, but it depends on the restaurant to talk to the manager, I would say this is or not correct, you know why? Because maybe the problem is for the waiter or the waitress and that is not fair, it's not good, so I talk to the manager and say this is not correct, I think it's more than forty thousand pesos, situation number 4… forget about that [[TE puts away the book]] now this is what we are going to do [[TE picks up some slides of paper off the desk]] you are going to receive different situations ok? On all these papers each one of you is…

In this Excerpt 1.1, the teacher educator mostly dominates the interaction by stating the conversation topic (turns 01 and 18) and asking the questions (turns 01, 07, 09, and 13). By the same token, this teacher educator structures the interaction by requesting for the student-teachers' participation (turns 01, 05, and 09), commanding the use of English (turn 11), and assigning turns to speak (turns 03, 09, and 13). From these turns, different interaction patterns are created: adjacency pairs (turns 01-02, 07-08, and 13-14), confirmation checks (turns 02-04-05), adding content (turns 05-06, and 09-10), and a regulatory sequence (turns 10-11-12). Turns 06 and 10 are initiated by the student-teachers to add content to the current topic. Turns 15-18 refer to asking about content, what the teacher educator would do in the stated situation. A student-teacher's request was unexpected by the teacher educator (see how she replies "*me eh…*" in turn 16, followed by a question). All this classroom structure is context-shaped (what the participants would do in the indicated situation) and embedded in the expression and construction of social meaning (see particularly how the student-teachers reply in turns 06 and 10, which mirrors socio-linguistic uses of Spanish).

Equally, Excerpt 1.1 shows how the teacher educator's roles are shaped by the co-construction of the interaction. The teacher educator enacts different roles in interaction:

presenter of the situation and requester for student-teachers' participation (turns 01, 05, 07 and 09), acknowledger of their contributions (turn 03, 05, 09, and 11), controller of the established conventions of the exercise (only English) (turn 11), clarification/confirmation requester (turns 13), respondent (turn 16 and 18), and conversation-participant all down the whole exchange. Correspondingly, the student-teachers take on the roles of respondents (turns 02, 04, 08, 12, and 14), contributors (turns 06), analyzers of the conversation topic (turn 10), askers (turns 15 and 17), and participants all through the exchange as well.

In sum, Excerpt 1.1 illustrates that classroom interaction does not only depend on teacher educator's pre-planned conversational agendas (to make the student-teachers understand and use conditionals in the present tense by participation), the class activities (speak-out exercise), materials used (situations taken from the textbook), contents (conditionals and moral issues), and interaction patterns (adjacency pairs, confirmation checks, adding content, a regulatory sequence, and asking about content). Classroom interaction also seems to be the result of all the constant movement in the roles that each participant plays throughout their exchanges[8]. See for instance how, as the teacher educator presents the situation, the student-teachers immediately think of how to reply, which displays them as respondents; from their replies, the teacher educator orients her role as an acknowledger, confirmation checker, or controller; from the student-teachers' questions, which displays them as requesters too, the teacher educator becomes a respondent. This is how both interactants constantly align their current roles to the ones that the other party assumes, displays, claims, or is assigned throughout the interaction. Classroom interaction in ELT education may then be full of exchanges in which both teacher educators and student-teachers also align their roles with how classroom interaction occurs. However, this issue has not yet had attention in research studies on classroom interaction in ELT education.

In conclusion, ELT-education classrooms are composed of different interactional mechanisms and factors, as well as interaction patterns. All of these helps build interactions between teacher educators and student-teachers. Several researchers (as the cited in this section) have found that these mechanisms, factors, and patterns are the result of the participants' conversational agendas, established interactional conventions of the class, and how classroom interaction occurs around activities, materials used, and contents. Symmetrically to the previous

[8] This constant movement in the roles that individuals take on in interaction has initially been studied in other social contexts, such as social conversations (Young, 2008), emergency phone calls (Zimmerman, 1998), and phone calls between two friends (Raymond & Heritage, 2006).

section about the interface between English language teacher education and teacher educator's interactional identities, in which not much account is seen for how English language teachers' roles in interaction are enacted in the application of teaching method and approaches, I observe in the interface between classroom interactional structure and teacher educator's interactional identities that hardly any has been said in regards to how the interactional mechanisms, factors, and patterns construct teacher educator's interactional identities in the classroom. More awareness should be raised of how the constant movement of the roles that teacher educators assume, display, claim, or are assigned occurs in classroom interaction in ELT education. A study of this kind may as well inform how teacher educators enact their interactional identities in settings where future English language teachers are educated. Apart from how teacher educator's roles are constructed from the application of teaching methods and within classroom interactional structure, this endeavor also requires knowledge about teacher identities in the language classroom. This issue is the last interface in this chapter.

1.3. Teacher Educator Interactional Identities from the Field of Teacher Identities

I elucidate this last interface by transferring the understandings of teacher identities into teacher educator identities in the field of classroom interaction in ELT education. From the socio-linguistic work, identities are constructed from the use of language in context. Language helps learn the world and communicate it through interaction with others in situated contexts (Jackendoff, 1994, 2002). Those situated contexts are the "conversational machinery" and the "social activities" accomplished through the "sequences of interaction" (see Schegloff, 1991, p. 59; Zimmerman, 1998, p. 88; and Seedhouse, 2004, p. 43). Identities are linked to those specific social actions that individuals do in contextual interaction. Therefore, as Spolsky (1999) asserts, "language is a central feature of human identity" (p. 181).

Interaction analysis takes its part to understand identities. The linkage among language, identity, and context embodies individuals to assume, validate, or be assigned their identities in interaction (Schegloff, 1991; Spolsky, 1999). In conversations, individuals can do various kinds of identities. Those identities can have different levels: age, gender, sex; familial status, locality, nationality, ideology, class; race, ethnicity; person's character, personality, attitudes; and roles in particular situations (see Bucholtz & Hall, 2005; Raymond & Heritage, 2006; Tracy & Robles, 2012). Yet, these levels are neither static nor single. Identities are enacted, challenged, multiple, movable, over-lapping, multi-scale, multidimensional, multifaceted, and context-sensitive (see

Zimmerman, 1998; Wenger, 1998; Thornborrow, 1999; Bucholtz & Hall, 2005; Appiah, 2007, Tracy & Robles, 2012). Thus, identities are constructed by the self and the others in interactions in varied contexts over time.

Under this perspective, the lifeworld[9] is the resource for constructing identities. As Wenger (2010) affirms, identities reflect the complex "relationship between the person and the world" (p. 179), the merge between "the social and the personal" (p. 180). Congruent with Bucholtz and Hall (2005), "identities exceed the individual self" (p. 605); thus, they cannot be created and reflected without other individuals in a context (see Young, 2008; Tracy & Robles, 2012). This is why interactional experiences in all the social contexts shape identities; hence, identities are *constructed* in contextual and social interactions. The aspects of human experience (body, heart, brain, relationships, aspirations, etc.) and individuals' identities occur simultaneously at the moment to moment of interaction (see Norton, 1997; Wenger, 1998; Bucholtz & Hall, 2005). Each individual in the interaction is autonomous, and perhaps sometimes self-aware, of choosing which aspects of their identities are of interactional value and which roles to assume to the other as the interaction flows turn by turn.

By considering these aforementioned premises, the understanding of teacher identities finds its foundations. In line with Cummins (as cited in Norton, 2014), teacher identities are any role that teachers can assume discursively in class. Those roles can frequently be "re-scripted" as they circulate in class in response to instruction and students' comments and queries. Complementarily, Rymes (2009), Clarke (2008), and Clarke, Hyde, and Drennan (2013) attest that teacher identities are constructed and shaped in the classroom, understanding this setting as an interactional discursive context that is social and cultural. Morgan (2014) and Hall et al. (2010) also state that teacher identities are shaped in the classroom, but by the engagement processes of instruction and interaction that evolve within specific teaching contexts. Thus, the foundations of teacher identities align teacher roles into the coming and going of interactional exchanges that happen during instruction and conversation with students in the classroom.

Despite these bases, how teacher identities are constructed during classroom interaction has been slightly explored. For example, by tracing the social functions of language in classroom literacy activities, Hall et al. (2010) found that teachers are active and productive creators of their

[9] The construct of the *lifeworld* is understood as Husserl (1970) defines it: "the world of straightforward intersubjective experiences" (p. 109).

own identities by using social and interactional resources available to them through classroom interaction. Although the authors present different identities that teachers can take on as a result of positioning moves in the interaction (e.g., as an entertainer and authority), they do not give an account of how interaction plays a central role in making teachers the types of people they are. Pavlenko and Norton (2007) and Norton (2013) defend that not all teachers have to interact in the same way, neither must they have the same roles in the classroom. Teacher identities can be "fashion[ed] out" of how every teacher "imagines him or herself differently in different contexts" (Pavlenko & Norton, 2007, p. 591), or how they construct themselves within institutional, cultural, and discursive contexts. In my viewpoint, under these premises, what teachers are and do all through the moment to moment of their interactional practices with their students in the classroom may aid constructing their language teacher identities. They take on their identities from what they are and do interactionally as individuals and teachers in these interactions. Therefore, teacher identities are constructed by the self and others through varied socio-cultural systems, contexts, and levels; thus, teacher interactional identities make visible what language teachers (educators) are and do as interactants in the social context of classroom interaction. Not much about this has been examined in language classroom interaction in regard to ELT education.

English language teacher educators' identities are also constructed from the use of language and experiences in context, in this case the ELT education context (Yazan, 2018). As social individuals, teacher educators can also have varied levels of identity as age, gender, ideology, class, and character as manifested through the domains of professional development, content and pedagogy of language education, and themselves as educators (Barkhuizen, 2021; Yazan & Lindahl, 2020). Their identities are dynamic and multifaceted as well as enacted and challenged in context and time (Barkhuizen, 2021). Complementarily, English language teacher educators' identities are also constructed in the coming and going exchanges of classroom interaction (Lucero, 2018; Yazan & Lindahl, 2020).

In Excerpt 1.2 below, from a language-based class with student-teachers of an undergraduate program in ELT education, I present an exchange in which a teacher educator enacts different roles turn-by-turn while talking with them about their weekly news.

Excerpt 1.2. Students telling their news.

[[Talking about news from the student teachers (SS), two of them have just told their news]]
01 TE: I don't know, who's next, who's next? Eh María?
02 María: [reading from her notebook] I split up with my boyfriend.
03 TE: Oh my god, "I split up with my boyfriend".
04 SS: ohhhh
05 María: Yes, teacher, I know. [SS laugh softly]
06 TE: But you don't usually say that to everybody.
07 SS: Noooo
08 TE: No, you don't say that.
09 Erika: No, but it depends…
10 TE: Ah, it depends, in which circumstances could you say, "good for me"?
11 Erika: If the kid is a bad boy.
12 TE: Yes, if you know he is a bad boy, but if it was a good relationship you say, "I'm sorry", right?
13 María: He was not a good boy.
14 TE: Well. Now we are going to listen to more news. For example, me, oh my God, I put over five kilos, look at me.
15 Pedro: Congratulations. [Students laugh]
16 TE: Oh c'mon, bad news or good news?
17 Sandra: Bad news.
18 TE: Bad news. How do you respond to that?
19 Sandra: That is no good.
20 TE: "That's not good, you should go to the doctor" or "that's not good, you should workout." Ok, clear? Who wants to give more news? [Silence] (0.4 sec.) This was mine. Next? Who wants? [Leidy raises her hand] Ok! Leidy come!
21 Leidy: I won some money in the "*chance*"[10].
22 TE: I won some money in the lottery (?). Congratulations! What we should say? [To the whole class]
23 SS: Congratulations!
24 TE: What are you going to do with the money?
23 Leidy: Hm!

In this Excerpt 1.2, the teacher educator's roles are linked to the interactional machinery of the classroom activity and the situations that emerge in it. As the one in charge of leading the conversation, she is asking about the student-teachers' weekly news. María's news of breaking up with her boyfriend (turn 02) challenges the teacher educator's role of just asking for reporting weekly news. The teacher educator has to move her initial role aside and take on a more empathetic role (turns 03, 06, and 08). Erika's revelation of María's ex-boyfriend being not a "good" boy (turns 11 and 13) demands a closer affiliation to María's situation. The teacher educator corresponds in turn 12, but in turn 14, she decides the issue needs no more discussion

[10] "*Chance*" (/'chance/) is a gambling game in Colombia in which a person bets some money to a sequence of three or more numbers of the top prize of a lottery; if the sequence matches the numbers of the top prize, the person wins money multiplied by the number of times of the bet.

and puts herself on the spot by telling the class that she has gained some weight. Pedro's kidding in turn 15 makes her demand the class for a more sensible reply (turns 16, 18, and 20). The last situation in this excerpt about Leidy having won some money makes the teacher educator reify her role throughout the interaction again: from an empathetic role to a responsive and interested role (turns 22 and 24).

Later, in an interview with this teacher educator about the manner in which she handles her interactions with the student-teachers, she says that "despite I want my students to focus on the topic so they do not think of other things, I follow the conversation being aware of the students' reactions and language… I react accordingly to make them feel comfortable when participating."[11] This answer seems to unveil the enactment of more roles than the ones inferred from the interaction in Excerpt 1.2. As a teacher educator in a language-based class, she wants her student-teachers to focus on the pedagogical purposes of the classroom activity and not to get distracted with other things (parallel interactions with their peers or the use of their electronic devices, she says after). She seems to be permanently aware of the way in which they react to her activities and the progress of the interactions without distancing from how they use the target language. Besides, she is attentive to the student-teachers' affiliation to her as a teacher educator, to the spaces to participate, and to her class.

In this analysis, the linkage between teacher educator's identities and classroom interaction situations in ELT education can be seen. Teacher educator identities are enacted and challenged in interaction. The moment to moment of the interaction and the answers in the interview display that this teacher educator's identities are multiple, movable, over-lapping, multi-scale and context-sensitive. In further observations with this teacher educator in different classes, I could observe that her identities in interaction might also be multidimensional (may change over time, space, and hierarchy) and at different levels (e.g., age, gender, ideology, and ethnicity) (Bucholtz & Hall, 2005; Thornborrow, 1999). This situation of enacting and challenging teacher educator identities can equally happen to other, if not all, teacher educators during classroom interaction. Despite these possible facts, how the teacher educator's identities are constructed in classroom interaction in ELT education needs deep exploration. The study of the specific roles (meaning their interactional identities) that teacher educators take on in

[11] This teacher educator's answer was taken from the set of interviews Lucero and Rouse (2017) did with the teacher-participants in their study about interaction patterns in ELT undergraduate programs.

classroom interaction concerning their student-teachers can help elucidate this gap. This endeavor demands researching on the not-yet of teacher educator interactional identities, the final section in this article.

1.4. Towards Doing Research on the Not-yet[12] of Teacher Educator's Interactional Identities in Classroom Interaction

Throughout this chapter I have talked about the interfaces between teacher educator's interactional identities and ELT Education, classroom interactional structure, and teacher identities. In each interface, I have found gaps. In the first interface, much has been written about the roles that English language teachers should comply in the classroom. Those established roles have been elaborated from instructional, interactional, or socio-constructivist angles. The roles appear to regulate and organize the specific characteristics and functions that English language teachers should take on in classroom interaction; the regulation happens by aligning English language teachers to interact in the indicated manners, as scripts of what to be and do while teaching. As I said above, little is known about how these roles operate or are established interactionally in ELT education.

In the field of classroom interactional structure, the second interface, I have shown how studies on classroom interaction have demonstrated that it is composed of linguistic, social, and interactional components and factors, as well as a constant movement of English language teacher roles throughout interactional exchanges. Nonetheless, scarce knowledge exists about how these components and factors are the result of teachers' realization of their roles in classroom interaction. In the last interface, theory about teacher identities has been transferred into the field of teacher educator interactional identities, which are not different from or independent of teachers' identities but also a portrait of what makes a language teacher (educator) in the dynamics of classroom interaction. These foundations maintain that English language teacher educators can perform various kinds of identities through language and during conversations in classroom activities. Those identities can have different levels, dimensions, and

[12] This construct of the "not-yet" has been coined by Ernst Bloch (as cited in Hudson, 1982, pp. 19-30), in his principle of hope. For this current chapter, the "not-yet" refers to the study that still has not been done, but is conceived and proposed here, about teacher educator's interactional identities in interface with English language teacher education, classroom interactional structure, and teacher identities (the three previous sections in this chapter).

facets. However, there is not much exploration in how teacher educators' identities are constructed during classroom interaction in ELT education.

The *not-yet* is then equal to the gaps shown in this chapter regarding teacher educator interactional identities in ELT education. Although there are theories about teacher identities and English language education, there are still no sufficient research studies on the interfaces between teacher educator interactional identities and ELT education, classroom interaction, and teacher educator roles. The *not-yet* of teacher educator interactional identities thus points out to study the following research questions:

1. What interactional identities do teacher educators enact in the interaction that they co-construct with their students in their classes of ELT undergraduate programs?
2. How do teacher educators enact those interactional identities within the co-constructed classroom interaction of their classes and why?
3. To what extent the teacher educators' interactional identities and their enactments relate to the co-construction of the classroom interaction in their classes?

These are the questions that the research study presented in this manuscript seeks to answer. The first question seeks to explore teacher educators' interactional identities from the way they co-construct interaction with their students and from the way they see themselves interacting in their classes of ELT undergraduate programs. Once the interactional identities are noticed, the second research question leads to understand the manners and reasons that teacher educators expound for enacting their interactional identities within the moment-to-moment of classroom interaction in their classes. This understanding can help explain the extent to which teacher educators' interactional identities and their enactments relate to the co-construction of the classroom interaction in their classes and the way this relationship may occur.

What is still to happen in researching on teacher educator interactional identities in ELT education requires seeing these types of identities from the "*who"* they are and "*what*" they do throughout the moment to moment of classroom interactional exchanges in these settings. As I have explained thus far, it happens to be that it is in this moment-to-moment of classroom interaction that teacher educators could unveil their interactional identities. Depending on how classroom interaction flows in this context, each interactional identity of a teacher educator may have multiple realizations. These realizations can be closely related to the teacher educator's *selves* that are not only enacted during classroom interaction but also in constant movement

according to how classroom interaction is co-constructed and maintained turn by turn with the student-teachers.

Some cautions should be mentioned here. Teacher educators' interactional identities should not be seen as a frame to label teacher educators in different types. Teacher educator interactional identities are more about enactments of their selves that navigate into identity levels and facets, as well as into the dimensions of time and space. Under this premise, there seem to be varied teacher educator interactional identities at play during classroom interaction.

As a final remark, the *not-yet* also contains the reasons for doing research in teacher educator interactional identities in ELT education. Complementarily, I can say that teacher educators need to be aware of how the realization of their interactional identities project themselves as a kind of teacher educator in the classroom and as a kind of English language speaker in other social contexts, or even in the same classroom. This situation may reveal to some extend the interactional environment in the Colombian ELT education.

1.5. Why doing this study?

This study becomes of relevance in the field of ELT education because of four reasons. Firstly, it is in this context where teacher educators educate, and by doing so, are considered interactants for the English language classroom and the outside world. Classroom interaction in ELT education then becomes the tapestry in which teacher educators share and experience their knowledge and use about English language teaching and learning, and about the world (in sum, how knowledge is built up through/after interactions) (Johnson, 1995; Cazden, 2001; Rymes, 2009; Walsh, 2011, Lucero, 2015). They do it interactionally by interweaving their interactional practices, multiple selves, and varied pieces of knowledge, visions, and experiences about it in a wide variety of manners. Therefore, studying all this may contribute to the understanding of how ELT education becomes interactionally alive for both the English language teacher educators and the student teachers (the teacher educators subconsciously modeling how student teachers should interact in ELT classes).

The second reason resides in elaborating even more on the manners and reasons of the actual realizations and practices of classroom interaction in context. This can be elucidated by listening to what the teacher educators have to say about the way in which they see they co-construct ELT classroom interaction. Up until today, the analysis of this classroom interaction mostly depends on the researcher's analysis. It may depict a scripted organization of ELT

classroom interaction into always-occurring patterns. However, studies in this matter (see the next chapter) indicate that those patterns seldom seem to happen in the same way across ELT classrooms. Results also indicate that the purposes of those patterns are not always the involvement of its participants in reaching pedagogical purposes. There are unfixed patterns of interaction in every ELT classroom as there are non-static manners of being an English language teacher educator across ELT classrooms.

The third reason of studying teacher educators' interactional identities within classroom interaction in the field of ELT education in Colombia concentrates on avoiding established manners of being an English language teacher educator. Interactional identities are unlikely roles with established characteristics and responsibilities that teacher educators need to play to the letter. There is much more than that. Interactional identities involve what teacher educators are and do as English language interactants in the ELT classroom. Listening to their understandings and reasons of how they co-construct classroom interaction from what they see themselves being and doing as interactants in this context helps extend knowledge about teacher educators' perspectives of themselves as interactants in this setting. Thus, studying all this may contribute to demonstrate the importance of the situated co-construction of ELT classroom interaction for English language teacher educators' identity work (starting as interactants in this language in the classroom).

The fourth reason of this study is that ELT education methods and approaches need to see classroom interaction and its participants' interactional identities not from pre-established accounts but from the actual realizations and practices of classroom interaction, which may be attained to particular cultures through time and place. Therefore, this may contribute to understand English language teacher educators' interactional identities from the interactional happenings of the ELT classroom, and not only from pre-established teaching approaches, methods, models, curricula, and socio-cultural (academic) expectations. In turn, it may help create awareness in English language teacher educators about the way they interact in their classes (the situated co-construction of classroom interaction), which may show whether English language teacher educators' interactional identities are related to that co-construction of classroom interaction, and how this relationship may happen.

Chapter 2: (Re) Visiting Classroom Interaction in ELT Education to Incorporate Interactional Identities

This chapter responds to the theoretical foundations for the study about teacher educators' interactional identities in classroom interaction in ELT education in Colombia. In ELT undergraduate programs, English is not only a subject matter; it is also the language through which future generations of student-teachers learn pedagogical and disciplinary content about language education. In the three interfaces that I explained in the previous chapter, I talked about the little attention that has been paid to English language teacher educators' interactional roles (or identities), how these roles operate or are enacted in ELT education, and what factors are in interplay in their enactment. The *not-yet* research study that I then introduced searches to fill the gaps found in the three interfaces presented in the previous chapter. This is why, now in this chapter, I present the theoretical foundations for this study.

The theoretical foundations in this chapter are composed of three parts. The first displays a bibliometric analysis about classroom interaction and interactional identities in the field of ELT education. I present the geo-referenced bibliography of the studies done about this matter by considering countries, the net of authors, and the fields of study. The second part presents the standpoints to research on the mentioned concepts. They are divided into three relationships: ELT education with teacher educator interactional identities, classroom interaction with ELT education, and teacher educator interactional identities with classroom interaction. In each relationship, I highlight several reasons and queries that build the triad of the theoretical foundations. The third part introduces the contemporary Colombian thought about English language teacher educator interactional identities and classroom interaction.

Before presenting each part of the chapter, I state that I talk about interactional identities and classroom interaction in ELT education from the organization and sequence of interaction in this context (Seedhouse, 2004; Heritage, 2005; Walsh, 2013). My intention is not to explicate the construction of teacher educator identities at other levels, for instance, master, socio-cultural, personal, or professional levels (Bucholtz & Hall, 2005; Varguese et al., 2006; Clark, 2008; Tracy & Robles, 2013). Although the classroom in ELT education is also a social context (Benwell & Stokoe, 2002; Kumpulainen & Wray, 2002, Rymes, 2009; Clarke, 2008; Walsh, 2011), and these other identities can also be constructed in this setting, my focus is on the interactional movement of classroom interaction and the interactional identities that teacher

educators may enact in ELT education. My perspective then keeps a post-structuralist view (Wetherell, 1998; Schegloff, 1999, 2006; Conelly, 2000); the study aims to describe the occurrence of the structure and organization of classroom interaction in ELT education, and from it, to analyze the teacher educators' interactional identities in play. My intention is not to categorize interactional identities in a unique taxonomy; it is to expose emergent knowledge about interactional identities in this setting. I then move forward from the discourses that indicate established roles to teacher educators' educational practices in the classroom (see Wright, 1991; Johnson, 1995; Ur, 1996; Brown, 2007; Richards & Rodgers, 2014). The research study that I propose here explores teacher educator interactional identities in ELT education to know what they are interactionally and do as interactants in classroom interaction.

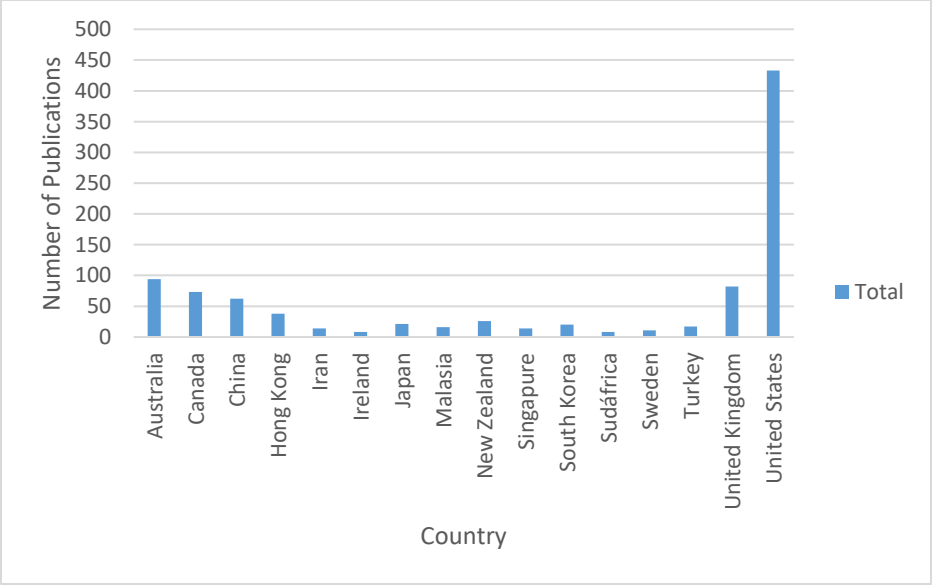
2.1. Bibliometric Analysis about Classroom Interaction and Teacher Identities

In this first part, I present the geo-referenced bibliography of a number of documents about classroom interaction and teacher identities in ELT education. By keeping a worldwide account, I locate the studies in their countries by mentioning the universities with the highest number of documents about the indicated topics. Afterward, I describe a figure about the authors and the fields where the documents are placed.

I then start with the countries where the documents about classroom interaction and teacher identities in ELT education are located. Figure 2.1 displays this information.

Figure 2.1

Countries with Publications about Classroom Interaction and Teacher (Educator) Identities



Source: Own

Figure 2.1 shows that the country with the highest number of publications about the relationship between classroom interaction and teacher (educator) identities is the United States, with 433 documents, followed by Australia with 94 and the United Kingdom with 82. Canada and China, with 73 and 62 documents respectively, also have participation. With fewer publications, between 20 and 38 documents, still representative, are Hong Kong, New Zealand, Japan, and South Korea. Turkey, Malaysia, Iran, Singapore, and Sweden with 11 to 19 publications. In the bibliometric analysis (the studies done around the topic worldwide, as Porter, Kongthon & Lu, 2002, explain), I also found other countries with at least 1 to 4 studies about this relationship; for example, Finland, Mexico, Spain, Argentina, Chile, Holland, Brazil, and Colombia.

In those countries, the authors' affiliation corresponds to the following universities:

Table 2.1

Universities with Publications about Classroom Interaction and Teacher (Educator) Identities

# Doc x Org	University	USA	Australia	UK	Canada	China	Hong Kong	New Zealand	Japan	South Korea
27	University of California	27								
24	University of Hong Kong	1	3			5	19	1		
17	Hong Kong Institute of Education					5	13			
17	University of Maryland	17								
16	University of Florida	16				1				
14	Monash University	1	11		2	1				
14	University of Toronto				14	1			1	
13	University of Sydney	1	13			1				
12	Macquarie University	2	11	1			1			
12	Ohio State University	12								
12	University of North Carolina	12			1					
12	University of Wisconsin	12			1					
11	University of Auckland	1	1	1				11		1
11	University of Georgia	11								
11	University of Illinois	11								1
11	University of South Florida	11			1					
10	University of British Columbia	1		1	10					

Source: Own

Table 2.1 shows that the university with the highest number of publications is the University of California in the United States with 27 articles. The second and third organizations with more publications are the University of Hong Kong, with 24 articles, and the Hong Kong Institute of Education with 17 documents. In comparison with Graphic 1, in which Hong Kong has 38 published papers, the difference resides in the country of publication out of 41 in Table 2.1. The three papers of difference were published in Thailand, Singapore, and New Zealand. The fourth and fifth organizations with more published studies are the University of Maryland and the University of Florida in the USA with 17 and 16 papers respectively.

Between 10 and 14 publications are Canadian with the universities of Toronto and British Columbia; Australia and New Zealand with the University of Sydney, Macquarie University, Monash University, and the University of Auckland; and the United States with the universities of North Carolina, Wisconsin, Georgia, Illinois, and South Florida. With fewer than 10 publications, US-American, Australian, and Canadian universities are still present with 4 to 8 published studies. There are also British universities, like the universities of York, Birmingham, Cambridge, London, and Lancaster, with this number of publications.

Latin American universities have one or two published articles; for example, Universidad Autónoma de Tabasco and Universidad Nacional Autónoma de México; Pontificia Universidad Católica de Valparaíso in Chile and Universidad Nacional de La Plata in Argentina. Colombia has four representations with one article each: Universidad de La Salle, Universidad de Los Andes, Universidad Pontificia Bolivariana, y Universidad Distrital Francisco José de Caldas. In the Asian continent, universities with also one or two published articles are Yonsei University and Woosong University in South Korea; University of Yamanashi and University of Toyama in Japan; Vietnamese-German University and University of Danang in Vietnam.

In Table 2.2 below, I list the authors and sources that have published articles about teachers' identities in close relation to classroom interaction in ELT education.

Table 2.2

Authors and Journals with Publications about Classroom Interaction and Teacher (Educator) Identities

Documents	Authors
9	de Jong, E. J.
7	Nguyen, H.T.M.

Source	Documents
TESOL Quarterly	38
System	31

Table 2.2

Authors and Journals with Publications about Classroom Interaction and Teacher (Educator) Identities

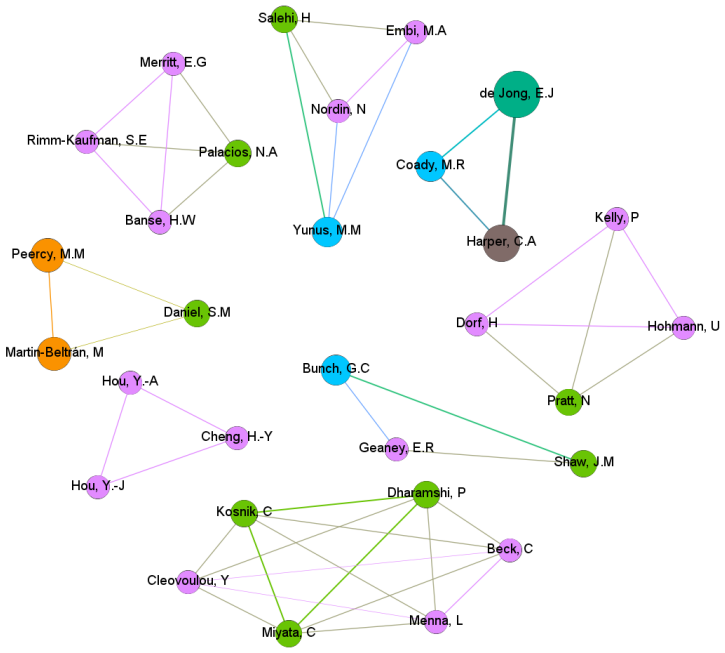
Documents	Authors		Source	Documents
6	Haneda, M.		Linguistic and Education	25
6	Harper, C.A.		Modern Language Journal	19
6	Kibler, A.K.		Teaching and Teacher Education	18
6	Razfar, A.		Language and Education	15
5	Curwood, J.S.		Canadian Modern Language Research	12
5	Lee, O.		English Teaching	11
5	Martin-Beltrán, M.		REIC Journal	11
5	Morgan, B.		Bilingual Research Journal	10
5	Peercy, M.M.		Journal of Adolescent and Adult Literacy	10
5	Trent, J.		Journal of Language Identity and Education	10
5	Waring, H.Z.		Language Teaching Research	10

Source: Own

Table 2.2 displays that the author with more published documents is de Jong, University of Florida, who has mainly published in *Teacher Education Quarterly* and *Journal of Adolescent & Adult Literacy*. Besides, H. T. M. Nguyen, University of Sydney, is the second author with more documents, published in several journals, generally in *Current Issues in Language Planning*, *Australian Journal of Teacher Education*, and *The Asian EFL Journal Quarterly*. However, comparing the authors and the sources, I found that the journals with more articles about English language teachers' identities in close relation to classroom interaction are *TESOL Quarterly* of the University of Sydney, and System of Elsevier, a publishing house settled in London but with a major presence in Hong Kong and Australia. Other journals with significant published articles are mostly US-American and Canadian. Most of the articles published by the authors (see the net of authors in Figure 2.2 below) are in the fields of English Language Learner (ELL), English as a second language (ESL), and teacher education (TE) (see Figure 2.3 below).

Figure 2.2

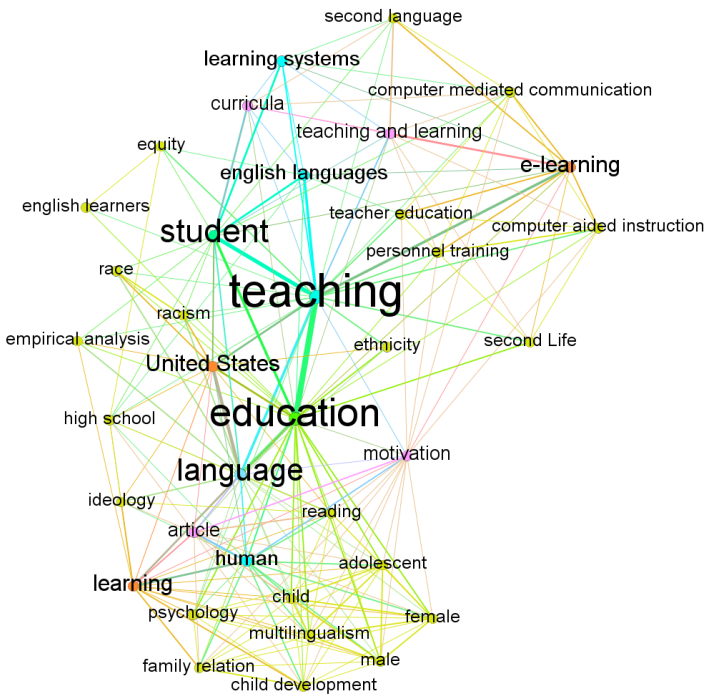
Net of Authors about Classroom Interaction and Teacher Identities



Note. This figure was made in VOS viewer by filtering authors' name, the topics of classroom interaction, and teacher identities.

Figure 2.3

The Fields of the Documents about Classroom Interaction and Teacher Identities

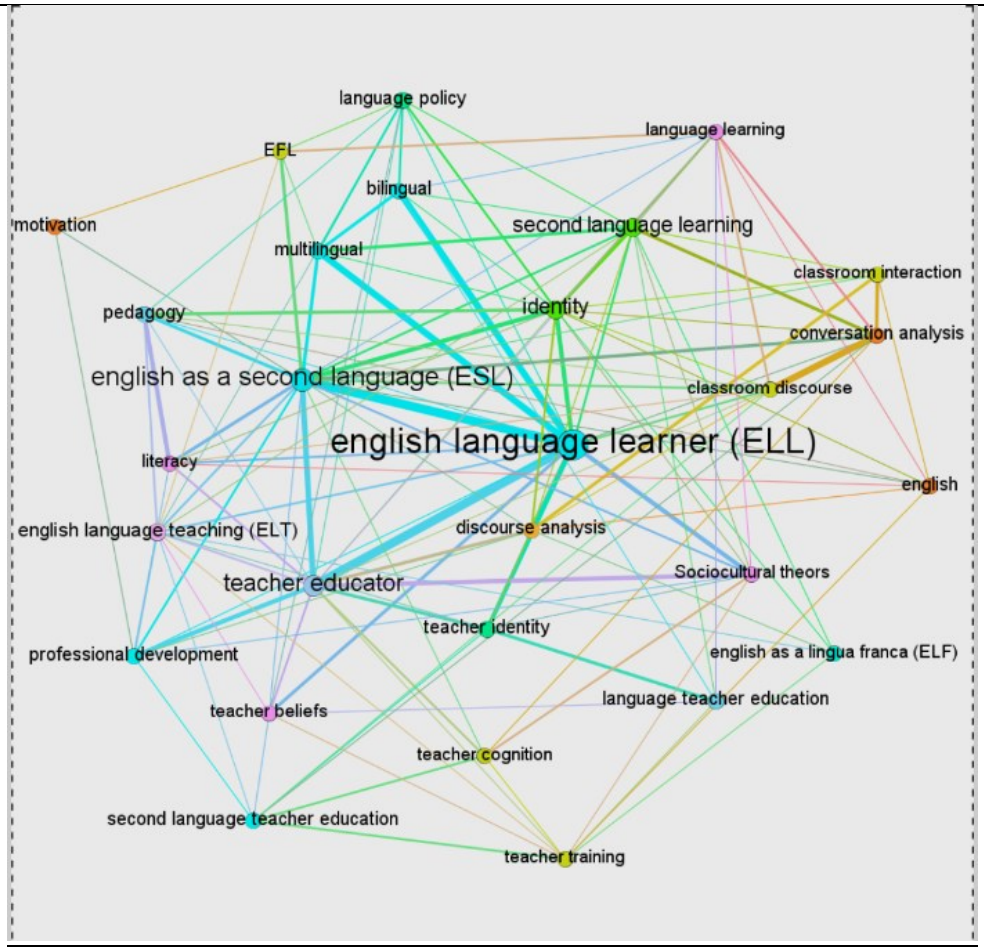


Note. This figure was made in VOS viewer by filtering the fields of the documents about classroom interaction and teacher identities.

Concerning the interest that classroom interaction and teacher identity in ELT education has had in the last decade, there has been an increased concern in studying these matters (see Figure 2.4 below).

Figure 2.4

Insights of Increased Interest in Studying English Language Classroom Interaction



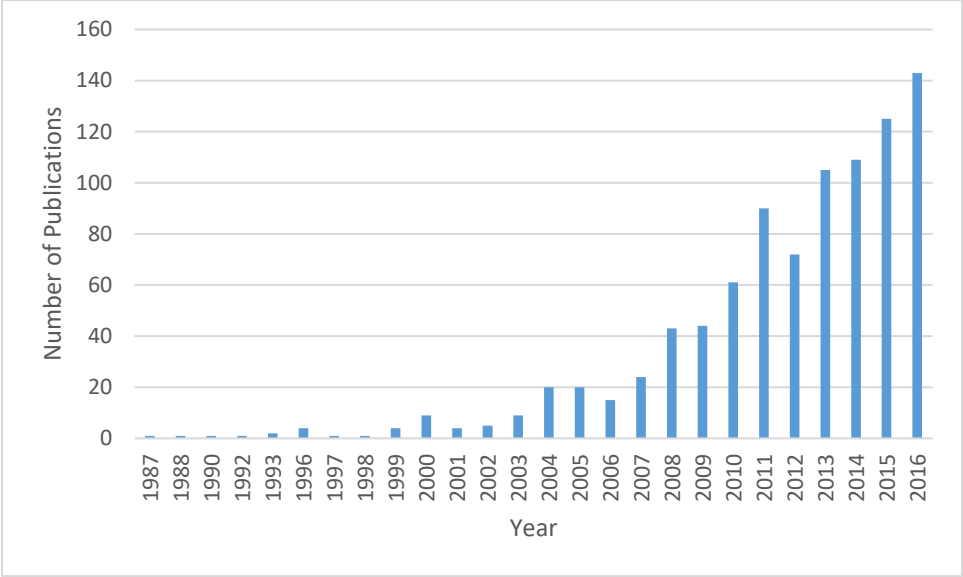
Note. This figure was made in VOS viewer by filtering the keywords in studying English language classroom interaction.

Figure 2.4 shows that the insights about English language classroom interaction are mainly connected to ELL and identity in teachers and educators. There are also connections to ELT, language policy, and sociocultural theories. All these interests are in ESL.

Figure 2.5 below illustrates the increment in the number of publications throughout the last decades in these interests. From 1987 to 2003, the number of publications was one to three, except in 2000 and 2003 when nine documents were published. In 2004, this number escalated to 20 articles. The average of 20-24 publications was kept until 2007 and 2008 when these publications doubled. This situation also happened from 2009 to 2012. Then, more than 100 articles were published in the last five years, being 2016 the year with more documents, 143 published articles.

Figure 2.5

Relation Year - Number of Publications about Classroom Interaction



Source: Own

In sum, the geo-referenced bibliography of the number of documents about classroom interaction and teacher identities in ELT education shows more prominence in the United States, Hong Kong, and Australia, being the universities and scholars in these countries the ones with a major production. In South America, the Middle East, and South Africa, this concern has had more relevance moderately. The documents generally concentrate on ESL and ELL, teacher (educator) identities, ELT, language policy, and sociocultural theories.

2.2. Research on Classroom Interaction and Teacher Educator Interactional Identities

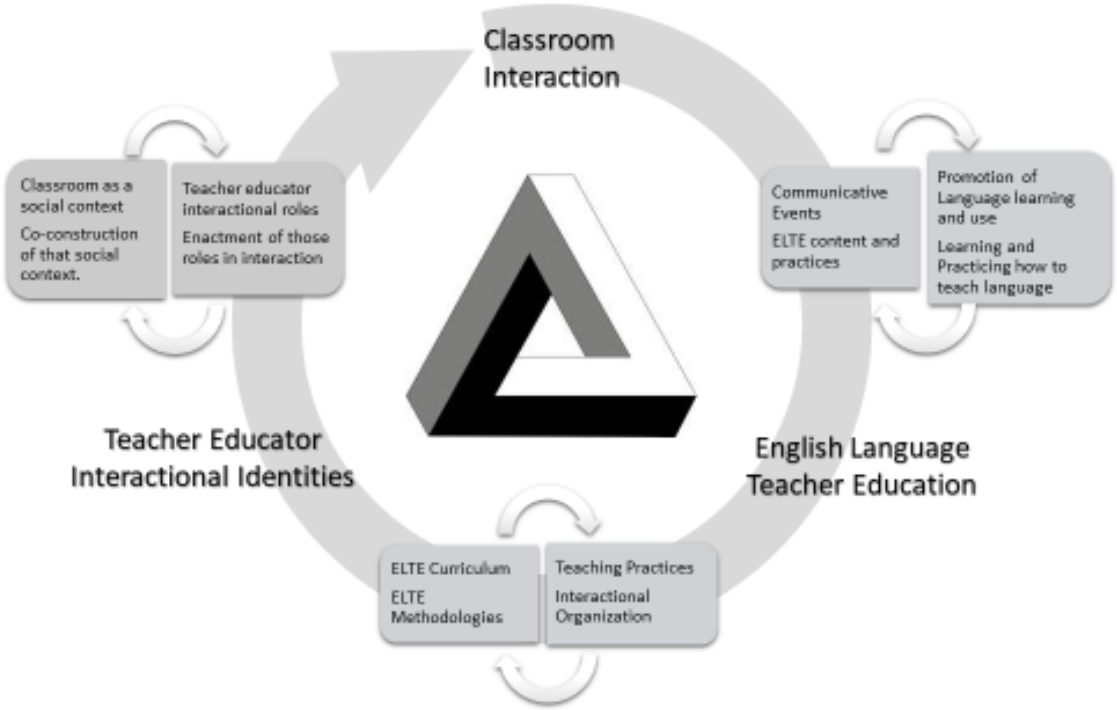
I present the foundations of the study in a triad composed of three constructs: teacher educator interactional identities, classroom interaction, and ELT education. In the sections below, I construct the triad by joining two constructs at a time: teacher educator interactional identities with classroom interaction (section 2.2.1), classroom interaction with ELT education (section 2.2.2), and teacher educator interactional identities with ELT education (section 2.2.3).

I assume the following premises to understand the relationship among the three parts of the triad: (1) Teaching practices that English language teacher educators actually do in classroom interaction define what they are and do as interactants in this context. (2) Teacher educator interactional identities are constructed by the merging of ELT-education curricula, teaching

practices, and classroom interaction. (3) Teacher educator interactional identities and their enactment in classroom interaction helps configure ELT-education. As perceived in these premises (I elaborate on each one in the section 2.2.4 below), the triad is always in transformation. Each of its three parts is fluid in itself and inseparable with the other two. Figure 2.6 illustrates the triad and the relationship between its three parts.

Figure 2.6

The Triad and its Parts



Note. This figure illustrates the relationship between Classroom Interaction, Teacher Educators' Interactional Identities and ELT education. Source: Own.

The relationship between classroom interaction, teacher educator interactional identities, and ELT education allows the emergence of the reasons to research on classroom interaction and teacher educator interactional identities (see Chapter 1, section 1.5). As shown in Figure 2.6 above, through the fluidity of classroom interaction, ELT education occurs, and teacher educators enact multiple interactional identities. Equally, in the enactment of multiple teacher educator interactional identities, numerous realizations of ELT education and classroom interaction can happen too.

2.2.1. Teacher Educators' Interactional Identities and Classroom Interaction

The English language classroom is a social context because all its participants jointly bring and construct discourse, communication, social and academic relationships, culture, and individual characteristics as members of this setting (Breen, 2001; Benwell & Stokoe, 2002; Kumpulainen & Wray, 2002, Rymes, 2009; Clarke, 2008; Walsh, 2011). Both teacher educators and students are direct participants in co-constructing this context in frequent interaction with each other. While doing so, both take on and assign roles by the way interaction flows. Those roles in interaction are the constituents of their interactional identities (Zimmerman, 1998; Tracy & Robles, 2013). Thus, teacher educators and students perform interactional identities through the roles that they take on during classroom interaction. This level of identity[13] is enacted through and oriented to the accomplishments of interaction. Tracy and Robles (2013) define interactional identities as the "specific roles that people take on in a communicative context with regard to specific other people" (p. 22). Meanwhile, Zimmerman (1998) understands them as "what they [speakers] are doing interactionally in a particular space of talk orienting participants to the type of activity underway and their respective roles within it" (p. 92). According to these meanings, and the understanding of English language classroom as a social context, English language teacher educator interactional identities can be assumed as *the interactional roles that they take on or are assigned in classroom interaction (who the individual is as an interactant) regarding the students, the classroom components, and the flow of interaction*.

Interactionally speaking, I can say that there are several roles assigned to English language teachers, such as a facilitator, evaluator, guide, instructor, orchestrator, designer, among others (see Wright, 1991; Oxford et al., 1998; Brown, 2007; Richards & Rodgers, 2014; Ur, 1996; Celce-Murcia & Olshtain, 2000; Benson, 2013; Hertz-Lazarowitz, 2008). Equally, I can infer that there are several roles for English language teacher educators, such as presenters, knowledge sharers, and models in developing, enriching, or even coaching students' thinking, cultural sensitiveness, professional learning, and systems of ideas and beliefs (see Holt-Reynolds, 2000; Sharplin, 2011; Izadinia, 2012; Du, Yu & Li, 2014; O'Dwyer & Atli, 2015). All these scholars have talked about the specific roles that English language teachers should play in classroom interaction with students while teaching English and disciplinary or pedagogical content.

[13] Zimmerman (1998) and Tracy and Robles (2013) conceive interactional identities as a level of identity.

Despite these roles, considering my understanding, interactional identities are not the result of the roles (the set of assigned behaviors, functions, and responsibilities appropriate to the position of being a teacher) that English language teacher educators assume from how classroom interaction should be, but the enactment of roles that English language teacher educators display from what they are and do interactionally during classroom interaction. This view entails a move from a structural to a post-structural viewpoint (Cross, 2006; Varghese et al., 2005). Interactional identities are not pre-established roles that English language teacher educators should play for classroom interaction; instead, they are roles that they take on or are assigned in the happenstance of classroom interaction. Thus, interactional identities are context-sensitive (Zimmerman, 1998; Holt-Reynolds, 2000; Sharplin, 2011; Tracy & Robles, 2013).

Apparently, there are no studies on English language teacher educators' interactional identities in Colombian ELT education yet. If specific roles are assumed and given in interaction, then, the study of English language teacher educators' interactional identities in the ELT-education classroom interaction can reveal not only how and why this classroom interaction is co-constructed in specific manners, but also what roles are into play, and why, in that co-construction.

2.2.2. Classroom Interaction and ELT Education

Classroom interaction is composed of sets of communicative events that teacher educators and students co-construct and maintain with the objective of shaping and promoting language learning and use, conversation engagement, and knowledge about the world (Ellis, 1994; Johnson, 1995; Kurhila, 2006; Rymes, 2009; Lucero, 2015). Specifically in ELT education, classroom interaction extends its purposes to open spaces for learning and practicing how to teach and correct English (Lucero & Rouse, 2017). In consonance with Walsh (2011), "everything that occurs in the classroom requires the use of language" (p. 2). Thus, learning, using, and practicing how to teach a target language require the use of that language. By using that language in interaction people gain access to all related knowledge and construct identification of themselves and the others (Long 1996; Walsh, 2011).

ELT education involves the curriculum, content, and practices that explain and train how English language teachers do their work (Johnson, 2006; 2009; Graves, 2009; Mguyen, 2013). In these teacher preparation programs, English is the means of instruction and practicum; equally, student-teachers observe and learn not only how to teach and assess English but also how to

interact with learners from the practices and activities developed with their teacher educators. It is in those practices and activities, as Walsh (2013) and Chappell (2014) indicate, that English language teacher educators and student-teachers learn to assume their roles as interactants in the language classroom. These two authors highlight the importance of being aware of those roles and the interaction occurring in the classroom; that awareness contributes to the syllabus design and the lesson planning and delivery.

Thus, English language instruction, learning, and use occur through classroom interaction between teacher educators and student-teachers. There is a reciprocal relationship between English language teaching and classroom interaction since the way one is constructed affects the way the other materializes.

In Colombia, ELT-education programs prepare student-teachers to teach English as a foreign language (González, 2010). These programs are particularly of two types: undergraduate and professional development programs. Despite the difficulties in teacher preparation, these programs have increased around the country. The difficulties that these programs present are of recruitment policies (Gonzalez, 2010), English language views (Usma, 2009), infrastructure and conditions (Usma, 2015), and bilingual policies (González, 2003; Guerrero, 2008; Usma, 2009). The management of these difficulties seems to reside on structured instructional sequences that teacher educators follow during class activities, although why and how often it happens has not yet been studied profoundly.

2.2.3. Teacher Educator Interactional Identities and ELT Education

In this relationship, what the ELT-education curriculum dictates can help configure the organization of teaching and the teacher educator's interactional identities. Interactional identities are understood as the roles that individuals assume in interaction within a context (Tracy & Robles, 2013). Pursuant to Cross (2006) and Clarke (2008), all teaching practices that English language teacher educators actually do in classrooms define what they are. The nature of their teaching practices can have a foundation on the principles of English language teaching methods or approaches that teacher educators implement by following their teaching experience or the ELT-education curriculum (Goodyear, 1991; Richards, 2011; Clarke & Pittaway, 2014). The teaching experience, according to these authors, encompasses different types of knowledge, for instance, teaching knowledge, disciplinary and pedagogical content knowledge, and classroom knowledge. Each type operates through explicit representations in teaching practices, such as

communicating the subject matter, facilitating learning, and doing teaching in context. ELT-education curricula involve, on the one hand, the adoption of teaching methodologies, learning outcomes, approaches for assessment and evaluation, and societal, teaching, and learning factors; on the other, course rationale, scope and sequence plan, instructional materials, and resources, (Ur, 1996; Richards, 2001; Graves, 2009; Chappell, 2014). Thus, what teacher educators do in the classroom also has origins in these curriculum components of ELT-education programs.

The connection between an ELT-education and teacher educator interactional identities materializes through teaching practices. ELT-education curricula and teaching practices configure the interactional organization and structure of the classroom, as Seedhouse (2004) and Walsh (2013) advocate. Similarly, the construction of classroom interaction occurs by the way teacher educators and students permanently assume and assign interactional roles (Heritage, 2005; Clarke, 2008; Rymes, 2009[14]). Thus, the merging of ELT-education curricula, teaching practices, and classroom interaction construct teacher educator interactional identities.

In ELT education, teaching methodologies dogmatically assert what teacher educators should be and do in their teaching practices; a situation that affects the construction of classroom interaction. In agreement with Kumpulainen and Wray (2002), since the beginning, teacher educators were understood to manage language teaching and classroom interaction by following established procedures and roles, which come from language teaching methods and approaches with their respective adoption in ELT-education curricula. This discourse has helped configure English language education, having in the teacher educators, one of its main multipliers. However, in the multiplication of this discourse, following Gee's (1996) principle, various understandings and realizations are negotiated in relation to context-situated factors. Therefore, particular ways of talking about how to teach language and putting them into practice permit certain teacher educators' roles to emerge in classroom interaction, which cannot be established as fixed due to the same characteristics and dynamics of the time and place in which they are produced.

[14] Rymes (2009) sees the English teaching classroom as composed of three dimensions. (1) The social context contains all the social factors, and their origins, outside the current interaction and their effects on what its participants say. (2) The interactional context is organized by the patterns of talk and the appropriacy of language-use choices. (3) The individual agency refers to the influence of patterns and language use in the construction of teachers' and students' identities.

By considering these premises, English language teacher educator (interactional) identities cannot be seen as a taxonomy (Johnstone, 1996) or as established teaching practices and procedures indicated by language teaching methodologies (as in Wright, 1991; Ur, 1996; Oxford et al., 1998; Brown, 2007; Richards & Rodgers, 2014). In consonance with Gee (1996), Bucholtz and Hall (2005), and Raymond and Heritage (2006), teacher identities should be seen as constructed, maintained, and negotiated through language and discourse in social contexts. Consequently, being the classroom a social context in nature (Benwell & Stokoe, 2002; Rymes, 2009; Clarke, 2008), teacher educators' interactional identities should also be seen constructed within this context (Morgan, 2014; Hall et al., 2010). This is why what the ELT-education curriculum indicates and how interaction happens in the classroom shape the organization of teaching and teacher educators' interactional identities.

2.2.4. Premises to Study ELT Classroom Interaction and its Participants' Interactional Identities

Scholars in ELT education have usually studied and presented classroom interaction and interactional identities separately. They have found that classroom interaction is composed of varied structures and organizations. They have classified interactional identities into roles that their participants follow as part of the implementation of language teaching methods or approaches. Seeing classroom interaction and its participants' interactional identities together requires identifying points of encounter between them. Richards (2006), Rymes (2009), Walsh (2011), and Wetherell (1998), for example, state that ELT classroom interaction is a social practice in which its participants construct multiple identities as teachers, learners, interactants, language users, members of the community, and people in the world. Equally, classroom interaction is the result of how one interacts with the other by keeping conversational and interactional purposes (Kurhila; 2006; Lucero & Rouse, 2017; Markee & Kasper, 2004; Seedhouse, 2004). Therefore, classroom interaction is the context where teacher educators and students enact their roles as interactants; by doing so, they co-construct the sequences and organizations of that interaction. In the same order of ideas, the way interaction happens in the classroom co-constructs what each individual is or does as an interactant in that context. Thus, there may be multiple sequences and organizations of classroom interaction as well as multiple interactional roles of its participants.

Several studies have found that classroom interaction in ELT education is composed of common sequences such as initiation-response-evaluation/feedback, adjacency pairs, types of repair, recasts, and content requests, among others (see Cazden, 2001; Celce-Murcia & Olstain, 2000; Johnson, 1995; Markee & Kasper, 2004; Sinclair & Coulthard, 1975; Walsh 2011). These studies have characteristically taken place in contexts where English is the main language of communication in the classroom and in the other social settings outside of it. Few studies have taken place in contexts where the English language is not the primary language, as in Colombia where teachers are local proficient speakers of English whose first language is Spanish.

The current research study in this manuscript aims at observing this latter context. Initial studies have found that the sequence and organization of interaction in the Colombian ELT classroom also keep the abovementioned common sequences (for example, Álvarez, 2008; Castro-Garcés & López Olivera, 2013; Lucero & Rouse, 2017). However, the fact that these classrooms have additional interactional purposes[15] makes possible the occurrence of other types of sequences and organizations. This issue may not yet have been explored deeply. This may also happen with the characteristics of classroom interaction concerning the type of teachers in it. The proposition may also be possible, for instance, if the English language teachers are non-native speakers of this language, or if they are English language teachers or educators[16]. The organizations and sequences of classroom interaction may vary from native to non-native teachers or educators of this language, in ESL or EFL contexts, and in ELT classrooms. Socio-cultural aspects of interaction and socialization may be present all around (Bucholtz & Hall, 2005; Cashman, 2005; Hall et al., 2010; Norton, 2013; Schegloff, 1992).

A conflicting situation may be emerging here. The academic community of English language education might be thinking that the interactional organizations and sequences found in research studies on this matter are common to every classroom. Indicating conversation models or manners of interacting are evidence of this (see Brown, 1994; Nunan 2003; Richards & Rodgers, 2014). This probably constitutes a 'hegemonic discourse,' as Gramsci states (as cited in Kenway, 1990, p. 179), since different ideological elements articulate several manners to produce

[15] Johnson (2016), Hall (2011), and Lucero and Rouse (2017) indicate that classroom interaction in ELT education has not only the purpose of teaching language contents and uses but also teaching how to teach this language by including content, pedagogical, and disciplinary knowledge of English language education.

[16] English language teachers are the ones who teach this language, whereas English language teacher educators are the ones who teach or tutor student-teachers in undergraduate programs in the field (Barkhuizen, 2021).

ideologies. Well-known scholars and English-language curriculum designers present conversation models and manners of interacting in suggested curricula and textbooks. What I perceive is that English language teachers and educators may take them as truths for effective teaching. This view tends to delegitimize classroom interaction as it may occur in reality. As previously mentioned, there may be multiple sequences and organizations of classroom interaction depending on the context and its participants; hence, conversation models and manners of interacting cannot be static or occurring as established. Congruent with Chavez-Muriel (2012, p. 51), English language teachers and educators need to get free from these ties. Mostly, when well-known scholars and English language curriculum designers have established them from outside of our Colombian contexts.

Additionally, scholars have considered interactional identities separately from the interactional sequences and organizations of the ELT classrooms. In various ELT books, interactional identities refer to roles that classroom participants should comply in line with the characteristics and duties of English language teaching and learning (see Benson, 2013; Brown, 2007; Celce-Murcia & Olstain, 2000; Johnson & Johnson, 2008; Oxford et al, 1998; Richards & Rodgers, 2014; Ur, 1996; Wright, 1991). The problem is that those roles are likely determined a priori. ELT classroom participants are expected to be and do as indicated. This may ignore the fact that interactants construct themselves during the moment by moment of interaction (Bucholtz & Hall, 2005; Tracy & Robles, 2012; Zimmerman, 1998). Alternatively, as Castro-Gómez (2007) affirms, teachers, and students too, construct themselves discursively throughout time and through the effects of practices of constitution. Therefore, the subject is not created but transformed across their practices (Zuluaga-Garcés, 2005), which construct habits of knowing and being (Jiménez-Becerra, 2010).

When there are pre-established roles for the participants of classroom interaction in ELT education, and there is a struggle to play them, those roles disallow the participants to be and do naturally in the classroom. Their identities are then the effect of a form of disciplinary power (Castro-Gómez, 2007, p. 181). Classroom participants seem to struggle to be and do what they are not but what the ELT-education academic community expects. The problem then becomes more acute because English language education literature takes for granted those roles for idyllic classroom conditions; for example, English language native teachers or educators, ESL contexts, small classes, available resources and facilities, students' high levels of motivation and

autonomy, among others. Participants' roles under these flawless conditions are more commonly recognized. However, when classroom conditions change, their roles are questioned; for instance, teachers are not effective, or students are idle. There are then established roles for classroom interaction for these participants with their functions and characteristics, in which not doing as indicated is a sign of performing those roles incorrectly and potentially of being a 'bad' language teacher.

By considering these situations, interacting in the ELT classroom cannot be like following a user's manual of interaction; a manual that contains the roles classroom participants need to take on and the way they need to interact for effective English language education. The reality is that classroom interaction is dynamic, context-situated, and fluid, so are interactional identities. Although interaction analysts can find systematicity in the dynamism of interaction, this situation does not mean that the found patterns dictate how individuals need to interact or the roles they need to play (Stokoe, 2018). On the contrary, those interaction patterns serve to make people realize the delivery of communication, the conversational engine, the roles individuals enact within it, and how different they can be in line with the context where it occurs. In plain words, how naturally occurring interaction is (Stokoe, 2018). This is not to say what to do or be, but to raise awareness of and questions about the assessment of people's communication, by always considering individuals with the possibility to resist it.

Therefore, neither classroom interaction nor its participants' interactional identities can be scripted nor taken for granted. This view accepts the possibility of classroom interaction and its participants' interactional identities to be genuine and spontaneous in context. A change of seeing classroom interaction and its participants' interactional identities without prescriptions or expectations is necessary. A research study on classroom interaction and its participants' interactional identities with this view can present more contributions for ELT education. It can help decipher how classroom interaction happens from the way its participants see themselves be and do as interactants in the classroom.

2.3. Contemporary Colombian Thought about English Language Teacher Educator Identities and Classroom Interaction

In this section, I present the research studies that have started to help the establishment of contemporary Colombian thought about ELT teacher educator identities and classroom interaction. Due to the relationship between these constructs, I maintain the review of constructs

only from the oral interactional perspective in the regular classroom, leaving aside online interaction, virtual interaction, or the kind. First, I display the Colombian thought about ELT teacher educator identities, in which I orient the respective review towards the studies done in connection to classroom interaction. Then, I introduce the studies published on classroom interaction, particularly in ELT education. Finally, I put both constructs together to discern whether a thought about teacher educator interactional identities and classroom interaction is conceivable nowadays within the Colombian scholarship.

2.3.1. Colombian Thought about English Language Teacher Educators' Identities in ELTE

Research studies on English language teacher identities from a classroom-interaction perspective have presented more interest by scholars in Colombia in the last decade. These studies, although few, concentrate on student teachers' and schoolteachers' identities during teaching practices. For instance, Díaz-Benavides (2013) and Fajardo-Castañeda (2014) have written about how English language student-teachers from two public universities construct[17] their professional identities. Díaz-Benavides (2013) did it with teachers during their pedagogical practicum in a school context and Fajardo-Castañeda (2014) with teachers in a community of practice and from the interplay between this participation and their systems of knowledge and beliefs. To these authors, initial teaching experiences, and how student-teachers assume them, contribute to the construction of their identities as English language teachers. In addition, Quintero-Polo (2016) has studied how four groups of 20 English language student-teachers reconstruct their personal, academic, and professional selves through narratives about meaningful experiences of their academic formation. This study concludes that the participants' storied experiences are a form of self-representation of themselves as part of a community, which shapes their identities as social actors with the role of educators.

These three studies are relevant for understanding the construction of teacher identities in the English language classrooms in Colombia from an analytic perspective of what the student-teachers say about themselves during their initial teaching practices. As these studies hold a reflective angle of their participants, no study talks about how English language student-teachers construct their identities from the occurring classroom interaction within their teaching practices.

[17] *Construct* is to make or form by combining or arranging parts or elements under specified conditions; to form an idea by bringing together various conceptual elements. *Constitute*, not a progressive form, is a state of being, is to make up or form something, to establish or create. If several things constitute something, they are the parts that form it.

Other studies on English language teacher identities in the classroom also highlight interesting insights with schoolteachers about their teaching practices in Colombia. For example, Mesa-Villa (2017) studied English language schoolteachers' identities as agents of change through the teaching methodologies that they applied in their teaching contexts of a low-to-upper middle-class school in Medellin, Antioquia[18]. These identities are permeated by the teachers' induction and socialization process, which enhances action or passiveness. Additionally, Quintero-Polo and Guerrero-Nieto (2013) reflected on how public elementary school English language teachers, from different public education institutions in Bogotá, experience themselves being powerful or powerless in the classroom with respect to the Colombian policies of bilingualism. The authors found that the participant teachers have a kind of 'oscillating' identity that goes from feeling powerful, suitable, and self-confident about the subject matter they teach and the classroom per se, but powerless and helpless when planning, designing, or implementing the Colombian policies on bilingual teaching.

These two studies also help in the "comprehension of identity as something not given but constituted," as Méndez and Clavijo-Olarte (2017, p. 7) state. Following an agreement with these last two scholars, doing research on examining teachers' identities definitely contributes to the understanding of whom they are around Colombia and how their identity construction is connected with their teaching practices in varied educational contexts. The above-cited studies lead to an understanding that English language teachers are regularly constructed as such from all the meaningful experiences that they live from the moment they start their teaching practices. Despite the insights gotten from these studies, to understand largely what English language teachers are in Colombia, doing research on English language teacher identities should not concentrate only on these aspects. Understanding the construction of English language teachers' identities in classroom practices should also be studied by aiming at other different levels, facets, and dimensions of identity (e.g., gender, positions, roles, experience, etc.) and in multiple circumstances (e.g., classroom interaction, tutorials, lectures, peer work, etc.).

2.3.2. Colombian Thought about Classroom Interaction in ELT Education

As in English Language teachers' identities, classroom interaction in English language teaching and learning has also escalated into Colombian scholars' interest with more

[18] Colombia is divided into 32 departments and a Capital District (Bogotá). In this chapter, I mention the city and the department where the study took place in Colombia.

publications. They have studied this topic by observing either teachers or students at different levels in both school and university contexts. In school contexts, Balcárcel-Zambrano's (2003) and Muñoz and Mora's (2006) works on teachers' interaction in the English language classroom are two of the first published studies in Colombian journals. In the post-secondary level classrooms of three schools in Bucaramanga, Santander, the first work revealed that English language teachers commonly used communication strategies of giving information, asking questions, and giving directions. This work also demonstrated that the participating teachers did most of the classroom talk; this situation affected the students' participation process. In the second work, in a classroom of second-graders at a school in Bogotá, Muñoz and Mora (2006) explored how the English language teacher's speech contains code-switching strategies and Spanish and English combinations. These two works open an initial thought that English language teachers usually control classroom interaction in the school context by using a variety of communication strategies.

Other studies done in the Colombian school context have also found a similar situation. For example, Fajardo (2008) found that the kind of interaction promoted by a group of trainee teachers from a public university in Tunja, Boyacá, showed a very restricted possibility for their young learners to use the language meaningfully at an elementary school. Teachers' explanations, instructions, and task control covered most of the classroom time. Similarly, Herazo-Rivera (2010) and Herazo-Rivera and Sagre-Barboza (2016) found that the participating teachers little understand how the communicative approach in EFL education constitutes authentic oral interaction in secondary-level classrooms in Monteria, Córdoba. Their classroom activities unlikely generated meaningful opportunities for the development of oral interaction, although the teachers mainly used questions, elaborations, recasts, and continuatives in patterned combinations to help learners co-construct relevant content and sustained participation.

Bohórquez-Suárez, Gómez-Sará, and Medina-Mosquera (2011) also found patterned combinations in the negotiations of seventh graders at a public school in Bogotá when working in pairs to develop speaking tasks in EFL classes. The teachers of these students had more influence in these practices since the combinations are the result of teacher-student interaction when explaining the speaking activities. Besides, Rosado-Mendinueta (2012) established that teacher-student interaction with secondary students at a private school in Bogotá contained learning-generating opportunities in traditional exchange patterns (mostly Initiation-Response-Feedback

sequences, greetings, checkout, reading-aloud activities, and class closings). Finally, González-Humanez and Arias (2009) stated that teacher-student interaction was usually teacher-initiated and centered on providing explanations and requests in secondary task-based classes at a public school in Planeta Rica, Córdoba.

Discussions arise on the effectiveness of English language teachers to develop meaningful oral production and interaction with their students during classroom interaction at the school level in Colombia. The mentioned findings reveal that English language teachers control classroom interaction at this level. Their use of communication strategies to give information or directions, code-switching, and checking students' performance takes most classroom opportunities to talk, leaving short moments for them to participate.

If English language teachers control classroom interaction at the school level in Colombia, English language teachers at the university level seem to exercise a managerial approach. With an emic perspective on classroom interaction and by progressively studying several English language classrooms at four private universities in Bogotá, Lucero (2011, 2012, 2015) found that oral activities are composed of interaction patterns of asking about and adding content, and requesting for the L2 equivalent of an L1 word (request-provision-acknowledgment –RPA sequence). Although these patterns are present in the students' talk, the teachers can also use them. In addition, Viáfara (2011) revealed that EFL teacher-students in Tunja, Boyacá, while teaching English, use a more varied organization of classroom interaction concerning their history as learners, teaching context, and class preparation (as directives in classroom management and confirmation checks for dosing the use of English).

The study of classroom interaction in the university English language courses has also revealed that a level of reciprocity between teachers and students exists in the construction of interaction. Identifying this characteristic brings to the surface the strategies that teachers implement to interact with their students in English. Two studies make this fact clear. The first study is Montenegro's (2012) research on how teachers created interaction with the students' in-group activities at a private university in Bogotá. The students' interactional behavior was the result of the mutual acknowledgment of their skills, rights, and responsibilities during group work. Therefore, the students' positions during group work generated certain participation structures for collaborative learning, such as cross-transactions and reciprocal acknowledgments. The second study is Serna-Dimas and Ruíz-Castellanos' (2014) work on language-building

activities and variations in interaction. They studied mixed-ability ESL university students in a content-based course at a private university in Bogotá. The findings indicate that the patterns of teacher-student interaction increase the students' oral language participation and involvement in classroom activities with more language elaboration.

2.3.3. Colombian thought about English Language Teacher Identities and Classroom Interaction

Considering all the before-said studies about English language teacher identities and classroom interaction in Colombia, an idea of what English language classrooms are like, interactionally speaking, emerges. Cited findings demonstrate that these classrooms may usually be full of interactional structures co-constructed between every participant, teachers mainly managing classroom interaction while students are little by little learning how to deal with it. I am not saying that every ELT classroom in Colombia resembles this way (much further research is necessary to say so). However, the presence of communication strategies (for instance, giving information, code-switching, and checking students' performance) seems to increase students' oral performance and involvement in the co-construction of classroom interaction. Eventually, teachers mainly construct their identities as English language teachers under these conditions from their lived experiences in those teaching practices and the co-constructed interaction with the students. Identities of agents of change, classroom main actors, and knowledgeable teachers are commonly the result of what happens in the classroom.

Three sets of beliefs arise from the previous general idea of what English language classrooms are like in Colombia and how teachers may construct their identities there. One initial is affirming that the listed research studies are sufficient to state that English language classroom interaction in Colombia is structured and organized in the way the findings indicate. With the few published studies on this issue, that affirmation is generalizing this particular context, mostly when multiple factors and characteristics are present in every single English language classroom in Colombia. Factors as students' variables of age and level are evident, along with their background knowledge, contact with English, interests, and purposes to learn it, just to mention some. English language classrooms are also diverse around the country, some without facilities, resources, and materials. Some others are traditional or open to teaching methodologies. This set of beliefs can then raise a risky thought that classroom interaction can be scripted or pre-planned,

leaving the multiple factors and characteristics aside and restricting or regulating the emergence of multiple interactional dynamics or roles in it.

A second set of beliefs refers to the theory on which the before-mentioned studies have had their foundations. After having reviewed the references in each study, the authors of these articles majorly cite scholars who are likely outsiders to our contexts. Very few cite researchers on the matter with more affiliation to our contexts. This fact rises a query onto what theoretical foundations these local studies have been constructed to elucidate classroom interaction and teacher identities in Colombia. Can those theories be applied in our contexts? Are they truthful to discover how classroom interaction and teacher identities are in Colombia? Without saying that those foundations should not be acknowledged, a more critical stance is necessary when using them since Colombian teacher educators and researchers in the field may end up perpetuating discourses that becloud local knowledge and discoveries.

A final set of beliefs connects the mentioned studies with English language teacher education. They deliver a description of how interaction may happen in Colombian English language classrooms and how teachers construct their identities in it. The participating teachers in the mentioned studies are all Colombian, teaching English at school or university level, who majored in English language teaching. For the study of classroom interaction and teacher identities in ELT education, is it valid to transfer these findings into this setting? No. Only very few research studies deal with classroom interaction and teacher identities in these undergraduate programs. For example, in a study observing multiple classes in an ELT-education program at a private university in Bogotá, Álvarez (2008) identified five instructional sequences that those teacher educators usually followed: practice, presentation, production, evaluation, and homework check. The sequences resulted from how they administered the classroom activities and the interaction with the students. Further, by observing student-teachers in an ELT-education program in Pereira, Risaralda, Castrillón-Ramírez (2010) found that classroom interaction helped them improve their ability to express and understand their ideas by developing more fluency, vocabulary, pronunciation, and intonation. Castro-Garcés and López Olivera (2013) found that the students of an ELT-education program in Ibagué, Tolima, used a variety of communication strategies (e.g., message abandonment, topic avoidance, and code-switching, among others) in their interactions in a conversation course.

These three studies reveal several functions of the interaction between teacher educators and students in each undergraduate program. The management of classroom interaction seems to reside on the instructional sequences that teacher educators follow during classes. Despite this fact, neither study specifically indicates how classroom interaction happens from the classroom practices or can broadly display how interactions construct teacher educators' identities. However, Lucero and Rouse (2017) present how classroom interaction happens in three ELT-education programs in Bogotá. This study can throw the first light on understanding how it may happen. Their study discovered that the observed classroom interaction of the three programs contained transactional episodes, similar interaction patterns to the ones encountered in Colombian EFL classrooms, and instructional paradoxes. With the same teacher educators, in a parallel study, Lucero and Scalante (2018) found that the interactions in the observed classrooms were the result of the teacher educators' interactional styles. These styles are homogeneous when they use the same interaction patterns but in different courses and class activities and heterogeneous with different interaction patterns but in similar courses and class activities.

Therefore, studies and dubieties accounted, affirming how classroom interaction occurs in Colombia and how teachers construct their identities interactionally is still premature. At school, university, or ELT-education programs, there is insufficient research on these matters. There are few studies on the testimonies of teachers, students, researchers, and material developers about how they see classroom interaction happening in these contexts. Although the findings in the listed research studies in this section have contributed to starting understanding classroom interaction, they cannot be used to generalize how it happens at school, university, or ELT-education programs in Colombia, but as references to increase corresponding knowledge. The same situation happens to research on teacher interactional identities; assuming that English language teachers and educators interact in established manners still keeps only assumptions. There are insufficient studies on teacher interactional identities to say so either. Further research on these two issues is thus necessary around Colombia.

Conclusion

The geo-referenced bibliography about classroom interaction and teacher interactional identities is majorly located in the USA, Hong Kong, and Australia; then, it is not a coincidence to find that research studies on the matter in South America rest on the postulates of these authors. The breaking point, I say, is that those studies start in ESL contexts. Colombian context

presents a huge difference on this issue, the English language is only around the classroom. Very few chances are to see this language in other institutional and everyday contexts.

This is why my proposed study becomes all the more relevant. As I affirm in the last section of this chapter, it is still premature to grasp how classroom interaction happens in Colombia and how teacher interactional identities are constructed in it; a research study that observes how all of this happens is again relevant. The study should collect descriptions of the structure and organization of classroom interaction and how teacher educators enact interactional identities in it. It could be that interactional identities and classroom interaction revitalize language use, language education, and other levels of identities.

Chapter 3: Crafting a Methodology to Study Classroom Interaction and Interactional Identities

This chapter presents the research methodology to study classroom interaction and its participants' interactional identities in English language education. In this current research inquiry, I see classroom interaction as dynamic, fluid, and situated. English language teachers and students permanently and reciprocally construct it in a wide variety of manners by interweaving their interactional practices, multiple selves, varied pieces of knowledge, and their visions and experiences about ELT education and the world. By doing so, both participants enact a wide variety of interactional identities that are fluent, multiple, movable, as well as multiscale, multidimensional, and multifaceted (see Bucholtz & Hall, 2005; Thornborrow, 1999; Tracy & Robles, 2012; Zimmerman, 1998).

In this viewpoint, neither classroom interaction nor interactional identities can be pre-established since one helps construct the other in innumerable manners across varied contents and contexts. There are then constant movements and realizations of interactional identities in consonance with how the participants construct and maintain the turn-by-turn of interactions in classrooms of ELT education. Therefore, the way these interactants interpret the interactional contexts of their classrooms makes a multiplicity of interactional roles and practices emerge (Butler, 1990) across the dimensions of time, space, and self.

This chapter contains four parts: the first and the second describe the way classroom interaction and interactional identities, respectively, have been studied in ELT education. The third part presents a research approach to study classroom interaction and its participants' interactional identities in ELT education. The last part presents the data collection and analysis of the proposed research approach.

3.1. Studies on Classroom Interaction

The organization and structure of classroom interaction in ELT education have majorly been studied by following the principles of Conversation Analysis (Chappell, 2014; Gardner, 2014; Johnson, 2009; Kurhila, 2006; Rymes, 2009; Seedhouse, 2004; Sidnell & Stivers, 2014; Walsh, 2011) and Interaction Analysis (Inamullah, 2005; Li, Shouhui, & Xinying, 2011; Odiri-Amatari, 2015). By showing real-time transcripts of audio/video-recorded lessons, the findings of these studies generally indicate that classroom interaction is organized in adjacency pairs,

preferred responses, turn-taking, repairs, recasts, and interaction patterns of initiation-response-evaluation/feedback, requests, responses, code-switching, and regulatory turns.

Research on the organization and structure of classroom interaction in English language teaching in Colombia (see Table 3.1 below) has shown that it also presents similar interactional structures to the previous studies. English language teachers and students co-construct the structures, being teachers mainly the managers of classroom interaction while students little by little are learning how to deal with it. Local studies have used a more extensive variety of research methodologies. Table 3.1 below lists the studies done in Colombia about classroom interaction. For each study, the research methodology / approach, data collection techniques, and main findings are shown.

Table 3.1

Studies Done in Colombia about Classroom Interaction in English Language Teaching

Study on Classroom Interaction	**Research Methodology/Approach, Data Collection Techniques**	**Main Findings**
Balcárcel-Zambrano (2003). Teacher talk at three Colombian higher education institutions. -At three schools (11th-graders) -Bucaramanga	Interaction Analysis, (Recordings, transcriptions, and interviews)	English language teachers commonly used communication strategies of giving information, asking questions, and giving directions; besides, they did most of the classroom talk, situation that affected the students' participation process.
Muñoz and Mora (2006). Functions of code-switching: Tools for learning and communicating in English classes. -At one school (2nd-graders) -Bogotá	Qualitative Case Study (video tapes, transcriptions)	English language teacher's talk was permeated by code-switching strategies of Spanish and English combinations.
Fajardo (2008). Conversation Analysis (CA) in primary school classrooms. -At one school (elementary) -Bucaramanga	Conversation Analysis (video recordings, transcripts)	The kind of interaction promoted by a group of pre-service teachers showed a very restricted possibility for their young learners to use English meaningfully in the classroom.
González-Humanez and Arias (2009). Enhancing oral	Action research (questionnaires,	Teacher-student interaction was usually teacher-initiated and

Table 3.1

Studies Done in Colombia about Classroom Interaction in English Language Teaching

Study on Classroom Interaction	Research Methodology/Approach, Data Collection Techniques	Main Findings
interaction in English as a Foreign Language through Task-based learning activities. -At one school (secondary level students) -Planeta Rica (Córdoba)	interviews, direct observation, student diaries, and audio/video recordings).	centered on providing explanations and requests.
Herazo-Rivera (2010). Authentic oral interaction in the EFL class: what it means, what it does not. -At one school (secondary level students) -Monteria	Experimental Research, naturalistic line of inquiry (recordings, transcripts)	Teachers sometimes did not clearly understand the communicative approach in EFL education for authentic oral interaction.
Bohórquez-Suárez, Gómez-Sará, and Medina-Mosquera (2011). Pair negotiation when developing English speaking tasks. -At one school (7th graders) -Bogotá	Descriptive Case Study (video recordings, transcriptions, and interviews)	There were patterned combinations in the negotiations of students when working in pairs for developing speaking tasks.
Rosado-Mendinueta (2012). Contingent interaction: A case study in a Colombia EFL classroom. -At one school (secondary level) -Bogotá	Multi- Case Study (audio tapes, transcripts, and ethnographic notes)	Teacher-student interaction with students contained learning-generating opportunities in traditional exchange patterns.
Montenegro (2012). Analyzing EFL university learners' positionings and participation structures in a collaborative learning environment. -University level -Bogotá	Qualitative Research, inductive analysis (audio recordings, teacher's field notes, individual conferences).	The students' interactional behavior was the result of the mutual acknowledgement of their skills, rights, and responsibilities during group work. Therefore, the students' positions during group work generated certain participation structures for collaborative learning, such as cross-transactions and reciprocal acknowledgements.

Table 3.1

Studies Done in Colombia about Classroom Interaction in English Language Teaching

Study on Classroom Interaction	Research Methodology/Approach, Data Collection Techniques	Main Findings
Serna Dimas and Ruíz Castellanos (2014). Language-building activities and variations in interaction with mixed-ability ESL university learners in a content-based course. -ESP classes (University level) -Bogotá	Action Research (anecdotal records, sociograms, external observations)	University students displayed a mixed-ability in language-building activities and variations in interaction.
Lucero (2011, 2012, 2015). Doing research on classroom interaction: approaches, studies, and reasons. -At one school, plus a language academy, and with university-level students -Bogotá	Ethnomethodological Conversation Analysis (video recordings, transcripts)	Oral activities were mainly composed of interaction patterns of *asking about* and *adding content*, and requesting for the L2 equivalent of an L1 word (request-provision-acknowledgement *–RPA sequence*).
Source: Own		

These studies in Table 3.1 have mostly analyzed classroom interaction in English language teaching at the school level in a descriptive way; the courses at secondary level have had the major focus with six studies, while only two at an elementary level; classroom interaction in English language teaching at the university level has been reported in three studies. There is a variety of research methodologies in all these studies. Classroom interaction has been analyzed from the interactional actions done by teachers and students, or as case studies, or by implementing oral interaction strategies. In general, findings report that classroom interaction in English language teaching is organized and structured by interaction patterns usually initiated by teachers, then co-constructed with students, to improve speaking skills within interactions using English.

Concerning classroom interaction in ELT education in Colombia, five studies have been published to date in Colombia. They have also descriptively studied how teachers interact with students; the former mainly as the model from which the latter learn how to teach. Table 3.2

shows these five studies with the research methodology, data collection techniques, and main findings.

Table 3.2

Studies Done in Colombia about Classroom Interaction in English Language Teacher Education

Study on Classroom interaction	Research Methodology, Data Collection Techniques	Main Findings
Álvarez (2008). Instructional sequences of English language teachers: An attempt to describe them. -Bogotá	Qualitative research, coding analysis (observation logs and interviews)	Five instructional sequences that teacher educators usually followed: practice, presentation, production, evaluation, and homework check. The sequences were the result of the manner in which they administered the classroom activities and the interaction with students.
Castrillón-Ramírez (2010). Students' perceptions about the development of their oral skills in an English as a Foreign Language Teaching Program. -Pereira	Qualitative research, categorization, Likert scale (observations, interviews, questionnaires)	Classroom interaction helped students improve their ability to express and understand their ideas by developing more fluency, vocabulary, pronunciation, and intonation.
Castro-Garcés and López-Olivera (2013). Communication strategies used by pre-service English teachers of different proficiency levels. -Ibagué	Qualitative approach, categorization (audio recordings, transcripts, and interviews with an open-ended questionnaire)	The students of the ELT undergraduate program used a variety of communication strategies in their interactions in a conversation course (e.g., message abandonment, topic avoidance, and code-switching, among others).
Lucero and Rouse (2017). Classroom interaction in ELT undergraduate programs: Characteristics and pedagogical implications. -Bogotá	Ethnomethodological Conversation Analysis (video recordings, transcripts, SETT interviews)	Classroom interaction in three ELT undergraduate programs contained transactional episodes, similar interaction patterns to the ones encountered in Colombian EFL classrooms, and instructional paradoxes.
Lucero and Scalante-Morales (2018). English Language Teacher Educator Interactional Styles: Heterogeneity and	Ethnomethodological Conversation Analysis (video recordings,	The interactions in the observed classrooms of three ELT undergraduate programs were the result of the teacher educators' interactional styles. These were

Table 3.2

Studies Done in Colombia about Classroom Interaction in English Language Teacher Education

Study on Classroom interaction	Research Methodology, Data Collection Techniques	Main Findings
Homogeneity in the ELT Classroom- -Bogotá	transcripts, SETT interviews)	homogeneous when they used the same interaction patterns but in different courses and class activities, and heterogeneous when they used different interaction patterns but in similar courses and class activities.
Source: Own		

The data analysis of these five studies in Table 3.2 focused on how interactional practices occurred in the classroom interaction of the ELT-education undergraduate programs and how these practices mediated the improvement of students' communication strategies. In general, the findings reveal that teacher educators mainly organize those practices into instructional sequences and transactional episodes that coincidentally resemble interaction patterns identified in the English language teaching classroom interaction. The findings emerged from applying, on the one hand, a qualitative approach of analysis in which observations and interviews with the participants were categorized into interactional practices; on the other hand, a Conversation Analysis design in which transcripts were analyzed to unveil the organization of classroom interaction in ELT education. Different from the studies listed in Table 3.1, the way classroom interaction happens in ELT education in Colombia has not been seen as a case study or as a context to implement interactional strategies either for the development of oral communication skills in English or the enhancement of diverse interactional practices.

A common issue among the cited studies in Tables 3.1 and 3.2 is that their varied research methodologies and data collection techniques were designed to find how the interaction between teachers and students is organized and structured in English language classrooms. These methodologies and techniques mainly aim to display what happens in the organization and structure of classroom interaction in Colombian ELT education. A closer view of these findings portrays rather technical descriptions of how teachers' and students' turns at speaking are

classified into interaction patterns and organizations due to classroom activities. There are few explanations of when and why those patterns and organizations emerge within the described sets of interaction. This might give the idea that classroom interaction happens mechanically, only following planned interactional practices or orientations with pre-established pedagogical purposes of learning English or practicing how to teach it. As seen in Tables 3.1 and 3.2, the findings mostly display descriptions of how teachers' interactional practices from pre-planned pedagogical designs can build more accurate English language speakers, develop more communication abilities in the students, and raise awareness of interactional practices in the classroom.

Other studies outside the Colombian scholarship also display a descriptive analysis of classroom interaction in English language education (see Sinclair & Coulthard, 1975; Mehan, 1979; Markee, 1995; 2004; Seedhouse, 2004; Markee & Kasper, 2004; Kasper, 2006; Rymes, 2009; Walsh, 2011; Gardner, 2014). The analyses in these other studies center on how teachers' leading instructional or interactional sequences organize interactional practices during classroom activities and how those practices, in turn, contribute to students' second language acquisition or involvement in the activities. A common finding in these studies is that ways of co-constructing classroom interaction are seen as if dependent on teacher's interactional practices. Regrettably, these studies may imply the belief that classroom interaction can happen similarly in every context of English language education. That belief may turn off intents to study the moments and reasons of classroom interaction in other specific contexts and manners.

All the above-mentioned studies, in and out of Colombia, display that the research methodologies and data collection techniques have mainly been designed to piecing together the organizational puzzle of how teachers and students interact in the English language classroom. These designs follow a rather unique descriptive outlook of analysis. In my point of view, this perspective has yet to reach further explanations of three phenomena in the organization and structure of classroom interaction in English language education:

1. The situational moments those interactional structures emerge and the reasons for their emergence within the interactional sets under study.
2. The manners and reasons those structures emerged or are maintained in further interactional practices in the classroom.

3. The explanations and descriptions of other forms of interaction in the classroom, as out-of-institutional-setting conversations (Schegloff, 1987), laminative talk (van Isselt, as cited in Richards, 2006), discoursal feedback (Cullen, 2002), off-task talk (Markee, 2004), off-the-record conversations (Richards, 2006), or extraordinary events of talk (Lucero & Rouse, 2017)[19].

The study of classroom interaction nowadays demands an ampler view of the socio-contextual actions and practices that the participants perform in interaction (Drew, 2005; Schegloff, 2005). This ampler view should cover the sequential description of how social actions and practices happen and the reasons and moments they occur as part of the social organization and order of the context under analysis (Schegloff, 1987, 1992; Wetherell, 1998). Without any doubt, interactions occurring in the variety of ELT-education classrooms worldwide should help understand what teachers and students situationally are and do as interactants in this variety of settings. How they deal with every interaction and the reasons for doing so should also be a concern in the study of classroom interaction in English language education.

3.2. Studies on Interactional Identities

There are few studies on interactional identities in the English language classroom around the world (see Duff, 2002; Martinez, Durán, & Hikida, 2017; Rampton & Charalambous, 2016; Rymes & Anderson, 2004; Thomas, 2013; Vetter & Schieble, 2015). By following descriptive research methodologies such as interaction analysis, conversation analysis, and linguistic ethnography, they examine the sequential organization of talk and the linguistic resources that the participants use during classroom interaction. These studies observe the realization of teachers' and students' interactional roles in the emergent interactions of pedagogically designed classroom activities.

Under a systematic application of descriptive research methodologies, plus a controlled view of classroom interaction, the cited studies have taken a structural perspective. Up-to-day research on interactional identities in the English language classroom seems to focus on how teachers or students take on a series of interactional roles that come from the teacher-researchers'

[19] Out-of-institutional-setting conversations, off-task talk, and off-the-record conversations refer to those oral exchanges that are not part of the pedagogical purposes of the lesson. The laminative talk refers to comments that are understood as a frame-break of the pedagogical talk, discoursal feedback as the interventions that recall past explanations of content, and extraordinary events of talk to those oral exchanges that take place because of events that are not part of the class activities.

pedagogical designs (as in Duff, 2002; Rymes & Anderson, 2004; Thomas, 2013) or the doctrines of instructional designs of language teaching approaches (as in Martinez, Durán, & Hikida, 2017; Rampton & Charalambous, 2016; Vetter & Schieble, 2015). Further studies need to highlight the contextual aspects and factors that can be significant to understand how interactional roles are constructed in ELT education. Those contextual aspects and factors can be class contents/topics, first language, L2 proficiency or command, power relations, classroom climate, students' and teachers' conversational agendas, the messiness of interaction, among others.

In Colombia, although there are several published studies on teachers' or students' identities in ELT education (see Banegas, 2012; Fajardo-Castañeda, 2013, 2014; Quintero-Polo & Guerrero-Nieto, 2013; Ubaque, 2016), neither of them consider the interactional identities that teachers or students may enact in the English language classroom. They see other levels or facets of identity construction from different data sources as narratives and life stories. This fact opens a window of inquiry since teachers' and students' interactional identities need to be studied to see how they also help configure English language learning and teaching interactional practices in the classroom. With this statement, my intention is never to discredit these revealing studies on teachers' and students' identities. On the contrary, my point of argument is that teachers' and students' identity construction as interactants can complementarily be seen in the complexities of identity formations and interaction organizations in ELT-education classrooms.

In my viewpoint, keeping a structural or disregarded perspective to study interactional identities in ELT education may have repercussions for how classroom participants are seen: they only have to reproduce classroom interactional models and roles congruent to English language teaching methods or approaches, or they should be the type of individuals that mainstream ELT-education perspectives portray, in which, doing differently from the established interactional models and roles can be seen as not having an effective[20] teaching-learning interaction or not being an effective teacher or student (see Chapter 1, section 1.1 above).

The study of interactional identities in ELT education may need non-orthodox examinations. These examinations do not need to display how pre-established interactional roles or sequences occur. They need to explore the moments, reasons, and fluidity of the emergence of

[20] This concept of "effective" is debatable. It is unclear for whom it is "effective," under which contextual conditions, by doing what, how, why, and with whom in which English language educational settings.

teachers' and students' multiple interactional identities in the situational structures and organizations of classroom interaction and the diversity of English language education contexts.

Specifically in Colombian ELT education, the review about up-to-day studies on classroom interaction and its participants' interactional identities[21] displays a rather structural view. It seems that, in the research designs, the real selves of teachers and students as classroom interactants have mainly been dispossessed by and replaced or equated to standardized roles and interactional models, which are inscribed in mainstream language teaching methods and approaches. As I affirm in a previous article (Lucero, 2020), "keeping studying English language classroom interaction and its participants' interactional identities with this view might nullify, disapprove, or annihilate situated and divergent practices and identities in classroom interaction" (p. 144). Researching classroom interaction and its participants' interactional identities with more in-situ and inductive perspectives may then extend the understandings about what teachers and students may be and do as interactants in the dynamics of classroom interaction and in the diversity of contexts where they occur.

3.3. A Research Approach to Study Classroom Interaction and its Participants' Interactional Identities

In all abovementioned studies, the way classroom interaction happens in ELT education is closely connected to what teachers and students are and do as interactants in this context. Certainly, this fact opens possibilities to study these two issues together from multiple angles. I believe that classroom interaction researchers should nowadays be able to scheme out varied research methodologies from novel views and within a context-sensitive/context-situated perspective. Emergent research approaches to do so can be composed of a gradually blending mixture of defined principles and elements from correlated research methodologies, or of a pertinent interweaving of multiple and novel perspectives of a research methodology across disciplines[22].

I would like to introduce the research methodology that I follow in this doctoral study by presenting my foundational grounds first. I start with the studies on individuals' identities within

[21] See these studies in Tables 3.1 and 3.2 above in this chapter and the complementary manuscript about the state of the art of classroom interaction in ELT education and its interactional identities in Colombia (Lucero, 2018).

[22] See for example the idea of bricolage in research designs to study inequalities (Steinberg, 2015) or the ethnomethodologically inclined discourse analysis to account for hybridity in talk-in-interaction (Tate, 2007). These two research approaches sustainably borrow principles and elements from other research methodologies to study socio-cultural matters correlated to situated discourses and identities.

interactions in other social contexts (for example Appiah, 2007; Bucholtz & Hall, 2005; Richards, 2006; Schegloff, 1987; Thornborrow, 1999; Tracy & Robles, 2012; Wenger, 1998; Zimmerman, 1998). These studies found that:

1. Identities are taken-on, assigned, enacted, and challenged within interaction.
2. These actions make identities fluid, multiple, movable, over-lapping, multi-scale, multidimensional, multifaceted, and context-sensitive.
3. Interaction is constructed from the individuals' occurring identities.

By considering these initial foundational grounds, the belief that classroom interaction can be structured and organized in similar ways, regardless of contextual aspects, or that its participants' interactional identities can be pre-established from teaching approaches are difficult to conceive. Neither contexts nor interactional identities are motionless or pre-determined. In agreement with Antaki and Widdicombe (1998), Wetherell (1998), Zimmerman (1998), Bucholtz and Hall (2005), Richards (2006), and Tracy and Robles (2013), as a subsequent foundational ground, different realizations of multiple-occurring interactional identities may construct varied structures and organizations of interaction and vice versa. Hence, there are not pre-established interactional identities that construct defined structures of classroom interaction, neither are there repetitive structures of classroom interaction that construct the same interactional identities. English language teachers' and students' interactional identities cannot be relatively pre-determined from pedagogical designs as if they always occurred in the same way in every context. Equally, classroom interaction cannot be structured nor organized in determined interactional sequences everywhere[23]. In concordance with Benwell and Stokoe (2006), Duff (2002), Gardner (2014), Richards (2006), Rymes (2009), Wetherell (1998), and Walsh (2011, 2013), classroom interaction always contains dynamic and constant negotiations of meanings that may be oriented and interpreted differently by each of its participants, who in turn have different and fluid backgrounds and visions of the world.

Consequently, the research approach to study classroom interaction and its participants' interactional identities in ELT education should consider five premises:

[23] Although leading studies on classroom interaction present repetitive interactional sequences, mostly in teacher's talk (see Sinclair & Coulthard, 1975; Johnson, 2009; Gardner, 2014; Seedhouse, 2004; Wong & Zhang-Waring, 2010) (see Colombian studies listed in Tables 3.1 and 3.2 above in this chapter), these studies should be taken as foundations for further studies but not as fixed truths of how classroom interaction happens everywhere.

1. The classroom is a social context[24].
2. The analysis needs to surpass any structural description of the organization of classroom interaction in ELT education. Thus, the analysis needs an orientation towards encouraging the examination of the reasons about the temporal and contextual fluidity of all types of classroom interaction that may happen in context, without following any a priori structure or organization of classroom interaction.
3. The analysis needs to outdo any categorization of teachers' or students' interactional identities in ELT education. Instead, the analysis needs to strengthen the explanation about how and why their ever-emergent and genuine interactional identities are constructed within the turn-by-turn of the occurring classroom interactions.
4. The analysis needs to refrain from observing interactions in ELT-education classrooms separated from the enactment of its participants' interactional identities. In preference, the analysis should analyze these participants' interactional identities within the interactional practices of these classrooms.
5. The findings or insights need to extend the understandings of classroom interaction in ELT education from simply seeing it as composed of types of talk and interactional structures. Thus, the findings or insights need to show that classroom interaction is also composed of ever-changing aspects as its participants' first language, target language proficiency, power relations, conversational agendas, interactional behaviors, socio-cultural impregnations, and conversational contents.

This challenging five-premise endeavor implies broadening the current perspectives about classroom interaction and its participants' interactional identities. Then, I suggest taking the principles of *Conversation Analysis* (CA) and use them with a more kaleidoscopic outlook. The use of CA for the proposed study has a reason. Notwithstanding the importance of other research methodologies to study interaction[25], CA has primordially been the approach to figure out the structure and organization of talk-in-interaction, in which identities are always in play, across different contexts and disciplines. A review of literature about research methodologies to study

[24] As stated by Duff (2002), Richards (2006), Schegloff (1987), Seedhouse (2004, 2015), Thomas (2013), Vetter and Schieble (2015), and Weinstein (1991).

[25] See the reviews done by Schiffrin (1994), Benwell and Stokoe (2006), and Wetherell and Talpade-Mohanty (2010), in which scholars have used other research approaches to study interaction and identities such as interactional sociolinguistics, membership categorization analysis, narrative analysis, critical discourse analysis, and ethnography of communication.

interaction in the classroom[26] situates CA as central to examine its organization and structure, and more recently its participants' multiple identities.

The constitution of CA as a methodology to study talk-in-interaction began with published studies by Harvey Sacks[27], Emmanuel Schegloff[28], and Gail Jefferson[29] about interactional sequences in context. They initially studied, for instance, discourse markers, timing, and gestures; openings, sequencing, and closures; routines and episodes; and telling jokes and stories, all in varied ordinary conversations. The foundation techniques of unmotivated inquiry, absence of presupposition, and conversation organization in these first studies positioned CA as a strong methodology to analyze interactional events across contexts and disciplines, which reveal more and more aspects of interaction[30]. These other aspects added to CA further theoretical and methodological principles. Mainly, discipline-oriented analysis of talk-in-interaction started considering aspects of social roles, race, gender, class, sexuality, gestures, and body language as part of the interactional phenomena. In addition, contextual rule-based foundations of communication (as turn-taking, utterance units and sequences), cultural practices of language use, and situated language knowledge and attitudes during different types of conversation provided CA with indexicality to the time, place, and contextual aspects of talk-in-interaction.

In these CA studies across contexts and disciplines, four theoretical principles are prominent (Heritage, 1984; Sacks, 1984; Schegloff, 1987b, 2007; Seedhouse, 2005):

1. Talk in interaction has a rational organization.
2. Interaction is context-shaped and context-renewing.
3. No order of detail can be dismissed a priori as irrelevant.

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[26] See the reviews done by Hua et al. (2007), Sidnell and Stivers (2014), and Markee (2015), in which CA is the central approach to studying interaction and identities in the classroom. Additionally, the review done in Chapter 2 of this current doctoral manuscript also presents studies that have used CA as the main approach in Colombia.

[27] See Sacks's studies on conversational materials to study interaction (1972), sequences in telling stories in ordinary conversations (1974), and notes on methodology to study interaction in conversation (1984), among other studies that Harvey Sacks did on interaction in context.

[28] See Schegloff's studies on sequencing on conversational openings (1968), routines in conversations (1986), and the manner to analyze short episodes of interaction (1987b), among other studies that Emmanuel Schegloff did on aspects related to interaction.

[29] See Jefferson's studies on error correction (1974), the use of 'yeah' and 'mm hm' as interaction acknowledgment (1985), and the organization of troubles-talk in ordinary conversation (1988), among other studies that Gail Jefferson did on aspects about interaction.

[30] See a review of other scholars using CA and their main findings across contexts and disciplines in Sidnell & Stivers's (2014) *The Handbook of Conversation Analysis*. In Part IV, there is an account of CA studies in psychotherapy, medicine, classroom, courtroom, and news interview. In Part V, CA is considered within sociology, communication, anthropology, psychology, and linguistics.

4. Analysis of interaction is bottom-up and data-driven.

These principles entail a series of methodological procedures (Drew, 2005; Maynard, 2014; Schegloff, 2007; Seedhouse, 2004). For example, the analysis of interactional aspects in conversational events needs to begin with an unmotivated inquiry of talk-in-interaction in context; the inquiry should come absent of presuppositions of how talk-in-interaction could be organized and structured; and the analysis should avoid establishments of the aspects to be found. This start allows a founding of instances of interactional organization and surrounding aspects of the conversational events, both for a detailed analysis of the phenomena.

Even though I take these principles of CA to study classroom interaction and its participants' interactional identities in ELT education, I suggest not using these principles under a unique perspective. The analysis of the contextual foundations of the ever-flowing currents of classroom interaction and the multiplicity of interactional identities requires looking through them to see their multiple patterns and enactments if the situational moments, manners, and reasons of their emergences are to be found. This viewpoint abandons the structural perspective of seeing classroom interaction and interactional identities from standardized and predicted structures, sequences, directions, models, and roles established in mainstream ELT-education literature.

I believe that, by keeping this kaleidoscopic perspective, I can explore what teachers and students may situationally be and do as interactants in the co-constructing dynamics of classroom interactions and the diversity of contexts of ELT education. The exploration added to the process of CA initially accounts for working hand-in-hand with the participants by discovering interactional phenomena, member-checking the transcribed instances, and recognizing interactional realizations and practices in the instances. Then, the exploration progresses by discerning the interactional identities and their enactments (manners and reasons) with the participants through a constant co-analysis of the transcribed instances. Both parts of the exploration are joined to find how the reported interactional identities and their enactments may relate to the co-construction of the classroom interaction in the participants' classes (see further detail in section 3.4 below).

3.4. Data Collection and Analysis

Three teacher educators participated in the study[31]. They voluntarily agreed on participating after I talked with them about the study and the expected participation. These three teacher educators (TE henceforth) carried out a set of characteristics to be part of the study:

1. Having worked for an ELT-education undergraduate program for more than three years. This helped the participant construct a broader knowledge about the current program and its curriculum.
2. Having taught both language-based[32] and content-based[33] classes in the current program. This gave the participant a broader idea of any possible distinction of how teaching and learning dynamics occurs in both classrooms.
3. Having been a teacher educator for more than five years. This helped the study have participants who have constructed knowledge and experience about ELT-education programs.
4. Having participated in academic events or courses in the country or abroad. This might help the participant easily sustain reasons and manners of how classroom interaction may occur in the observed sessions.
5. Having agreed on participating in the study. A number of the participant's sessions would be video-recorded; each participant was asked to spare time to member-check transcripts, co-analyze with me as the researcher, and have time to check out data analyses constantly.

In total, thirteen sessions, each of two or three hours long, were video recorded as follows:

1. Four sessions with TE1: two language-based lessons with two different groups, two content-based sessions with two different groups.
2. Five sessions with TE2: two language-based lessons with two different groups, three content-based sessions with two different groups.
3. Four sessions with TE3: two language-based lessons with two different groups, two content-based sessions with two different groups.

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[31] See a broader description of their profile in the next Chapter 4.

[32] Language-based classes are the ones in which the English language is taught and practiced within the curriculum of the ELT undergraduate programs.

[33] Content-based classes are the ones in which academic and disciplinary content remains the main focus.

The recordings, and the respective co-analyses and constant checks, took a participant per academic semester: TE1 between March and July of 2019, TE2 between August and November of 2019, and TE3 between late January and July of 2020[34]. By considering my experience in studying classroom interaction, I asked each participant for the sessions that could be recorded by following these conditions:

1. The session should preferably include a topic explanation or presentation, moments of teacher-student or student-teacher interaction, and classroom activities that demand the teacher educator's help.
2. Complete sessions in which only the students present a topic or take examinations should be avoided.
3. Sessions in which videos or language-skill activities (such as writing an essay, listening labs, controlled reading drills) cover most of the time should be avoided too.

Considering the research objectives of the study, these conditions guaranteed that most of the classroom interaction and the participants' interactional identities were observed in each session. In this way, each observation extracted the maximum of classroom interaction.

Each video recording was taken after each participant informed me when and where the session could be recorded. As the researcher of the study, I never asked for any changes in the planned sessions or any details about their delivery; each participant just informed me that a session could be recorded because it followed the abovementioned conditions. My role as a researcher was covert non-participant in each video-recorded session. This means that (1) the students were never told that the session was being recorded, (2) the camcorder was settled in a way that it never intruded or intersected each teacher educator's or the students' attention, mobility, or session development, (3) although I was into the classroom, my location never interfered between the teacher educator, the students, and any material or resource used during each session.

During each session, complementarily to the video recording, I used a notebook to document relevant aspects concerning classroom interaction such as (1) the way the session started, (2) the varied classroom activities done, (3) the resources used when the teacher educator

[34] All the recordings of the observed classes and the data collection happened before the COVID-19 pandemic, except for the co-analyses and constant-checks done with TE3, these were done through virtual meetings.

was interacting with the students, (4) the recording time when interactional practices had to be analyzed on the respective video, and (5) drafts of possible questions or notes to be commented with the participating TE either in the member-checking or the co-analysis of the session transcript.

I transcribed each video-recorded session by following Gumperz and Berenz's (1993) conventions. I transcribed each session to find the way classroom interaction was co-constructed between each teacher educator and their students. I compiled a collection of the most relevant instances of classroom interaction in a chart for the observed TE to member-check. This member-checking looks for checking and recognizing the interactional realizations and practices in the transcribed instances also from the observed participant. Following this perspective, in a new encounter, recorded and further transcribed as well, the observed TE and I did a constant co-analysis of the transcribed instances of each phenomenon. This co-analysis aimed to explore the participant's interactional identities and their enactments from the way each one co-constructed interaction with the students and from the way each one saw themselves interacting in each recorded session.

Afterward, the collection of the observed TE's interactional identities was presented to the corresponding TE to understand the manners and reasons expounded for enacting them within the moment-to-moment of classroom interaction in the observed session. This new encounter was also recorded and transcribed. This required from the observed TE a constant check of the reported interactional identities and their enactments. This constant check also sought to find how the reported interactional identities and their enactments might relate to the co-construction of the classroom interaction in the observed sessions.

These considerations to study interactional identities within classroom interaction in ELT education includes the participants, not only as of the observed ones but also as co-analysts of their own interactions and interactional roles in the classroom. In sum, Table 3.3 below describes the collection of data with its techniques, actions, and the number of recorded-observed sessions in line with the steps of the analysis of data.

Table 3.3

Steps of Data Collection

	Technique	**Who?**	**What for?**

Step 1	• Video/audio-recorded lessons of each participant (transcriptions of the sessions) • Observation notes taken during the classes	The researcher	a. The discovering of phenomena in the co-constructed classroom interactions. b. The establishment of collections of each discovered phenomenon.	Three participants: 1. Four sessions: 2 LB lessons with 2 groups, 2 CB sessions with 2 groups 2. Five sessions: 2 LB lessons with 2 groups, 3 CB sessions with 2 groups 3. Four sessions: 2 LB lessons with 2 groups, 2 CB lessons with 2 groups
Step 2	The transcribed instances of each discovered phenomenon	The observed teacher educator	a. The member-checking of the transcribed instances of each discovered phenomenon. b. Checking and recognizing interactional realizations and practices in the transcribed instances.	The member-checking of the collection of the transcribed instances of the recorded sessions.
Step 3	The transcribed instances of each discovered phenomenon *Video/audio-recorded co-analysis	The researcher and the observed teacher educator	a. A constant co-analysis of the transcribed instances of each phenomenon b. Exploration of the TE's IIs and their enactments.	Three participants: 1. Four transcribed co-analyses: 2 LB lessons, 2 CB sessions. Four collections of TE's IIs 2. Four transcribed co-analyses: 2 LB lessons, 3 CB sessions. Four collections of TE's IIs 3. Four transcribed co-analyses: 2 LB lessons, 2 CB sessions. Four collections of TE's IIs
Step 4	The collection of the TE's IIs within the transcribed instances of each discovered phenomenon	The researcher and the observed teacher educator	a. Knowing the TE's manners and reasons for enacting the IIs in each sequence.	
Step 5	A constant check of the researcher's interpretations of the reported IIs and their enactments in each co-analysis	The researcher and the observed teacher educator	a. Finding how the reported IIs and their enactments may relate to the co-construction of the classroom interaction in the TE's classes and how it may happen.	Constant check by the three participants.

TE: Teacher Educator II: Interactional Identity	LB: Language-based CB: Content-based
Source: Own	

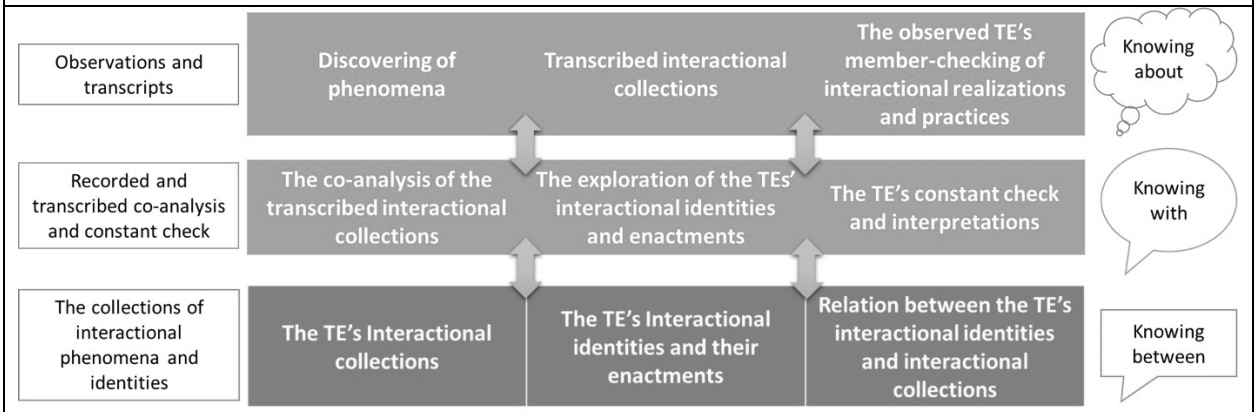
As shown in Table 3.3 above, the collection of data goes hand in hand with the analysis of data by following five steps, which go in line with, on one side, the theoretical principles and foundational techniques of CA, and the other, the abovementioned premises for a more kaleidoscopic outlook for CA. Although I did the discovering of phenomena and the establishment of interactional collections after having transcribed each recorded session, I presented and explained these instances to the observed teacher educator for their member-checking, then, for checking and recognizing their interactional realizations and practices in the transcribed instances in step 2.

Afterward, in a new encounter with the observed TE, which was also recorded, both did a constant co-analysis of the interaction in the transcribed instances of each phenomenon (how and why it occurred) as step 3. In this way, the exploration of their interactional identities and enactments could happen. I encouraged the analysis of reasons for the temporal and contextual fluidity of all types of classroom interaction without following any *a priori* structure or organization of classroom interaction. After the encounter, for step 4, I transcribed it to make the collection of the observed TE's interactional identities, their enactments, occurrences, and reasons. I did this by connecting this collection with the observed TE's interactional realizations and practices worked in steps 1 and 2. For the final step, the observed TE received this collection for a constant check of the interactional identities with their enactments, occurrences, and reasons. I strengthened the explanation about how and why the ever emergent and genuine interactional identities were constructed within the turn-by-turn of the occurring interactions. In this way, each TE could communicate any clarification, modification, or addition in a written form on the same collection or in a new encounter with me. Step 5 helped find how the reported interactional identities and their enactments were related to the co-construction of the classroom interaction in the teacher educator's recorded sessions.

Altogether, these five steps for data collection and analysis revolve around three moments of knowing: knowing about, with, and between. Each moment threads the knowledge that creates the findings of the study. Figure 3.1 below presents the correspondence of these three moments of knowing with the processes of data collection and analysis.

Figure 3.1

The Moments of the Analysis of Data



The discovering of phenomena, the transcribed interactional collections, and the observed teacher educator's member-checking of those interactional realizations and practices constitute moments of *knowing about* the way classroom interaction is co-constructed in the recorded session and the realization of emergent interactional identities. Correspondingly, the co-analysis of the transcribed interactional collections and the constant check and interpretations establish moments of *knowing with* the observed TE to explore the emergent interactional identities with their enactments, occurrences, and reasons. Finally, the collections of the interactional phenomena and identities constructed in the previous two moments constitute instances of *knowing between* the observed TE's interactional identities and the way those relate to the co-construction of classroom interaction in the recorded sessions.

Conclusion

As I explained above, during classroom interaction, its participants may take on, be assigned, and challenge fluid, multiple, and multifaceted interactional identities (Thornborrow, 1999; Tracy & Robles, 2012) as they co-construct classroom interaction. At the same time, this co-construction of classroom interaction demands from its participants the enactment of interactional identities through multiple realizations. The situatedness, fluidity, and reciprocity of this phenomenon fill classroom interaction and interactional identities with different interlaces and threads. If this phenomenon were studied only under one lens of CA, only the interlaces and threads of the fluidity and reciprocity of classroom interaction and interactional identities visible to that perspective would be accounted for. This situation would leave other interlaces and

threads aside, such as characteristics, manners, and reasons for their situatedness, fluidity, and reciprocity. Undoubtedly, these are also part of the phenomenon, yet unnoticed, as if they were not there.

The position here is not to institute CA as the unique research methodology to study classroom interaction in unison with its participants' interactional identities in ELT education. Following only one research methodology cancels out other possibilities of seeing these or more matters in another way. As seen throughout this chapter, classroom interaction and interactional identities together have not yet been studied. The proposal that I have thus far presented hence looks to dig into these two constructs in action.

The research methodology that I propose here looks to analyze the moments when interactional organizations emerge in the ELT-education classroom and the reasons why they happen. I want to go beyond the organization of interaction from my analysis. I want to include the participants in the analysis to document their understandings too. This fine-grained analysis of classroom interaction allows portraying the results not only from the researcher's interpretations, but also from the own participant's interpretations. This two-side analysis helps participants discover themselves about what they are as interactants in the classroom, and what their interactional actions produce in their students for language education. In this way, the researcher is not the only one to define interactional identities, the participants themselves define them too. They become co-analysts that could re-do the observations (Pritchard, 2009). As Sacks (1984) implies, the participants can be the analysts of the talk in the first place to understand not only what interactants say in classroom interaction but also why they say it, at that moment, in that context.

Chapter 4: Teacher Educators' Interactional Identities in Classroom Interaction

In this chapter, I present the findings of the study. These answer the research question about the interactional identities that the three participating teacher educators (TE) enact in the interaction that they co-construct with their students in their classes of ELT undergraduate programs.

I present the findings by each TE individually. For each one, I first introduce who the TE is, work experience, education, preliminary talks to become a participant in the study, and the classes observed for the current study. Secondly, I present, in a descriptive manner, the findings of the exploration of the co-constructed interaction that each TE does with the students in the observed classes, initially in language-based classes then in content-based classes; this exploration was done from the way each TE saw him or herself interacting in the observed classes. Thirdly, I present, also in a descriptive manner, the TE's interactional identities in the observed classes, in language-based classes initially, then in content-based classes; this part talks about the way each TE understands the manners and reasons for enacting their interactional identities within the moment-to-moment of classroom interaction in their classes.

Subsequently, I present the findings concerning how the TEs enact their interactional identities within the co-constructed classroom interaction of their classes. This section particularly talks about the extent to which the TEs' interactional identities and their enactments relate to the co-construction of the classroom interaction in their classes and how this relationship may occur. I do this by stating relationships with the research done on classroom interaction and teacher educator interactional identities (see chapter 2, sections 2.2 and 2.3 above), and by highlighting the contributions of the study presented in this manuscript.

4.1. Teacher Educator 1

4.1.1. Who the Teacher Educator is

This first participant, TE1, is a female teacher educator with around 14 years of experience, two years teaching English as a foreign language at secondary school and three at different language institutes, and nine years working as a teacher educator in two English language teacher (ELT) education programs in Bogotá, Colombia. As an English language teacher, she has taught learners at two proficiency levels, beginner and intermediate. As a teacher educator, she has taught students in classes all throughout the ELT education program. She has taught them language-based and content-based classes in English: Language-based classes in the

first, second, and third year of the program (say, beginner and intermediate proficiency levels); content-based classes in the third, fourth, and fifth year of the program; these subjects are about phonetics, language teaching didactics, interculturality, pedagogical practicum, and materials design.

TE1 graduated as an English language teacher from the program for which she now works. Her master's degree in education is also from this university. She has taken various teaching and academic courses particularly in Colombia, and two overseas. She participated and worked as a foreign language instructor in a language teaching program in Jamaica for several months. In the last four years, she has presented in two academic events in Colombia. She has been the co-author in two published articles in Colombian specialized journals in the field of English language teaching, one about English language teaching strategies and the other about tutoring in the stage of pedagogical practicum.

In the previous chats to become a participant in this study, TE1 said that she permanently fosters interaction in the classroom by practicing more speaking in English with students. She believes that the more they use this language, the more they learn how to use it in varied situations. This is why she even speaks in English to her students out of the classroom, when she runs into them anywhere at the campus or when they come to talk with her at her desk. She affirms that by doing so, students will internalize English as another language for communication. When asked about the origins of these views, she says that, not only the teaching material that she uses, from textbooks or other sources, but also the role of language assessment help students see both accuracy and ways to ask or respond in conversations. She also adds that her experience in using English professionally helps them see how to use it in conversations or presentations.

In total, four TE1's classroom sessions, of two hours each, were observed and recorded for the study. Two of them were in two different groups of content-based classes given in English, the other two were in two different groups of language-based classes at an intermediate level of English language proficiency. The four recorded sessions are part of the same ELT-education program. The way TE1 organizes classroom interaction in her sessions is presented in the following section 4.1.2.

4.1.2. The Classroom Interaction done by TE1

In the following two sections (4.1.2.1 and 4.1.2.2), I present the way TE1 co-constructs classroom interaction with her students in two types of classes, language-based and content-based. Two language-based classes, at an intermediate level, were video-recorded as well as two content-based classes on research and phonetics. Each of these four classes was of a different group but in the same undergraduate program in ELT.

By studying both types of classes, I can say that TE1's language-based classes always start with an activity to practice the previous lesson topics, then, an explanation of the current topic and the activities to do for that lesson; meanwhile, her content-based classes often start with a talk about the previous topic of the class or about the topic that will be studied during that current session; this talk presents various types of interventions and questions. Subsequently, in the middle of the sessions, in language-based classes, TE1 usually manages group work by following an established sequence for its development; this sequence presents common interaction patterns. In content-based classes, the talk is extended to the current session topic and regularly localized in group work; this talk is rich of different types of questions. In both types of classes, during the group work, the students are used to calling for the teacher's help. At the end of each type of classes, TE1 often does an assessment activity; in the language-based classes, the students demonstrate the lesson topic worked throughout the session; this can be done by sequences of teacher questions and student responses or the students showing acted conversations. In content-based classes, the session generally finishes with the TE1's wrap-up.

The content of the following two sections (4.1.2.1 and 4.1.2.2) gives detail about the way TE1 co-constructs classroom interaction with the students in her language-based and content-based classes.

4.1.2.1. Classroom Interaction in TE1's Language-based Classes. In the beginning of the two observed lessons of language-based classes at an intermediate level of English language proficiency in two different groups, TE1 explains the lesson topic and gives directions about the activities to do in it. She gives examples of what the students should do in the activity. Excerpt 4.1-TE1 below shows an example of this.

Excerpt 4.1-TE1: Explaining the conditionals in English.

TE1: For example, if I say… hmm, is there anything you wouldn't eat in your life… [She repeats this three times and writes the sentence on the board], I say, "I wouldn't eat something" [she writes this sentence and three examples on the board].

TE1: Second question, is there anything on Netflix that you are watching at the moment? [She does not repeat or write this on the board]. I say, "I am watching …" [She says two programs]

The first activity, she says, is usually in groups for the students to practice previous language topics. When they start doing it, she always goes around the classroom to check how the students are doing it. She corrects the students' ways of doing the activity and provides further explanations of L2-use issues. When the first activity is for the students to be done individually, she as well goes around the classroom to check how each is doing it; then, for reporting, she directly asks them, one by one, for their answers. This first activity, she says, is planned considering the students' possible topics of interest. Excerpt 4.2-TE1 below exemplifies this.

Excerpt 4.2-TE1: Practicing embedded questions in English.

TE1: Ah… when do you go to the movies? [repeated twice]
S12: I wonder when you go to the movies.
TE1: I wonder? Repeat, please.
S12: I wonder when you go to the movies. *¿Si?*
TE1: Yes, yes. I wonder when you go to the movies. Correct… [The teacher launches nine different questions (repeating the question from 2 to 5 times), no student asks any] [The teachers now use a "yes-or-no" pattern to ask the students if the answer provided is correct or not. All the students' answers follow the teacher's approval]

In this interactional moment, TE1 paces the whole activity: she manages when to ask the students, who answers, and the number of questions to ask. She says that she does it because it allows her to ask as many students as possible, so that many more can participate. Similarly happens when the groups are reporting in this first activity. TE1 asks group by group at random; she often nominates who is the student in the group to answer. She also approves the answer to move on to ask the next group.

In the middle of the two observed lessons, with the two different groups, TE1 manages to do about four more activities, usually in group work. Each time the students are to work in groups, a common pattern is present; this is described in Pattern 4.1-TE1 below.

Pattern 4.1-TE1: The interaction when doing group work.

	TE1's sample utterances
1. The teacher explains the activity and gives directions. a. The teacher asks the students for contributions for her explanations. Examples are written down on the board.	TE1: Well, is it clear? Do you understand what you have to do? [Some students say yes, others just nod]

b. The teacher nominates one or two students so that they report what they have to do during the activity.	TE1: Ok, what do we have to do? For example, S#, what do we have to do, S#?
2. The teacher also provides examples (each example is written down on the board).	
3. The students put hands on work. a. The teacher goes around the classroom to check how the students are doing. b. Some students request the teacher's help.	S#: Teacher! TE1: "I'm coming / who's calling me? / [nodding]
4. The teacher makes the students stop; then, she asks them to report their answers.	TE1: Ok, let's stop. (2 minutes) S#, what is number one? S#: [Answers accordingly] TE1: [Repeats S#'s answer] ok, good…
5. The teacher nominates the group, or student, to make the report.	TE1: What is another question, eh, S#? S#: [Answers accordingly] TE1: [Repeats S#'s answer] ok, very good.

In the first moment of the Pattern 4.1-TE1 above, while group work, the students are usually attentive to the teacher's explanations and examples. They take notes down in their notebooks and copy the examples from the board. After the teacher's explanations of the topic and the activities to do, in the second moment of the pattern, she commonly asks the students whether they have understood what to do. In the third moment, when she goes around the classroom and the students call for her help, TE1 usually needs to repeat the provided explanations of the topic or the current activity, although in a different way, to one student in a group or to the whole group so that they do accordingly.

After a period of 20 to 30 minutes of group work, TE1 breaks it out to move on to the fourth moment of the pattern: the students reporting their answers. She nominates the student or the group who will report as well as which exercise to answer. There are two common regulatory moves in TE1 while the students are reporting: "in English, please", if something is said in Spanish, and clapping for the students to be silent or pay attention to the student who is reporting. Particularly, she is used to repeating the students' answer after they say it; then, she approves it with an "okay" and calls another student or group for reporting another answer. This is the fifth moment of the pattern; it happens in the same way until there are no more answers to report. Thus, another activity starts and the whole sequence happens again.

She rarely does individual work; she says:

> "I usually try to group them, or make them work in pairs, because it's easier for me to go around and see what they are doing rather than having them individually […] I really want to

> see like their progress, I want to monitor what they are doing just in case that anyone has a question, so I can answer it […] I think this is important for me so students can feel accompanied and monitored." [CA2]

When the students are to work by themselves, she does similar actions to the ones described in the abovementioned pattern (4.1-TE1). She realizes about this in the co-analysis of this pattern. She starts by explaining the topic and the activity and asks for students' understanding about this; her examples are also written on the board so that the students have a guide of language use for the activity. When the students are to work individually, she also goes around the classroom to check how each one is doing it; they also call her for help if any doubt. When the time for doing the exercises is over, she asks them to report their answers, one by one at her nomination.

At the end of the two observed lessons of language-based classes, TE1 finishes the session with an assessment activity in the two different groups. She says that she usually does this in her language-based classes to see whether the students can then use the language explained and worked during the activities. She does it by requesting the students to ask questions, respond to these, or act out short conversations in which the lesson topic is used. She calls as many students as the remaining time lets her. In occasions, she says, all the students can do this last activity; in other occasions, just a short number of them can.

TE1 agrees that her language-based classes are quite similar in the sequence that she follows and in the interaction patterns that are co-constructed (for example Pattern 4.1-TE1). This type of classes starts with her presentation and explanation of the lesson topic and activities to do. Before going to group work, her favorite way of working with the students in these classes, she asks the students for reporting what is to do. She goes around the classroom when the students are on task; after, she stops the group work and starts asking them for reporting what they have done. She spares the last minutes of the session for the students to use the language worked during the lesson.

Common interaction patterns are co-constructed between TE1 and her students during each lesson. The most usual one is the initiation-response-evaluation/feedback (Sinclair & Coulthard, 1975). This pattern steadily happens all throughout the lesson: when she is explaining and requests for the students' contributions, when a student calls her for help and she asks him/her for understanding of her help, when she asks the students to report, and when she

requests them to use the topic seen in the last activity of each lesson. Another interaction pattern is the adjacency pair (Sinclair & Coulthard, 1975). She just launches a comment or question and either student responds to it. She also nominates a student to provide an answer. She repeats the students' answer before approving it or use regulatory moves for the students to talk in English or be attentive to what is said.

4.1.2.2. Classroom Interaction in TE1's Content-based Classes. In the beginning of the two observed content-based classes, taught in English, with two different groups, TE1 starts the session by talking with the students about the topic that they talked about the last session or about the new topic that they will now cover. This first moment presents an exchange of questions and responses from each side about the stated class topic. During this exchange, TE1 reminds the students of discussed issues about the class topic or seizes the students' questions to present issues of the new topic. The following Excerpts 4.3-TE1 and 4.4-TE1 show how this happens.

Excerpt 4.3-TE1: Conversation about previous class topic: Research methodology. A class of Research	*Excerpt 4.4-TE1: Conversation about a new class topic: Pronunciation of consonants. A class of Phonetics.*
TE1: Yeah, remember this is something you do in the methodology to analyze data. Remember what it is? S3: I have a question because we didn't get how to do it. S2: Yes, we don't have it yet because we didn't come to the last class (session). TE1: But do you know what you have to do? S2: I saw it, but I don't get it. S1 explained me but it's better with your explanation. S4: It's the same as the analysis of data, correct? TE1: Yeah, it's like you have to explain in this part how you are going to analyze information…	TE1: Today, we will recognize pronunciation issues of consonants. S4: So, English have more sounds in vowels but in consonants, too? TE1: Yes, I would say. For example, in '**th**ink', '**th**ey', '**w**oman'. These consonants don't sound as in Spanish. S6: Yes, teacher. It's no '**S**ink' or '**d**ay' [laughts] TE1: This is why, today we are going to see how **these** sounds '**th**ink' and '**th**ey' are articulated, so that you can teach them correctly to your students. S8: Teacher, but how we can teach this to the students, with terms and definitions…

As displayed in Excerpt 4.3-TE1 above, TE1 will continue the class topic about the research methodology. In the previous three sessions, she says, she had presented what a research methodology is; she talked about the components of this section in a research report (type of research, description of population, data collection and analysis). For the current session, she wants to continue talking about various methodologies to analyze data; however, a couple of students say that they did not get how to do so. Meanwhile, in Excerpt 4.4-TE1 above, a new topic comes: how to recognize how to pronounce a set of two consonant sounds (/th/ and /ð/).

She says that this is a new topic for this class of phonetics, after having seen pronunciation of vowels. In both excerpts, an exchange of questions and responses from each side occurs spontaneously, which moment to moment co-construct the beginning of content-based classes of TE1.

The middle of the two observed content-based classes differs from each other in the two groups. While in the class of research its development keeps, TE1 says, a conversational approach for talking about the topic, in the class of phonetics, it moves on to a series of pronunciation drills. The conversational approach presents a series of interactional practices full of questions about content that the students should have done in their studies; not only TE1 but also the students ask each other clarification requests, confirmation checks, and questions for more elaboration of students' responses. With these types of question, TE1 constantly requests the students for aspects about their research projects. The students explain each aspect respectively. Besides this, TE1 particularly provides re-explanations of aspects that the students are presenting. A number of examples of all of this is presented in Pattern 4.2-TE1 below.

Pattern 4.2-TE1: Types of question of TE1's conversational approach.

1. Asking for content in the students' work:
   - TE1: "So, the data validation, where is it?"
   - TE1: "Where is the piloting validation?"
   - S6: "Do you have the research methodology before?" [Asked to S3]
   - S8: "Did you already validate this?" [Asked to S2]

2. Clarification requests:
   - TE1: "When you were doing this, what type of interview you did? I didn't' get it."
   - TE1: "So, you have four or five people for collecting your information?"
   - S1: "Is this different from the analysis of data?"

3. Confirmation checks:
   - TE1: "I see here only one interview. This is your first interview, right?"
   - TE1: "So, you are going to use AtlasTi, right? And do you know how to use it?" [Asked to S2]
   - S7: "I have this part, pilot 1, questionnaires and interview, so today is only pilot 1?"

4. Asking for more elaborations:
   - TE1: "Why do you have this [data collection] and this [data analysis]?"
   - TE1: "There is little information about this population. Tell me more who they are."
   - S5: "Is this like the content analysis of data?" [Asked to the TE1]

5. Providing (re) explanations:

- TE1: “Ok, wait, piloting validation is one and the consent form is another one. Piloting validation is…”
- TE1: “No, no. Don’t confuse the type of study with the type of analysis of data. The type of study is…”
- TE1: “The pilot is when you apply, and you want to see if you need any modification before the real one.”

In occasions, while TE1 is talking with a group of students because they have asked her for clarification, further elaborations, or re-explanations, a couple of students may be talking with each other. When this happens, TE1 calls each one’s attention in different ways. This is illustrated in Excerpt 4.5-TE1 below.

Excerpt 4.5-TE1: Calling the students’ attention.

- TE1: “Guys, remember that I am always going to check your work by taking into account the parts of research that I am talking about…”
- TE1: “Hey, can I see your timeline, please, to show it as an example in here…”
- TE1: “Guys, this is for everyone, I said that, before the report, you can present all the information in the matrix in Excel…”
- TE1: “Guys, in the report, you have to specify what you are going to present, for example, the methodological framework is a must in the final report for the second term.”

When asked about these types of questions for her content-based classes, TE1 affirms that these build a more natural interaction between her and the students, even among the students. She says, “I am giving them kind of an environment they can feel more comfortable when speaking. But it is something that I don’t plan. It’s something that just goes with the flow of the lesson” [CA3]. The conversational approach for her content-based classes thus contains a variety of spontaneous interventions from her and the students’ side that co-construct the interaction in this type of classes.

In the class of phonetics, meanwhile, the middle of the session moves on to a series of pronunciation drills. After talking with the students about the new topic to cover, TE1 organizes the students in pairs so that they can do a series of pronunciation drills taken from a booklet. TE1 plays the corresponding tracks, then, in the pairs, they repeat the words to each other. TE1 does not go around; she mostly remains sitting at her desk; she only stands up when a student calls her to ask about the pronunciation of the words in the drills. A few of the students come to her desk

or ask her from their chairs. In general, all the students work on the suggested pronunciation drills. A number of examples of all of this is presented in Pattern 4.3-TE1 below.

Pattern 4.3-TE1: TE1's sequences in drills.

1. Listening again and checking:
   TE1: Do you have the… [Nominating]?
   [Student's response]
   TE1: Uh-huh / Yes / Good / Ok
   [TE1's assessment]

   TE1: What is the different in each group?
   [A student responds]
   TE1: Uh-huh / Yes / Good / Ok
   [TE1's assessment]

2. Finding the different sound:
   TE1: Who wants to read?
   [A student reads]
   TE1: What's the different?
   [The student responds]
   [TE1's assessment]

3. Requesting the students to read aloud:
   [TE1 corrects if a pronunciation mistake]
   [The students repeat]
   TE1: Yeap / Ok
   [TE1 occasionally makes the students repeat again]

   TE1: Who wants to read? Someone?
   [A student reads]
   TE1: Uh-huh / Yes / Good / Ok
   [TE1 reads again]

4. Assessing and repeating:
   S#: Teacher, this is… / Teacher, how do you say this?
   TE1: [Explains again or says the words]
   [S# says the word again by imitating TE1's pronunciation]

TE1 says that she seldom has an activity for the students to do on their own even in content-based classes. When this happens, that activity is useful for the students to see that the topic that they talk about can be put into practice. She affirms this with the following words: "I want to make sure that I'm covering everything, that I am doing enough practice for the students as well as managing the time" [CA3]. The practice activity that TE1 does in the middle of each session for content-based classes focuses more on conversation, on making the students talk with each other about the class topic; she says, "I really need that my students practice the topic so I am going to give them more time to practice it in the activity, let's say, speaking activity or listening, basically speaking activity is the most I have reinforced in these classes" [CA4]. This is noticeable in the class of phonetics since the activity, a pronunciation drill, leads the students to practice the sounds of two consonants in English by saying them to each other and talk about

how these sound and are articulated. In the class of research, the activity was to check their own work by considering the parts of the research methodology that TE1 just presented in the current and previous sessions, reporting that work in groups to TE1, and making adjustments on their work from her suggestions.

After this activity, which covers most of the session, TE1 prepares to finish it. She usually does it by wrapping up the general points of her feedback and giving directions for future work. She then highlights what the current session activities were for, a quick assessment of the class topic, the aspects that she highlighted in the students' work, and what is expected for the students to do for the next session. This is mostly a stage in which she is the only one to talk. When the students intervene, they do it to ask for clarifications or confirmations about the tasks that they should do for the next session.

All in all, TE1 says that she follows like a pre-planned sequence for her content-based classes. She realizes about this at the end of the co-analyses. By examining the whole picture of the classroom interaction that she co-constructs with her students in these two classes, and by comparing it with her other content-based classes, she concludes that this type of classes is organized as indicated in Pattern 4.4-TE1 below.

Pattern 4.4-TE1: TE1's organization of content-based classes.	[CA4]
1. Requesting for the assignment. (She says that there is always one). 2. Talking about the content of the assignment, which serves to connect it to the conversation about the class topic. 3. Doing an activity to practice the class topic. 4. Giving directions for future work. 5. Asking for any questions about the future work to do.	"I am organizing things for the classroom, you know, before my lesson, I always tend to organize how it is going to be: the lesson objectives, sequence of activities in line with those objectives, etc. So, I say 'first, I am doing this, then, it's this.' You know I always have like a pattern to organize the lesson."

This pre-planned pattern happens through conversations in which TE1 and the students talk about the class topic(s). The conversations are full of explanations, questions and responses from each other, interventions, requests, further elaborations, regulations, and work checking. Neither of these interactional practices is pre-planned, they just occur as the current conversation flows. TE1 always tries to create a comfortable environment for speaking ("I am giving the students kind of an environment they can feel more comfortable when speaking." [CC4]). For doing so, she avoids working on language accuracy when the students are talking; she instead

focuses on what the students explain, describe, present, and request ("these [content-based] classes are not for language accuracy, but for talking about the topics, what the students have to say about them using the readings and materials" [CC4]). TE1 reinforces this idea when asked about any difference between content-based and language-based classes; she says:

> "But I think that in a content-based class, interaction may be different because I don't have to be aware, or I don't have to be the kind of teacher who is always correcting grammar when they are speaking […] I don't feel the need of interrupting them" [CC2]

As a final remark, the suggested texts to read or to bring into the classroom are also the base for the conversations in TE1's content-based classes.

4.1.3. TE1's Interactional Identities in Classroom Interaction

During the co-analyses and constant-checks, I asked TE1 about the interactional roles that she sees herself playing within the emergent characteristics of her classroom interaction. In the following two sections (4.1.3.1 and 4.1.3.2), I present the interactional roles that she explicitly mentions enacting during both types of classes, language-based and content-based. In general, I can say that TE1 seems to plan the roles to play in both types of classes in line with the activities that she has prepared for each session; for instance, being an explainer, instructor, monitor, activity planner and pacer, facilitator, mentor, assessor, and controller. Other interactional roles that TE1 mentions are likely unplanned, although she is aware of having to play them anytime somehow, as for being a nominator, interactant, and psychologist. However, planning the interactional roles or not, all together give her 'power' in managing the interaction. With respect to this, she says that, "I know it has to be also with some personality issues that I have because I usually tend to control all the situations, so, me as a teacher can have this 'power' when interacting with my students in class" [CC2]. She says that not enacting these roles would give her the sensation of not being a good teacher educator plus feelings of frustration and anxiety (see further elaboration in sections 4.1.3.1 and 4.1.3.2 below).

During the co-analyses and constant checks, the revealing interaction that TE1 co-constructs with the students makes evident other interactional roles, so other ways she is and does as part of the interaction in each classroom. Thus, her interactional roles are in an unpredictable nexus with classroom interaction. For example, she can be a language provider when giving the students the language to use during their participation, a teacher model when she tells the students how a language teacher should do classroom activities, a regulator when she demands

certain behaviors in the students, and a classroom manager when she organizes the resources, materials, arrangement, and work for the interaction during the sessions (see further elaboration in section 4.1.3.2 below). However, TE1 just mentions these interactional roles without further elaboration on how and why she enacts them. The realization of these specific interactional roles can then be emergent because these flourish from the flow of the lesson, or from the students' behaviors of confusion, doubt, ashamedness, nervousness, and tension.

As a researcher on classroom interaction, I can say that all these interactional identities are definitely an important part of what TE1 is as a teacher educator. She says that she possibly started to learn how to play a number of these interactional roles since she was a student-teacher, as for being an explainer, instructor, monitor, and activity planner. Others were learned as she studied and put in practice varied language teaching approaches, as for being a facilitator, assessor, activity pacer, and controller. Throughout her career as a teacher educator, she says that she has modified the way she realizes these roles; for example, when explaining a topic or activity, she now opens more spaces for the students to participate; or when assessing their performance in the activities, she now adds extra feedback so that they can build more knowledge.

She has also modified her interactional roles in line with the class, students, and contexts. These have been adapted because of her classroom experience by teaching at different contexts, subjects, as well as by seeing other models of how to do things in the classroom. This is why, as she highlights, all these roles possibly have different facets in line with what happens in the context of the class, classroom, program, faculty, or (philosophy of the) institution. Modifying these roles has made her feel more comfortable with her general performance as a teacher educator, and freer from routinary practices that the institutions may demand.

4.1.3.1. TE1's Interactional Identities in Language-based Classes. In the co-analyses and constant-checks about the ways TE1 co-constructs classroom interaction, she specifically makes overt the enactment of five interactional identities when interacting in language-based classes: explainer, instructor, monitor, nominator, and activity planner and pacer. TE1 has her own understanding of what each interactional identity is, how it may happen, and what reasons she holds for enacting each.

TE1 as an explainer. This interactional identity is usually enacted when she explains, re-explains, or reinforces the lesson topic or the activity that the students are about to do during the

lesson or for the next session (see Excerpt 4.1-TE1 above). TE1 says that she enacts this interactional identity as many times as necessary for the students to understand the lesson topic and do the classroom activities correctly and completely ("I feel I need to explain as many times as necessary, so my students know about the topic and the activity as planned" [CA2]). TE1 also says that she enacts being an explainer in different ways, so she feels that she is not always the same while being so ("I don't always explain in the same way, so, sometimes, I focus more on some details, I am more serious or more comprehensible, or I do it with examples" [CC2]). Additionally, TE1 remarks that, when she (re)explains or reinforces a lesson topic or activity, she also models the use of English with examples so that the students can understand how to use the language presented. Modeling the target language is part of the explanation, she says, "When I explain, I am good aware of how English should be used because this is also part of the explanation, the students can also learn from this [the language modeling]" [sic] [CA2]).

In the constant checks about language-based classes, TE1 says that this interactional identity of an explainer is fulfilled when she sees that the students are paying attention to her ("So, it made feel good and relaxed because I could feel that my students were paying attention"), the students are getting the topic ("I notice it made me feel great because I could know that the students were understanding"), the students are doing the activity as planned ("well. It made me feel like 'ok, it [the activity] is working'"), or when she sees that the students can use the language explained during the activity ("I feel good because I could notice like the progress: when I was asking them, they were using it [the lesson topic]").

TE1 as an instructor. She feels that she enacts this interactional identity when she interacts with the students by giving examples that display her explanations in clearer ways ("the students didn't get it [the lesson topic] with my first explanations, so as an instructor, I gave them examples" [CA1]), by asking the students if they have understood her explanations or instructions ("I always asked them what is to do. If they have questions, I need to give them prompts" [CA2]), or by correcting the students on language accuracy or on the activities to do ("I usually correct them because I want to be sure that they understand the instruction" [CC2]). Additionally, TE1 enacts this interactional identity of an instructor when she provides the students with necessary feedback on their language or classroom activity performance so that they get more confident to participate in class ("I always do that, even when I am doing a simple

activity, I always give like feedback, 'yes or no?' or asking the whole class, 'what do you think?' and I repeat it just to be sure" [CC2]).

TE1 says that she feels her 'role' as an instructor has been reached when the students are confident to participate by interacting with each other and her during the planned activities ("it's like a good thing so they know that they can be confident about the answers" [CA1]). This quote presents TE1 as the person in charge of teaching and explaining, in a formal way, the lesson topic, the activity to do and how to do it. The enactment of an instructor for TE1 can happen in various ways in relation to what the topic and the activity are and what the students and the classroom environment are ("I cannot instruct all students the same, each one may be different […] as well, not all the classes are the same" [CC1]), ("This also depends on what topic and activities I have for them" [CC2]).

TE1 as a monitor. She plays this 'role' when she requests or pushes the students to use the language correctly during the interaction happening in language-based exercises or drills ("So, I am just there to correct what they said or wrote. I think this is important for me so students can feel accompanied and monitored" [CA2]). Additionally, she monitors the way the students perform in the classroom activities, individually or in groups, this also includes monitoring their learning and engagement ("I go around [the classroom] just to monitor their learning. So, that is why I decide to reinforce the topics in my class" [CC2]).

TE1's interactional identity of being a monitor allows her to have control of the class (see, for example, Excerpt 4.3-TE1 above). She says that this control leads the students to be always engaged in the current classroom activity, particularly when they are little responsive to the planned activities:

> "I feel like I have the power of the class, because, if I am sitting by the desk, I don't know if they are going to work or do something different. So, it's different when I go around because I can check if they are working on that [the class activity]." [CC2]

TE1 says that she monitors without invading the way the students could interact by themselves spontaneously ("when I monitor them, I try not to tell them what to say to me or how to do the activities; they [the activities] have steps, right, but the students decide how to do them" [CA2]). Interactionally speaking, monitoring is one of the ways TE1 fosters the students' use of the lesson topics and the development of the classroom activities correctly; by so doing, she offers accompaniment to the students in these two aspects.

TE1 as a nominator. In the interaction co-constructed in language-based classes, she customarily nominates the students to answer her questions and to report the work done during group or individual work. Her nominations have the purpose of making all the students, as possible, to partake during the lesson, particularly those students who participate less, are shy or inattentive ("I do nominate students because I want nobody to be left out. So, I just try to choose at random. It can probably be someone who is not attentive or listening to me carefully" [CA2]. TE1 also nominates the students to provide examples of the explained topics or activities. She does so by saying the student's first name or by pointing him/her out with eye-contact or her right hand. Equally, she includes those students who are shy or inattentive ("I noticed that there are students like shy to participate, that's why I was like addressing to them directly 'just talk about it' or 'give me an example'" [CA2]). Finally, she nominates when she asks the students to tell her what the next activities to do are ("I prefer to ask one person, so he reports the class what we have to do. I prefer doing it in that way because I want to know that they got it" [CC1]). Being a nominator in classroom interaction assures that TE1 can interact with as many students as possible during her explanations and classroom activities.

TE1 as an activity planner and pacer. She enacts this interactional identity when she develops the lessons as planned, stage after stage and activity after activity within the allotted time for each one. TE1 says that she plans the lessons in a way that she can break the routinary ways the students interact with her or perform in language-based classes. In her lesson planning and pacing, she does not see interaction only in her charge, the students can also co-construct it ("I need to pace the activities so that I can have like an order of what to ask and do. It's like a structure that I have to give the lessons" [CA2]). By enacting this interactional identity, TE1 even organizes what to say and ask at specific moments during her explanations and classroom activities. This avoids improvising the steps of each planned activity ("So, this is like a pattern I know I follow, like just following the steps, I like to be organized, not just jumping from here to another one, I just try to be organized during the lesson delivery" [CC2]).

These five interactional identities enacted by TE1 can occur simultaneously or be combined in different manners in the interaction patterns that she co-constructs with the students during the lesson development. Likewise, all together help TE1 soften the interactional environment when the classroom activities are tensed, stressful, or difficult (for example Excerpt 4.4-TE1 and Excerpt 4.5-TE1 above). She enacts these interactional identities mainly to

accompany and monitor the students' performance during the classroom activities, mostly, when she is not much confident about their responses to and within them.

4.1.3.2. TE1's Interactional Identities in Content-based Classes. In this type of classes, TE1 makes evident the enactment of more interactional identities. During the co-analyses and constant checks, she mentions playing a number of roles when interacting with the students throughout the sessions. I present these interactional roles by using the same words that TE1 orally says for the first four in the co-analysis (facilitator, mentor, nominator, and interactant), and the words that TE1 writes for the others in the constant-checks. TE1 prefers to write the definitions of these other interactional identities emergent in the co-analysis because she wanted to have more time to express the reasons and manners to play each one. For each definition, I provide the respective explanation of the analysis.

In this order of ideas, TE1 expressed the meaning of these first four interactional identities orally in the co-analyses:

TE1 as a facilitator. She enacts this interactional identity by keeping in mind different ways of teaching so that she can create comfortable class environments and organize the activities for everyone's participation. As a facilitator, TE1 looks herself as a means to help the students understand the topics better particularly when she answers their questions and requests ("I am as a facilitator because I am trying to help them probably understand better, or if they have questions, I am like a means for them to understand the topic basically" [CA1]). In this manner, the students have the chance to build their knowledge in the co-constructed interactions with her ("Being a facilitator means to me that the students have the chance to build their knowledge thanks to the interactions that we have" [CA2]). The way TE1 organizes content-based classes (see Pattern 4.4-TE1 above) represents how she uses her teaching knowledge to guide the students to understand the topic interactionally ("I am not acting as the person who has all the knowledge but as the person who can guide them" [CA2].

TE1 as a mentor. Through different types of questions (see Pattern 4.2-TE1 above), she enacts this interactional identity in order to help the students understand the topics and classroom activities ("I want to see that they're applying the topic in something that could be called a real-life conversation" [CA1]), and to encourage them to participate actively in them ("As a mentor, I want to encourage my students to achieve the best" [CA2]). For TE1, being a mentor in classroom interaction means that she should encourage the students to participate, do the tasks of

the activities, acknowledge their work, and create a comfortable environment for everyone to talk. To this respect, she says the following:

> "So, it is like, if they are doing something, I am like encouraging them 'hey, you are doing very good'; or if they are involved in what I'm saying, I know they are just doing fine. And also, I think I create a nice environment for the class, it's like they are feeling relaxed to talk anytime." [sic] [CC3]

In this quote, the enactment of this role of TE1 as a mentor shows how she helps the students understand the topics and participate in the activities without nominating them to speak.

TE1 as a nominator. She enacts this interactional identity when she nominates the students to speak because they are not participating as expected. This interactional identity differs from the previous one as a mentor since the latter encourages the student to participate without nominating them. As a nominator, TE1 does the encouragement by saying their names and expecting participation from this action. However, different from the enactment of the same interactional identity in language-based classes, TE1 does not plan to nominate the students to speak ("I know I was not going to nominate, I left them to decide when they wanted to participate. But there was not much participation" [CA2]). Here, a different realization of this 'role' in classroom interaction is evident. In language-based classes, she nominates the students to answer her questions or to report the work done, meanwhile, in content-based classes, this movement is rare, she just expects the students to intervene in the current conversations, but when this does not happen, she decides to call the students to participate.

TE1 as an interactant. In the co-analyses of content-based classes, when words fail for TE1 to define what she interactionally does as feeling and being another party in a current conversation, with the same rights and responsibilities, the word 'interactant' was presented to her. It immediately sounds to her ("yeah, this is me. I see that interaction is not only my part. It's not only the way I want my students to interact with each other, but it is also the way they are accustomed to participating" [CA1]). This is initially being an interactant for TE1; however, more faces of this interactional identity were added as the co-analyses and constant checks came on. Being an interactant for TE1 is also offering the students with other ways to interact with her and their peers in the classroom ("I try to give different ways of interacting in each session so the classroom is not that predictable for the students" [CA2]) (see Patterns 02 and 03 above), as well as seeing the students as the requesters and herself as the responder ("when students ask many

questions, it is like very good, I can see that they are interested in the activity, and I am just another interactant in the class" [CC2]).

After the co-analyses, in the constant-checks, TE1 preferred to write the manners and reasons of playing the following five interactional identities that also emerged when analyzing her interactions in content-based classes. What each interactional identity represents for TE1 is presented by using her own words. I decided to present these enactments by keeping TE1's own written interpretations of what she sees herself being and doing interactionally during content-based classes.

TE1 as a planner. "I consider myself a person who plans a lot so the objectives I have for the semester can be achieved. For instance, I remember that with a group of students of *Change for Social Development* I enjoyed planning the activities to be done in class, as it was a three-hour session weekly, I really liked to have a diverse type of activities in which they were the protagonists most of the time. Besides, planning with them some field trips in order to put into practice what we had built in class was very enriching as everyone could participate and we brainstormed ideas and then came to a conclusion of what and how to do things." [sic] [CC1]

TE1 as a psychologist. "When I perceive that any of my students is acting differently than he or she does in a usual session, I approach them and ask them if we can have a word out of the classroom. They end up telling me what is going on with them, their problems, how they feel, and I think I can give them a hand at least if I can truly listen to them without judgment and let them express their emotions and feelings. I have noticed they feel thankful for this." [sic] [CC1]

TE1 as an instructor. "I have also played the traditional role of being the person who has the knowledge and transmits it, especially if students do not understand a topic or when I am introducing a new one that may be difficult. However, I try to speak or explain it from 15 to 20 minutes and then, the rest of the class is all about making them interact." [sic] [CC2]

TE1 as an assessor. "As the methodology of this education system is to give grades. I have done this in different ways; for example, when I simply give feedback on my students' work, activities or micro-teachings; in another case, when I give a written feedback by mentioning the things that went well, the things that can be improved and a general comment; and when I use evaluation rubrics in order to "measure" what students have done. I am an assessor because of two objectives. Number one, I want them to build knowledge, in this case, build a dialogue, in a cooperative way, so they can help each other. They are going to present it,

so they may have the support of their classmates. And the other one, this is how communication happens. It's not very usual to have a monologue, a person speaking in front of others. It's not very usual. Communication just goes between people. So, this is why I decided to do it in that way." [sic] [CC2]

TE1 as a controller. "I know it has to be also with some personality issues that I have because I usually tend to control all the situations, so, me as a teacher can have this 'power', if I can call it that way, because life is uncertain, but the classroom can be certain sometimes, you can prepare everything, you have this plan, you follow it. But when things get out of control, I'm going to get frustrated, I'm going to feel that things are going out of control. I don't know, something bad happens inside of me. I am going to feel that I did a mess. It's not like I have the power, it is like I feel I am doing a great job. I feel like 'having class control' is like having students always engaged in the activity. Not exactly what they are doing literally from what I have said to them, but they have the chance to decide how to do the general issues of the class." [sic] [CC2]

As a researcher on classroom interaction, I can say that these last five interactional identities that TE1 defines in a written form may all happen at the same time ("I think there are moments in the class when all those roles can be combined" [CC2]). As TE1 develops what she has planned for the session, she instructs and assesses the students. These two actions together give her the sensation of having the session delivery under control. While interacting with the students in the planned activities, she has in mind the class and lesson objectives and the knowledge that she wants them to receive. As seen in Excerpts 4.3-TE1, 4.4-TE1, and 4.5-TE1 above, TE1 fosters the idea that everyone can participate so she engages them in the activities and makes them interact by following varied patterns (see Patterns 4.2-TE1 and 4.3-TE1 above). In that co-constructed interaction, which is cooperative for her, she sees what and how the students do with the topics. This students' performance originates the feedback that she interactionally gives them.

Joining these five interactional identities in-written with the first four ones expressed orally, I can say that TE1 enacts all of them mainly to request the students for more contributions or participation to the current conversations, to elicit them for ideas because they can be shy to participate voluntarily, and to help them feel comfortable while participating in classroom activities. By so doing, TE1 demonstrates that she is interested in their performance during

classroom activities ("those roles also for the students to feel accompanied and monitored. It makes me feel good because in that way I can give comments or explain if necessary" [sic] [CC2]). Equally, I can say that TE1 in certain ways plans to realize these interactional identities before the classroom, then, during the session, she looks for playing these 'roles' as planned. One purpose to do so is to go further than the established contents in the course syllabus so that the students can be active in their learning. In turn, enacting all these roles allows her to control the development of the planned session so that the students follow the customarily organization that she keeps for content-based classes (see Pattern 4.4-TE1 above).

4.2. Teacher Educator 2

4.2.1. Who the Teacher Educator is

This participant, TE2, is a male teacher educator with around 15 years of experience, six years teaching English as a foreign language at different language institutes and around nine years working as a teacher educator in two English language teacher (ELT) education programs in Bogotá, Colombia. As an English language teacher, he has taught beginner, intermediate, and advanced learners. As a teacher educator, he has taught students who are in the second, third, and fourth year of their major in ELT education. In the two ELT-education programs for which he currently works, he has taught language-based classes and content-based subjects; these are about second language literacy, academic writing, curriculum, and material design.

TE2 graduated as an English language teacher from one of the undergraduate programs for which he now works. He also holds a master's degree in Applied Linguistics for teaching English as a foreign language. He studied a course in English language teaching in the US for about eight months. In the last eight years, he has presented in four academic events in Colombia and in two abroad. He has published three articles in Colombian specialized journals in the field of English language teaching, two about English language teaching strategies and the other about materials design. He once participated in the team that re-designed the curriculum for one of the programs for which he currently works. In the last ten years, he has visited the UK and Canada for pleasure. He has also traveled to France, Germany, and The Netherlands. He says that he just visited around three cities in each of these countries since each stay lasted no more than three weeks.

In the previous chats to become a participant in this study, TE2 said that interaction in the English language classroom is key for the learners and future language teachers to practice and

learn this language by using it more and more. In his ideas, he stated a relevant point, student teachers should learn to interact in the way interaction happens in everyday conversations around varied social contexts. He sees that classroom interaction is likely dissimilar to what happens outside of this setting. Being asked about the reasons behind this point, TE2 says that he believes that he reached a more real use of English when he used it in spontaneous conversations in the academic events, trips, and courses in which he had been. When he compared these experiences of using English with the way it is usually learned in language classrooms, he realized that classroom interaction should be less "structured".

In total, five TE2's classroom sessions were observed and recorded for the study. Three of them, of three hours each, were in two groups of content-based classes given in English, the other two, of two hours each, were in two groups of language-based classes of an intermediate level of English language proficiency. These sessions were recorded in his classes of both ELT-education programs for which he currently works. The way TE2 organizes classroom interaction in his sessions is presented in the following paragraphs.

4.2.2. The Classroom Interaction done by TE2

In the following two sections (4.2.2.1 and 4.2.2.2), I present the way TE2 co-constructs classroom interaction with his students in language-based and content-based classes. Two language-based classes, at an intermediate level, were video-recorded as well as three content-based classes on curriculum, material design, and didactics. Each of these five classes was with a different group and in two different undergraduate programs in ELT.

By studying both types of classes, I can say that TE2 organizes language-based classes in three stages and content-based classes in three moments (see further descriptions in the corresponding sections below). This means that each stage in his language-based classes is clearly identifiable: he announces when a stage finishes and the next starts. Meanwhile, the boundaries of the three moments of his content-based classes are not much noticeable or announced: a moment can be happening and suddenly the next is on-task too. Despite this fact, both types of classes are rich in interaction that presents spontaneous questions, interventions, interjections, and responses. In language-based classes, although there is a language topic to explain and practice, constant emergent conversations occur, these allow the use of the language topic. In content-based classes, conversations come and go in connection to the current topic, activity, or experience in the talk. In either case, different aids (as printed texts, videos,

presentations, figures, etc.) serve to construct more classroom interaction. Finally, few established interaction patterns are evident in both types of classes, being language-based classes the ones with a recurrence of adjacency pairs and initiation-response-feedback (Sinclair & Coulthard, 1975), and content-based classes with interjections and question-answer sets.

The content of the following two sections (4.2.2.1 and 4.2.2.2) gives detail about the way TE2 co-constructs classroom interaction with the students in his language-based and content-based classes.

4.2.2.1. Classroom Interaction in TE2's Language-based Classes. In the beginning of the two observed language-based classes, after saying hello, TE2 usually starts his session by asking the students how they have been or what they have done recently. Varied and short conversations can then take place; for instance, Excerpt 4.1-TE2 and 4.2-TE2 below.

Excerpt 4.1-TE2: What do you talk about with your students?	*Excerpt 4.2-TE2: Is everything for your graduation ready?*
TE2: What do you usually talk about with your students when off-tasks? S1: Off-tasks? TE2: When you are not explaining or doing exercises with your students. S2: Different topics! S1: Many things! S3: What they like to do in the house… TE2: Uhm S2: Paranormal things TE2: Paranormal things! Really? For example? S2: If they have had paranormal experiences…	TE2: I wanted to ask you if everything for your graduation is ready. I mean your documents, requisites… SS: [Some of them say "yes" hesitantly] TE2: Remember you need to have *la sustentación, el acta, los exámenes completos*, and you have to pay *los derechos de grado*… S1: *Profe, pero, por ejemplo, ¿cuáles son los exámenes que debo tener?* TE2: Oh, yes. English B1 and C1, Spanish in Pragmatics, and French B1…

In this way to start language-based classes, as presented in the previous two excerpts, TE2 wants the students to "see that the class is for using the language [English] with different conversations and make them understand that their participation is free and does not depend on my [his] nominations" [CC2]. Three interactional practices are to highlight in this way of beginning the lessons: a constant acknowledgement of the students' interventions ("uhm", "ok", "really?"); the code-switching that everyone does between English and Spanish ("But either the students are using Spanish, I do not care much, provided they feel part of the talk" [CC1]); and the spontaneous participation of any student ("I generally give them confidence, a space where they feel they can be relaxed to talk in English" [CC1]). TE2 also says that this initial conversation to start language-based classes (see Excerpt 4.1-TE2 and 4.2-TE2 above), whose questions are not planned, is not necessarily connected to the lesson topic and it can be extended

for various minutes according to how much the students want to say or how many of them want to participate in it.

When the varied and short conversations to start the session have finished, TE2 then reminds the students of what they have studied in the last sessions and the activities and assignments done. He usually does this to connect previous activities with what they are going to do during the current session. TE2 explains the topic by giving reasons of why that topic for the class, debriefing the assigned text, making references in his explanation, and giving examples. As this happens, different students freely interject anytime either to ask about issues in the explanation or to comment on what TE2 is saying about the experiences and anecdotes that he mentioned as examples for the lesson topic. TE2 also uses short texts or pictures to introduce the lesson topic. Altogether, what he talks about and the material used, opens more spaces for the students to co-construct with him various conversations, in which, both parties can ask each other for more elaborations on what they say. The following Excerpt 4.3-TE2 exemplifies this.

Excerpt 4.3-TE2: The imperatives.

TE2: The way the teachers do classroom activities is an example of imperatives. The teacher says, 'do this' or 'do the other'. The students usually do what is commanded. This is what you can read in the text you should read for today… the text also mentions how difficult it was for the researcher to get participants to analyze how imperatives work in the classroom. Let me tell you that this is really not easy to do…
S1: Why teacher?
TE2: Why? Because teachers usually do not want to be observed. They feel being evaluated… that happens to me once I was doing a study, not many teachers wanted to participate…
S3: Teacher, but, but, the programs that you choose were all of language…
TE2: Yes, all of them were of teaching language, English to be precise…
S5: Teacher, you did not use institutes?
TE2: No, just classes at universities.
S7: And, *¿cómo se dice, en normales, no?*
TE2: No, I did not observe those classes.
S2: All those sessions doing the same?
TE2: What do you mean? If all teachers used the same imperatives?
S2: Yes, teacher.
TE2: Well, let's see what the text says… [He reads the text and clarifies this to the class. As he was reading along with the students, other questions come up]
[…]
S4: Teacher, and for doing research you receive some money to do it?
TE2: Just the budgeted issues. *Lo que la Universidad te da para financiar la investigación*. [He explains items of a budget. Other students ask more questions about it]… ok, ok. Let's go back to our topic: imperatives. Say examples of commands that teachers say in the classroom…

As TE2 is explaining the lesson topic in this manner, as presented in the previous excerpt, he either stays in the front of the classroom for a while or goes around or among the students. They usually keep attentive; few of them take notes down. During the explanation of the topic, which takes about half an hour, on occasions, different students spontaneously interject again. They usually ask about or comment on issues in the explanation or tell their own experiences with respect to the presented issues. TE2 usually asks the students to elaborate more on their experiences ("When did you do that?" "How did you feel about that?" "What did you learn from that?").

When TE2 moves on to do an exercise after the explanation of the lesson topic, he makes the transition to it by describing what the exercise is about and what product is expected from it. Four manners of doing this exercise were observed: (1) a group of students takes the floor and leads the activity, (2) group work, (3) switching groups in rounds, and (4) individual work. In either manner, TE2 participates either by doing what the leading students instruct, by going around staying in each group for a while and participating in the conversations, or by checking the way the students are doing the activity. The following Excerpt 4.4-TE2 is an example of this.

Excerpt 4.4-TE2: Writing an essay in the computer lab.

TE1: Ok, let's have our first activity today. Take into account these pieces of advice [TE2 shows a chart on the screen with pieces of advice to write an essay] … (5 minutes)
S2: Teacher, do you think we can write all that in just 3 minutes?
TE1: Yes, I think so. This first exercise is just a matter of typing down all the ideas you can come up with about the topic of the essay…
[Two students more ask further questions about the exercise and the TE2 explains what to do]
S1: Today, we are going to have the 30 minutes of the exam? […]
S7: Teacher, today we have an exercise to practice that [organizing the ideas to write the essay]? […]

TE2: First, let's do it individually. You just write the ideas that come to your mind about the essay topic. Then, in groups you share your ideas. Ok?

[After the students have written the ideas, pair work starts. TE2 goes around to listen to and suggest ideas for the essay topic]
TE1: It can be short ideas…
TE1: Start thinking about examples and experiences…
TE1: If you do not know how to say a word, try to find another word that gives like the same meaning…

[This exercise is done with three different essay topics. Then, a second exercise is given; this is to organize the ideas written in the previous exercise. Three rounds to do so take place]

TE2: Ok, ready to finish? Stop! These are seven minutes; do you think it is enough time to write and organize the ideas? [Some students say yes, others offer comments "short time, teacher" "too difficult" etc.]
TE2: Ok, in general, how does this go? Much better? [Some students say "yes", others offer comments "I had to do this…" "I don't know if my ideas are correct" "I don't know if I organized my ideas right" etc.] For some of you, it was possibly easier, for some others a little bit more difficult. Did you see that the type of essay that you have to write in each topic was different? [Some students say yes] …

In the two language-based classes observed, TE2 asks the students to share what they have done during the exercise (as presented in Excerpt 4.4-TE2 above). He calls this moment a 'sharing time.' A few students volunteer. After TE2's selection of who will present, the students share what they did during the exercise. Just after the students have shared their answers of the exercise, TE2 gives pieces of advice about how to improve the ideas, corrects language mistakes (spelling, sentence structure, punctuation, etc.), explains grammar, and asks the students for clarifications. TE2 makes all these comments sitting on a chair or just going to use the whiteboard. Even the other students help to give pieces of advice or explanations. This happens because TE2 request for this ("what is the problem in here?" "How can this be said in another way?" "What about this one?").

TE2 finishes the session by doing a quick wrap-up or by telling the students shortly what the next session will be about and what activities will be done. Excerpt 4.5-TE2 illustrates this moment.

Excerpt 4.5-TE2: Finishing a language-based lesson.

TE2: Just a reminder, what is writing in a standardized test? (5 sec.) [No reply] writing is the ability to demonstrate… [TE2 re-explains this part again] (4:14 minutes). What is the name of the first sentence you write in a paragraph? SS: Thesis statement. TE2: Yes, thesis statement. And the name of the other sentences in the paragraph? SS: Supporting sentences. TE2: Supporting sentences [nodding]. Other issues to consider are the structure of the whole essay… [TE2 re-explains this part again] (1:24 minutes) S3: Teacher, what is collocations? TE2: Colocations are those combinations of words that usually go together, like "black and white", you don't say "white and black" … [TE2 explains this] (1:49 minutes). Ok. Enough for today. Next session, we will write body paragraphs. Be ready for this. Ok? Bye-bye.	TE2: Ok, this is the exercise. Any questions thus far? What about the exercise? [The students offer some short comments: "ok, teacher" "easy" "yes, teacher"] Ok. Let's finish here. In the next session, we are going to have another exercise for imperatives, and we will see how to express obligations. Ready? Ok. So, see you the next session.

All in all, TE2 is used to organizing language-based classes in three stages: (1) varied and short conversations in the beginning, (2) explanations of the current lesson topic and the respective activities afterwards, and (3) the doing of the planned exercise for the lesson. In each stage, interaction is rich in spontaneous questions and interventions from TE2 and the students. Nomination is rare but TE2's acknowledgement of the students' interventions is frequent in these three stages. TE2 says that most of the conversations that take place during his language-based classes are unplanned:

> "But actually, I do not do this for the pursuing of getting my students with a better level of English, just to use it. I don't plan what to talk about exactly, I just have the topic in my mind. I think I mostly do this for establishing a relationship with my students. It is like an academic friendship." [CC1]

Probably, this is the reason the conversations are full of telling experiences and anecdotes, in which the use of Spanish may appear spontaneously, too. With respect to this, TE2 says:

> "Actually, when I am not certain of how to say these terms in English, and not to look false to my students saying words in English that do not correspond to the terms in Spanish, I just say those words in Spanish. Saying them in English just for using it can make me feel stupid. […] I use Spanish also when I want my students to keep in mind words of ideas that can be stored better in Spanish, since they may, actually I also, feel closer to them [the students]. I also use Spanish to reinforce my ideas. I do not think that using it decreases the chances of using, or learning, or being exposed to English. Using both languages is part of learning them. A matter of comparing them." [CC2]

Different texts are used to triggering these conversations as well. TE2 uses parts of texts, videos, figures, and his own Power-Point presentations to explain or do the lesson-topic activities. The students use this material during the lesson exercises and the sharing time. Remarkably, two interaction patterns are frequent here, question-answer adjacency pair (TE2 or the students ask or answer to each other), and initiation-response-evaluation/acknowledgement sequence (Sinclair & Coulthard, 1975) (the evaluation is most prominent in the teacher whereas the acknowledgement is in the students). TE2 says that he tends to use these two patterns because:

> "I know that, in these classes [language-based], I usually ask the students questions that I definitely know the answer. I guess it leads me to respond with an "ok", "good", "that's correct." [CC1]
>
> "I also think it is just part of what we do as teachers. I mean, it is like the manner we have a trigger to know if the students need the explanation or if they are following us. […] In part, only the questions and answers are for me, and also for the students, to know about each other, how they did something, or just a way to use the language [English]." [CC2]

Thus, either interaction pattern co-constructed, language or material used, or emergent conversations, TE2 sees language-based classes as lessons in which "the exercises can be converted into content that the students can study. It is like converting language of the exercise into a content of language that the students can see in a different way" [CC2].

4.2.2.2. Classroom Interaction in TE2's Content-based Classes. In the beginning of the three observed content-based classes, taught in English, with two different groups, TE2 starts the session by making a reminder of what they reviewed the past session and by announcing what they are going to do in the current session. TE2 explains the main ideas in the material used for the sessions (texts, videos, or charts). To do so, he uses a list of ideas written on a Power Point presentation, the board, or a sheet of paper. He also asks the students about key terms in the ideas and about their situations or experiences related to those ideas. Several students respond almost immediately. TE2 does this sitting in front or among the students. The following Excerpt 4.6-TE2 is an example of this moment.

Excerpt 4.6-TE2: Starting a content-based lesson.

TE2: Ok. Today we are going to have our last session about teacher's materials for didactics. In the previous session, we studied how teachers give instructions and use materials. Today, I will show you a teacher's experience on practicing talking in the classroom from materials used. Then, we all will see S3 and S4 presentation.
S3: Teacher, can we put the presentation in the computer?
TE2: Yes, go ahead [S3 and S4 go to the teacher desk where the laptop is on]. One of the ideas that I took from the article is listening and comprehension and reading and understanding. Do you possibly know the difference between comprehension and understanding?
S9: They are the same, no?
S1: Synonyms.
TE2: Do you think both refer to the same? Check the article to read the difference?
S3: [From the teacher desk] Comprehension is that the students get the word, but they do not know the meaning, that is understanding.
TE2: So, what is comprehension and what is understanding?
S4: Yes, as S3 says, comprehension is get the word and understanding is know the meaning …

TE2: Ok. Understanding is the meaning and comprehension is about the language. Do you remember the name of that section in TOEFL or IELTS, is it reading and comprehension or reading and understanding? The same for listening, is it listening and comprehension or listening and understanding?
S6: Teacher, any name I always get bad scores.
TE2: What happened to you last time you took the exam? […]

As illustrated in the previous excerpt, after talking about his listed main ideas, TE2 asks the students to say their own main ideas from the material used for the session. In average, just two or three students do this. TE2 just listens to them. In occasions, he gives short comments on what the students report ("that's very important", "great", "very relevant", etc.). The students may just listen to the ones talking or ask TE2 about ideas in the texts. TE2 presents the answers by keeping his own point of view or by telling common situations that can happen in language classrooms or that he has lived. He says that he does this because "it is something I also do for the students to analyze that what we read in the assigned texts really happen" [CA3]. The students react to this by smiling, asking more about what the teacher is saying, and telling their own likes. Here, TE2 may also ask the students about their own experiences or anecdotes. This is noticeable in the following two excerpts, 4.7-TE2 and 4.8-TE2.

Excerpt 4.7-TE2: A class of curriculum: Language-oriented classes.	*Excerpt 4.8-TE2: A class of material design: Types of texts.*
TE2: We need to think the classes in a functionalist way, we need to think first about the context, the last thing to think about is the language. S5: Teacher, a question, how can we think of the language for the last if we are asked to teach all those contents first, how are we going to prepare the class in language first? TE2: The issue is that we are too conditioned by the curriculum. And the curriculum is designed first on language topics. We need to think of the curriculum from what the students can really do verbally. For example, parents expect that we teach children the language, colors, verbs, etc. Example: S8, what is your favorite color? S8: Blue. TE2: What do you have in blue in your closet? [TE2 asks more questions related to S8's stuff in color blue; S8 answers accordingly] [TE2 does this exercise with further questions to four more students]	TE2: The authors suggest flash books. Have you ever used flash books in your classes? Or have you seen flash books? S6: Eh, the books that are digital and you can move with clicks? TE2: Eh, those books are on the internet, and the stories are… eh, they have movements, sounds, music, the character all move, they have captions… S3: Um, like those books of paper that you open and *lo de la historia se mueve y esas cosas,* but in the internet? TE2: Yes, kind of. Something that I have found difficult with these flash books is that they are not downloadable. For example, with my niece, I used to read with my niece with these books, she loves it. For example: S8, do you read to your daughter? S8: No, teacher, no daughter, I have two children. TE2: Two! I thought you have only one girl. S8: Two boys, I have two boys. TE2: Do you read stories to them.

TE2: You see? With these questions, I am not asking common questions or just one, as the text says…	S8: No much. *Con el más pequeño, sí*. The older is big. He don't like that I read to him.

The explanation of the current topic is merged within these conversations (as seen in Excerpts 4.7-TE2 and 4.8-TE2 above). In the three observed content-based classes, TE2 explains the key terms and authors' main ideas as he is asking the students about what they have done in their language classes connected to what the texts say. TE2 keeps the same technique of talking and asking allowing any student to interject anytime, making reference to anecdotes, experiences, situations, etc. As examples, he also mentions activities that he has ever done as a teacher in other classes. The students ask him for more details; they also laugh at the way TE2 presents some funny situations that have happened to him in those classes. With respect to this, TE2 says that this technique is useful for speaking since "I like sharing these impressions with my students. I also want them to tell me theirs. It's something mutual, I share, they do, too. We read, we connect that to our real life as teachers" [CA2]. Excerpts 4.9-TE2 and 4.10-TE2 below are examples of this moment.

Excerpt 4.9-TE2: A class of material design: Speaking techniques.	*Excerpt 4.10-TE2: A class of didactics: Intercultural activities.*
TE2: The second technique is creating talk shows in the classrooms. But it is not just presenting one thing and then another. It is like '*Laura en America*' … S1: But teacher, how can the students talk that much in a talk show? TE2: It is a matter of asking the students to talk what they can or helping them make the questions before the activity. Another technique is flea markets… S4: I made it once with 11 grade students…. TE2: Oh, really? Tell me about it. S4: *Una vez hicimos en práctica pedagógica en colegio un* flea market *con los de once*. The students brought a lot of things and they had to put the names in English on the objects…	TE2: Do you know how people celebrate Saint Valentine's Day in the US? SS: No. S2: Teacher, is with cards? TE2: Actually, yes, there are cards. But they do not play *'amigo secreto' o se endulzan*. In the classroom, they choose who their valentine can be… S4: But the valentine is the person you are in love? TE2: Not necessarily. The valentine is a person that you want to write something…

TE2 says that he always tries to give the students tasks to do in each session of content-based classes. The tasks can be presentations, language exercises, case studies, or group work for problem-solving. He says that he does it so that he is not the only one explaining and showing examples of the session topics. He also says that this activity is for "the students to show how

they put what they read into an activity. They decided on everything" [CC3]. In the three observed content-based classes, the students do an activity related to the current class topics. The activity could be a students' presentation of contents and examples, a language exercise, or a group-work activity (for instance, Excerpt 4.11-TE2 below). When this is the students' turn, the students in charge of the activity manage and arrange the class. TE2 likes participating with the other students in these activities. The students in charge explain the whole activity. TE2 says that when the students are in charge of the session, "they are in charge, I don't intervene. I respect their position. I act as if I were another one of them, another student that is in the classroom and has to participate" [CC3]. For example, in one of the observed classes, the following conversation happens (Excerpt 4.11-TE2 below):

Excerpt 4.11-TE2: The students' activity.

TE2: Ok. Now let's move on to the activity. [S6 and S7 get up and go to the front]. Do you need the board, too?
S6: Yes, teacher. Do you have markers, please?
TE2: Yes, I have some in my bag [TE2 finds and gives them to S6]
S6: [to the whole class] So, for the first activity, first, I'm going to explain, and then, I am going to do it, ok?
SS and TE2: ok, right, yes…
S6: Right. So, for this activity, we are going to speak in another way… for example [she writes on the board] … use non-verbal communication … [S6 explains the activity and gives an example]
S7: For the second activity, we are going to make two, no three groups. One of you is going to have some flowers and some signs, and you are going to go out of the classroom and find… [S7 explains the activity and gives an example]
S6: So, these two activities are about how to promote speaking in the language classroom.
[SS and TE2 clap] Let's start.

Excerpt 4.11-TE2 above shows how the students in charge of the activity manage and arrange the class while TE2 participates as if part of the audience without intervening on how to manage the activity. After this students' activity, TE2 finishes the session by indicating the task or assignment for the next session. He explains it briefly allowing the students to ask for clarifications. This last part of the content-based sessions takes no more than five minutes.

In brief, I can say that TE2 organizes his content-based classes within three moments: (1) an introduction to the session, (2) a conversational explanation, and (3) a students' activity. In these three moments, both TE2 and the students explain contents and activities to do as well as exchange lived experiences connected to the session topic. While doing so, questions for clarifications or for asking about further information of the current content, activity, or

experience come and go. The varied material used throughout the sessions (texts, videos, or charts) serve as aids to start or foster more of this interaction. Interjections are also common. These happen when either TE2 or the students want to comment on or ask about the current content, activity, or experience. Responses to those interjections feed interaction and, occasionally, make it move towards new conversations.

Apart from interjections and question-answer or request-response adjacency pairs (Sinclair & Coulthard, 1975), no other prominent interaction patterns have been detected in these TE2's observed content-based classes. When asked about this, TE2 says that:

> "I feel that pattering my conversations with the students have no point. What is the gain of me asking students questions, waiting for their responses, and then, congratulating them for a good answer or telling them that the answer is not ok? Or maybe, giving them exercises and then asking them for their answers? That is not the way we interact in real life, I think. You never ask questions to people you are talking with and then when they answer, you say 'correct' or 'incorrect', or 'repeat, please.'" [sic] [CC3]

This TE2's view of classroom interaction for his content-based classes may be the reason his sessions maintain a conversational tone. He says that, "spaces to intervene, to ask for more details, or to tell me 'Teacher, what is this or the other?', or for telling me 'I don't agree' is always there. I try not to follow a pattern" [CC3]. A remarkable issue in this conversational tone is the fact that TE2 does not plan what experiences to tell although he arranges the order to present or explain the topics. He affirms that:

> "I don´t plan them [the experiences to tell]. I certainly script the order I am going to present the topics to talk in the session, but I don't plan to talk about this experience or the other. They just come up to me, as I hope they come up to my students." [CC2]

Certainly, the three moments of TE2's content-based classes are full of questions, interjections, answers, and responses that do not follow a script for sharing content or doing the activities of the session, neither do they happen to talk about both parties' experiences.

4.2.3. TE2's Interactional Identities in Classroom Interaction

In the co-analyses and constant checks about the ways TE2 co-constructs classroom interaction, to the question about the interactional roles that he sees himself playing within the emergent characteristics of his interaction with the students, he generally sees himself playing different interactional roles, with different realizations, facets, and limits, but under similar

purposes and reasons. TE2 affirms that his interactional identities may have a name in particular but the enactment of each may vary according to the interactional situation ("So, my roles in interaction can have a name, but how I perform them can change" [CC3]).

Not only for language-based classes but also for content-based classes, TE2 keeps a set of purposes and reasons, connected with the lesson delivery, the students, and the interaction, to enact his interactional identities. For language-based classes, the purposes and reasons that he presents are reciprocal between the ones for the lesson delivery and the others for the students; for example, he aims to promote more speaking in the language classroom so that the students can interject any time; correspondingly, he does so because he thinks that they also know something about the topic of the conversation (see section 4.2.3.1 below). In content-based classes, he holds a set of purposes related to the development of the sessions in general; yet, his set of reasons are divided into ones for the lesson delivery and others for the interaction (see section 4.2.3.2 below).

In both types of classes, TE2 mentions enacting varied interactional identities, each being realized considering the interactional situation in which it emerges. As a classroom interaction researcher, I highlight the fact that TE2 more profoundly sees himself as a class organizer, explainer, opinion sharer, and asker in the language-based classes (see section 4.2.3.1 below); meanwhile, as a presenter, guide, and assessor in the content-based classes (see section 4.2.3.2 below). These interactional identities contrast with the ones of being a participant and a friend in both types of classes, in which he positions himself as another participant, but with the major responsibility of setting the class topics, who concedes the floor and respects when the students are talking or leading the classroom activities.

The following two sections (4.2.3.1 and 4.2.3.2) present all this in major detail. First, the TE2's interactional identities in language-based classes are described, then, the ones for content-based classes.

4.2.3.1. TE2's Interactional Identities in Language-based Classes. In this type of classes, TE2 mentions that he plays certain interactional roles. In general terms, he keeps the idea that his multiple interactional roles in unison look for carrying out specific purposes in their realizations. Correspondingly, the reasons for enacting them also follow a particular set. By reading the transcripts of the co-analyses and constant-checks of the emerging characteristics of his interaction with the students in language-based classes, a list of purposes for enacting the

interactional roles that he ever mentions emerges. Particularly, as shown in Table 4.1 below, his purposes seem to be connected with the lesson delivery or with the students:

Table 4.1

TE2's Purposes for Enacting his Interactional Identities in Language-based Classes

Purposes connected with the lesson delivery	• To reach the lesson objectives by making the students do and understand the exercises as planned. • To organize the presentation and pace of the class topics. • To explain and clarify class topics or exercises as many times and ways as possible so that the students do the exercises successfully. • To promote more speaking in the language classroom not to be the only one who talks in the class; the students can interject any time.
Purposes connected with the students	• To make the students know about English or teaching it. • To make the students learn from his pieces of advice or knowledge. • To make the students feel that they can always do the activities. • To establish a relationship with the students (apart from the simple teacher-student relationship). It is a matter of creating an academic friendship in which any one can talk or contribute at any time without setting aside the lesson purposes.

The purposes for enacting the TE2's interactional identities presented in Table 4.1 above comprise the ways to reach the lesson objectives, the management of the lesson delivery, the speech to explain the lesson topics, and the students' performance while doing the activities (for example, Excerpts 4.1-TE2, 4.2-TE2, 4.3-TE2, 4.4-TE2, and 4.5-TE2 above). Concurrently, the purposes connected with the students (see Table 4.1 above) look for making them be engaged during the lesson delivery by understanding the lesson topics and participating in the classroom activities; all this under an environment of friendship and trust. These are the purposes that TE2 keeps in mind to co-construct classroom interaction in language-based classes; thus, the enactment of his multiple interactional identities keeps aligned with these purposes. When TE2 says that he is for example a class organizer, explainer, opinion sharer, or participant (see Table 4.3 below), he particularly enacts these interactional identities on the basis of these purposes.

As well, when I asked TE2 about the reasons for playing the emerging interactional roles during language-based classes in the co-analyses or constant-checks, he explained that he presumably holds a set of reasons for enacting all of them. In such a way, he seems to play his interactional roles in consonance with a number of reasons in general. By reading the transcripts of the co-analyses and constant checks with TE2, I found the following reasons for enacting his

interactional roles. In consonance with the purposes, the reasons also seem to be connected with the lesson delivery or with the students. TE2's reasons are listed in Table 4.2 below.

Table 4.2

TE2's Reasons for Enacting his Interactional Identities in Language-based Classes

Reasons connected with the lesson delivery	• Modeling how to interact differently from the maintained interaction patterns (adjacency pair of teacher-question and student-answer, the monologue of teacher lectures) but by using follow-up questions in language exercises. • Constructing the explanations and situations as clear and precise as possible for his students although this construction is the way he understands how to do the activity or what the topic is about. • Acknowledging the great work that the students usually do. • Learning and making the students learn and use languages (English and Spanish[35]).
Reasons connected with the students	• Letting the students talk the way they want and in the amount they want to. They also have the right to talk spontaneously during each lesson because they also know something about the topic of the conversation. • Making the students reflect not only on what they have just said but on what they think they are and deserve as part of the class. • Making the students realize that the classroom conversation topics are connected. • Respecting the students' position as interactants in the classroom.

The reasons connected with the lesson delivery (see Table 4.2 above) cover modeling varied ways of interacting naturally (see Excerpts 4.1-TE2 and 4.2-TE2 above), constructing explanations and learning (see Excerpt 4.3-TE3 above), and recognizing the students' work (see Excerpt 4.4-TE2 above). Alongside, the reasons connected with the students encompass the ways to open spaces to interact as freely and confidently as possible considering the rights and positions that everyone in the interaction can have. Following these reasons, TE2 enacts his interactional identities.

In the co-analyses and constant-checks about the ways TE2 co-constructs classroom interaction in language-based classes, he mentions a number of interactional roles, such as asker, answerer, explainer, main talker, listener, acknowledger, presenter, contributor, teller, interpreter, clarifier, advisor, class and interaction organizer, participant, interaction promoter, friend, knowledge or opinion sharer, feedback provider, and students' contribution receptionist. When he

[35] In the use of Spanish, the interactional identities of this TE demonstrate that he does not interact in a unilingual way, even when the L2 is the used/requested language; he interacts beyond the language.

is asked about what each of these roles is, he first makes reference of the particular action in the interactional situation under analysis; then, he expands the description to the actions he usually does at any moment when he is playing the role in reference. Table 4.3 below presents TE2's answers to the question about what certain interactional roles are.

Table 4.3

TE2's Explanations for his Interactional Identities (1) in Language-based Classes

Explainer and clarifier	"Well, apart from being the explainer, the one who explains a topic, I know it refers to that, I am the re-explainer and the clarifier. If the students ask me to explain again, well, I do accordingly. The same when they need me to clarify something, I just clarify." [CA1]
Opinion sharer	"Sometimes I feel they want to know what I particularly think about the topic, or what the author says, or the experiences we are talking about. So, I just give my opinion." [CA1]
Asker	"I feel I also have the other role, the one that asks, the one that wants to know more, that is why I ask [the students] for more details." [CA1] "I am sure I asked them for more terms throughout the session. It is something I do to know if they know what they are talking about. It is something I also do for the students to analyze that what we read in the assigned texts really happen, or if they happen as presented in the texts. I want my students to compare their life as teachers with what the authors we are reading say about teaching." [CA2]
Students' contribution receptionist	"I am like the receptionist of their contributions [laughs]. Not that crazy, I feel like that. I see myself receiving the students' contributions and telling them I got them either by repeating what they just said or by acknowledging each contribution. Curiously, I receive them and incorporate them in the exercise, so that the lesson purpose is achieved." [CC1] "Although I am the teacher, I am also part of the group, my extra role is that I am open to receive what they say anytime and answer to it." [sic] [CC2]

TE2 expands the purposes to play these interactional roles in particular. For instance, as an asker, he does it to check whether the students know the topic, or they have read the suggested text; he also does it for the students to compare the text content with the situations that they can live out of the classroom. Similarly happens to the role of a students' contribution receptionist, TE2 is there to receive and acknowledge their contributions so that they may feel more confident to participate or recognized as contributors in the lesson.

Apart from the previous interactional roles, TE2 also mentions playing others by highlighting their limits, realizations, or facets. In Table 4.4 below, I present these interactional roles by showing what TE2 literally says for each one at different moments during the co-analyses or constant checks.

Table 4.4

TE2's Explanations for his Interactional Identities (2) in Language-based Classes

TE2 as a class organizer	"In my classes, I try to present the topics, one followed by another because of a reason. I know I divide the contents of the class into topics, but each one contains like sub-topics, one is connected to the other, and I want my students to realize this connection." [CA2] "This role of a class organizer, in my point of view, does not mean that I control the conversation, that I always ask the questions or tell the students when and how to interact, or about what to interact. I just present the topic as a topic we all are going to talk in the session." [CC2] "What I am saying is that a teacher needs to construct the explanation as clear and precise as the students are asking for him or her to do so." [CA1] "I repeated the explanation several times. I tried to do it differently each time, but always keeping the same idea. I'm sure the students are going to get it one way or another." [CA1] "I just control that the exercise goes as planned because I think it can give them more chances to learn. Each student controls how to do the indicated steps, what to learn, too. I just control the steps and time of each part of the exercise, but not how the students are doing each part." [CC2]
TE2 as a participant	"Basically, I think I follow the role of another participant in the classroom, but with the responsibility of bringing the main topics to talk about or to study." [CA1] "Something that I knew I always do as a participant is that, when my students are talking, I prefer to be quiet and let them talk the way they want and the amount they want, too." [CA2] "When students are in charge of the session, they are in charge, I don't intervene. I respect their position. I just do as another student." [CA2] "But I do not joke every time. I think I grasp the moment and quickly I analyze if a joke can be introduced or not. Actually, I am not thinking of joking every time." [CA1]
TE2 as a main talker	"I don´t feel like dominating the talk, although I am the one who talks the most, I feel I am just the main talker, as when a person wants to tell us that something has happened to him or her." [CA1] "I feel like talking freely about a topic, a topic that can lead the conversation to other connected topics. There is not like an exercise that controls what to say, how, and when. The space is always open to talk with everyone, so anyone can be at times the main talker." [CA2]
TE2 as a friend	"I felt as if I were a friend who has to talk and makes his friends realize what they are doing." [CA2] "Being a friend is like a matter of establishing a relationship with them apart from the one we can have as a teacher and student. It's a matter of creating like an academic friendship." [CC2] "As a friend, I also want them to reflect not only on what they have just done or told each other, but on what they think they are and deserve." [CC1]

For TE2, being a class organizer happens in three facets, he is permanently aware of organizing the lesson delivery, his explanations, the emerging conversations, and the way the exercises are done. He does so by sequencing the lesson topics and activities, keeping spaces

open for the students to participate, and monitoring his explanations and the students' work. These realizations for this interactional identity are limited by the amount of control of the conversation, by the different ways to explain the topics and activities but keeping the same idea, and by the way the students can do the class activities. Similarly happens to the interactional identity of being a participant. TE2 sees himself as another participant but with the major responsibility of setting the class topics. This facet changes when he is not in control of the conversation; he thus seems to turn into a listener limited by the position that he assumes and has granted the students to hold. When joking, he seems to position, interactionally speaking, at the same level of the students since he analyzes whether a joke fits into the conversation.

As a main talker, TE2 implies that he may at times be the one who talks the most because he has brought the topic, or issues about it, into the conversation; nevertheless, this realization does not imply that he dominates the conversation by denying the students to interject anytime or by telling them what to say and how. On the contrary, he implies that he can talk about the topic as much as the students allow him to do so, or as much as the students contribute with content about the topic, or as much as he has to say about the topic. All this makes him concede the interactional role of being the main speaker to any of the students at ease. These realizations and facets are congruent with the interactional role of being a friend. When being so, TE2 positions himself at the same level of interaction and affection to the students during the lesson deliveries. Thus, he can talk about how they have done, what they have said, and how much everyone has to reflect upon the said and done.

In brief, the number of interactional identities that TE2 enacts in language-based classes come from similar purposes and reasons, both connected with the lesson delivery and the students. Accordingly, the realization of these interactional identities is closely related to the interactional situations in which they emerge displaying varied limitations, realizations, and facets in their enactments.

4.2.3.2. TE2's Interactional Identities in Content-based Classes. Conforming to the previous section, TE2 says that he enacts his interactional identities in content-based classes on the basis of a set of purposes and reasons. However, the purposes that this time he exposes in the co-analyses and constant checks are all related to the development of the sessions in general. There seems to be no distinctions between purposes connected exactly with the lesson delivery,

the students, or the interaction, for example. The following purposes in Table 4.5 show that these aspects are all interconnected.

Table 4.5

TE2's Purposes for Enacting his Interactional Identities in Content-based Classes

- To make the students feel that the class is more theirs than the teacher's; so, he expects that they interact more than him.
- To make the students feel that the class topics can also be connected to what everyone lives every day; so, he expects that they talk about themselves in this career.
- To participate in the classroom activities with the students so that his performance can serve as an example for them.
- To make the students listen to everyone's point of view and stories since each one may have experiences about teaching to tell, especially the ones who are already teachers. In this way, they can analyze what they do as teachers.
- To discover everyone as a teacher, and to discover what each one really does as a teacher and why.

A point to highlight in these reasons listed in Table 4.5 above is the way TE2 holds the occurring conversations and interactions in content-based classes as the basis for discovering and analyzing who a teacher is as well as what a teacher does (maybe because the observed content-based classes were about curriculum, material design, and didactics). He does so by settling interaction as the ground on which each one, even himself, can walk and use to speak. By saying that the students own content-based classes, TE2 configures varied ways of interacting, even for himself (see the analysis of classroom interaction in TE2's content-based classes above). These ways happen because he mainly fosters the students to speak about the class topics spontaneously and to listen to each other attentively, as he does both, too.

The reasons for enacting his interactional identities in content-based classes also come from the basis of a set. Different from the set of purposes, his reasons do seem to be connected with the session delivery and the interaction during it. Table 4.6 below shows these reasons.

Table 4.6

TE2's Reasons for Enacting his Interactional Identities in Content-based Classes

Reasons connected with the session delivery	• To explain something with real things that teachers do for language teaching. • To make the students demonstrate that they have understood or learned something during the classroom activities. • To convert language exercises into content that the students can study.

Reasons Connected with the interaction during the session	• To extend the ways the students can interact and use English more spontaneously and naturally during the classroom activities. • To make the students talk and share (to everyone) in the classroom freely and unplanned at any time without feeling correction or approval is expected. In this way, they can learn more by sharing and listening. • To show the students that a real conversation is not scripted as it may be presented in textbooks or in teaching material. • To have a conversation with the students, a conversation that is about the class topic or not.

The reasons connected with the session delivery presented in Table 4.6 above concentrate on two aspects, the way TE2 explains the class topics (for example, Excerpts 4.7-TE2 and 4.8-TE2 above with the corresponding explanation) and the exercises that he plans for the students to apply those topics (for example, Excerpt 4.9-TE2 above and its explanation). In parallel, the reasons connected with the interaction during the session focus on those different or possible ways it may occur; thus, classroom interaction in TE2's content-based classes should be spontaneous, without expecting teacher approval, and for everyone with equal rights (for example, Excerpts 4.4-TE2, 4.5-TE2, and 4.6-TE2 above with the corresponding explanation). A point to highlight here is the further explanations that TE2 provides in search of spontaneous, natural, real, unplanned, non-scripted interaction in his content-based classes; he exactly says that "That is not the way we interact in real life. You never ask pre-planned questions to people you are talking with and then when they answer, you say correct or incorrect" [CA3]. He pursues a free conversation flow in his classes without forgetting the topic. Doing the opposite means 'schematizing' classroom interaction; he says, "No, this [schematized interaction] is something wrong we [language teachers] have done for so long in classes. Our students will not live this type of conversations in real life when they talk with an English speaker" [CC2].

These reasons and purposes for enacting his interactional identities surround the different roles that TE2 plays in his interactions with the students. However, congruent with the interactional identities in language-based classes, TE2 primarily makes reference of the particular action in the interactional situation under analysis to explain the purpose or reason for enacting each role ("when they are the ones who tell, I am the listener; if I have something to say, I ask or I comment. If they ask me, I answer, and so on" [CC3]). Therefore, he can be a greeter, topic introducer and explainer, speaker, conversationalist, requester, experience sharer, speechmaker, and classroom manager (when he organizes the classroom activities and suggests how the

students should do them). Apart from these, TE2 elaborates with more detail on four more interactional identities: he as a topic presenter, guide, assessor, and another participant in the class. The following lines talk about them.

TE2 as a topic presenter. He admits that he plans the order in which he is going to present the class topics and the instructions for the activities in each session ("I certainly script the order I am going to present the topics to talk in the session" [CA2], "My role as a presenter is then to make myself as clear as possible with the tasks they are going to do" [CA1]). Despite this fact, he does not script what to say exactly to present the topics, he has in mind what topics and issues to talk about, but not the lines to say. For the instructions, he usually has them typed down on a slide or worksheet; however, after reading each, he further explains it, thus, he just improvises these further explanations.

When being a presenter, he avoids holding the floor and staying at the front for so long ("When I present the topics or activities, I try to be concise, I hate holding the floor for so long" [CA3], "When I am at the front, standing, I feel the students do not participate much. I feel that they feel that the one at front is the one that talks and talks" [CC3]). Here, TE2 puts in practice the reasons listed in Table 4.6 above to enact this interactional identity.

TE2 as a guide. He enacts this interactional identity when he talks about language education with the aim of advising the students to be attentive to issues about the topic ("Another role I think I have is the role of a guide when talking about the texts or manners of teaching" [CA1]). For this interactional identity, TE2 reveals how he sees what a content-based class is about ("A class of content is to discover us as teachers, and to discover what we really do as teachers and why" [CA3]). He then acts as a guide preserving this premise.

TE2 as an assessor. He assesses the students as the interactions with them about the class topics flow. He values everything that the students say to the class ("I may be the assessor, but I will do it accounting to their experiences and the way they present them" [CA2]). To do so, TE2 usually complements what they have said with his own thoughts, which in turn becomes the point of reference to value the students' contributions. With respect to his, he says:

> "I want my students to see me like the teacher who shares because has already lived what he is teaching, because has already studied other points of view, and now he wants to share all of that with them. When I assess them, I am sure my students trust in my criteria." [CC2]

In this quote, for TE2 an assessor is valuing what the students say in their participations during the classroom activities. He does it by sharing his own experiences and analyzing the students' points of view while participating.

TE2 as another participant in the class. Among the interactional identities that he talks about, this is the one on which he elaborates more in the co-analyses and constant checks. When I ask him about varied interactional roles, for example, being a speaker, conversationalist, requester, experience sharer, and speechmaker, he affirms that he does them because he is another participant in the class, "One that has the responsibility of talking about the topic, too" [CA1]. That responsibility includes talking about the topic by connecting it with different issues, "I talk about my own beliefs and likes because I want my students to listen to the point of view from a teacher that has had, fortunately, more experience at teaching." [CA2]. He does this without holding the floor so much or showing off ("I hate when I feel I have been talking a lot. I don't want to feel that I am the only one that talks in the class. I don't want to show off either, I just want to share" [CA2]).

Being another participant in the class implies that the students also have the roles of speakers, conversationalists, requesters, experience sharers, and speechmakers. Therefore, when the students are in charge of the interactions in content-based classes, TE2 acts as another participant in the class or assumes the roles that the students assign him in their activities (as a responder, collaborator, and reporter). The following quotes exemplify this fact:

> "I do not like interrupting when the students are talking, I always remain quiet. It is like respecting their turn as they are having also a chance to interact anytime in the class. I like to participate in equal terms." [CC2]
>
> "I am not the main talker anymore. I just become another participant. The students who are in charge are the ones who lead everything then. Just at the end, when they have closed the activities, I kind of take my role of the main talker again." [CA1]
>
> "So, when they are in charge, I engage at once. I do that so that they feel that the proposed activity clicks on us, at least on me first. When I do that, I see that the others follow me, I guess they may think that they have not another choice if the teacher, as a participant, does that immediately." [CC3]
>
> "I think I take the roles the students in charge want me to take. I am a participant of their activities. If I have to ask questions to another student because the activity says I have to, I

do it. If I have to answer or to help find a solution, I do that, too. I kind of take off my clothes of the teacher and keep the ones of being a student, another participant in the class." [CC1]

TE2 realizes that he is the main talker of the class due to the responsibilities that he assumes as the teacher in charge of the subject. However, he permanently opens spaces for the students also to assume this role throughout the classroom activities as long as the conversation can last ("I do not care about time actually, as far as the conversation is enjoyable for the students and me. If the students want to talk more, or include more experiences, all of them are welcome" [sic] [CC2]). He says that when he talks, the students follow him, so, when they talk or are in charge of a classroom activity, he also follows them. The other specific reason for him to play this role is to show the students that the interactions occurred at the moment, then, they are unscripted ("This can be a matter of showing the students that a real conversation is not scripted as they are presented in textbooks or in teaching material. The other can answer by using the language as they want" [CC2]).

In a few words, TE2's interactional identities in content-based classes are regulated by sets of purposes and reasons to enact them. These sets lay the basis for delivering the lessons and co-constructing the interaction with the students in this type of classes. Characteristically, he plans the sessions starting usually with an introduction, then an explanation and a series of activities (see the last part of the analysis of classroom interaction in TE2's content-based classes above). However, each of these stages remain conversational in which interactions flow as spontaneous as possible maintaining each one, even the TE2, with equal rights to interact.

4.3. Teacher Educator 3

4.3.1. Who the Teacher Educator is

This last participant, TE3, is a female teacher educator with around 19 years of experience, of which two years were at teaching English as a foreign language at school, secondary level, and five years at different language institutes in Bogotá, Colombia. She has also worked as a teacher educator for fourteen years for two different English language teacher (ELT) education programs in Bogotá, Colombia; she quit one of them seven years ago. As an English language teacher, she taught beginner and intermediate learners. As a teacher educator, she has taught students who are in the third, fourth, and fifth year of the ELT education program. In the program for which she currently works, apart from being a research-group leader, she has taught language-based classes at intermediate and advanced English language proficiency level, and

content-based subjects on research in education, phonetics, sociolinguistics, and language pedagogy.

TE3 holds an undergraduate degree in Philology and English and a Master's degree in Education. These two diplomas are from two different universities in Bogotá, Colombia. She received a certificate of recognition for her academic performance. She participated as a presenter in an international event about English language teaching in the US. In the last ten years, she has presented in several international academic events in Colombia. She has co-published five articles in Colombian specialized journals and a book about English language teaching and modalities. She has participated twice in the team that re-designed the curriculum for the ELT education program she currently works. In the last ten years, she has had several opportunities to work with only-English-speaker scholars in several projects at distance; this experience has constructed in her an intercultural approach with ample possibilities of incorporating updated means and mediations of teaching languages.

In the previous chats to become a participant in this study, TE3 said that interaction in the English language classroom is fundamental for the learners and future language teachers, the former to learn more about how to use this language in genuine conversations, the latter also for teaching it. This is why, she says that English language learners or teachers need to know how to interact by using the most socially and linguistically accurate English possible. TE3 is familiar with some studies and terms about classroom interaction. She has taught this topic in one of her content-based classes on sociolinguistics. When teaching the topic of classroom interaction, her main goal is then to show and foster the relation between interactional and syntactical structures and English language learning. When asked about the way she does so, she says that she generally uses examples from different sources, such as movies, videoed teaching material, and research-study transcripts. She also says that, although some of this material can be scripted, she makes students aware of the dynamics of interaction and use of English in the sample conversations.

In total, four TE3's classroom sessions, of two hours each, were observed and recorded for the study. Two of them were in two groups of content-based classes given in English, the other two were in two groups of language-based classes of an intermediate level of English language proficiency. The four recorded sessions are part of the same ELT-education program for

which she currently works. The way TE3 organizes classroom interaction in her sessions is presented in the following section 4.3.2.

4.3.2. The Classroom Interaction done by TE3

In the following two sections (4.3.2.1 and 4.3.2.2), I present the way TE3 co-constructs classroom interaction with her students in both language-based and content-based classes. Two language-based classes were video-recorded in a class at an intermediate level, equally, two content-based classes on sociolinguistics and research in education. Each of these four classes was with a different group of students but in the same undergraduate program in ELT.

In both types of classes, I can say that TE3 uses varied aids as videos, websites, Power Point presentations, and photocopied written texts and exercises. These aids are used as propellers to impulse classroom interaction through the development of the session activities (see sections 4.3.2.1 and 4.3.2.2 below). Equally, TE3 plans a set of questions to create interactional moments with the students in both types of classes. These questions are asked at the beginning of activities of group work. In occasions, these questions are responded with short answers, particularly in language-based classes, whereas, in content-based classes, the students' turns are longer; this situation generates a co-construction of an interactional pattern of teacher-introduction, student-response, and teacher-conclusion.

Equally, in both types of classes, TE3 does a stage for explanation of the session topics. Coincidentally, this stage generates clarification requests about the topic explained, with short turns in language-based classes and longer ones in content-based classes. After this, TE3 uses the aids, always with convergent questions[36] (see Excerpts 4.1-TE3, 4.2-TE3, 4.5-TE3, and 4.6-TE3 below), as a resource for the students' group work, in which, if the students need help within it, TE3 approaches to them and provides it. Remarkably, in the stage to report the work done in groups, the interaction in both types of classes maintains similarities, although she states that the contents are different in each type of classes: TE3 nominates the students to report their answers, the students do accordingly, and TE3 acknowledges and evaluates the answer; in occasions, she expands it with her own comments or further questions (see Patterns 4.1-TE3 and 4.3-TE3 below). Likewise, when the students are reporting the answers, TE3 writes down key words of

[36] Convergent questions require students to provide information or to recall previous information (Richards & Lockhart, 1994). These authors also define other two types of questions: Procedural questions which have something to do with the classroom routine, and divergent questions which encourage students to give their opinion or judgment instead of recalling previous information.

those answers on the board. These dynamics of group work happens up to four times in each observed class. Both types of classes finish when the last group work ends.

The content of the following two sections (4.3.2.1 and 4.3.2.2) gives detail about the way TE3 co-constructs classroom interaction with the students in her language-based and content-based classes.

4.3.2.1. Classroom Interaction in TE3's Language-based Classes. In the beginning of the two observed language-based classes, TE3 prepares the video beam or data projector and loads the exercises and videos to use in the lesson. She then starts the session by saying "hello" and asking the students about the assignment ("they always have an assignment to do which I use to present the lesson topic" [CA2]). If the students report to have done it, TE3 asks them for possible difficulties they had when doing it and for the product (a short video or written text, or answers of an exercise). On the contrary, she reminds them of the importance of doing the assignments ("The idea is to do some practice in English by your own" [sic] [TE3-LB1], "I'll give you some recommendations, those exercises are for you to practice the topics of the class by your own" [sic] [TE3-LB2]). In the second language-based class observed, for example, no student did the assignment; then, she highlights the importance of doing those exercises and moves on to the first activity for the current lesson.

TE3 indicates what is to be done during the lesson. She writes this on the board. To start the first activity, TE3 asks an open question that refers to the lesson topic. She says that this first question is to "show encouragement about the class and highlight students' attendance" [CA1]. If she receives no response from the students, she repeats the question, sometimes paraphrasing it. The students initially give short answers. This moment of the lesson is illustrated in Excerpts 4.1-TE3 and 4.2-TE3 below.

Excerpt 4.1-TE3: Likes and dislikes.	*Excerpt 4.2-TE3: Relationships.*
TE3: What do you like doing? Volunteers! [Asked 3 times. No response] No? Volunteers? [No response] Ok. So, we are going to talk about expressing likes and dislikes… [TE3 says and writes two examples about her on the board] … What do you like doing? Any volunteer? (11 sec.) S1: Working and watch TV. TE3: Would you prefer to work at home or outside? [asked twice] S1: At home, teacher.	TE3: The topic today is relationships, love, and romance. What comes to your mind from these words? (3 sec.) S3: Relationships are like bonds? TE3: Yes, relationships create bonds, as a marriage. For example, do you agree with using the maiden names when you get marriage? S2: What are these? TE3: The last name of your husband. S2: Ah. No, teacher. That is *anticuado*.

TE3: Ok. Let's see the others. What do you like doing? (7 sec.) Volunteers? (3 sec.) S5: Shopping. TE3: Ok. What do you like to buy? S5: Clothes. TE3: Ok. Now, we are going to see how…	TE3: Ok. What do you think about relationships nowadays? S1: I don't see they last much. TE3: Yeah, that could be true. What else comes to your mind? S1: Lover day [laughs] TE3: are you married? S1: Of course not. TE3: So, you are not thinking about marriage? S1: No. [No further answers]

TE3 closes this starting moment of the lesson, as illustrated in Excerpts 4.1-TE3 and 4.2-TE3 above, when she sees that the students are little participative: "it's too much effort asking and asking and receiving short answers or no answers. There's no point of doing that at the beginning" [CC2]. The students seem to accept this and move on as TE3 indicates.

The next moment is for the explanation of the lesson topic. TE3 constantly says and writes key words of her explanation or examples on the board. She says that she typically uses a number of resources with different examples about the lesson topic and for the subsequent exercise (Power Point presentations, videos, websites, and the online platform of the textbook). During the explanation, TE3 also repeats key points about it and what the next exercise is about two or three times in a different way. While doing so, she asks questions to know if they are following her ("is it clear?", "do you understand this?", "so far so good?"). When the students respond, they say short answers ("yes, teacher" "it's ok").

After the explanation, a preliminary question for the students to start the activity usually comes again. The previous scenario with the open question at the beginning of the lesson seems to happen once more: TE3 asks, and the students give short or no answers. It keeps unchanged until TE3 leaves the students to work by themselves, in pairs, or in groups. Excerpts 4.3-TE3 and 4.4-TE3 are examples of this scenario.

Excerpt 4.3-TE3: Difference in sentence structure.	*Excerpt 4.4-TE3: Answers to questions on a slide.*
TE3: Please, read the sentences. Find the difference among the sentences (the teacher writes this part) … For example, in terms of sentence structure, what is the difference if I compare the three sentences? …if you compare the three sentences, are the three forms, correct? Let's work on this.	TE3: Each one of you is going to use a question from the slide. I'll give you two minutes for you to prepare an answer, and everybody is going to share your answers… [Repeated twice] [TE3 writes the explanation]. Oki, you may start now.

During pair or group work, TE3 stays at her desk unless a student calls for her help ("Teacher, can you help me?", "Teacher, a question!", "Teacher, we are doing this ok?"). She approaches the student and provides the necessary explanation, usually about language use or how to say something. When the time for this pair or group work is over, TE3 starts nominating the students to give the answers of the exercise. There is a common pattern when this occurs: (1) TE3 nominates and asks a question, (2) a student answers, (3) and TE3 evaluates the answer (in this last turn, TE3 usually repeats the students' answers). Pattern 4.1-TE3 shows these three turns.

Pattern 4.1-TE3: TE3's interaction when asking about the answers in an exercise.				
(1) Teacher nomination and question	S4, what are the women doing? (Repeated twice) (5 sec.)	Is it correct or incorrect? S7, what do you think?	Is it necessary to use the preposition "to" (after "enjoy")? Eh, S4?	What can you [S3] see in the picture? What are they doing?
(2) Student's answer	They are making a recipe.	Incorrect, teacher.	No, is incorrect, not use "to".	People are doing sports.
(3) Teacher evaluation	That is good. They are making a recipe.	Yes, S7. That is incorrect.	Very good. In this case, it is not necessary to use the preposition "to".	Yes, people are doing sports.

In the first co-analysis done about language-based classes, TE3 realizes that she was doing this Pattern 4.1-TE3; she says "I was not aware of this at all, but now that I see it, it is funny and interesting. I feel I am following a kind of language interaction frame or discourse." Eventually, in the next co-analysis and constant-checks, TE3 reflects on this pattern. When asked about the reasons of doing it, she says the following for each turn: turn (1) "I nominated them, and it was also hard for them to participate. Sometimes this happens because I have noticed that some students can be really passive." Turn (2) "This is a way for me to identify those difficulties that the students are facing in terms of conversation, more vocabulary, pronunciation, and conversational strategies." Turn (3) "Now that I am aware of doing or following this pattern, I think that it responds to my enthusiasm about interaction, I am trying to capture their attention and making sure they understand."

TE3 plans other activities for her language-based classes. Another is talking about a topic. Equally, she explains the activity, writes how to do it on the board, gives a couple of examples, and asks the students to work in pairs or groups for a while. When the students are asked to report

the answers, she also nominates the student to talk; however, different from the previous pattern of initiation-response-evaluation, this time the interaction flows with coming and going of turns. Both can ask questions, add comments, overlap turns, intervene, and acknowledge each other's comments. The conversation goes around the opened-up topic. Excerpts 4.5-TE3 and 4.6-TE3 below give examples of this interaction flow.

Excerpt 4.5-TE3: Liking activities.	*Excerpt 4.6-TE3: Answers to questions on a slide.*
TE3: Ok. Any of you want to share the answer? Ok, let's hear S1! S4: Teacher, I feel nervous. TE3: No, this is the idea of the exercise… S4: Ok. The first question. I like to spare time with my family. TE3: [Interjecting] For example, what type of activities do you like to do with your family? S4: Watch TV, cook, and play video games all time. S5: He likes to do that! TE3: Oh really, what's your favorite video game? S4: I forget the name. TE3: So, do you play X-Box? S4: X-Box, yes. TE3: Good. About cooking, what do you like cooking? S5: He is not good to cook! S4: No, yes, teacher, I cook delicious…	TE3: When you think about love and romance, what kind of words come to your mind? Eh, let's see. Are you married? [to S2] S2: No. S1: [To TE3] Are you married, single, or in a relationship? [Laughs] TE3: I'm in a relationship. S3: Are you happy with your boyfriend? TE3: Yeah, yeah. He is special. S3: You are lucky teacher. TE3: [To S3] What do you think it's necessary for a good relationship? S3: Love. No, communication. This was bad in my previous relation. I'm divorced, teacher. TE3: How things have changed for you after the divorce? S3: Oh, teacher, free. I'm *tranquila* now.

Two practices are common when the interaction flows in this way. First, both TE3 and the students use questions or points of view to request for more information about the current topic (i.e., TE3 to S2: "What do you think about relationships by these days?" [TE3-LB1], S3 to S7: "Do you read stories in English?" [TE3-LB2], S5 to S6: "It's hard for you to take that decision" [TE3-LB2]). On few occasions, TE3 writes down the questions on the board. Second, TE3 corrects the students' mistakes just after they have said it but without interrupting them. She usually does it by recasting (Markee & Philp, 1998), as shown in the examples in Excerpt 4.7-TE3 below.

Excerpt 4.7-TE3: TE3's recasts.			
S2: I don't do the video because this. TE3: Oh, so you didn't do the video because of that.	S3: It's the I am no concern I do… I am this. TE3: So, you were not concerned about doing that.	S6: So, it's ok when you break up the person. TE3: When you break up the relationship.	S1: Teacher, I have and exposition to do about that. TE3: A presentation, you mean.

TE3's replies and acknowledges to the students' answers, comments, or questions are as well recurrent when the activity presents this kind of flow ("thank you so much", "oh, that's very good", "nice, pretty cool", "I kindly ask you to speak louder").

In average, TE3 does four activities for every lesson as the ones mentioned in the above paragraphs. The interactional dynamics is similar: explanation of the activity, confirmation questions, a preliminary question, pair or group work, and reporting of answers by nomination with the presence of varied turns. She says that she does it in this way because "I found that students hardly thread a conversation, this is majorly because they still require more English to continue, they feel really afraid of, or they feel they do not know how to do it" [CC2]. TE3 is aware that the co-constructed interaction with the students in language-based classes may occasionally look predictable, although she believes it can be momentarily: "I think that even though it can be frustrating at the moment of keeping a thread of the conversation, little by little, or in future semesters, they will be full aware of that, hopefully" [sic] [CC2]. The students seem to correspond to this dynamics since they follow this, activity after activity, when TE3 announces it: "Now, I need to move forward with an exercise, this is a short survey to know more about each other" [TE3-LB1], "Here, we have an interesting exercise for you, so you can, together in groups, do it" [TE3-LB1], "Here, we have different contexts about love, and extra charts, the idea is to work in groups and create a story" [TE3-LB2], "Now, let's see what happens about relationships around the world. So, here we have the questions" [TE3-LB2]. At the end of the lesson, TE3 finishes the session by asking the students if they liked it or have any suggestions or opinions, or by reminding them of the assignments to do next.

4.3.2.2. Classroom Interaction in TE3's Content-based Classes. In the beginning of the two observed content-based classes, taught in English, with two different groups, TE3 first prepares the video beam or data projector for some visual resources (on a website and a Microsoft Power Point presentation). She starts both sessions by presenting different cases to study. In the observed session of research, she starts it by talking about three research statements submitted by three students of the class before. She seems to provide feedback on each research statement. In the observed session of sociolinguistics, TE3 starts it by presenting three cases to which the students should pay attention in the details. In both sessions, TE3 uses the board to write down some of her comments. The students intervene by saying "ok" as a type of

acknowledgement of what TE3 is telling them. Occasionally, few students interject with longer turns to explain how they see the research statement or the cases. In these longer turns, TE3 replies by explaining issues about what the students have just said. During these events, the students constantly take notes down. This first moment presents a cyclical interaction pattern of three turns: (1) teacher introduction, in which TE3 talks and gives explanations about a case or statement; (2) student response, in which the student acknowledges and provides explanations about the case or statement; and (3) teacher conclusion, in which TE3 acknowledges the student's response and expands her own explanations. This Pattern is illustrated in 4.2-TE3 below.

Pattern 4.2-TE3: Starting the content-based session.

(1) Teacher Introduction	Talking and giving explanations about a case or statement.	Assessing sociolinguistics in tests demand a great knowledge on how language can be used in different contexts, so that what people say can go in line with what is expected to hear in that context.	[T talks about what is expected to be found in that problem statement] … another aspect that I want you to revise in your literature is collaborative… because we agreed on some strategies, right?	
	Asking for clarification about a case or statement.			Now, what kind of information did S4 select for her research? Is it only qualitative?
(2) Student Response	Acknowledgement. Interjection to provide explanations about the case or statement.		Yeah. Actually, I apologize for that issue because that followed the game that I liked to establish for my project… but I was confused because I didn´t know how to …	S4: Uhm. S1: Teacher, and the statistics? Is this qualitative, too?
	Acknowledgement. Question about content of the previous turn.	Ok. But I think we should work on that to determine the criteria and standards to use. How can we clarify if those pathways are in a proper way?		
(3) Teacher Conclusion	Acknowledgement of the student's response and expanding her own explanations.	That is a very good question. Constructing criteria for assessing socio-linguistic aspects in a test is not easy. First, we need to…	Ah, that's not a problem. We need to see what strategies to use for the game that you planned.	

	Answering the student's questions.			It is quantitative because those are numerical data.

This cyclical interaction Pattern 4.2-TE3 can start by TE3 talking and giving explanations or by TE3 asking for clarification about a case or statement. Afterwards, the students acknowledge this and provide explanations if the previous turn is a question or ask about content of the previous turn. To finish the pattern, TE3 acknowledges the student's previous turn and provides further explanations. The cyclical pattern ends when there is no more to talk about the statements or cases. With respect to this, TE3 says:

> "I think this interaction is mostly shaped regarding the pedagogical and class session intention. It might happen that a learner brings an expected issue, but anyhow, I know exactly what I intend to achieve in each [content-based] session with this exercise." [CA2]

TE3 makes evident her awareness of this interactional co-construction with the students. This usual first part in the observed content-based classes "bring[s] to the classroom academic issues we [they] are facing in the course" [CA2]. Her pedagogical intention is to introduce the session topic through the presentation of different statements or cases. By doing so, the cyclical pattern is the way this pedagogical intention comes into an interactional realization.

Subsequent activity requires the use of the visual resources or material prepared for the session (photocopied texts). TE3 shortly says what the text is about. She asks a student to read one first part. She also has a video (academic presentation) to show. The students ask no questions, just TE3 explains how the video is connected to the session topic. Then, she returns to the text, explains further issues in it, and writes down a couple of examples on the board. The students just listen to all this; no questions or comments come up.

TE3 says that she does various group-work activities in her content-based classes, in which they talk about content that she has presented in the videos or texts but in connection to their own experiences and realities ("I intend to link knowledge, authors, explanations, and students' ideas in the material I use in my [content-based] classes" [CC2]). She uses guiding questions for the students to talk in groups. During this group work, TE3 remains at her desk preparing the material for the next activity or just seeing how the students are working. If a student needs her help, she approaches to him/her, provides the explanation requested, and comes back to her desk.

After the group work, TE3 requests the students to report what they talked about ("ok, let's see. What did you say for question 1?" [TE3-CB2], "Can you share your ideas for question 2 [TE3-CB1], please?", "What do you have for question 4?" [TE3-CB2]). In this moment, the cyclical interaction pattern of teacher-introduction, student-response, and teacher-conclusion seems to happen again, although with a slight difference in the first turn. The teacher-introduction turn is now a direct question to report the students' insights for each question instead of asking for clarification or the follow-up of her explanations. In the students' response, they tend to start with a "yes, teacher"; then, they report their insights, which can be accompanied by a question about the content they were supposed to talk about ("teacher, I don't know if this is correct?", "teacher, I don't know if this is the answer", "teacher, is this ok?"). TE3 confirms that the students' answers are valid ("oh, that's ok", "very good answer", "you did well") and equally acknowledges the students' responses by paraphrasing them and even writing down key words of those answers on the board.

Despite this fact, in occasions, when each students' report has finished, and TE3 has a question about the reported insights, another similar three-turn interaction pattern emerges: (1) teacher initiation, in which TE3 comments on the students' report and asks questions about it; (2) student response, in which the student responds to TE3's questions or comments; and (3) teacher acknowledgement, in which TE3 recognizes the students' responses. Pattern 4.3-TE3 below represent these three turns.

Pattern 4.3-TE3: Commenting on or asking about the students' report.

Teacher initiation	Comment on the students' report	Ok. So, she found how to explain that ESP is applied for companies. She looks for this. So, she needed an article for ESP, and you did something similar.	
	Question about the students' report		Thank you for the report. But, what kind of information she wrote in that summary?
Student response		Yes and no, teacher. Our topic is ESP, yes. But we do not know how to look for articles about it.	She talks about three things. The first one is […]. The second one is […]. And the third one is […].
Teacher acknowledgement		Ah, I get it. You can find articles about this in…	Ok, good. Now, I get it.

In this Pattern 4.3-TE3, TE3 initially provides a comment of the student's report or asks a question about it, the student responds, and TE3 acknowledges that response. The pattern can

happen again if TE3 still has a question or a comment on the student's response. When asked about the reasons for interacting in this way, TE3 says that:

> "I can feel comfortable at the end because I think that in the way that I have addressed the session pedagogically, I have made explicit those students' gaps and turn discussions and interactions that occurred during the session towards their needs" [CC2].

This denotes a pedagogical purpose in the way TE3 co-constructs interaction in her content-based classes. The fact that she plans the questions for the students to talk during group work ("I think that those classes demand from the teacher educator to implement strategies for eliciting data or students' ideas in their minds" [CA2]) reveals that she expects a constant way to interact in this type of classes. TE3 explains this as follows:

> "Here, in content-based classes, the knowledge is about background for teaching issues so it implies for me to anticipate and elicit other types of interactions as the ones mentioned above [the two interaction patterns]; whereas, in English-based classes, it implies to interact about everyday life, realities, and pure interaction to communicate in English." [CC2]

As TE3 makes evident a difference in the way she may interact in content-based and language-based classes, she denotes that the contents and purposes of each type of classes configures the way interaction may happen in each, "I think that the nature of what you are teaching somehow determines the way you shape interaction" [CA2]. These quotes sustain a clear understanding to interact differently in language-based classes from content-based ones:

> "It proves that content can be seen in any language because it is used to talk about knowledge, which is the active component of the class. Whereas, in a language-based class, content is passive because linguistically talking, language needs to be explicit to talk about language itself." [CC2]

The two observed content-based classes finish at the end of this group-work activity. TE3 just reminds the students whether there is an assignment for the next session.

In brief, TE3's content-based classes contain materials and question strategies to create and maintain interaction. Group work is predominant, which later serves to co-construct interaction between TE3 and the students. That interaction keeps a common sequence of TE3 initiating it, the students responding, and TE3 finishing the sequence. Further comments or questions about the students' answer trigger this sequence again, so is it for TE3's explanations.

4.3.3. TE3's Interactional Identities in Classroom Interaction

TE3 was also asked about the interactional roles that she sees herself playing within the emergent characteristics of her interaction with the students in both language-based and content-based classes. In the co-analyses and constant-checks, she affirms that she enacts her interactional identities in line with the way interaction flows in language-based classes, but by keeping in mind a number of purposes and reasons in content-based classes.

In this order of ideas, in language-based classes, TE3 can enact interactional identities when requesting for the student's report, pushing them to work during the lesson, indicating what to do and how, increasing interaction, explaining topics in varied manners, as well as visualizing, promoting, and exposing the students to different forms of interaction in the class (see section 4.3.3.1 below). Meanwhile, in content-based classes, TE3 keeps in mind a set of pedagogical and interactional purposes and reasons to enact her multiple interactional identities. The multiplicity of her interactional identities impedes mentioning them in a list since she can play a number of interactional roles at the same time in each interactional event, roles that she seems to be unable to give a name (see section 4.3.3.2 below).

Despite these previous insights, TE3 is able to mention a set of interactional roles that result prominent in each type of classes. For instance, in language-based classes, she can be an interaction increaser, student-work pusher, and a teacher in classroom interaction. Meanwhile, in content-based classes, she can be a teacher educator and an advisor. Each of these interactional identities presents particular characteristics and enactments.

The following two sections (4.3.3.1 and 4.3.3.2), I present TE3's interactional identities with more detail, first, in language-based classes, then, in content-based classes.

4.3.3.1. TE3's Interactional Identities in Language-based Classes. TE3 mainly talks about the interactional identities that she enacts during the observed language-based lessons as the transcripts of the interactional events or patterns are presented during the co-analyses or constant-checks. As she talks about this, she reveals the way she sees herself, in general terms, as part of the interaction in her language-based classes.

For TE3, these classes generally start with the students' report of having done the assignment. She asks the students about it because she wants to connect what the students have done in the learning material with the sequence and scope of the contents of the class; particularly, she wants to do a follow-up of the process that they are all doing from the previous

lesson to the current one. With this reason in mind, TE3's role of *requesting for this report* aims at creating a space for the students to interact and participate at the beginning of the lesson, even though they have not done the respective assignments. She says that she does so "since everyone has always something relevant to say about the assignment" [CA1]. When they have not done the assignment, she takes on the role of fostering and pushing them to work (see her interactional identity of *student-work pusher* below); she wants to make the students understand the importance of these academic assignments for their lives.

After requesting for the students' assignments, TE3 indicates *what is to be done* during the lesson, a moment only for her to talk ("As a teacher, I feel I need to make big efforts, be creative, be patient with them, to encourage them, this is like a role a teacher needs to do so that the students know what is expected from them" [CA2]). The subsequent convergent question (Richards & Lockhart, 1994) that comes after presenting what to do has a reason, TE3 plans and uses it because she wants to "open a conversational event that makes the students live natural uses of English for communication" [CC2]. Either she receives no or short answers, she plays the role of an *interaction increaser* (see the respective explanation below). She enacts this interactional identity by repeating the question, paraphrasing it, or adding further but related inquiries (see Excerpts 4.1-TE3 and 4.2-TE3 above).

The next moment is for the explanation of the lesson topic. At this moment, TE3 can repeat key points about it; she also explains the next exercise. She does this by assuming a 'figure' of how a language teacher should explain, concentrating on her own English language use. Her interactional role of *explaining* then has a main purpose, "to be a teacher's figure for the students by molding what language teachers are and do professionally" [CC1]. With her ways of explaining, she wants the students to understand that they can connect the language topics and uses "with people, socially, culturally, and linguistically" [CC1].

After the explanation, TE3 asks another convergent question to start the first-class activity. This question is presented as a preliminary draft of how she *visualizes the interaction* for the subsequent class activity ("I want to make sure that the students understand, from the fact that I have had different conversations, how the interaction in the activity should be like" [sic] [CC2]). The activity is planned and done because she first wants *to promote more interaction* with and among the students; second, she wants to build bridges in the classroom for the interaction with each other. Thus, the first activity, and the occurring interactions in it, has two

main purposes: (1) “To open spaces for everyone to share aspects about each one (the human behind each) or the way each thinks” [CC2], and (2) “to foster, motivate, and encourage them to use English as natural as possible in their interactions by providing them with different contexts on pretext to understand and speak more with this language [English], and to socialize with the use of it” [sic] [CC2].

In the same vein, the subsequent activities, with similar interactional dynamics, are done because TE3 also looks *for exposing the students to and model different ways of interacting*. She says that she plans these activities to break pre-established or scripted interactional practices, as Pattern 4.1-TE3 above. Therefore, in these subsequent activities, the students are expected to interact about everyday life topics by using the language of the lesson. As the main purpose of these activities, she wants the students to “realize that speaking in English can be part of their lives, and that they can get accustomed to speaking in English” [CA2]. This purpose transits to the students’ report about the work done during the activity. When she *nominates each student*, on the one hand, she wants him/her to “feel more and more confident to participating by creating warm environments” [CC2], on the other, she wants to “assess the students’ difficulties while interacting and using English” [CC2].

In the last constant-check with TE3 on language-based classes, I asked her about the general purpose of interacting in the way she does in these classes. She gives this answer:

> “I interact in this way because I want the students little by little to take risks, reflect on, and be aware of how interaction may happen in English, or what they can do as English language speakers, for example mistakes, corrections, social use of English, conversational strategies; or what they are going to do as teachers. This is why I try to use varied alternatives or strategies to foster the students’ language learning through interaction.” [sic] [CC2]

Her interactional roles are then primordially to foster alternatively classroom interaction and English language learning. This is possibly why, she constantly invites the students to interact by answering to her questions, reporting their work, and asking about her explanations. This is coherent with the three interactional roles that she explicitly mentions for herself during classroom interaction in language-based classes. These are *interaction increaser*, *student-work pusher*, and *teacher*. The respective descriptions of each comes as follows in Excerpts 4.8-TE3, 4.9-TE3, and 4.10-TE3. I highlight the way she constructs the understanding of each role in the two co-analyses and constant checks.

The first interactional role is TE3 as an interaction increaser. In the co-analysis 1, for this interaction role, TE3 gives emphasis on her reasons and efforts to create interaction with the students, meanwhile, in the co-analysis 2, she talks about the purpose of being an interaction increaser. She sees herself as an interaction increaser when she says what Excerpt 4.8-TE3 below shows.

Excerpt 4.8-TE3: TE3 as an interaction increaser.	
Co-analysis 1	*Co-analysis 2*
"I take the role of interaction increaser because they need to interact more. They need to do it by using any means, but they need to do it. In the session, with this analysis, I realized how hard it is to do so [to make the students interact or participate]. You can continue recreating the opening and closing of conversations and the students will feel that you are not repetitive or that you do the same all the sessions."	"It [interaction increaser] can be kind of frustrating because you make the effort as a teacher expecting to help them thread a conversation and to play naturally or spontaneously with the language. All the interaction patterns that I use during a lesson could be the powerful instrument to reduce power relationships in the classroom. It [interaction] could make a balance between the positions of teachers, students, other participants. Interaction is also a way of finding that balance." [sic]

As an interaction increaser, as presented in Excerpt 4.8-TE3, she goes beyond this interactional role by connecting it with the emerging interaction patterns in her language-based classes (see Pattern 4.1-TE3 and Excerpt 4.6-TE3 above), which occur to balance her position as a teacher with the students' position as learners. It similarly happens with the interactional role of being a *student-work pusher*; in the co-analysis 1, she makes explicit the purposes for this role, whereas in the co-analysis 2, she talks about its reasons. See both in Excerpt 4.9-TE3 below.

Excerpt 4.9-TE3: TE3 as a student-work pusher	
Co-analysis 1	*Co-analysis 2*
"It seems to me that they haven't understood how important these academic assignments should be in their lives. I use this strategy to make them feel confidence, to build bridges in the classroom for the interaction with each other. I feel I try to be so enthusiastic with them, I encourage them, I foster them; so, I try to move them with my voice." [sic]	"Now I can say that it's part of being dynamic in a session. It's providing the students with opportunities and events to participate, interact, and express themselves, as well as for teaching them that language goes beyond the exercises they normally do with the materials or the platform. It helps students maybe to be more participative." [sic]

As shown in Excerpt 4.9-TE3, she pushes the students to work during the lesson and out of it for the different assignments. For TE3, this strategy creates confidence in them, helps in the classroom interaction with more spaces for students' participation and teacher's activities.

Increasing interaction and pushing the students to work in class are not the only interactional roles that TE3 mentions for herself. During the co-analyses and constant checks, she constantly sees herself as a *teacher* while interacting with the students. What she says about being a *teacher* during classroom interaction compiles particular manners, purposes, and reasons. The following Excerpt 4.10-TE3 below compiles these three aspects for this role of interactions of TE3.

Excerpt 4.10-TE3: TE3 as a teacher in classroom interaction	
Manners	• "My position as an English teacher is the one who fosters them, motivates them, encourages them, and provides different contexts on pretext for them to speak." [CA1] • "You [teacher educators] can make students conscious of the lack of or not sufficient development of mistakes, like the interactions you showed me. You can make students realize about this but through reflections, to the act of educating for reflecting, but not through the act of constraining students or making them feel embarrassed or punishing them." [CC1] • "We [teacher educators] shape, model, or open the paths to interaction, we know exactly to what extend the students are going to join into our path, or to maintain being interacting with us during a session." [CA2] • "As a teacher I feel I need to make big efforts, be creative, be patient with them, to encourage them, this is like a position a teacher needs to be aware of." [CC2]
Purposes	• "Pushing students to work in class and participate with their thoughts, opinions, and answers have an influence in the way I position myself as a teacher when interacting with them in these classes. We can be openers of new possibilities of the language and society, too. We, as teacher educators, can also give students the role of being openers, to open their perspectives, to provide reflections, to build new possibilities of discovering meaning behind the language." [CC2]
Reasons	• "I am a teacher with them giving these chances to interact in class because they are not going to be just English speakers, but also English teachers." [CA1] • "But as teacher educators we have the charge of being socially responsibly ethical beings." [sic] [CA2] • "This is my resistance of following scripts and I prefer to recreate more natural conversational events so that students can feel that English is something that is part of their lives." [CC1] • "This is why I try to label those aspects around my way of being as a human being and also the way of being and position myself as a teacher educator. If I don't do that, I am not following my essence, and my essence was teaching by hand." [sic] [CC2]

This interactional role of being a *teacher* presented in Excerpt 4.10-TE3 above seems to be more extensive than the other ones, or the others derive from this. In the manners, TE3 positions herself as the one in charge of fostering interaction by providing the students with multiple alternatives to participate. During the co-constructed interaction, she should check how it occurs and what herself and the students do in it, so that she can (re)orient the path of interaction. She does all this with the aim of pushing the students to work and participate more

during the lessons and to make them discover “meaning behind the language”. Her reasons to do all this refer to the commitment that she feels to show how to be a language teacher, distant from pre-established ways of interacting in the classroom but closer to what she is as a teacher educator.

In short, the interactional identities that TE3 enacts during interaction in language-based classes are: (1) multi-purpose because they aim at fostering interaction in varied manners; (2) multi-reason because, in coherence with the purposes, she enacts her interactional identities by keeping in mind diverse motives; (3) and multi-realized because they happen differently according to the interactional situation and the students. Although TE3’s interactional identities seem to be the same because of their names, purposes, and reasons, their enactments are conditioned upon what happens, and with whom, in this type of classes.

4.3.3.2. TE3’s Interactional Identities in Content-based Classes. Studying the way TE3 talks about her interactional identities in content-based classes with the way she did for language-based classes, I can say that she does not directly connect them with the current interactional events presented in the respective transcripts; instead, she talks about the enactment of her interactional identities in general terms. She affirms that her roles in the interaction in content-based classes can be multiple since they emerge in relation to how that interaction is happening, what moment in the class it is, and with whom she is talking (“I think that the nature of what we are teaching determines somehow patterns of interaction and what I do in them. It also relies on each student’s position in the classroom” [CC2]).

When asked about her interactional roles in content-based classes, TE3 says that they also depend on the objectives of the session, which in turn casts how classroom interaction may occur and what roles are expected for each participant to play. She precisely says, “The things we do as teacher educators shape or model those forms of interaction among students. So, interaction is mostly shaped regarding the pedagogical and class session intention” [CC1]. This point of view can open the possibility to infer that the enactment of her interactional roles and the construction of classroom interaction are thought in advance. When I ask her about this matter, she clarifies that, during the lesson delivery, she keeps in mind the objectives of the session and how to present the topics or activities; this fact allows her to foretell how interaction may occur and what roles she may play in it. Yet, this fact is insufficient for her to dictate how interaction will

actually be co-constructed; thus, how her interactional roles will be enacted. To this respect, she complements it by saying the following:

> "Before addressing the class, I prepare the text and what I plan to achieve through the session, so I would say, I plan a kind of intertextuality with them [the students] and by including their voices in the session." [CC1]
>
> "I do not plan the interactional sequences; the nature of what I am teaching somehow determines the way classroom interaction happens." [CC2]
>
> "It can be true. I anticipate the intertextual and interlanguage connection I want, but language, also interaction, emerges naturally regarding the students' response and the pace session." [sic] [CC2]

In these accounts for how she sees her multiple interactional identities emerging, TE3 implies that she foretells how to co-construct interactional events in her content-based classes, but just how to start them; for example, with her introduction (see Pattern 4.2-TE3 above) and her ways of requesting for the students' group work (see Pattern 4.3-TE3 above). However, the way classroom interaction develops after having started it depends on how each party spontaneously co-constructs it. The notes that she writes on the board about the students' main ideas, or her own ideas, is an example of how those occur in the way classroom interaction is co-constructed by each one ("I think that when I write my notes on the board, or my students' comments or ideas, it is also a way of understanding them even much more and for making them realize what they are saying and how" [CA2]).

As TE3 sees the enactment of her interactional identities in general terms, not directly connected with the current interactional events specifically, in the co-analyses and constant checks, she says that she always keeps in mind the following purposes (see Table 4.7 below) to enact her multiple interactional identities:

Table 4.7

TE3's Purposes for Enacting her Interactional Identities in Content-based Classes

- To have an impact in the students towards their learning and professional needs.
- To link knowledge, authors, explanations, and the students' ideas (she understands this as intertextuality in classroom interaction).
- To clarify aspects about class contents, to go in depth with reflections upon those contents, to guide the students.
- To distribute the power of knowledge and class management within the students.

• To anticipate the intertextuality, interlanguage processes, and trans-interactioning for the session so that helping the students reflect on and find more solutions to their teaching practices is more possible. • To shape interaction patterns regarding the way a person interacts, beyond seeing them as students but other interactants.

Interestingly, TE3 seems to cover pedagogical purposes (first three purposes in Table 4.7) and interactional purposes (the last three purposes in Table 4.7) for her interactional roles as a *teacher*. Again, the idea that she cannot predict how interactional events will develop comes on again. In this uncertainty of predicting interactional events, TE3 uses the terms of intertextuality[37], interlanguage[38], and 'trans-interactioning'[39] as phenomena that configure this uncertain way of how classroom interaction may be developed. For intertextuality, she affirms that the students link previous or learned knowledge with the authors and explanations covered in previous lessons in their ideas expressed during participation. For interlanguage, TE3 affirms that this is present when the students combine Spanish and English while expressing their ideas. For 'trans-interactioning', she says that in that combination of Spanish and English, the students can speak in one language but curiously with the pragmatics and communication strategies of the other. TE3 can predict neither phenomenon in the interaction that she simultaneously co-construct with the students; this is why, her interactional roles emerge and are played in accordance with how the interaction flows when either phenomenon occurs.

A similar general view happens to her reasons to enact her multiple interactional roles. Table 4.8 below displays those general reasons:

[37] According to Mason (2019), intertextuality is understood as the mechanisms of how readers and authors make connections between texts and what the dimension of the reading and writing experience looks like in practice (p. 5).

[38] Following Tarone (2014), interlanguage can be a hypothesis of a linguistic system developed by the interrelation of the acquisition of two languages or a rule system that differentiates two acquired languages. Either view maintains the idea that there are two kinds of language knowledge at work in the mind of the learner.

[39] In constant-check 2, TE3 explains that she creates this term from the principles of translanguaging (see García & Wei, 2014). She says, "If translanguaging refers to using various modes of English and Spanish when speaking, trans-interactioning can be using different pragmatics and communication strategies of each way of interacting in English and Spanish in my class" [CC2].

Table 4.8

TE3's Reasons for Enacting her Interactional Identities in Content-based Classes

- Shaping, modeling, or opening the paths to interaction avoiding conditioning the students' interactional behaviors, although interaction may be shaped regarding the pedagogical intentions of the class.
- Creating, implementing, or developing different communication strategies to interact, elicit information or students' ideas, and understand what the students say during each session.
- Making explicit the points of discussion in her explanations and the students' points of view.
- Clarifying and assessing the students' progress, difficulties, and achievements.

By putting her purposes (Table 4.7 above) and reasons (Table 4.8 above) to enact her multiple interactional identities together, some correspondence among them is evident. Each reason seems to cover a pedagogical and interactional view. For example, the first reason accounts for the pedagogical intentions of the class while interaction is shaped, modeled, and opened in different ways. The second reason maintains the creation, implementation, or developing of communication strategies to interact while the students' ideas are expressed and understood. TE3 keeps in mind the third and fourth reasons while interacting with the students to make explicit the students' points of discussion and learning progress or difficulties.

Despite TE3 affirms that her interactional identities are multiple (she cannot mention which ones she is enacting in relation to the interactional event), she mentions that she plays two specific interactional roles when interacting with the students in content-based classes; in turn, these two roles also present the same abovementioned purposes and reasons.

TE3 as a teacher educator. For this interactional identity to be enacted, the position of being conscious that she is not an owner of knowledge, but an opener of perspectives is required ("The more vertical work, the less the students learn. This is what I feel" [CA2]). As a teacher educator, she needs to be aware that each lesson (and class) is a moment of gaining more learning about how to teach, the subject, and the topic. This is why, TE3 creates and develops different strategies to interact, elicit the students' ideas, perceive what they are unable to understand yet, and guide and listen to them ("I'd rather concentrate on those students' needs, and this is like the pattern in which I use to frame the academic development of each session" [CC2]). Thus, a teacher educator "definitely shapes interaction regarding the way a student interacts but pursuing for the class purposes" [CC1].

TE3 as an advisor. This interactional identity comes not only from the expectations about the activity but also from the students' expectations about the topic; it is from these two sets that classroom interaction is constructed ("As an advisor I think that my responsibility is to give the students a myriad of possibilities to be able to read about the class topics, to know other viewpoints, to open their curiosity" [CA2]). Her position as an advisor demands from herself not to be a person who establishes rules or a person who domains. Being an advisor implies that she is there to negotiate and interact and also to capture how the students feel, how much engaged they are with the lesson or class, and what type of clarifications they may require ("As an advisor, let's say, I reach them [the students] my experience in the topics, teaching them, and that they require all that. I am involved in their learning process" [CC1]). Interestingly, she then affirms that she is unable to play this role if the students participate insufficiently; to this respect, she states that:

> "I can't imagine that if I have speechless students, with a passive attitude, it will be very hard for me to advise them; probably, I will just teach the contents, but the process of interaction could be faulty and scarcely done if my students assume that position." [CC2]

All in all, TE3's interactional identities in content-based classes are enacted by keeping in mind a set of purposes and reasons. Both maintain pedagogical and interactional views which combine topics, knowledge, explanations, languages, communication, teaching, and learning happening during classroom interaction.

4.4. Teacher Educators' Interactional Identities and Classroom Interaction

This last section talks about the relationship about teacher educators' interactional identities and classroom interaction. To do so, I construct this understanding into three parts. First, I present the way the participating TEs explain about the beginning or cause of their interactional identities. Subsequently, I explain how the interactional identities are connected within classroom interaction; then, I talk about how the TEs' interactional identities and the way they co-construct interaction in their classes are essential components of the way they see themselves as interactants in their classes.

4.4.1. The Beginning or Cause of the TEs' Interactional Identities

The co-analyses and constant checks done with the three participating TEs were the moments of exploration not only of how their interactions were co-constructed but also of the

beginning or cause for the emergence or enactment of their interactional identities in their classes. On several occasions during the co-analyses and constant-checks, I asked the three TEs about how, where, and when they had learned to interact in the way they were doing in their classes. Coincidentally, the three TEs expressed common origins about it, both from their undergraduate classes or taken courses and from interactions with other English language speakers or with the students in other classes.

The three participating TEs majored in language studies or teaching and have graduate studies in education or language teaching. The way they lived classroom interaction in these studies is a source of models for interacting in class, which coincides with Jenlink's (2014) findings in which teacher (educator) identities in interaction are the result of perceived models of how to interact in the classroom. For example, TE1 says, "I also remember an English teacher at ninth semester, and she was very dynamic. I still remember her classes. And I was like 'wow, this is nice'" [sic] [CA2]. In addition, TE3 says, "I remember that a professor I had when I was at the university used to model conversations in that way" [CA3]. These quotes portray manners in which the TEs would like interaction to occur in their classes. In turn, these manners also diagram the roles in interaction that they should play for this to happen, as an explainer, planner, pacer, facilitator, mentor, and interactant for TE1; as well as a topic presenter, clarifier, asker, class organizer, assessor, and main talker for TE2; or as an interaction increaser, student-work pusher, and advisor for TE3. They likely opt to replicate these manners and transform the ones that they do not agree with ("but I also remember interaction with another teacher that was not that good, that teacher was just sitting there at the table. I don't want to be that kind of teacher" [sic] [CA2-TE3]). Generally, classroom interaction experienced during superior studies is a source to learn how to interact and what roles to play in it later as teacher educators ("Later, when I became a teacher, I realized how important it's to construct bridges to communicate with the students and for me how to do it" [sic] [CC3-TE3]).

Complementarily, the way the participating TEs lived interaction in the different teaching courses taken throughout their professional lives is another source of models to interact in class, which coincides with Kolker Horwitz's (2020) premises stating that professional training is a source of learning how to be a language teacher and educator. For instance, TE1 says, "I also remember I was influenced by a TKT course I did […]. So, I've been influenced by this, too." [CC2]. These experiences add more manners to interact or make the TEs more aware of how to

do it ("So, I started to become aware of the fact that I was not taught about that at the university; or when I was a student, I was not aware of that. I have found it in other classes and courses out of my university studies" [CA2-TE3]).

Not only studies and courses provide models of interaction but also conversations and talks with other English language speakers inside or outside Colombia. The three TEs have traveled to English-speaking countries or talked with speakers of only this language. These experiences have made them gain knowledge of how the English language can be used in other contexts and situations as well as how interaction with others while using this language should happen. As Sacks (1992) and Schegloff (1992; 1997a) indicate, the context of conversation indicates the routines practiced in them. Concerning this, TE1 affirms that "I learned it [how to interact in English] by my experiences of talking with only-English-language speakers, and of what I promised myself not to do when I observed some of my English teachers" [CA2]. The three TEs coincide in saying that the way they have interacted with other English-language speakers, inside or outside the country, has made them realize that classroom interaction should be co-constructed in other varied forms apart from teacher-questions and students-answers, although pedagogical purposes are always there. TE3 states that "I did learn other ways of interacting when I had the opportunity to take some courses outside Colombia and to see how people normally interact in their everyday life" [CA1]. Possibly, the point that "no one talked to me like my teachers did" [CA3-TE2] makes them re-think the way they co-construct interaction in their classes.

If this issue is remarkable to the three TEs, so is remembering how they themselves have interacted with students in other classes. Knowing different ways to interact and roles to play in varied situations during lesson delivery is an important aspect that the TEs have learned throughout their experiences as language teachers. Senior (2004) and Legutke and Thomas (2014) indicate that learning how to position oneself as a teacher (educator) in L2 classroom interaction comes also from collected due-to-reflection interactional experiences lived in this setting. Specifically, in this respect, TE2 says "I have learned to interact in class through language teaching and that maybe unconsciously I use some interaction patterns to support my language teaching and [students'] learning process" [CA2]. In the same line of thought, TE3 affirms that "previous experiences in language and research education make me reflect upon the changes and challenges and the ways I should implement to explore the ways I can interact with

my students" [CC1]. Therefore, the way the TEs have interacted with students in other classes is another source of models to interact in a lesson delivery; as TE1 concludes, "you can take advantage of the experience of a teacher and also learning to interact in class from the view of your students" [sic] [CC1].

These common origins about the way the three TEs learned to interact in the way they were doing in their classes can be complemented with observing and analyzing how interaction happens in movies or documentaries ("I can also say that I always learn it when I watch documentaries or movies in English" [CA2-TE2]), or with observing how other colleagues interact with the students ("I have seen many ways of teaching the language, some of them I agree with, some others I don't, some others I would do in a different way, without saying those are wrong" [CC2-TE3]).

Although the three TEs can gain a sense of how classroom interaction can be co-constructed and what roles to play in it, commonly from their studies and previous interactions with others, both classroom interaction and interactional identities can happen or be enacted quite differently from the expected during the lesson delivery. This occurs not only because the flow of classroom interaction depends on contextual factors as the teaching approach, classroom exercise, language used, and learners' attitude and behavior (as previously stated by Holt-Reynolds, 2000; Walsh, 2011; Tracy & Robles, 2013; and Seedhouse, 2015) but also because interactional identities are taken on in relation to the way classroom interaction flows in situ (as seen in the analyses of how the three TEs enact their interactional identities in sections 4.1.3, 4.2.3, and 4.3.3 above)[40]. The enactment of their interactional identities happens in determined manners because each teacher educator may sense how to react interactionally in line with the happenings of the current situation and from the learned experiences of how to interact in similar situations[41]. Therefore, interactional identities are enacted in varied manners because they were learned somewhere, somehow, sometime before, and because the interactional situation demands the teacher educators to enact them accordingly, although the learned or enacted way is always

[40] Seedhouse (2004), Kurhila (2006), Rymes (2009), Walsh (2011), and Lucero (2015) have already perceived this issue by stating that classroom interaction is composed of sets of communicative events that maintain the objective of promoting language learning and use and conversation engagement.

[41] Concerning this and in agreement with Walsh (2013) and Chappell (2014), language teachers (educators) learn to assume their interactional roles in the language classroom.

susceptible to modification and adaptation according to the teacher educator and the interactional situation and context.

This could be the motivation for TEs to present varied reasons and purposes to do classroom interaction in particular manners. Extending the insights of Markee and Kasper (2004), Seedhouse (2004), and Lucero and Rouse (2017) about the conversational and interactional purposes, the reasons and purposes presented by the three participating TEs in the current study lead them to play varied roles that hold particular manners of enactment concerning the interactional situation and context. The major reasons for playing varied roles in interaction are the lesson topics and the students as well as achieving lesson objectives, carrying out the duties of a teacher educator, modeling and increasing interaction, and acknowledging students' work. The major purposes are to deliver the lesson, give students the language to learn and use, model language teaching, explain lesson topics, as well as to open and keep spaces for the students to participate. Both the reasons and purposes emerge from the type of class, either language-based or content-based, the topics, classroom activities, group of students, material and resources to use, and interactional situations and contexts (as seen in the above analyses of each TE about the interactional roles they say they have). This insight corroborates Pavlenko and Norton's (2007) statement when they say that each language teacher (educator) may interact in different manners since each can imagine him or herself (interactionally speaking) differently in each institutional, cultural, and discursive context.

4.4.2. How Interactional Identities are at Play within Classroom Interaction

The three TEs enact their interactional identities in close relation to the co-construction of classroom interaction with the students. This insight contradicts the views that authors such as Brown (2007), Oxford et al. (1998), Richards and Rodgers (2014), Ur (1996), and Wright (1991) may have by presenting language teachers with specific roles separately from the co-construction of classroom interaction, giving the sensation that interactional identities are utilitarian to hegemonic teaching methods, approaches, and discourses. To understand this relation, the way the participating TEs in my study see classroom interaction becomes fundamental to appreciate how they co-construct it and how they enact their interactional identities in it. In the co-analyses, I asked each TE what classroom interaction was for them. The following Table 4.9 display the TEs' corresponding answers.

Table 4.9 *TEs' answers about what classroom interaction is for them*	
TE1	"Interaction is not only my part. It's not only the way I want my students to interact with each other, but it is also the way they are accustomed to participating." [CA1]
TE2	"It's like talking with someone about topics that you want them to talk or do not expect." [sic] [CA1]
TE3	"Interaction could be the powerful instrument to reduce power relationships in the classroom. It could make a balance between the positions of teachers, students, other participants. Interaction is also a way of finding that balance" [CA1] "Interaction implies, for me, to be aware of how to address a conversation, to be involved, to position yourself. This is something very relevant when you learn a language." [CA2]

As seen in Table 4.9 above, the view that classroom interaction refers to the equalitarian coming and going of oral participation of students and teacher educators is significant in the previous quotes. As classroom interaction is ordinarily shaped regarding the lesson purposes, as stated by Seedhouse (2004, 2015), Gardner (2013), and Walsh (2013), it can establish ways for teacher educators and students to participate orally and create or balance relationships. This view can also go in line with my previous findings (Lucero & Rouse, 2017) in which the interactional factors of the classroom seem to be the result of English language teacher educators conversational agendas composed of pedagogical and interactional purposes. In these views of classroom interaction, each teacher educator is constructed as an interactional being in class, so are the different manners in which classroom interaction is thought and co-constructed. Therefore, as each teacher educator constructs him/herself as an interactant and a teacher educator through the assumed interactional roles in class, so is classroom interaction co-constructed simultaneously. A reciprocal relationship between interactional identities and classroom interaction continually occurs. This insight adds a major understanding of individuals being constructed in interaction (Bucholtz & Hall, 2005; Tracy & Robles, 2012; Zimmerman, 1998) since not only they are constructed in it but also, they co-construct interaction by the interactional identities at play. This insight also corroborates what Antaki and Widdicombe (1998), Wetherell (1998), and Richards (2006) have found in other social contexts of interaction: the fact that different realizations of multiple-occurring interactional identities may construct varied structures and organizations of interaction and vice versa. A similar insight is found in the current study presented in this doctoral thesis but in the field of classroom interaction in ELT

education programs. There are not pre-established interactional identities that the TEs literally follow, from which structures of classroom interaction are defined; there are not either pre-established structures of classroom interaction that construct the same interactional identities in the three participating TEs.

To elaborate on this a bit further, I can say that particular ways of constructing classroom interaction evoke particular, but not similar, interactional identities to play. Those interactional identities seem to be, for the participants in the interaction, the most appealed to play at the moment and situation of the current interaction (as inferred in Tracy & Robles, 2012; Zimmerman, 1998). Those interactional identities to play come reciprocally with each teacher educator's succeeding interactional actions of the current interaction, as perceived in Lucero and Rouse (2017) and Lucero and Scalante (2018). Consequently, the way each teacher educator constructs classroom interaction is the result of the realization and negotiation of the interactional identities at play; in the same way, those interactional identities at play are the result of the way each participant constructs classroom interaction[42]. To exemplify this, Table 4.10 below presents the organization of each TE's classroom interaction for language-based and content-based classes and the corresponding interactional identities in each type of class.

Table 4.10

TE's Classroom Interaction Organization and Interactional Identities

TE1		TE2		TE3	
Classroom Interaction Organization		**Classroom Interaction Organization**		**Classroom Interaction Organization**	
Language-based classes	Content-based classes	Language-based classes	Content-based classes	Language-based classes	Content-based classes
1. Practice activities 2. Topic explanation 3. Group-work activities	1. Lesson-topic talk 2. Lesson activities	1. Varied conversation 2. Lesson explanation 3. Lesson activities	1. Varied conversation 2. Lesson explanation 3. Lesson activities	1. Lesson explanation 2. Lesson exercises 3. Students' reports	1. Lesson explanation 2. Lesson activities 3. Students' reports
Interactional Identities		**Interactional Identities**		**Interactional Identities**	
Language-based classes	Content-based classes	Language-based classes	Content-based classes	Language-based classes	Content-based classes
Instructor Nominator	Instructor Nominator	Explainer Participant	Explainer Participant	Nominator Explainer	Nominator Explainer

[42] This last insight confirms what Rymes (2009) states, the way participants co-construct classroom interaction shapes their identities.

Planner Pacer	Planner Facilitator Mentor Interactant Phycologist Assessor Controller	Asker Presenter Organizer Sharer Talker Clarifier Friend Receptionist	Asker Presenter Introducer Guide Assessor	Interaction increaser or promoter Teacher Requester Pusher	Interaction increaser or promoter Teacher Advisor
No previous purposes or reasons to base her interactional identities		Specific purposes and reasons to construct his interactional identities		Her interactional identities are in line with classroom interaction flow and with pedagogical or instructional purposes and reasons.	

As presented in Table 4.10 above, interactional identities are connected with the organization of classroom interaction and vice versa. The fact that diverse interactional practices exist in the organization of classroom interaction with countless variations is the result of how teacher educators see themselves and the others with interminable combinations of interactional identities, which they enact and negotiate during classroom interaction (see the listed interactional identities in Table 4.10 above). In this case, teacher educators collaboratively engaged in negotiating their interactional identities in the local and habitualized interactional practices of the classroom. As Schegloff (1992), Bucholtz and Hall (2005), and Cashman (2005) indicate, the socio-cultural aspects of interaction are always present all around in the construction of identities. The socio-cultural aspects of classroom interaction in ELT education may be revealed in the varied interactional practices that the three participating TEs co-construct and maintain with the students in the observed classes. As described in sections 4.1.2, 4.2.2, and 4.3.2 above, each TE organizes classroom interaction considering the type of class (language-based or content-based), contents, students, activities, teaching materials, resources, emerging situations, and the flow of current interactions. Congruent with Álvarez (2008), Castrillón-Ramírez (2010), and Lucero and Rouse (2017), the three participating TEs then organize classroom interaction into instructional sequences and transactional episodes (see the classroom interaction organization of each TE in Table 4.10 above); however, not the same interactional identities are at play in each sequence or episode.

Then, in the co-analyses, I could also see that each interactional construction, which reflects the teaching and learning in ELT education[43], entails the adoption of specific interactional identities for each teacher educator (see also Table 4.10 above). The interactional sequences become part of what each teacher educator sees him or herself being and doing as an interactant in them. Hence, the interactional identities and the interactional sequences add to the development and recognition of what teacher educators, and students, are and do in classroom interaction. As Zuluaga-Garcés (2005) and Castro-Gómez (2007) predicted, the subject is not created but transformed across their practices. English language teacher educators' interactional identities are constructed in the multiple forms of co-constructing classroom interaction through time, at several moments and places, and with different students[44].

For instance, as presented in Table 4.10 above, TE1 organizes classroom interaction in language-based classes by starting with an activity to practice the previous lesson topics, then, an explanation of the current topic and group-work activities (see also section 4.1.2.1 above); she organizes content-based classes by maintaining a talk about the lesson topic throughout the planned activities for the lesson (see also section 4.1.2.2 above). Differently, TE2 organizes language-based classes and content-based classes both in three stages: varied and short conversations in the beginning, explanations and activities for the current lesson topic, and the doing of the planned exercises for the lesson for the former (see also section 4.2.2.1 above); and an introduction to the session, a conversational explanation, and a students' activity for the latter (see also section 4.2.2.2 above). Otherwise, TE3 organizes both language-based and content-based classes by an initial stage of explanation of the lesson topics and a prolonged stage of students' report of classroom activities or exercises (see also sections 4.3.2.1 and 4.3.2.2 above). All these forms of constructing classroom interaction, with their multiple interactional practices and identities[45], have been constructed, learned, and possibly maintained, through the classroom

[43] The interactional construction of teaching and learning in ELT education is composed of interaction sequences and patterns such as IRF/E sequence, adjacency pairs, repairs, recasts, etc. (see Ellis, 1994; Johnson, 1995; Kurhila, 2006; Seedhouse, 2004; Rymes, 2009; Walsh, 2011; Lucero, 2015; Lucero & Rouse, 2017).

[44] This idea is congruent with Butler (1990) when she states that the way individuals interpret the interactional contexts allows the emergence of a multiplicity of interactional roles and practices across the dimensions of time, space, and self.

[45] Concerning this, Stokoe (2018) affirms that identified interaction patterns are unable to dictate the interactional roles that individuals need to play. Interaction patterns in the corresponding literature serve to raise awareness of the conversational engine and the difference of individual roles in the field of study.

interactional experiences that each TE has lived at different classrooms of varied educational institutions, and in interaction with different students.

This is why interactional identities reflect what teacher educators and students are and do in classroom interaction. It seems to me that internal and external considerations[46] are always present, which mutually orient teacher educators to decide on what interactional identities to take according to any situation of classroom interaction emergent from those considerations. This is a point that makes me see that the interactional identities of teacher educators are not a taxonomy[47] of interactional roles that hold established forms of being and doing. As defined in chapter 2, section 2.2.1, English language teacher educator interactional identities refer to the specific interactional roles that they take on or are assigned in classroom interaction regarding the students, the classroom components, and the flow of interaction. Those specific interactional roles reflect what teacher educators are and do in classroom interaction, which cannot be categorized in standard roles for teacher educators, since the students, classroom components and flow of the multiple interactions in the classroom are in an ever-changing flow.

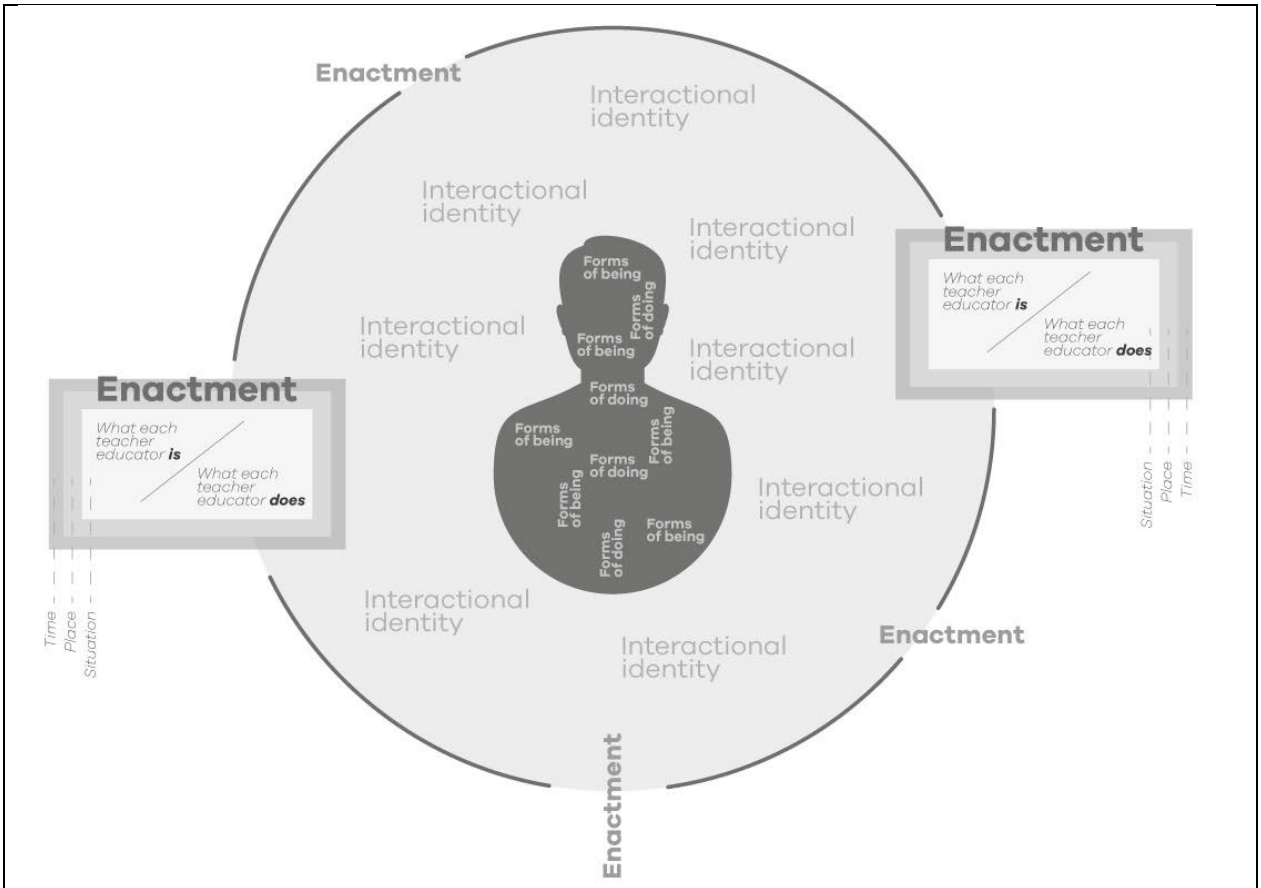
In consequence, what I see is that, first, what each teacher educator believes he or she is as an interactant in the class, and second, what each teacher educator thinks he or she should do in the moment-to-moment of classroom interaction, both become the constituents of the teacher educator's forms of being (what the teacher educator is as an interactant) and forms of doing (how the teacher educator co-constructs classroom interaction). These varied and interconnected forms of being and doing of each teacher educator have been constructed from diverse and numerous interactional experiences throughout time and places, as well as, these forms are the foundations that create, or re-create, and make the enactment of varied interactional identities possible. The following Figure 4.1 pictures this understanding.

Figure 4.1

Interactional Identities Construction in Teacher Educators

[46] Internal considerations can be of setting, type of class, contents, planned activities, students' response to those activities, and teaching materials. External considerations can be the program where the TE is teaching, the assignments done by the students, and the daytime of the lesson.

[47] Johnstone (1996) presents this idea considering that identities of English language teachers cannot be seen as a taxonomy since internal and external factors that are present in the classroom and in the interactions that teachers construct in it are multiple.



Source: Own

Figure 4.1 above pictures the construction of interactional identities of teacher educators. Each teacher educator seems to create or strengthen a great variety of forms of being (what each one is) and forms of doing (what each one does as a teacher educator). These forms of being and doing are combined in multiple manners generating an ongoing flow of interactional identities. Thus, the interactional identities of a teacher educator are constructed of several of these forms of being and doing that emerge or strengthen during the happenstances of classroom interaction. In addition, the enactment of these interactional identities consequently depends on the ever-emerging situations of classroom interaction, when they happen, where, and with whom (see the leveled rectangles of 'enactment' and the dotted lines in Figure 4.1 above).

These forms of being and doing are reflected during the interactional situations in class by the enactment of varied interactional identities, always concerning the other participants and the factors composing the situation such as lesson objectives, interaction flow, language used, communication forms, expressed ideas or thoughts, and participants' responses, behaviors, and

attitudes (as seen in the above analyses of the characteristics of classroom interaction, sections 4.1.2 and 4.1.3 for TE1, 4.2.2. 4.2.3 for TE2, and 4.3.2 and 4.3.3 for TE3).

Consequently, the enactment of each interactional identity is not just an accomplished fact (to be or do something in specific), it is rather an act of realization and negotiation of what each teacher educator is (forms of being) -or what is not- and what each teacher educator does (forms of doing) -or is expected to do- as an interactant in the moment-to-moment of classroom interaction. It is then a constant construction process of being and doing in interaction. In the co-analyses and constant-checks, I could see that each interactional identity has origin from varied forms of being and doing. Equally, each interactional identity is constantly susceptible to be reshaped under other varied added forms of being and doing that can emerge during classroom interaction (the situation), the moment when it occurs (time), and the place where it happens (see Figure 4.1 above). This is why the enactment of an assumed interactional identity is always realized within the interactional event itself; an identical enactment of an interactional identity is implausible.

For instance, as listed in Table 4.10 above, each teacher educator enacts varied interactional identities[48]. TE1 enacts her interactional identities of instructor, nominator, and activity planner differently in language-based classes from content-based classes, and in each lesson of each class (see also section 4.1.3 above). She specifies no preliminary or general purposes or reasons for enacting those interactional roles. In contrast, TE2 does it. He states them as the basis to construct his interactional identities. Enacting being a topic explainer, asker, classroom manager, topic presenter, and participant is different in language-based classes from content-based classes, apart from the other interactional roles that he says to enact particularly in each type of classes (see also section 4.2.3 above). With respect to TE3, she enacts her interactional identities in line with the way interaction flows, but by keeping in mind a number of pedagogical or instructional purposes and reasons in each class (see also section 4.3.3 above). This is why, her interactional identities are so multiple; they are played in accordance with each interactional event in each class and lesson. Because of all this, an identical enactment of an interactional identity for a teacher educator is implausible: a nominated interactional identity can

[48] I concede that the names of the interactional identities, which were given by each TE, may coincide with the names given by other authors (see sections 1.1.1, 1.1.2, and 1.1.3 above in the introduction of this manuscript); however, the definition given to each interactional identity may differ, sometimes substantially, from the one given by the mentioned authors.

be enacted only by a teacher educator, or differently from teacher educator to teacher educator, from class to class and lesson to lesson.

By considering the co-analyses, constant-checks, and classroom interaction descriptions altogether, I can say that an interactional identity of a teacher educator seems to be composed of a group of numerous interrelated and synchronized enactments. This elaborates on the interactional faces that Tracy and Carjuzaa (1993) found with their participants, who are also teachers, in intellectual discussions: distinctive ways of enacting their identities in interaction are present in talk and silent patterns, question types, and responses. In the current study presented in this doctoral thesis, each teacher educator decides how to act the enactments of an interactional identity. He or she also does it concerning the self that she or he wants to make realize as a participant in the current interactional event, and simultaneously, in line with the occurring situations within the same event. On occasions, the teacher educators say that they could have enacted an interactional identity in other ways. Yet, I could see that when there is a conflict between varied forms of enacting an interactional identity, the constant and immediate re-interpretations of how each interactional identity should occur in line with the happenings of the current interaction solve the conflict. This action of selecting, or (re)creating, the enactment of an interactional identity for the current interaction opens the possibility for theorizing that the available enactments of different interactional identities are always in a dialogical relationship to shape and reshape the multiple interactional identities that teacher educators may say to have.

The previous insight corroborates the idea that there is a dynamism for interactional identities (Antaki & Widdicombe, 1998; Bucholtz & Hall, 2005; Fajardo-Castañeda, 2013; Lucero, 2018 Thornborrow, 1999; Tracy & Robles, 2012). These are dynamic because interactional identities are (re)created and (re)shaped from the teacher educators' interactional actions as well as from the content and context, and time and place of classroom interaction. Thus, interactional identities are also co-constructed from the mutual and own recognition of what each teacher educator is and does in an interaction. All the recognized interactional identities become valid forms of self-expression, as Jiménez-Becerra (2010) implies of what each teacher educator can be and do as an interactant in classroom interaction.

Being this the case, even a recognized interactional identity is in itself difficult to understand as unique (only one way to be enacted) since it is not always composed of or negotiated with the same enactments, nor (re)created and (re)shaped within similar interactional

moments and contexts[49]. Still, an interactional identity is composed of a group of diverse synchronized enactments. Despite this fact, an interactional identity may be continuant but multiple at the same time, as well as individual but common at the same time, too. This insight elaborates deeply on the understanding that interactional identities are just consisted of or involving more than one (as in Zimmerman, 1998, and Tracy & Robles, 2012), as well as that interactional identities are shaped by considering the discursive context (as in Hall et al., 2010; Morgan, 2014; and Morek, 2015). The insight that I am presenting here implies a more profound analysis into the dynamics of classroom interaction and the way teacher educators see themselves as interactants in it. Each interactional identity is composed of a group of diverse synchronized enactments of forms of being and doing, from which other interactional identities can be constructed (see Figure 4.1 above). There is a constant flow of forms of being and doing; therefore, interactional identities are always in construction by taking or intercalating several of these forms. A teacher educator may see him or herself enacting an interactional identity (its continuity) but at the same time he or she can see a different realization of that interactional identity (its multiplicity) in various classroom interactions. Equally, a teacher educator may see him or herself unique while enacting an interactional identity (its individuality) but at the same time he or she may see him or herself enacting an interactional identity as others may do it (its commonality). All this is further elaborated in the next section.

4.4.3. Interactional identities & Classroom interaction: The way TEs see themselves as Interactants in their Classes

Hall (2003) affirms that identities never merge; however, in the descriptions of the study that I present here about how each participating TE co-constructs classroom interaction and sees themselves as interactants in it, the interactional identities of each teacher educator do merge. At the moment of the enactment of an interactional identity, it may borrow other varied forms of being and doing from other interactional identities of the interactant; these forms are slightly transformed within the enactment of the current interactional identity. For example, when TE1 plays as an explainer, she also borrows forms of being and doing from her interactional identity of an instructor by displaying her explanations in clearer ways; equally, she may be a monitor by

[49] Again, this insight contradicts the view that language teachers (educators) have specific roles in interaction with static purposes and manners of enactment as stated by Brown (2007), Oxford et al. (1998), Richards and Rodgers (2014), Ur (1996), and Wright (1991).

pushing the students to use the language correctly when she borrows forms of being and doing of a nominator or sees how the lessons are being developed as planned. This also happens when TE1 enacts her interactional identity of a facilitator, she likely borrows forms of being and doing from the interactional identity of a mentor at the same time.

TE2 also borrows forms of being and doing from his interactional identities; for instance, when he plays the interactional role of a topic presenter, he also acts as a guide by advising the students to be attentive to issues about the topic; or when he sees himself as another participant in the activities, he also takes forms of being and doing from his interactional identity of an assessor by valuing what the students are saying during the class. An aspect to highlight is that all these interactional identities of TE2 share common purposes and reasons for their enactments. Situation that makes the borrowing of forms of being and doing even more conceivable. This view is followed by TE3 as well. When she sees herself as an interaction increaser, she also enacts forms of being and doing of her interactional identity of a student-work pusher by demanding her students to work more; as they do so, she becomes more a teacher in classroom interaction, eventually, a teacher educator who is not an owner of knowledge but an opener of perspectives. Then, as the students participate more, she has further possibilities to enact forms of being and doing of her interactional identity of an advisor by giving them possibilities to contemplate other viewpoints.

As a result of all this, I can also say that there are multiple and infinitive ways of identifying oneself and others as interactants in classroom interaction. The construction of interactional identities seems to have no limits. As understood in the manners, purposes, and reasons that the three TEs exposed for enacting their interactional identities, each participant sees him/herself playing a variety of them and being and doing differently in each one according to the way classroom interaction was happening. Despite this variety, I can as well perceive a continuous attempt to make oneself a whole; in other words, a sensation of a unitary self, as Richards (2006), and Akkerman and Meijer (2011) remark. The three TEs understand the enactment of their interactional identities as also portraying what they are as interactants as a whole anytime in the classroom interaction of their classes[50]. See for example how TE1 sees

[50] Again, although the three TEs nominate their interactional identities with the same or similar names to other authors (as in Benson, 2013; Brown, 2007; Richards & Rodgers, 2014; Ur, 1996; Holt-Reynolds, 2000; for facilitator, guide, instructor, models, and presenters), the realization of their interactional identities differ from the

herself as an explainer who explains, re-explains, or reinforces the lesson topics or activities although, for her, there can be multiple ways of enacting this interactional identity. Similarly happens as being an instructor, she may interact and be with the students in different manners in order to give them examples that display her explanations in clearer ways or to provide them with necessary feedback on their language or classroom activity performance. Being a monitor, activity planner, facilitator, mentor, instructor, assessor, and controller also present a sensation of a unitary self; she understands playing these interactional identities in line with the different happenstances of classroom interaction, as well as being this type of interactant in her classes.

Likewise happens to TE2 and TE3. The former sees himself as an explainer, opinion sharer, asker, class organizer, participant, main talker, and a friend according to the different manners classroom interaction happened; at the same time, his understandings of how, why, and what for these interactional identities give a sensation of himself being this type of teacher educator who explains, asks, organizes, participates, talks, and is a friend in language-based and content-based classes. This fact is also present in TE3; she said that she played the interactional roles of an interaction increaser, student-work pusher, teacher educator, and advisor when she was co-analyzing with me her co-construction of classroom interaction; at the same time, her understandings give the sense that she sees herself being so as a whole in her classes.

When the teacher educators see by themselves what they are and do in classroom interaction in the co-analyses and constant checks, they hold a self-dialogue of what each one can be as an entity (the self) in it. This sensation of a unitary self is likewise maintained by exercising common interactional events in classroom interaction -as it happened in the descriptions of how the three TEs co-construct their interactions with the students. Therefore, a teacher educator can have multiple interactional identities (Thornborrow, 1999; Tracy & Robles, 2012), usually aligned to the classroom activities[51] and the way classroom interaction is co-constructed[52], but at the same time, a teacher educator can have a sense of self from those interactional identities at particular interactional moments and in similar interactional events throughout time and places.

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ones indicated by these authors. Equally, although the three TEs nominate their interactional identities with similar names, their respective enactments are different.

[51] Cohen (1985), Johnson and Johnson (2008), and Benson (2013) assert that the responsibilities that language teachers may assume to engage learners in language learning are part of their roles.

[52] Smily and Antón (2012), Yoon and Kyeung-Kim (2012), and Carbone (2012) affirm that language teachers should reflect upon the way they co-construct classroom interaction with their learners in order to adjust their instructional approaches and funds of knowledge.

Although the three TEs shift and re-construct their interactional identities in numerous ways in line with the situations within the occurring interaction in class –as I explained in the previous section-, this constant shift still allows seeing them as unique. There is then a constant work of identity construction among contexts and situations, as Wenger (1998), Young (2008), and Yazan and Lindahl (2020) explain. The unitary self is never complete, it is permanently in construction. Interactional identities then merge between the co-construction of classroom interaction and what each teacher educator sees him or herself being and doing in it in close relation to the context of the interaction and the others in it.

To close this section, in the co-analysis, constant-checks, and classroom interaction descriptions, I noted that neither an interactional identity is enacted in the same way nor an interactional event is always the same[53]; therefore, the understanding of the self of each teacher educator should also be a study of putting together their co-constructed classroom interaction and interactional identities. This could be an inquiry for further research.

4.4.4. Final Remarks

In the kaleidoscopic view of conversation analysis that I have followed in this current study, I have put together the organization of classroom interaction of three TEs in language-based and content-based classes and their understandings of the manners, purposes, and reasons that they expose for enacting occurring interactional roles during classroom interaction. By considering a general overview of the results presented throughout this chapter, I can say that TEs' interactional identities (or interactional roles) are the result of a broad interplay of internal, external, and contextual factors[54]. Those related to the TEs themselves cover issues about their beliefs, attitudes, and expectations about classroom interaction and the (interactional) roles they should play in it; besides, these internal factors refer to their personality, teaching style, interactional style, and knowledge management. The external factors embrace the socio-cultural aspects that surround the classroom and the class, the contents of the class, and the socially constructed teacher's image and expected behaviors. The contextual factors are related to the

[53] Although there can be distinctive interaction patterns and turns, the interactional context, content, participants, and purposes are different. This expands my own insights in Lucero and Rouse (2018) and Lucero and Scalante (2018).

[54] In the study of interaction in other social contexts, Schegloff (1988, 2007), Sacks (1992), and Cazden (2001) had already contemplated these factors. The context, contents, participants, and conversational purposes are factors that have incidence in the way interactions are constructed. Seedhouse (2004) also talks about these factors in language classrooms.

classroom climate (which depends much on the learners' involvement) so students' behaviors, attitudes, and motivations during each lesson are part of them; so are the tasks, goals, and modes of classwork in each lesson; and the planned modes of instruction, materials, and resources to follow.

As each of the abovementioned aspects is dynamic (non-static) and has its characteristics, I can say that interactional identities may not be generalized by communities or educational theories of language teaching and learning to which teacher educators may orient. On the contrary, I believe that an established way of organizing ELT education interactionally restricts the development of teacher educators' own interactional identities and forms of co-constructing classroom interaction concerning what each individual is and how the educational contexts unfold. When classroom interaction and interactional identities are seen only from established methods of teaching or analysis, this denies the human and situational practices of interaction and being.

Thus, I invite to color classroom interaction and interactional identities with more humanity: this means, studying what is to be an interactant in classroom interaction from what each participant is and from what the contexts reveal. There are differences in the way interaction is built and the way interactional identities are enacted from discourse practices of each classroom. These are locally brought about at the moment-by-moment of everyday classroom interactions. All of these interaction constructions secure mutual understandings and successful accomplishments of the ongoing discourse activities.

Chapter 5: Conclusions and Implications of the Study

The study presented in this doctoral thesis focuses on classroom interaction and teacher educator interactional identities in English language teacher (ELT) education. This study looks to contribute with insights about classroom interaction and teacher educator interactional identities in the contexts where English is a subject matter and pedagogical and disciplinary content about how to teach it takes place. Besides, this study explores English language teacher educator roles from an interactional perspective in context since it considers the moments, reasons, and fluidity of the emergence of teacher educators' interactional identities in the situational organizations of classroom interaction. Their roles were studied not just from a set of duties and actions that they complied with but also from what happened in the moment-to-moment of classroom interaction. Thus, the participating teacher educators were the subjects that accompanied the study by revealing their selves through a series of co-analyses and constant checks of their organization of classroom interaction and their interactional identities in them.

As seen in section 4.4 of chapter 4, the participating teacher educators' interactional identities were not totalized in a general inventory for language-based and content-based classes. The interactional identities that each teacher educator said to enact never excluded the subject since a multiplicity of the ways they were and did as interactants in classroom interaction was always present. In the study, classroom interaction was always seen as the scenario where the participating teacher educators shared their knowledge about, use of, and experiences with the target language for language teaching and learning while they permanently unveiled and constructed their interactional identities.

Three inquiries led the study. The first was to find out what interactional identities the participating teacher educators (TEs) enacted in the interaction that they co-constructed with their student-teachers in their classes of ELT undergraduate programs; the second, to learn which manners and reasons the TEs had to enact those interactional identities; the third, to explain the extent to which teacher educators' interactional identities and their enactments relate to the co-construction of the classroom interaction in their classes and the way this relationship may occur. In the two following sections, 5.1 and 5.2, I present the conclusions for these three inquiries. Then, in section 5.3, I present the implications of the study.

5.1. The Interactional Identities the Participating TEs Enacted in their Classes of ELT Undergraduate Programs

To set a concise answer for this inquiry and reach the respective conclusions, an exploration took place; first of the participating TEs' interactional identities into the way they co-constructed interaction with their student-teachers in language-based and content-based classes of ELT undergraduate programs; secondly, of the way they saw themselves interacting in those classes.

As explained in Chapter 2, section 2.2.1, English language teacher educator interactional identities are the specific interactional roles that they take on or are assigned in classroom interaction regarding the students, the classroom components, and the flow of interaction. Interactional identities are the TEs' understanding of who they are and what they do as interactants in classroom interaction. This type of identities is permanently constructed in interaction. As a researcher on classroom interaction, I can say that the participating teacher educators in this current study did take on interactional identities in the communicative contexts of their language-based and content-based classes. They particularly did it concerning the student-teachers in these types of classes, the way classroom interaction was co-constructed moment-to-moment, and the way each interactional identity was enacted within the lesson delivery. Therefore, the enactment of each interactional identity was closely related to the understanding that each TE had for their interactional identities and to the way each interactional moment happened in each type of classes.

Each teacher educator affirmed having different reasons and manners for enacting their interactional identities. The most prominent reasons were the lesson topics, the students, and the accomplishment of the lesson objectives; other reasons were the assumed duties of a teacher educator, the acknowledgment of the students' work, and the modeling and increase of interaction in the classes. The manners did not refer to accomplished facts as to be or do something specific (a presenter, guide, assessor, facilitator, and scaffolder as explained in language teaching methods, approaches, and curricula). The manners referred to acts of realization and negotiation of what each teacher educator thought to be and do as an interactant in the moment-to-moment of classroom interaction. The TEs said to have probably learned all these manners in the multiple forms of co-constructing classroom interaction through time, at several moments and places, and with different students.

The exploration of the TEs' interactional identities in classroom interaction in this study revealed that the TEs understood their interactional identities in their terms by considering the way they enacted each interactional identity at play. This understanding resided on their experiences and knowledge about how to interact in language-based and content-based classes, and about what to do in each class, pedagogically and interactionally accounted. In the co-analyses and constant-checks that took place to analyze the classroom interaction of their classes, the TEs explicitly mentioned the interactional identities that they saw themselves enacting although, on few occasions, they were unable to say what interactional identities were present at those moments; however, they knew they were playing one there. Either way, the interactional identities presented in this study revealed the way the TEs saw themselves as part of the co-constructed interaction in each type of class.

Besides, the enactment of the TE's interactional identities had different realizations, facets, and limits. Some of them were usually present in their interactions, some others occurred during specific moments or stages of the class; some others occurred at specific situations during the lesson delivery or development; some others were taken on only in response to a student's initiation, contribution, or co-construction of interaction. Some others reflected what the TEs thought they were as an interactant. Some others happened because of the class or lesson objectives. Some others happened because the students assigned them to the TEs. Interactional identities were then the result of the enactment of the roles that the participating TEs displayed from what they thought they were and did interactionally during classroom interaction.

In the concatenation of insights from the co-analyses and constant checks done with the participating TEs, a classification of interactional identities was unfeasible. This happened because the interactional identities of each TE were constructed of the combination of varied and multiple forms of being and doing as an interactant that had emerged and strengthened during the happenstances of classroom interaction. Each TE thought to be a particular interactant in the varied moments of classroom interaction in their classes and acted accordingly to that thought. Then, each TE decided how to play an interactional identity in line with how the classroom interaction was flowing. The available forms of being and doing that each TE might have when interacting was always in a dialogical relationship to shape and reshape the multiple interactional identities that the TE might play. An interactional identity of a TE seemed to be composed of numerous interrelated and synchronized enactments of forms of being and doing as an

interactant. Even a recognized interactional identity of a TE was in itself difficult to understand as unique (only one way to be enacted) since it was not always composed of or negotiated with the same forms of being or doing, nor (re)created and (re)shaped within similar interactional moments and contexts. A nominated interactional identity was enacted only by a TE and in varied forms or was enacted differently from TE to TE, or from class to class, or lesson to lesson. As a result of all this, there were multiple and infinitive ways for TEs to identify themselves, and others, as interactants in classroom interaction. The construction of interactional identities had no limits as well as an identical enactment of an interactional identity was implausible.

All these understandings of what TEs' interactional identities were also coming from their orientations to the setting of classroom interaction and the emergent situations in it. Consequently, those interactional identities at play were the result of the way each TE constructed classroom interaction; similarly, the way each TEs constructed classroom interaction was the result of the realization and negotiation of the interactional identities at play. Therefore, there were not pre-established interactional identities that the TEs followed, from which structures of classroom interaction were defined; there were not either pre-established structures of classroom interaction that constructed the same interactional identities in the TEs. This happened because particular ways of constructing classroom interaction evoked particular interactional identities to play, which did not have the same enactment although (1) the participating TEs constructed themselves as an interactant and teacher educator through the assumed interactional identities in class, and (2) there was a reciprocal relationship between interactional identities and classroom interaction.

5.2. The Enactment of the Participating TEs' Interactional Identities within the Co-constructed Classroom Interaction in their Classes of ELT Undergraduate Programs

In this section, I account for the understanding of how the three participating TEs co-constructed the moment-to-moment of classroom interaction and how they expounded for enacting their interactional identities within it.

The three TEs co-constructed classroom interaction in varied moments and organizations with little difference between language-based and content-based classes. Those moments referred to various conversations to start the lesson, lesson explanations or talks, lesson activities or exercises, individual or group-work activities, and a space for the students to report the work or the answers done during the activities or exercises. In the transcribed excerpts of the recorded

lessons for the study, the TEs usually had conversations about varied topics before the lesson topic explanation. The other moments of lesson activities or exercises usually came after the lesson topic explanation without following a strict order.

The organization of classroom interaction within these moments depended much on the lesson topic, contents of the explanations and conversations, type of activities or exercises, the material used for the explanations and activities, and students' engagement in the session. In both language-based and content-based classes, the TEs co-constructed classroom interaction by following similar organizations but not necessarily in the same order. For group work, the organizations of activity explanation, examples, students' work, and reports were frequent. When asking the students or doing language drills, an organization of question-answer or request-response was frequent. This organization could have a third turn of evaluation, feedback, or acknowledgment. Although these organizations seemed to maintain similar interaction patterns and turns, their realizations were different considering the contents of the conversations during the activities or exercises, the material used, and students' participation. These realizations did alter the organization of classroom interaction by adding, omitting, and extending turns in the co-constructed patterns.

The TEs enacted their interactional identities in constant reciprocity with these moments and organizations of classroom interaction in language-based and content-based classes. However, the enactments depended much on sets of purposes and reasons, which seemed to differ from TE to TE. Some of these purposes and reasons were related to the moment-to-moment of the flow of classroom interaction, some others seemed to be based on what the TE thought to be and do for classroom interaction, and others were in line with pedagogical or instructional ideas. All in all, the purposes that the TEs mentioned for the enactment of their interactional identities, either during the interaction or before it, dealt with aspects of the lesson delivery (topic presentation, explanations, class organization, and students' participation), fostering interaction, and guiding or assessing students' individual or group work. The reasons covered aspects of constructing interactional events for more students' participation during the lesson activities or exercises, and the fostering or acknowledgment of students' work.

As a result of the intertwinement between the moments and organizations of classroom interaction, on the one side, and the purposes and reasons to enact interactional identities, on the other, classroom interaction became the context where the three participating TEs enacted their

forms of being and doing as interactants (the constituents of their interactional identities); and by doing so, they co-constructed the organizations of classroom interaction. As seen in sections 4.1, 4.2, and 4.3 in chapter 4 above, the three TEs enacted their interactional identities in close relation to the co-construction of classroom interaction with the students. Their interactional identities were taken on, assigned, and negotiated by the interactional actions that happened within classroom interaction. This denoted that the enactment of the three participating TEs' interactional identities were context-sensitive; they enacted their interactional identities in close relation to the interactional events that happened during lesson delivery.

As a final point to highlight in the enactment of the three participating TEs' interactional identities within the co-constructed classroom interaction in their classes of ELT undergraduate programs, I can say that all the forms of co-constructing classroom interaction, with their multiple interactional practices and identities, were learned through the classroom interactional experiences that each TE had lived before in different classrooms at varied educational institutions, in interaction with different students, and in diverse conversations and talks with other English language speakers inside or outside Colombia. The three participating TEs reported this in the co-analyses and constant checks. Manners of interacting in the classroom were unable to be seen as static or occurring literally as predicted in the corresponding literature. The reality was that both classroom interaction and interactional identities were dynamic, context-situated, and fluid. Their realizations happened in the observed classes and with the participating TEs.

5.3. Implications of the Study on TEs' Interactional Identities and Classroom Interaction in ELT Education Programs

The first implication that I emphasize from the study is on avoiding the view that there can be established manners for English language teacher educators to be or do as interactants in the classroom in line with teaching methods, approaches, methodologies, curricula, or academic demands. As the study presented in this doctoral thesis demonstrates, there is interactional diversity in classroom interaction and in the interactional identities that teacher educators enact. Although there can be similar interactional identities and classroom interaction organizations, these are unfeasible to be fixed in their realizations across contexts, individuals, and time. Therefore, teacher educators' interactional identities should be seen as constructed, maintained, and negotiated through the moment-to-moment of classroom interaction. This view can have a great impact in the study of ELT education programs since seeing teacher educators' interactional

identities occurring in the context of classroom interaction can help demonstrate that their identity work happens in multiple manners in the situated co-construction of ELT classroom interaction. Accounting for this insight in ELT education programs may contribute to understanding that English language education should not push to the literal enactment of roles in interaction dictated by language methods, approaches, or curricula. On the contrary, ELT education becomes alive in the interactional diversity of classroom organization and interactional identities of teacher educators and students.

This implication also leads future researchers to untied teacher educators' interactional identities (or roles) as models or ideals of how to interact in the classroom. This should lead to abandoning the belief that teacher educators can hold pre-defined identities as interactants for the classroom. I want to emphasize the deep exploration of teacher educators' interactional identities as being constructed from all the experiences that they have ever lived as interactants in their classrooms. Linguistic, social, and interactional components and factors in the English language classroom are also the results of teacher educators' realizations of their interactional identities in situ. There is then a need to extend the study of teacher educators' interactional identities to other levels; for example, at school, language centers, and in English language courses at universities. With this coverage, further insights about teacher educators' interactional identities can be found, which can also reveal the way they organize classroom interaction. This can have as a result additional incidence in the understanding of how socio-cultural factors of the classroom, curricula, available materials, and resources, etc., happen in English language education. Research on this can contribute with insights to ELT education programs to improve the quality of corresponding curricula to cover linguistic, social, and interactional components and factors of varied levels of language teaching at school, language centers, and language courses. ELT education programs should include topics about and reflection on language classroom interaction and language teacher roles in that interaction.

A second implication is connected with classroom interaction as such. ELT education curricula should cover more topics about the manners and reasons of the actual realizations and practices of classroom interaction in varied contexts of language teaching. As this is the context where teacher educators educate, and by doing so, are considered interactants for language education, more exhaustive study on it, again, can contribute to the understanding of how language education becomes interactionally alive. Student teachers mostly learn to interact in

these classrooms; thus, future research on classroom interaction needs to elaborate more on the manners and reasons of the actual realizations and practices of classroom interaction in context. As the study on this doctoral thesis explains, classroom interaction in English language education does not always involve its participants in fixed organizations of interaction in each classroom and context. Research on this issue can help elucidate, on one side, how teacher educators learn and become interactants in the language classroom, on the other, how they learn to co-construct classroom interaction for language teaching in context. As there are unfixed organizations of classroom interaction in every classroom and non-static manners of being a language teacher educator across ELT classrooms, there is then a need to see classroom interaction and its participants' interactional identities from non-pre-established accounts. ELT education should embrace the understanding that interactional identities are unlikely roles with established characteristics and responsibilities that language teachers and educators need to play literally.

The actual classroom-interaction realizations and practices seem to be attached to the situated cultures throughout time and place. Studying classroom interaction under this perspective can help create more awareness about how it happens in the numerous contexts of language education. Both English language teacher educators and student-teachers should know how classroom interaction is organized in language teaching and how it contributes to language learning and education. This can also be a premise to understand how language teachers and educators construct their identities from the organization of classroom interaction.

The last implication refers to the challenging research design to study the interplay between interactional identities and classroom interaction that I conducted in this doctoral thesis. This design implies broadening the current perspectives about classroom interaction and its participants' interactional identities. There cannot be a priori interactional identities (or roles) nor pre-established classroom interactional organizations to study. By incorporating the participants of the study as conversation co-analysts and member-checkers of their own co-construction of classroom interaction, broader understandings of how it happens are present. This is also the case by listening to them how they see themselves being interactants in that co-construction of classroom interaction. This kaleidoscopic perspective, as I call it in the research design, helps deeply explore what teacher educators are and do as interactants in the co-constructing dynamics of classroom interactions and in the diversity of contexts of ELT education. Researching classroom interaction and its participants' interactional identities with this more in-situ and

inductive perspective may then extend the understandings about what teacher educators are and do as interactants in the dynamics of classroom interaction and in the diversity of contexts where they occur. In the study, I demonstrate that there is a reciprocal relationship between interactional identities and classroom interaction. I also demonstrate that there are unfixed organizations of classroom interaction in the studied classrooms and non-static manners of being and doing as an English language teacher educator across those classrooms. Therefore, further research on the matter should require not only the study of teacher educators' interactional identities in ELT education but also how the interactional structure of classroom conversational exchanges entails those identities.

5.4. Limitations of the Study

Doing a study under the view of Conversation Analysis that puts together the organization of classroom interaction and the interactional identities of teacher educators, as one of the participants, is a complex endeavor that requires much time. Doing line-by-line transcriptions of recording class sessions takes approximately an hour per just ten minutes of recording conversations. Although the existence of applications that do this task, checking the accuracy of the transcribed text by following conventions still demands long periods of contrasting the recording with the text. When the transcriptions are ready, the discovering of phenomena in the co-constructed classroom interactions and the establishment of collections of each discovered phenomenon both require acute observation and concentration. This analysis takes long hours as well.

In the current study, I propose constant co-analyses of the transcribed instances of the discovered phenomena with each of the participants. This can create further limitations since the analysis should be explained to each participant just when an encounter can be set. On occasions, just one encounter of about two hours is not enough; two, even three encounters, are necessary only for the co-analysis of a session. The exploration of the interactional identities enacted in the discovered phenomena, with the manners and reasons, requires again acute observation and concentration. The suggested step of constant check of the participants for those analyses adds waiting time for concatenating any findings. New encounters are necessary for further clarifications in the analyses.

Despite all this, a study of this kind pays off. Getting to know how the organization of classroom interaction occurs and how interactional identities of its participants are enacted and

why contributes to knowledge of what the participants are as interactants and how classroom interaction is co-constructed in relation to those identities. This knowledge is relevant in the field of ELT education to know how knowledge is shared interactionally and what teacher educators are in interaction when doing so. I need to confess that having individuals who agree to participate in a study of this kind, with those tasks to do, is difficult. In the case of the current study, recruiting teacher educators eager to participate was not easy; they are always work-loaded.

Another limitation is the scheduling of sessions to be observed and recorded. Fortunately for the current study, all the session recordings took place before the Covid-19 pandemic; otherwise, the data collection would have had issues of validity and feasibility. Recording requires skills to set the equipment and observe unobtrusively. As the co-analyses and encounters for constant checks with the participants were also recorded, the same mentioned skills were also required for a different setting from the classroom. These encounters took place in the participants' offices or in a cafeteria.

The study ends with learnings about how to do conversation analysis as proposed in this thesis. Enough time should be contemplated for talking with possible participants and explaining their tasks. Equally, enough time should be planned for the recordings of conversations, doing the transcriptions, their initial analyses, co-analyses, and constant checks. Apart from time, the organization of all data collected is key. Recordings, transcriptions, co-analyses, and constant checks should be correctly indexed and digitally saved so that any required information can easily be found. After having done the study, I can say that the limitations of participants, time, and amount of information become learnings that I pass on as recommendations here.

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