Teachers' Strategies Used to Foster Teacher-Student and Student-Student Interactions in EFL Conversation Classrooms: A Conversation Analysis Approach

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Abstract

Despite the fact that there are a wide range of strategies used to foster interactions in EFL conversation classrooms, many novice teachers are not aware of them. In view of this problem, the current study aimed to identify such strategies commonly used by EFL teachers in conversation classrooms. To this end, fifty sessions of college level conversation classrooms were observed and their teacher-student interactions were audio recorded. The class recordings were, then, transcribed by means of transcription symbols proposed by Hutchby and Wooffitt (2008), and were analyzed both quantitatively and qualitatively based on the taxonomy of foreign language interaction analysis system proposed by Walsh (2006). The findings revealed that teacher echo and asking questions were among the most frequent strategies teachers use to foster teacher-student interactions; however, asking questions and agreement strategies were used to foster student-student interactions. The findings have implications for teaching conversations in EFL classrooms which were discussed in the article.

Keywords: Classroom Discourse, Classroom Interaction, Conversation Analysis, Teacher Strategies

Introduction

Studying the discourse of English as a Foreign Language (EFL) classrooms is a complicated phenomenon which plays a crucial role in fostering students' linguistic abilities (Hall & Verplaetse, 2000; Seedhouse, 2004; Walsh, 2006). Therefore, EFL teachers should be equipped with the skill of analyzing the discourse of classrooms. One feature of the classroom discourse is concerned with the strategies teachers use to foster teacher-student and student-student interactions in these classrooms since these interactions further the knowledge exchanged between teacher and students and improve student's oral production (Nation & Newton, 2009). However, students' lack of participation eventually leads to poor production in conversation classes, and leads to the problem of having no idea and nothing to say. Therefore, many academic foreign language teachers have been advised to use a variety of strategies to improve interaction in EFL conversation classes to foster communication in such classes (Nation & Newton, 2009).

The majority of EFL classrooms are teacher-centered; in other words, teachers talk most of the time and are not aware of strategies used to foster interactions in their conversation classes (Walsh, 2002). An effective conversation class involves, receiving, processing and producing information which are the requirements of classroom interaction (Nunan, 2003). To meet these requirements, students are supposed to participate in classroom interactions; however, the majority of them avoid participating in classroom activities. Part of this is due to the fact that the majority of teachers are not aware of strategies fostering interactions in classrooms. Classroom interactions help students overcome their speaking problems and enhance their oral proficiency in English conversation classrooms (Tatar, 2005).

In order to foster communication among students, teachers should use strategies to enhance students' participation in EFL classrooms. Moreover, in order to assist learners in speaking English, EFL teachers should foster oral interactions in conversation classrooms. As Tuan and Nhu (2010) state, studying classroom interactions is a key to study the discourse of students' communication in EFL classrooms. It is through communication practices in EFL classrooms that teachers can relay a profound effect on the quality of classroom interactions (Hall & Walsh, 2002). In view of the significance of using strategies to foster interactions, the current research aims to identify both verbal and non-verbal strategies teachers use to foster classroom interactions in EFL conversation classrooms.

Research question

Considering the inadequacy of EFL teachers to foster teacher-student and student-student interaction in conversation classrooms, the current study aims to address the following question:

What are the common strategies EFL teachers apply to foster student-student and teacher-student interactions?

Background

Teachers play important roles such as mediators, facilitators and monitors in EFL classrooms (Richards, 2006). The role of teacher as facilitator and monitor of class discussions is central in enabling students to communicate effectively through oral language and in developing students' ability to use target language for communicative purposes. In order to successfully accomplish their roles, EFL teachers are expected to be equipped with a number of skills one of which is interaction strategies. Teacher-students' interaction is important during classrooms because through interaction students receive the learning opportunities they need as a result of which students' linguistic ability will develop. Teachers are supposed to facilitate learning process of students by encouraging them to speak and provide them with opportunities to express their ideas through active participation in classroom activities and through having student-student interaction (Li & Walsh, 2011; Richards, 2006; Seedhouse, 2011; Walsh, 2011).

Student-student interaction refers to the interaction that occurs between students themselves and can have significant impact on the patterns of communication, classroom learning, and opportunities for foreign language acquisition. Students' interaction occurs when students share information and receive feedback from their friends (Sharp & Huett, 2005). Studies on classroom interaction indicate that in student-student interactions, learners receive comprehensible input, are provided with opportunities to negotiate meaning, receive feedback, and produce their own output (Mackey, 2007). Equipping teachers with interaction strategies affects group interaction in which students can develop their speaking skills (Lourdunathan & Menon, 2005). In this respect, Kouicem (2010) explored the role that student-student interaction plays in developing learners' speaking skills through using a questionnaire which aimed at investigating the role of interaction in promoting the speaking skill of students. The results of the study indicated that both learners and teachers believe that promoting student-student interaction can have a positive impact on learners' speaking skills. Luan and Sappathy (2011) investigated the role negotiated interaction plays in the ability of participants to recall vocabulary items. The findings suggested that students participating in negotiated interaction achieved higher vocabulary scores. To sum up, research has generally shown that the development of speaking skills of language learners is due to the application of interactive teaching methodology.

Interactions in classrooms can be fostered through employing elicitation or questioning strategies, repairing or error treatment strategies, collaborative or interactive learning strategies and scaffolding strategies (Rido, Ibrahim & Nambiar, 2014). One of the approaches used to analyze the discourse of classroom to discover the strategies fostering interaction in EFL classrooms is conversation analysis (CA).

CA is considered as one of the important approaches to describe, analyze, and understand talk as a basic and fundamental feature of human social life (Sidnell, 2011). CA analyses discourse based on the transcripts of the interactions between interlocutors. It is subject to the belief that meaning is found within the interaction

transcript data itself (Markee, 2000). Seedhouse (2004) believes that CA can be applied to study any kind of human action. In addition, CA sheds light on the way talk-in-interaction is constructed based on analyzing the participants' turns in talk. For instance, Solem (2015), using a CA approach to classroom interaction, investigated how students employ interrogatives to initiate interactional sequences. She found out that through initiating the interaction by interrogatives, the students display epistemic stance.

Walsh (2006) proposed a framework called SETT (Self-Evaluation of Teacher Talk) which was designed to help teachers describe the interactions of their classrooms and gain a better understanding of them. SETT is employed not merely as a descriptive framework, but as a device to promote reflection and acquisition of experience (Mann, 2001). Walsh's (2006) work is distinctive because it combines critical reflective practice with analyzing classroom interaction; the framework describes classroom interactions which accommodate certain interactional features according to pedagogical goals of the teacher. According to Walsh (2002), "where language use and pedagogical purpose coincide, learning opportunities are facilitated" (p. 5). In this respect, Aşıuk and Gönen (2016) investigated EFL teachers' perceptions of their use of teacher talk and the way analysis of language use contributes to their professional development. A total of 23 preservice teachers received training on analysis of their own talk by using SETT framework. The findings revealed positive insights about the effect of teachers' language use on the development of classroom interaction.

Mori and Zuengler (2008) state that researchers can investigate how participants organize their turns by employing CA in their studies and how power is negotiated between students and teachers. Wang (2014) utilized CA to explore teachers' strategies to manage students' participation in a complex Multi-User Virtual Environment. Teachers' strategies used to manage students' participation include turn initiation, topic control, topic shift, asking questions, and providing feedback. In another study, Lazaroton (2004) aimed at analyzing the oral exchange between an ESL teacher and one of her students in an intensive English classroom in the USA by employing CA in the study. The researcher analyzed the transcription of a class discussion and investigated how a non-native ESL teacher, teaching in a university setting, responds to students' questions. Lazaraton concludes that the application of this macro-level analytical technique offers researchers to have a better understanding of classroom discourse.

Walsh (2006) analyzed the discourse of fourteen ESL classrooms using CA and focused on turn-taking strategies. He identified four patterns called "modes" in classrooms and identified the pedagogical goals and interactional features of each mode. The first mode is "managerial mode" in which the pedagogical goals include transferring information, setting physical learning environment and introducing materials to learners. "A single extended teacher turn, the use of transitional markers and confirmation checks, and an absence of learner contributions are the interactional features of managerial mode" (p. 66). The second is "materials mode" which aims to provide language practice using a specific material, asking questions and giving

feedback. The third is "skills and systems mode" which aims to enable learners to produce correct. The interactional features include "teacher echo, display questions, scaffolding and extended teacher turns" (p. 66). The fourth is "classroom context" in which the teacher aims to improve learners oral fluency. The interactional features of this mode are "referential questions, scaffolding, clarification requests, content feedback, minimal repair, and extended learner turns" (p. 67). Lee (2007) points out that classroom interaction hinges on the competence of the participants in the interaction. He argues that L2 classroom interaction involves having high proficiency and L2 classroom interaction provides the opportunity for students to show their proficiency. Walsh's (2011) view of classroom interaction, to some extent, coincides with Lee's. They argue that appropriate use of interactive strategies by teachers will enhance students' learning opportunities. For example, when the language used by teachers is consistent with their pedagogical objectives, more learning opportunity will be created for students. Analysis of the features of classroom talk was also conducted in discourses related to higher education such as university seminars (e.g. O'Keeffe & Walsh, 2010) and university lectures (e.g. Christodoulidou, 2011), as well as content and language specific learning contexts (e.g. Evintskaya & Morton, 2011; Kupetz, 2011).

Markee and Kasper (2004) state that some researches apply CA in analyzing second language interactions to promote language learning in various contexts. In addition, it provides a way in which competence is constructed collaboratively by the students actively participating in classroom activities (Seedhouse, 2011). Hellermann (2008) and Cekaite (2007) conducted CA within the framework of language socialization and analyzed interactional development from a longitudinal perspective. Markee (2004) developed a methodology to study the development of L2 longitudinally. There are also some cross-sectional studies of learning in which a single case is analyzed. An example of such research is Brouwer (2003, p.535), who examined "word search sequences" across native and nonnative speakers and distinguished between "word search sequences" that contribute to language learning opportunities and those which do not.

Classroom interaction is the key to success in teaching in EFL classes. Teachers, therefore, are expected to pay attention to three important aspects of teaching: interactions in classroom, teacher-student interactions, and student-student interactions. Hence, the majority of teachers are concerned with the dynamic nature of classroom environment. Teacher responsibility is to foster more "ongoing interaction" between teacher-student and student- student, and by extension, analyzing classroom interactions which promote active participation on the part of students to develop students' language proficiency (Tatar, 2005).

To conclude, scant number of studies on classroom interaction has been primarily concerned with the strategies fostering teacher-student and student-student interactions in EFL conversation classes in Iran. In view of the fact that interaction is an integral part of every aspect of teaching and learning, this study aims to use conversation analysis to identify the strategies conversation teachers employ to foster ongoing interaction with the students and to analyze different interactions through

conversation analysis. In recognition of the significance of interaction in EFL classrooms, this study aimed to investigate the strategies teachers use to improve teacher-student and student-student ongoing interaction in EFL conversation classes.

Method

Participants

The participants of this study were selected from the population of students studying teaching English as a foreign language (TEFL) at Sheikhbahaee University. 60 freshmen, twenty males, forty females were selected as the participants of the study based on convenient sampling method. Their age ranged from 19 to 28 with an average of 23.5. They had enrolled for conversation 2 classes and met twice per week (each session took 1.30) in the second semester of the academic year 2018/2019. They had all passed conversation 1 in the previous semester. These 60 students were recruited into two groups and each group contained 30 students. The teachers of these classes were both female, one of them aged 35 and the other 40. The former had 5 years' experience of teaching and the latter 8 years. Both of them hold Ph.D. in TEFL.

Instruments

In order to collect the data, two types of instruments were used: classroom observations and audio recordings of classroom interactions. Classroom observations help researchers collect large amount of data on the phenomenon under study. Furthermore, "observations can allow the study of a behavior at close range with many important contextual variables present" (Gass & Mackey, 2007, p. 187). Gass and Mackey (2007) recommend using mechanical means and supplementary methods such as audio or video recording. Therefore, audio recordings of EFL conversation classes were used to facilitate transcribing teacher-student and student-student interactions. This was due to the fact that, it is essential that naturalistic classroom discourse data be recorded and transcribed (MacKay, 2007). In using audio recorder, logistical issues recommended by Gass and McKey (2007) were taken into consideration. They suggest using digital audiorecorder and recommend using more than one recorder as a backup in classroom. The interactions exchanged between teacher and students in classrooms were audio recorded because when more than one person started talking simultaneously, the audio-record recorded clearly what they were saying, and it provided the possibility of clear and systematic record of interactions (Briggs, Coleman, & Morrison, 2012).

Procedure

This study aimed to identify the strategies commonly used by teachers to foster teacher-student and student-student interactions in English conversation classrooms. To this end, fifty sessions each lasting for 1.30 hour of college-level conversation classrooms were observed and audiotaped. Notes were taken as an observer in classes during the class sessions with the objective of identifying verbal and nonverbal features used by the teacher to foster teacher-student and student-student interactions. First the consent of teachers and students interested in participating in the study were obtained. Although the teachers were informed that their classroom interactions are going to be recorded, they were not aware of the focus of the research. The reason

was to reduce the effect of the potential problem of Hawthorne effect which refers to the increase of the productivity of classroom due to the presence of the researcher. The interactions exchanged between teacher and students in classrooms were first audio recorded and then transcribed. It is noteworthy that only long conversations including many turns were transcribed. Once classroom discourse data were transcribed, as Mackey and Gass (2005) state, it was essential to organize them into a manageable and analyzable source of information. To accomplish this task, the class recordings were transcribed by means of conversation analysis transcription symbols proposed by Hutchby and Wooffitt (2008) explained in Appendix I. Then, the longest conversations exchanged between teachers and students were singled out and the teachers' verbal strategies used to foster interaction were identified based on SETT (Self-Evaluation of Teacher Talk) framework proposed by Walsh (2006). SETT enables L2 teachers to describe the interactional organization of their classes. As Cohen, Manion, and Morrison (2000) state, considering the uniqueness of L2 classroom and the fact that the features of every interaction depend on the context, it is impossible to propose a single view of context or an instrument which can accurately provide a holistic perspective of each interaction. However, the aim of devising SETT was to devise an instrument that can be used quickly and easily by teachers to analyze the interactions of their own classes. An important point in analyzing the data, was deciding about the unit of analysis. Considering the aim of the research and the research question, it was decided to choose "turns" as the unit of analysis.

The strategies used by teachers to foster ongoing teacher-student and student-student interactions were classified in to verbal and non-verbal features. Verbal features were classified based on SETT framework proposed by Walsh (2006). Table 1 indicates the components of this framework.

Table 1. SETT Framework Proposed by Walsh

Verbal features	Description
(A) Scaffolding	(1) Reformulation (rephrasing a learner's contribution). (2) Extension (extending a learner's contribution).
(B) Direct repair	Correcting an error quickly and directly.
(C) Content feedback	Giving feedback to the message rather than the words used.
(D) Extended wait-time	Allowing sufficient time (several seconds) for students to respond or formulate a response.
(E) questions	Asking questions from the students.
(F) Seeking clarification	1) Teacher asks a student to clarify something the student has said. (2) Student asks teacher to clarify something the teacher has said.
(G) Teacher echo	1) Teacher repeats a previous utterance. (2) Teacher repeats a learner's contribution.
(H) Teacher interruptions	Interrupting a learner's contribution.
(I)Turn completion	Completing a learner's contribution for the learner.

The following example can shed some light on the data analysis procedure. For getting the meaning of symbols please refer to appendix I:

1   T: logical sound on privacy on the net ok .How important is your privacy? Let's say in social <u>network</u> for example.
2   S1: Social network is useful in our life.
3   T: Aha?
4   S1: = And we should use it in <u>necessary situation</u>?
5   T: We should use it in <u>necessary situation</u>? What do you ↑mean by <necessary Situation>?
6   S1: We should use them when we have problem. Sometimes it is harmful for ↑us. Sometimes it helps us to decrease (.) and slow (1.8)…
7   T: = Then we can save money and time.
8   S1: Never <u>waste</u> ↑time
9   T: But you ↑believe we can save our ↑time <u>not</u> ↓wasting time.
10 S1: = Not wasting time and saving time.
11 T: OK.

Conversation opened with teacher (T) trying to draw students' attention to the topic using a question mentioned in line 1. After that, one of the students (S) answered her question in slightly falling intonation. The teacher agreed with what S had said with the word "Aha" with rising intonation to get S's attention. This was followed by the continuation of previous turn by S with rising intonation and putting heavy emphasis on the last word at line 4. At line 5, T repeated what S had said with rising intonation and putting heavy emphasis on the last word (= ↑) necessary situation of what S had said and the teacher again moved to ask a question for clarification with rising intonation. S's answer was completed by the teacher to emphasize that this is the correct answer.At line 8, the teacher restated what S had said in a continuing tone.

The analysis of this conversation indicates that the participation of S1 in having continuing conversation with the teacher is greatly influenced by the nature of teachers' strategies in fostering ongoing interactions with students. After transcribing and analysing the data, the frequencies of the teachers' strategies fostering interaction were calculated.

Non-verbal features were classified based on the principles of conversation analysis proposed by Hutchby and Wooffitt (2008). These features include pause, sound extension, slightly rising intonation, slightly falling intonation, continuation of tone, and sharply rising or falling intonation.

Data analysis

Analysis of Verbal Strategies Employed to Foster Teacher-student Interactions

Table 2 indicates the frequency of verbal strategies used by teachers to foster teacher-student interactions in college level EFL conversation classrooms.

Table 2. Teachers' Strategies to Foster Teacher-Student Interactions

Employed Strategies in EFL Conversation Classes	Number of Turns
Direct repair	4
Teacher Echo(repetition)	7
Expressing Opinion	4
Summarizing	6
Providing an imaginary Situation	5
Agreement +asking for elaboration	8
Disagreement + Giving suggestion	5
Agreement	8
Disagreement	6
Asking for Elaboration	8
Asking Questions	14
Teacher Interruption	8
Turn Completion	6

As Table 2 indicates, asking questions, asking for elaboration, teacher interruption, agreement+elaboration, teacher's echo or repetition were among the most frequent strategies used by teachers to foster teacher-student interactions and caused the most frequent turns on the part of students.

Qualitative Analysis of Verbal Strategies Employed to Foster Teacher-Student Interactions

The analysis of two longest interactions which are showcases of teachers' strategies used to foster interaction takes an emic approach, employing the methodological tools of CA. In excerpt 1 below, T started the class discussion which was about an argument between a couple by asking a question. T used this strategy to promote interaction in the classroom. In addition, she used discourse markers such as "okay" and "for example" and directly repaired what S1 had said.

Excerpt 1

1 T: Ok (.) Well (.) What we want to talk about ↑today ↓is why do you think couples argue?
2 S1: Because of differences between ↑men and wife.
3 T: Because of the differences between ↓men and ↑wife (.) Can you elaborate?
4 S1: Silence
5 T: What do you mean?

6 S1: The man and woman are different from each other (1.8) and because of ~ differences (.) Maybe they do not ↑get along ↓each other.

7 T: Ok (.) Can you give us ↑example?

8 S1: It is because of ↑<u>emotion</u>

9 T: Aha?

10 S1: Women are emotion (.)

11 T:↑ Emotional

12 S1: = and <u>men</u> are not that much ↑<u>emotional</u> (.) because of <u>this</u> maybe they have sometimes hmm:: problem with each other.

13T: Ok.

T started the class discussion by asking a question to encourage students to participate in classroom discussion. At line 2, S1 answered the teachers' question. T, then, tried to foster interaction through repeating the correct answer to emphasize what S1 had said, and asked for elaboration at line 3, but S1 did not answer the teacher's question, and the interaction was interrupted. However, T tried to break the ice (line 5 by asking for clarification of what the student had said. This time student answered the question (line 6). The teacher again, agreeing with an assertion made by S1 along with asking a question with rising intonation in an attempt to encourage S1, elaborated on the response and this resulted in continuation of interaction. In line 7, T agreed with an assertion made by S1. "OK" is often used as an opening and closing frame marker and is used to foster classroom interactions (Castro & Marcela, 2009). S1 continued the previous turn, but she did not seem to be able to continue her turn and T tried not to interrupt the conversation, but once the student stopped, suddenly the teacher continued the turn that resulted in an ongoing interaction in line 13. In line 11, TA directly repaired what S1 had said. In sum, in excerpt 1 teacher agreed with what S11 had said, repeated parts of what S11 had said, asked a question, elaborated on what the students had said and directly repaired answers' to foster student –student interactions.

Qualitative Analysis of Verbal Strategies Employed to Foster Student-Student Interactions

This Excerpt was the longest student-student interaction selected for qualitative analysis.

Excerpt 2

1 S2: We have false self-confidence.

2 S3: I think false self –confidence is good.

3 T: Is ↑good what?

4 S3: for ↑<u>myself</u>

5 S2: What about others?

6 S3: for others maybe it is ↑<u>awful</u> but for example for ↑<u>me</u> is good to show false-confident.

7 T: You know but that is not ↑<u>realistic</u>

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8 S2: Most people do not have anything.
9 T: Aha most people have nothing but they <u>brag</u> about the things they have.
10 S3: = but I think false confidence becomes part of people.
11 S2: I agree with you.
12 S3: When it becomes too much (1.8) it becomes false self-confidence.
13 S2: Why do we think like that?
14 S3: = because we have positive feeling about people who have self—
confidence we ↑like them
15 T: Yeah it is true.

S2 expressed her opinion on the topic of discussion which was about having self-confidence in line 1. This was followed by S3's opinion on what S2 had said. T asked S3 a question with rising intonation. S3 expressed her opinion. S2 asked a question about what S3 had said. S3 answered s2's question, at line 7 and 9. T expressed her opinion about what S3 had said and agreed with her. This caused S2 and S3 interact with each other.

Quantitative Analysis of Verbal Strategies Employed to Foster Teacher-Student Interactions

The strategies used by teachers to foster student-student ongoing interactions are listed in table 3.

Table 3. The Employed Strategies to Foster Student-Student Interactions

Employed strategies in EFL conversation classes	Number of Turn-Takings
Asking questions	10
Agreement	8
Calling student's name and asking their ideas	7
Teacher echo (repetition)	5
Asking for elaboration	5
Direct repair	4
Teacher interruption	4
Scaffolding	4

As Table 3 indicates, asking questions, agreeing with what students said and addressing students by their first names and asking for their ideas were among the most frequent strategies used by teachers to foster student-student interactions in classrooms.

Analysis of Nonverbal Strategies Employed to Foster Teacher-Student and Student-Student Interactions

Table 4 indicates non-verbal strategies employed by teachers to foster interaction in conversation classrooms**.**

Table 4. Non-verbal Strategies

Non-verbal strategies
pause, sound extension, slightly rising intonation, slightly falling intonation, continuation of tone, sharply rising or falling intonation, higher volume than the speaker's normal volume

Teachers used different aspects of their voice like intonation and tone to foster interaction in their classrooms.

Discussion

Based on the analyzed data, the strategies used by teachers to foster teacher-student and student-student interactions in EFL conversation classrooms were identified. The findings revealed that EFL conversation teachers employed a wide range of classroom interaction strategies such as providing an imaginary situation, agreeing and elaborating on what the students said, disagreeing and suggesting, summarizing what students said, expressing opinion, elicitation or questioning and repairing or error correction strategies, continuing students turn to foster teacher-student and student-student classroom interactions in EFL conversation classes.

With the emergence of the views on classroom communication the role of learners as initiative of classroom discussions becomes important. Student-student interaction plays an important role within a classroom context. In addition, the role of teacher as facilitator and monitor of class discussions is central in enabling students to communicate effectively through oral language and in developing students' ability to use the target language for communicative purposes. Students' interaction occurs when students share information and receive feedback from their friends (Sharp & Huett, 2005). Based on this view, studies on interaction indicate that in student-student interactions, learners receive comprehensible input, opportunities to negotiate for meaning and receive other's feedback, and opportunities to produce modified output (Mackey, 2007).

Repairing or error correction is one of the strategies employed by teachers to foster teacher-student and student-student interactions (Xuerong, 2012). This finding is consistent with the finding of the study of Xuerong (2012) and Haniem (2011) who recognized repairing as one of the strategies used to foster classroom interaction. This is due to the fact that learners must notice the errors made by their peers and recognize them for correction, and this will keep them alert for participating in classroom interactions.

Scaffolding was another strategy used by teachers to foster interaction. In this relation, Ellis (2003, p. 180) states that "scaffolding is the dialogic process by which one speaker assists another in performing a function that s/he cannot perform alone". Scaffolding can be referred to as "assisted performance" (Ohta, 2001, p. 26) and is a kind of help which facilitates interaction between teacher-student and student-student. Scaffolding is often presented as an effective instructional method (Pawan, 2008).

As the findings indicate, questioning technique is one of the influential strategies used by teachers to foster classroom interactions. Thus, as Vuzo (2002) points out where foreign language learners do not have enough linguistic repertoire for initiating and maintaining talk in classrooms, asking them to formulate or answer questions pave the ground for continuing interactions. Based on the analysis so far, asking for clarification and asking questions are the most frequent strategies used by Teachers. The findings of this study are in in line with Haniem (2011) in which EFL conversation teachers used asking for more clarification and questioning with the aim of fostering teacher-student classroom interactions. Furthermore, it was observed that the ongoing interaction between teacher and student through asking questions is greatly influenced by the nature of the questions asked. Teachers' questions can be categorized into three types: "1) open and close questions, 2) display and referential questions, and 3) yes/no questions." According to Brown (2001, p. 45), "display questions" are questions whose answers are known to teachers and have a one word or short response. By contrast, "referential questions" require more thought and have longer responses. Dalton-Puffer (2007) states that asking display questions does not lead to much interaction in classroom; however, referential questions are more authentic and involve longer answers.

In terms of the discursive strategies, questioning is one of the strategies which can foster teacher-student and student-student interactions. Researchers (e.g. König & Siemund, 2007) claim that questions are primarily concerned with obtaining or evaluating learners' L2 knowledge, perhaps as a means to enhance this knowledge further. To conclude, although questioning forms only one part of what is contained under the umbrella of EFL learning and teaching processes, it is indeed (according to the data) a widely used and influential discourse feature in EFL conversation classrooms to foster teacher-student ongoing interactions which can be accompanied with other types of strategies such as asking for more clarification, teacher echo, etc. to foster teacher-student interactions.

Providing an imaginary situation is another type of strategy used by EFL conversation teachers. "Teachers provided an imaginary situation to foster teacher-student and student-student interactions through involving students" (Ellis, 2003, p. 180). As the excerpt in Appendix II indicates, asking questions, agreeing and elaborating on students' responses are the strategies which were used by teachers to foster student-student interactions. Classroom interaction can be more effective if a variety of teacher's and student's talk is applied in the classroom. By considering this, the current study will provide EFL teachers with different strategies to foster classroom interactions. By doing this, EFL teachers will increase the quality of classroom interactions. The advantage of using SETT framework was that it helped

pre-service EFL conversation teachers "to increase awareness of what they did, how they did it and how they used language in the classroom environment" (Aşıuk & Gönen, 2016, p. 168).

In addition, the use of non-verbal features such as rising and falling intonation is another strategy used by teachers which helped EFL conversation teachers to foster student-student interactions (Walsh, 2011; Xuerong, 2012). The nonverbal clues such as falling and rising intonation that teachers provide in return are of paramount importance (Svinicki& McKeachie's, 2011).Thus, there is a need for instructors to be sensitive to non-verbal cues as a means which foster teacher-student and student-student interactions.

The findings of the present study can be insightful for EFL conversation instructors in teacher education classrooms. First, EFL conversation instructors can use the strategies found in this study in conversation classes to foster teacher-student and student-student interactions. Second, the findings of this study offer implications and suggestions for L2 teacher education's classrooms. The findings can make teachers and teacher trainers' aware of the interactional sequences of EFL speaking classroom interaction (Seedhouse, 2004). As a result, the findings of this study may be valuable for pre- and in-service teachers to employ the strategies to foster teacher-student and student-student ongoing interactions in EFL conversation classrooms.

Conclusion

The aim of this study was to address the strategies commonly used by teachers to foster teacher-student and student-student interactions in EFL conversation classrooms. To collect the data, classroom observations, field notes and audio recordings of classroom interactions were used. Then, using the principles of CA, the strategies fostering teacher-student and student-student interactions were identified. These strategies included direct repair, teacher echo (repetition, expressing opinion, summarizing, providing an imaginary situation, agreement and elaboration, disagreeing and suggesting, agreeing, disagreeing, asking for elaboration, asking questions, teacher interruption, and turn completion. The findings of this study can be used in teacher education classrooms since as Lourdunathan and Menon (2005) state, interaction strategy training helps teachers improve group interaction which, in turn, will help students develop their speaking skills. Furthermore, EFL teachers can use the strategies found in this study in conversation classes to foster teacher-student and student-student interactions. Material developers can also use the findings of this study in designing their materials and improving the speaking skill of EFL learners. As Brown (2001) states, for meaningful and effective interaction, teachers should be able to create a positive relationship by encouraging learners to talk in classrooms, valuing students' utterances, and providing feedback. In conclusion, EFL conversation teachers use verbal and nonverbal features to foster classroom interactions. As the study indicates, only the verbal features might not capture the full complexity of the discourse and how teachers and students communicate non-verbal features should also be taken into account. In conclusion, this study points to certain directions for further research. A further study can analyze classroom interactions

using multimodal discourse analysis. It is also recommended that the teachers' strategies be studied in EFL reading and writing classes to examine which strategies can foster teacher-student and student interactions.

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Appendix I

Transcriptions Symbols Proposed by Hutchby and Wooffitt (2008)

Symbol	Meaning
T	Teachers turn
S1, S2, S3, S4	Student turns
(1.8)	The number of seconds of duration of the pause
(.)	A pause of less than 0.2 seconds
=	No time lapse between the portions
::	Sound extension
?	Slightly rising intonation
.	Slightly falling intonation
,	Continuation of tone
-	An abrupt cut off
↑↓	Sharply rising or falling intonation
Under	Emphasis on the underlined portion of the word
CAPS	Higher volume than the speaker's normal volume
> <, < >	The talk they surround was noticeably faster, or slower than the surrounding talk

Appendix II

The Longest Teacher–student Interaction

1 TA: Do you know any people that they are remarried?

2 SS: Yes

3 TA: Because I <u>myself</u> do not know any person with two wives (.) in my life.

4 SS: Old people?

5 S11: Yes they remarry with beautiful and young wife.

6 S12: They have an old wife and after they get remarry with a young one.

7 TA: You mean the old wife died?

8 S12: No she is ↑alive for example my grandfather married twice after one day (.) one of them because he loves her and one of them because his family (1.8)

9 TA: ↓ forced him

10 S12: Yes forced him

11TA: How this two people get along with each other?

12 S12: I do not know

13 TA: Are they alive now? Or what are they doing know?

14 S12: Their house is in one street.

15 TA: Just one block away

16 S12: Do they have kids?

17 S12: Yes

18 TA: The kids are good together?

19 S12: Yes the kids are good together because they have relationship now.

20 S6: Are you from the first woman or the second woman?

21 S12: The first one

22 S6: The beloved?

24 S12: Yes

25 TA: Where does your grandpa come from?

26 S12: North

27 TA: Aha North of Iran.

28 S12: It is good for us?

29 TA: Yes good for you.

Appendix III

The Longest Student-Student Interaction

1 TA: Do people respect woman enough (.) or ↑not?

2 S2: I think (.) it depends on ↑family if s/he has comes from a good family (.) an ↑educated family s/he is respectful for everyone.

3 TB: Hmm::

4 S3: For example when you see a woman how can you understand she is from an educated family?

5 S2: With consideration of her ↑behavior

6 TB: Yeah (.) it depends on <u>behavior</u>

7 S5: But we have ↑exception

8 TA: No No (.) she said something ↑else she says the way and the extent to which the woman respected in society does not depend on ↑gender or being a ↑woman or not it depends on your behavior (.) no matter how beautiful you are? no matter you are a ↑house-wife every one respects ↑you because of your <u>behavior</u> and your ↓manner (.) Do you agree?

9 S6: Yes (.) first I think it relates to society then it relates to ↑family

10 TB: At first it relates to ↑<u>society</u> how?

11 S6: No I think culture is important.

12 TB: Ok how it relates to society first?

13 S6: For example in Saudi Arabia? they do not respect woman.

14 TB: Why?

15 S6: Because (1.8) I do not know.

16 TB: ↑Aha good ↑point so the culture comes first then your ↑behavior no matter how good you are because the society does not respect you.

17 S7: She is speaking about our own ↑culture?

18 TB: Yeah she is speaking about our culture. Do you agree? Are you awake?

19 S8: I agree with her (.) I think it depends on our behavior and society.

20 TB: = and it is not related to our gender?

21 S8: = Yes it depends on our behavior

22 S9: = But in our culture woman do not respect each other.

23 TB: Very ↑good point she said woman do not respect each other.

24 S10: why?

25 S9: because they are girls

26 TB: Ok you are laughing all of ↑you? It means you agree?

27 S10: Yes for example in driving woman says she is a ↑woman

28 SS: Yes

29 TB: What else? Just me think like that?

30 S11: It is not only about driving? Women are jealous too.

31 S12: I agree with you they cannot see someone is >better< than them.

32 S11: For example she says someone is more beautiful. They say someone has ↑makeup

33 S2: make up and surgery

34 S12: They say if I wear ↑that dress I will be more beautiful.

35 TB: So women do not respect each other because they are ↓jealous. We are talking about women disrespecting each other.

36 S13: Woman shows their jealousy more than others.

37 S14: = but I think men are jealous too and it's their business and their property. They have no jealous but the women are jealous in having jewelry and make up.

38 TB: That's properties too?

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39 S14: Woman shows their jealousy more than man.

40 S15: How do they show it?

41 S14: women are jealous and men do not speak about the things that they have but women can speak about everything and it makes them jealous you know?

42 TB: So they are jealous about people property?

43 S14: Yes they are jealous.

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