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Abstract

Pedagogical translanguaging involves educators deliberately and strategically using multiple languages within the classroom. This includes employing different languages for both input and output and planning strategies that utilize the linguistic resources present in students' entire language repertoire. This study aimed to investigate the use of pedagogical translanguaging in an English as a Foreign Language (EFL) classroom at Yunnan Agricultural University(YAU) to uncover the interactional strategies employed by the teacher to enhance classroom interactions. Fifteen hours of classroom video recordings and teacher's field notes were collected for conversation analysis (CA) within the self-evaluation of teacher talk (SETT) framework. The findings indicated that the teacher's talk aligned with the SETT grid across four pedagogical modes. The sequence of initiate (I), response (R), feedback (F), and scaffolding were frequently used in teacher-student interactions to achieve pedagogical goals. Translanguaging practices in teachers' talk mainly assisted with meaning-making and facilitated classroom interactions. Furthermore, the teacher adjusted the interactional strategies according to the different pedagogical goals and the situations while interacting with the students. The research suggests that using pedagogical translanguaging can enhance classroom interaction. However, further investigation is needed to improve its implementation and effectiveness in English language teaching and learning.

Introduction

Due to increased globalization and the spread of bilingualism and multilingualism worldwide, English has been regarded as a lingua franca in many fields, especially in education, where English plays an important role. In China, in most English as a Foreign Language (EFL) courses, the teachers are Chinese. In EFL classrooms, the teachers use both Mandarin and English, thus, a translanguaging environment could be built. Classroom interactions are essential in language teaching and learning. The more learners interact with the teacher, the more they learn (Walsh, 2012). The translanguaging practices in EFL classrooms could improve classroom interactions to achieve pedagogical goals.

Before commencing the study, the author conducted a preliminary study, distributed a questionnaire containing 20 closed-ended questions to the English language teachers at YAU, which aimed to explore the issues, observed in the classrooms, language of instruction, and the teachers' attitudes toward translanguaging. The results indicated the main problem was the need for more classroom interactions. In EFL classrooms for non-English majors, the teachers used English 60% of the time and Mandarin 40%. Meanwhile, in English major classrooms, the percentage of English usage rose to 80%. It's worth noting that no one reported conducting classes exclusively in English. As for the translanguaging theory, half of the participants claimed they had heard it before but needed to become more familiar with it. Most were optimistic about implementing translanguaging in the EFL classroom and were willing to learn more about translanguaging theory in language teaching.

According to the results of the questionnaires and the researchers' own teaching experience, the EFL classroom in YAU was translanguaging, where the teacher used English and Mandarin for input and output. The translanguaging planned by the teacher inside the classroom for input and output to achieve the pedagogical goals, were defined as pedagogical translanguaging. This study explored how the teacher adopted pedagogical translanguaging to improve classroom interactions in an English public speaking course at YAU. Thus, the following two research questions were formulated: (1) What are the interactional features in the teacher-student classroom interactions in a translanguaging EFL classroom? (2) How did the teacher adopt pedagogical translanguaging in Mandarin and English to improve classroom interaction?

This study may help teachers understand how pedagogical translanguaging can enhance classroom interaction and develop effective teaching strategies in EFL programs. It also indicated that using Chinese and English in EFL classrooms can support students' language learning and be effective for learning other foreign languages. Finally, the authors hope this study can be helpful for other researchers in the use of pedagogical translanguaging in the classroom.

Literature Review

The classroom interaction, translanguaging, and pedagogical translanguaging theory are introduced in this part, which are significant for the current study. Besides, the conceptual framework demonstrates the research process concerning the relevant theories and concepts.

Classroom interaction

Classroom interaction has garnered significant attention from scholars in various institutional settings. Numerous research studies have delved into the specific challenges of language classroom interaction from a conversation analysis (CA) perspective. Walsh (2003) investigated the interactional organization of the second language classroom through the SETT (Self-Evaluation of Teacher Talk) grid, supported by reflection and dialogue. Moreover, using the SETT framework can be helpful to redirect teachers' attention away from materials or methodology-based decisions towards decisions based on interactional choice (Walsh, 2003). According to Walsh (2003), a "mode" refers to the micro-context within an L2 classroom, characterized by distinct pedagogical goals and interactional features influenced by the teacher's language use. This concept illustrates the close relationship between interaction and classroom activity, necessitating adjustments in interaction patterns and pedagogical goals when the lesson's focus changes. Using the SETT framework to analyze teachers' talk, especially for conversations between teachers and students, can help teachers facilitate classroom interactions. In this study, the researcher adopted the linguistic CA approach combined with the SETT framework to analyze the classroom discourse.
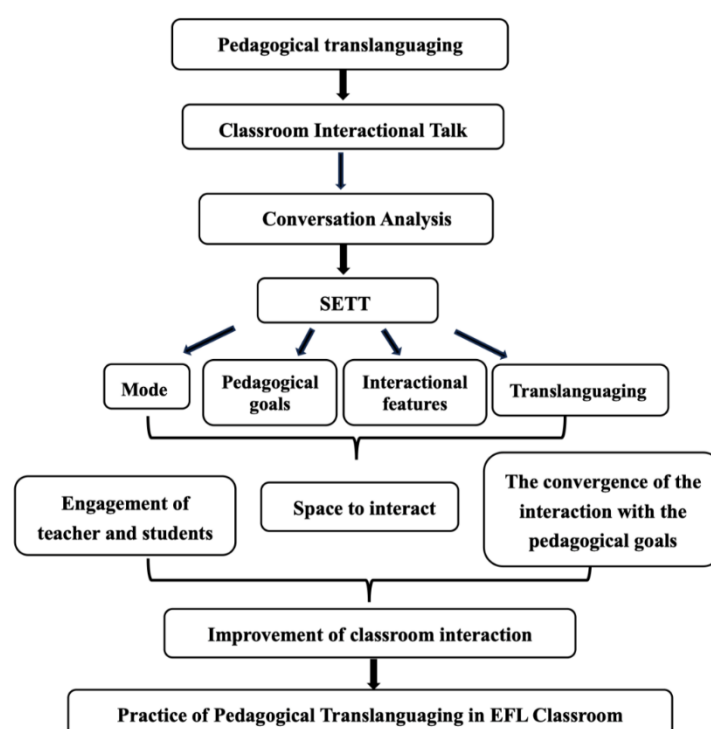
Translanguaging and pedagogical translanguaging

Translanguaging was and was coined by Cen Williams in Welsh as '*trawsieithu'* (1996). Its original definition referred to a pedagogical practice where students must alternate languages (Welsh and English) for speaking and writing. Since then, the term has been extended by many scholars to refer to both the complex language practices of bilingual or multilingual individuals and communities and the pedagogical approaches that use those complex practices. In the context of EFL or ESL courses, García (2009)claimed that within a translanguaging classroom, there existed a higher potential for communication and interaction between teachers and students compared to monolingual classrooms, where individual languages are isolated as independent sources. Williams (2002) elaborated that translanguaging in education involves using one language to support and strengthen the understanding of another, thereby enhancing students' proficiency in both languages. According to Williams' framework, translanguaging is a pedagogical approach that promotes deep cognitive bilingual engagement for students learning two languages. Lewis et al. (2012) summarized Williams's pedagogic theory as a process of translanguaging that involves the application of various cognitive processing skills. The theory encompasses the cognitive processes associated with selecting and choosing information from memory storage to effectively communicate through speaking and writing. It can also be adopted by teachers instructing in various educational settings, including even monolingual and foreign language classrooms (García & Wei, 2012).

Recently, a new term, "pedagogical translanguaging," emerged, which has been defined as 'planned by the teacher inside the classroom and can refer to the use of different languages for input and output or to other planned strategies based on the use of students' resources from the whole linguistic repertoire'(Cenoz, 2017). It focused on the school context and learning languages and content. Moreover, it is centered on developing, applying, and refining multilingual pedagogical strategies and approaches, utilizing the student's complete linguistic capabilities. These approaches can be tailored to various levels, encompassing phonetics, vocabulary, grammar, pragmatics, and discourse. Pedagogical translanguaging can be integrated into language classes and other disciplines, encompassing spoken and written activities (Cenoz, 2017; Cenoz & Gorter, 2020, 2022). Different pedagogical translanguaging practices have been developed to enhance teacher's and students' metalinguistics awareness, strategies for vocabulary learning, curriculum design, and online language classroom(see Cenoz & Santos, 2020; Galante, 2020; Leonet et al., 2019; Wimalasiri & Seals, 2022).

However, few studies have investigated the context in which English is used as a foreign language. In China, for example, English is spoken mainly in the classroom, while in daily life, Chinese is primarily spoken. The literature on EFL teaching in China encompasses various aspects of language instruction and teacher practices.) Liu (2020) emphasizes the importance of integrating intercultural education into EFL teaching in China to enhance students' intercultural communicative competence. This integration involves revising instructional pedagogy in College English by incorporating intercultural teaching using films as a medium. Lan and Lam (2020) focused on exploring an EFL teacher's beliefs and practices in teaching topical debates in mainland China. As highlighted in the study, understanding EFL teachers' beliefs and practices is crucial for effective teaching. Additionally, Sun et al. (2022) introduced the implicit association test (IAT) as a tool to measure Chinese EFL teachers' implicit attitudes toward communicative language teaching (CLT) and traditional language teaching (TLT) approaches. This study contributes to understanding teacher cognition and attitudes towards different teaching methods. These studies collectively contribute to the understanding of EFL teaching practices, in China. The studies relating to translanguaging pedagogy in EFL classrooms in China, still need to be conducted to explore the various teaching methods for EFL teaching in China.

The following figure demonstrats the conceptual framework and the research process of the study.

Figure 1

Conceptual framework

In the current study, the teacher adopted pedagogical translanguaging as teaching approach in an EFL classroom where the interactional talk between the teacher and students were observed. Then the researcher used conversation analysis with the SETT framework to analyze the teacher's talk from four perspectives: mode, pedagogical goals, interactional features, and translanguaging to figure out the interactional features in the classroom interactions. In addition, the improvement of classroom interaction was evaluated through the engagement of teacher and student, space to interact, and the convergence of the interaction with the pedagogical goals. Finally, the researcher could have a clear understanding of the practice of pedagogical translanguaging in EFL teaching.

Research Methodology

This study was an observational investigation aligned with the researcher's role as a classroom teacher. Twenty-seven translation major students in the second year participated in the study, which included six males and twenty-one females, aged from 19 to 21 at YAU, who had to take an English public speaking course for one and a half hours per week and in 12 weeks in total as the convenient sample. Then, the SETT framework and the teacher's reflective journals were applied to analyze the transcriptions of the classroom video recordings, showing classroom interactions between the teacher and students to answer research questions.

Two qualitative research instruments were used for the study: classroom observation and ad hoc self-observation. Two methods of data collection were utilized; video recordings of classroom observations and teachers' reflective journals. Ten lessons for the English Public Speaking course was recorded. Ten video recordings of around 16 hours were collected

throughout the second semester of the academic year 2022-2023. After each class, field notes were promptly recorded in a Microsoft Word file within 24 hours. These notes detailed the student participants, pedagogical goals of each lesson, communicative activities in the classroom, and the teacher's reflections, beliefs, and thoughts observed by the researcher through multiple video recordings. These insights were valuable for transcriptions and future conversation analysis.

The conversations between teachers and students in the classroom were chosen from the video and transcribed into text using an online open platform for automatic transcription by a computer. Subsequently, the researchers reviewed the transcriptions while playing back the relevant video clips. Meanwhile, the words and phrases in the reviewed transcription are divided into turn-constructional units (Sacks et al., 1974) for further conversation analysis. Next, the transcripts are transcribed with conversational symbols shown in the following table:

Table 1

Transcription System

Symbols	Meaning
T:	Teacher
S:	student (not identify)
S1, S2, etc.:	Identified Student
SS:	Several Student at once or the whole class
[	Beginning point of simultaneous speaking (of two of more people)
]	End point of simultaneous speaking
=	Talk by two speakers which is contiguous OR (i.e. not overlapping, but with no hearable pause in between) continuation of the same turn by the same speaker even though the turn is separated in the transcript
(4)	Silence; length given in seconds
(.)	A pause of one second or less
wor-	An abrupt stop in articulation
wo:rd	Sound extension of a word (more colons: longer stretches)
word↑	Rising intonation
word↓	Falling intonation
(word)	Approximations of what is heard
<word>	Translation of the word
((comment))	Analyst's notes
Paul, Peter, Mary	Capitals are only used for proper nouns

The transcription system is derived from Jefferson (2004). The researcher faithfully represented classroom exchanges, but some parts are deemed unintelligible due to background noise, simultaneous speech, and other interference. The lessons were recorded under normal classroom conditions without specialized equipment. Then, it moved to the analysis of interactional features under the guidance of the SETT grid (Walsh, 2003). Translanguaging was added as one of the features, and MAXQDA24 was a significant tool that helped to code and interpret the transcripts to answer research questions. The findings of the study are demonstrated in the following part.

Results and Discussion

To answer the research questions of what the interactional features are in the teacher-student classroom interactions in a translanguaging EFL classroom and how the teacher adopted pedagogical translanguaging in Mandarin and English to improve classroom interaction. the findings were illustrated and discussed in two parts: interactional features in the teacher's talk within the four modes of pedagogical goals and the use of pedagogical translanguaging to improve classroom interactions.

Interactional features in the teacher's talk

According to the SETT framework, there are four modes of pedagogical goals: managerial, materials, skill and system, and classroom context. The findings of interactional features in teachers' talks were illustrated from the four modes of pedagogical goals.

In the managerial mode, the main focus is on setting up activities, and there are five pedagogical goals: change the mode of learning, introduce or conclude an activity, refer learners to materials, transmit information, and organize the physical learning environment. The EFL classroom uses group discussion and individual learning, both conducted by the teacher. In this study, when changing individual learning to group discussion, the teacher preferred to use single and extended turns with explanation and clarification to refer students to a student-led group task, for instance, "*alright, now we gonna do a group discussion about…*", "*ok, so now I'll give you a task for each group…*", and in these turns teacher usually used transitional markers like "*then, next, firstly, lastly,*" and also ordinal numbers to make the talk more logical and easy for students to understand. Then, the teacher gave a limited time for students to do the group discussion and then changed the learning of group discussion to individual learning. Each group chose a speaker to report the result of their discussion and interact directly with the teacher. For this turn, the teacher used a single turn to remark at the end of the discussion, like "*ok, times up*" or "*ok, now it's time to report your findings,*" then allowed each speaker to report group findings individually. When the teacher introduced or concluded an activity, the single and extended turns with explanation and clarification can also be noticed frequently, as there was a lack of student contribution in these turns.

In materials mode, interactions generally revolve around a specific material, such as a text, video, worksheet, or textbook. The pedagogical goals in this mode include assessing learners' input, providing clarification as needed, checking and presenting answers, eliciting responses related to the materials, and engaging in activities or exercises based on a particular piece of material. When the teacher evaluated learners' contributions, one pattern was to repeat learners' contributions at first, then gave feedback on content or form and shaped learner contribution through scaffolding. The teacher tightly controlled learner participation by initiating the response and offering feedback, known as the IRF exchange structure (Sinclair & Coulthard, 1975), as evidenced in extract 1.

Extract 1.

1	T:	我们接着<we move on>(.)我们来看一下<we look at >(.)activity one
2		in our textbook(.) as we just said(.) right↑(.) poverty is not only a
3		national issue(.) but actually is a global one(.) right↑(.) so at the UN
4		Millennium Summit(.)in two thousand (.) the UN list no poverty(.) as
5		the first development goal(1.5) and(.) here is the list of the development
6		goals(.) ((teacher indicated the slides on the screen))
7		as we can see(.) that(.) the goal(.)the first goal of the eight Millennium
8		Development Goals is to:: eradicat extreme poverty(.) an::d
9		hunger(.)right(.) eradicate extreme poverty and hunger
10		(2.1)
11	T:	so(.) 为什么要把贫困放到第一的位置<why we put the poverty in
12		the primary position>↑(.)消除绝对贫困和饥饿<eradicat extreme
13		poverty and hunger>↑why our primary goal is to eradicate extreme
14		poverty and hunger↑
15	S19:	先要消除贫困<first to eradicate poverty>(.)解决生存问题<to solve
16		the problem of survive>↓
17	T:	yeah(.) good idea(.) its the most basic one(.)right↑about our living(.)
18		to(.) survive(.)right↑=
19	S7:	=人首先要生存下来(.)是最基本的
20		<the most basic thing for people is to survive >↓
21	T:	that's it(.)poverty(.)imagine if we have no money(.) how can we we
22		survive (.) right↑(.) and if we are poor(.) we may be lack of the
23		opportunities (.) right↑ in education(.) health ensurrance(.) right↑(.)
24		may cannot afford the tuition fee for education(.) right↑ and(.) if we
25		are sick(.) ill(.) we have no money to buy the medicine(.)or(.) have no
26		chance to accept the treatment to cure the disease(.) right↑ (1.3) so(.)
27		that's why we put-put the alleviation(.) of extreme poverty(.) in the
28		primary position(.) on the list(.) right↑
29		(2.1)
30	T:	and how can we relate our targeted poverty alleviation policy to the
31		globle issue(.) o::r in other words(.)what kinds of contribution wehave
32		made in global issue of poverty reduction(.) any examples↑
33	S3:	to help Africa↓
34	T:	good(.) and then↑ tell us more about it
35	S3:	em: (1.5)对非洲进行医疗和基建的援助
36		<to offer some help in medical and infrustructural construction>↓
37	T:	good(.) and why you think it's something about the targeted poverty
38		alleviation↑
39	S3:	because(.) e::h because(.) we do not just give them money↓
40	T:	yes↑
41	S3:	we know they do need some 基础设施<infrustructures> (.) to-to(.)
42		to improve their living conditions(.) and(.) as there are many e::m (.)
43		diseases(.) so(.) they need some help in-in em medical treatment↓
44	T:	excellent(.) concerning the sustainable development(.) right↑ financial

45		aids are not enough(.) they need maybe something(.) eh(.) like
46		infrastructures (.) medical care(.) education(.) right↑(.) 这些帮助
47		才能让他们能真正的脱贫(.)而金钱只是解决一时之需(.)[对吧↑]
48		<These aids can really help them to alleviate poverty, the money just
49		can solve the problem temporarily, right>
50	SS:	[yeah]
51	T	great(.)so(.) that's why we emphasize the- the targeted poverty right↑

In the first extract, the teacher facilitated a discussion on the topic of poverty alleviation as outlined in the textbook. The aim of this activity was to explore the issue of poverty from a national and international perspective, with a focus on China's targeted poverty alleviation policy. Throughout the activity, there was a frequent occurrence of the initiation-response-feedback (IRF) sequence. In providing feedback, the teacher not only echoed the contributions of the learners but also restated and expanded upon them to guide the discussion, demonstrating a teacher-managed interaction. From lines 1 to 9, the teacher took turns to refer students to the textbook and explain the topic with the assistance of PowerPoint slides illustrated on the screen. Then, in line 10, there was a pause for two seconds; after that, the teacher used a transitional marker to signal the end of the explanation and the beginning of the initiating stage of the IRF sequence by asking display questions in Mandarin and English. In lines 17 and 18, the teacher shaped the learner's contribution by rephrasing. Then S7 repeated the previous teacher's utterance in Mandarin. Also, the teacher gave positive feedback: that's it to S7's repetition and continued to explain more about the reason why the alleviation of extreme poverty was set as a priority in the list of developmental goals (see from lines 21 to 28).

After a pause in line 29, the teacher continued to initiate students' responses for further information, encouraging students to illustrate examples of the practice of China's targeted poverty alleviation policy worldwide. Then, S3 answered with a short single turn, and the teacher gave recognition for the answer and asked S3 for clarification in line 34 to create more interactional space for S3. In the next learner's turn, S3 responded in Mandarin. Then, similar to the previous teacher's turn, the teacher gave recognition and asked the reason to dig up further information aligned with the given topic. In line 40, the teacher produced a short single turn: *yes* with a rising intonation, which not only aimed to express affirmation of the S3's answer but also to encourage S3 to explain more and to enhance the interaction. So, the S3 took extended turns with explanations from lines 41 to 43 with a longer and extended learner turn. At last, in line 51, the teacher concluded the S3's contribution and ended the IRF sequence in interaction using transitional marker *great, so*. In this excerpt, the teacher employed scaffolding to facilitate the student in providing correct responses by offering positive feedback, asking probing questions to elicit additional information, and ultimately, yielding accurate and comprehensive answers. Essentially, the teacher steered the discussion towards the intended learning objectives.

In skills and systems mode, pedagogical objectives are closely linked to providing language practice focused on a specific language system (phonology, grammar, vocabulary, discourse) or language skill (reading, listening, writing, speaking). This study examines the

vocabulary and discourse necessary for comprehending contemporary China. It emphasizes speaking skills, encompassing delivery (speed, pause, volume, pitch, stress, rhythm, articulation, posture, and eye contact) and speech construction (awareness of intercultural communication, structuring the speech, using evidence, and effectively opening and closing the speech). The interaction follows a lockstep organization with frequent IRF sequences. The pedagogical goals of this method primarily focus on achieving accuracy rather than fluency, aiming to encourage learners to produce precise linguistic forms and manipulate the target language. In the current study, the pedagogical goals in skill and system modes involve displaying correct answers, providing learners with practice in sub-skills, enabling learners to produce correct answers, providing corrective feedback, and enabling learners to manipulate new concepts. To help students improve their speech delivery skills, the teacher used videos or voice recordings as supplemental materials to demonstrate good examples. The teacher also read the text herself to provide a model for the students, then asked them to practice the skills and gave direct feedback in class.

In the following extract, the teacher organized a task to identify the equivalent words about the core socialist values from the words in the box shown on the screen, which aimed to help students acquire the vocabulary. The pedagogical goals in this interaction were displaying correct answers and providing corrective feedback.

Extract 2

1	T:	好(.)接下来我们看在课前是吧(.)已经要求大家了解关于这24字社
2		会主义核心价值观(.)是吧(.)对应的英文表达(.)对应的英文表达有哪
3		些↑(.) 富强↑<okay, then I have asked you to search for information
4		about the core socialist values in twenty-four words, right, and it's
5		equivalent words in English, what are they↑ prosperity↑>
6	SS:	prosperity↓
7	T:	great(.)prosperity(.)民主<prosperity>
8	SS:	democracy↓
9	T:	good(.)democracy(.) 文明<democracy>
10	SS:	civi-civili:=
11	T:	=civility(.) right↑ an:d 和谐↑<harmony>
12	SS:	harmony
13	T:	harmony(.) how about下面自由平等<the next freedom and equality>↑
14	SS:	freedom
15		(2.3)
16	T:	平等↑<equality>
17	SS:	equality
18	T:	that's it (.)公正<justice>
19	SS:	justice

In extract 2, the teacher led the interaction and checked the answer employing the IRF exchange pattern by asking display questions or speaking the words in Mandarin to initiate(I)

students to respond(R) then evaluated students' contribution by agreeing with the words: *good, great, that's it*, or just repeating students' utterances for feedback(F) in a single and short teacher's turn when the student responded with correct answers(see from lines 1 to 19). When the students produced incorrect answers, the teacher gave direct repairs; see lines 10 and 11, where students were not sure about the pronunciation of the word civility; the teacher demonstrated the correct pronunciation immediately for direct repair.

In the following extract, the teacher organized a practice on the skill of constructing the body of a speech in three different lines: time, space, and topics. The pedagogical goal was to enhance students' critical thinking when designing the body of a speech to make the speech more logical.

Extract 3

1	T:	now(.) you already know the general topic(.) right↑(.) about the reform and
2		opening up in China(.)and then- how to construct the body of your speech↑
3		(2.3)
4		or(.) just think about(.) what kind of order that you can use for the body↑
5		(3.8)
6		alright(.) so(.) first of all(.) ok(.) what kind of speech that you want to
7		make(.) informative(.) or persuasive↑
8	SS:	informative
9	T:	ok(.) so it's an informative speech(.) that means you need to explain(.) or
10		to clarify what is. it(.) right↑ more like:: eh like an introduction(.) right↑ to
11		introduce the reform and opening up in China(.) right↑
12	SS:	yeah
13	T:	ok(.) so(.) then(.) think about it(.) what we can introduce about the reform
14		and opening up(.)in China↑(.) an::d in what kind of order(.) first(.) second
15		(.) third↑
16	S19:	起源和发展过程<the origin and development>
17	T:	yeah(.) great(.)to introduce the origin and(.) and development(.) right
18		good idea(.) so how↑ in what kind of order↑ (.) I mean(.) a time line↑(.)
19		ight↑(.)or:: like a spatial line↑
20	S19:	maybe time line will(.) will be better
21	T:	yes↑
22	S19:	because(.) we want to exp-explain the-the eh the whole process(.)eh::
23		development through these decades↓
24	T:	yes(.)really good(.)it's a process(.)so(.) using time line(.) the audience may
25		know better about the development(.) right↑ from when to when(.) and how
26		it change(.) right↑(.) so any ideas↑(.) about how we introduce reform and
27		opening up in China↑(.)还有没有其他思路↑<any other ideas>
28		(2.3)
29	T:	比如说(.)如果说是<how about> special line(.)special order(.)怎么来进行
30		<how to make it in>special order↑
31	S19:	从乡村到城市<from rural area to urban>
32	T:	yeah(.)that's it(.) the story from the rural to urban area(.) right↑(.)

In extract 3, the students were given a general topic of the speech and were asked to construct the body of the speech with different lines. The teacher tended to create more interactional space for students to engage in the discussion by asking a general question: *how to construct the body of your speech* in line 2. However, having noticed that the student did not answer the questions after the extended wait time in line 3, the teacher narrowed down the question to: *what kind of order that you can use for the body* to initiate the students' response. However, there was still no response; after an extended wait time of 3.8 seconds in line 5, the teacher continued to narrow down the questions to a close-ended question: *what kind of speech that you want to make, informative or persuasive?* In lines 6 and 7, the students were asked to choose the type of speech. This interactional strategy is typically in teacher's talk with the pedagogical goal of enabling the students to respond or to produce corrective answers and, finally, to promote interactions. In the following sequences, the IRF patterns occurred frequently; the teacher asked display questions to initiate(I) the students' responses(R) and then gave feedback(F). However, in this extract, the teacher gave feedback primarily by scaffolding, which extended the students' contributions with more explanation and clarification (see the teacher's turns in lines 9, and 24) when the students produced a single and short turn for answers. Extended teacher turns are the main feature of this IRF sequence. Furthermore, the extract indicates that the teacher's reluctance to accept the learner's initial contribution, as shown in lines 18 and 21, encourages a more extensive and detailed response. This process is crucial for dialogic teaching: letting learners struggle and then guiding them toward producing more elaborate responses (Mercer et al., 2009).

Classroom context mode mainly focused on eliciting students' feelings, attitudes, and emotions. The pedagogical goals in this mode were promoting dialogue and discussion, establishing a context, and enabling students to express themselves clearly. There is a shift towards more symmetrical discourse between teacher and learners, with less teacher-directed interaction. In the present study, the tasks were primarily carried out through student-led group discussions, providing the students with the necessary interactional space without the teacher's intervention. While observing the discussions, the teacher noticed that most students actively participated and expressed their ideas and attitudes in both Mandarin and English, with a focus on translanguaging. However, Mandarin was the more dominant language used during the interactions. The principal role of the teacher was to observe and control the time for group discussion by reminding the time remaining with a short and single turn.

In summary, the teacher directed and controlled the interactions in the classroom. The IRF pattern was frequently used to interact with students, and the teacher used display and referential questions to initiate students' responses. Then, the teacher gave feedback using extended teacher turns with explanations and clarification. The interactional features in four modes aligned with Walsh's SETT framework (2003).

Some studies also adopted conversation analysis within the SETT framework to investigate classroom interactions; their findings had some similarities that supported the results in the current study, but they also had differences that need to be discussed. Valentika and Yulia (2020) analyzed classroom discourse using self-evaluation of teacher talk (SETT) to understand student-teacher interaction patterns. The study found that both teachers used the

Initiation (I)-Response (R)-Feedback (F) pattern. The researchers noted that students responded in English, Indonesian, and their mother tongue but did not analyze the effects of using different languages in classroom interactions.

Hartono et al., (2021) studied the use of SETT in teaching English at a high school in Indonesia to see how it fits with teaching goals. The teacher asked students to speak English in class and corrected them when they spoke their native language. The researchers found that while this approach made students more determined to speak English, it also affected fluency and could negatively affect their perception of their native language. Nonetheless, the study supports the view that the SETT framework can help teachers reach their teaching goals and improve classroom interaction. Another similar study was conducted by Hariri et al. (2022). The results indicate that the teacher's interaction follows an IRF pattern, primarily using closed questions for initiation. The teacher's approach aligns with the SETT framework to help students achieve pedagogical objectives. But the same as the Valentika and Yulia (2020) research, they did not investigate the role of other languages in classroom interactions further, even though the teacher spoke the native language in the classroom. Together with the prvious studies, it indicated that the IRF pattern was a significant interactional features in the classroom interactions.

Using Pedagogical Translanguaging to Improve Classroom Interaction

Pedagogical translanguaging involves language used in the teacher's talk, the design of the activities, and teaching materials. The findings were demonstrated to investigate how the teacher adopted pedagogical translanguaging in different modes to facilitate classroom interactions.

In the context of the managerial mode, teachers employ pedagogical translanguaging to elucidate and expound upon activities for students proficiently. Their adept utilization of both English and Mandarin ensures comprehensive understanding and confident management of activities, thus optimizing class time for student practice.

Translanguaging practice in the material modes can be noticed in the discourse of teachers and students and the design of activities. On the one hand, in the teacher's turn, the teacher spoke both Mandarin and English to refer students to the material, and when the key terms or requirements were emphasized, English was preferred; Mandarin was mostly spoken for clarification, helping students understand the activities clearly. On the other hand, in students' turns, students spoke both English and Mandarin to answer the questions. Evidence is shown in extract 1. Concerning the pedagogical translanguaging in material modes, although the textbook is English-only, the teacher searched for some extra materials, including the original Chinese version of the speech draft in the textbook, the video with bilingual subtitles, and pictures, as auxiliary materials for content teaching and learning. Some activities were designed based on these materials, especially for explaining abstract concepts.

Pedagogical translanguaging in the teacher's talk in skill and system modes emerged in display questions, and the teacher turns with clarification and explanation, which aimed to initiate students' responses and give feedback in communicative activities—aligning with the pedagogical goals of learning English vocabulary and practicing speaking skills. As for the

classroom context mode, pedagogical translanguaging was adopted mainly for activity design. In the student-led group discussions, students could speak English and Mandarin and could use mobile phones to search for informations, then reported their conclusions in English.

The evaluation of classroom interaction involved reviewing the classroom video recording and the teacher's field notes, which included reflections on each activity after the class. The assessment focused on three key areas: the engagement of both teacher and students, the physical space for interaction, and how the interaction aligned with the pedagogical goals. In each lesson, activities were mainly classified into two types: teacher-led tasks and student-led group tasks. The interaction modes varied depending on the kind of activity.

The primary interaction model analyzed in the study focused on teacher-student interactions. The video recordings revealed that the teacher predominantly controlled the interactions, often providing detailed explanations and clarifications in extended turns. On the other hand, the students' contributions were brief and straightforward. Additionally, it was observed that the teacher took more turns than the students during classroom interactions, and only a portion of the students, particularly those seated at the front, actively participated. These features were pronounced in the early stages of the course. In the field notes of the first two lessons, the teacher noted : "*Teacher lead the classroom interaction; Just some of the Students participate the interaction together with others not individual,*"; which indicated another feature of classroom interaction that the students answered the questions together. In the reflection of the activity management, the teacher noted: "*Not enough time to wait for students answer, just display the answers directly to students, discouraging the engagement of students in interaction.*" and "*Teacher leading the discussion, but a bit hurry to display the answers for students, they can not fully engage in interaction, just some simple responses.*". The teacher regarded the insufficient wait time for students as a factor that decreased the students' engagement and space in interaction. Thus, in the following lessons, the teacher offered more extended interaction wait time.

Regarding the improvement of the students' engagement in teacher-student interactions. At the early stage of the course, in lessons 1, 2, and 3, the teacher noticed that some students sitting at the back of the classroom did not pay attention when the teacher checked and displayed correct answers or discussed a topic with the students. Moreover, when answering the teacher's questions, the students preferred to answer together. In the transcripts, the students' turns were noted as "SS" frequently, meaning several students at once or the whole class. The teacher employed a variety of strategies to increase student engagement. This included relocating to the center of the classroom, refining interactions, and actively involving more students, particularly those seated at the back, in answering questions.Furthermore, she encouraged using a relay format when responding to questions to expand on previous answers. In the later stage of the course (lessons 8,9,10), more interactions could be noticed in the video recording, and more students produced turns in interactions. The interactions between the teacher and the students were not only T (teacher) to SS (several students or the whole class) but T to S1(identified student). Although the interactional patterns were mainly IRF sequences, more students participated in the classroom interactions.

Zuo and Walsh (2023) consider translation a collaborative effort to manage linguistic translation and associated meaning-making resources in English language teacher talk from a translanguaging perspective. Using conversation analysis(CA) under the SETT framework, the researchers investigated EFL teacher talk in Chinese universities. The findings demonstrated that the sequential translation patterns extended beyond linguistic structure and are incorporated into a translanguaging pedagogical framework that aligns with dynamic L2 classroom modes. Using the SETT framework, the role of translanguaging in classroom teacher-student interaction can be analyzed further with interactional features. Another study also has proved that the implementation of translanguaging practice in EFL classrooms was helpful in that the tutors could build an engaging dialogue for the students, enabling them to understand the complex learning materials in the higher education context. Berlianti and Pradita (2021) investigated to what extent translanguaging is helpful for students in an EFL classroom; it was found that code-switching, translation, and interpretation were the most prominent translanguaging practices in classroom interactions. The lecturer switched from the first language to the second one with some completed sentences. As for translation and interpretation, the lecturer used them to clarify the sentence in the first language. In the study, the teacher explained or clarified requests and questions in Mandarin when they noticed that students did not respond after a long wait in a managerial mode. This helped to continue teacher-student interaction and engage the students in the interaction. Additionally, the teacher used Mandarin to explain concepts and key points to understand the materials and skills needed to deliver and construct an English public speech. This ultimately helped in achieving the pedagogical goals of the course. Besides, compared with the previous studies, the supplemented materials designed or chosen by the teacher also reflected translanguaging features. Translanguaging can be motivated or necessitated by students' restricted L2 knowledge to support the learning of new content, which reinforces the viewpoint that translanguaging can satisfy the requirement of students from various proficiency levels (Cenoz & Gorter, 2020). The current study's findings corroborate similar findings of previous research and advance the argument that translanguaging practices have a positive impact when implemented in the EFL classroom and that pedagogical translanguaging facilitates classroom interaction in the Chinese context.

Conclusion and Recommendations

In summary, the findings revealed that the interactional features in the teacher's talk aligned with the SETT grid. The teacher spoke Mandarin and English in the classroom and could adjust interactional strategies to achieve different pedagogical goals and to facilitate interactional space. Moreover, the teacher directed and controlled the teacher-student classroom interactions. The IRF sequence was frequently used in interactions. Translanguaging practices emerged throughout the teaching process in the four modes, including the teacher's talk, the supplemented materials, and the student's utterances in classroom discourse. It assisted the meaning-making during oral communication to encourage student engagement and enhanced classroom interaction.

The teacher in this study utilized pedagogical translanguaging in an EFL classroom to instruct English public speaking lessons to university students majoring in translation and interpretation. In contrast to the conventional English-only approach for English language majors in EFL classrooms, pedagogical translanguaging emphasizes multilingualism and values the entire linguistic repertoire of the multilingual speaker within the social context. However, there are several issues in implementing translanguaging in ELT classrooms. The significant problems are the impact of a monolingual policy, the lack of official support, and the immersion approach ideology (Deroo & Ponzio, 2019), which believes that immersing oneself in a monolingual environment is crucial for learning a foreign language. Language practitioners, teachers, and action researchers must evaluate how translanguaging practices can be incorporated into ELT. Therefore, several pedagogical implications can be derived from the findings and discussion regarding translanguaging practices. First, educators and students must enhance their awareness of multilingualism to effectively engage with the diverse linguistic landscape of the modern world. In the realm of English language acquisition, it is crucial to embrace a flexible and multilingual approach. Second, teachers should be encouraged to focus on teaching communication skills such as negotiation and accommodation rather than solely concentrating on English as a language. Third, it is essential to develop systematic and contextualized translanguaging pedagogical strategies. Finally, collaboration between teachers and students, as well as among teachers, should be encouraged (J. E. Liu et al., 2020). Teachers can investigate students' learning needs by sending out pre-class questionnaires to students, which may also help them to self-evaluate their language proficiency.

Based on the findings and limitations of the present study, it is recommended that further research be undertaken in the following areas. First, additional research might investigate the practice of pedagogical translanguaging in other EFL classrooms with different pedagogical goals for both English and non-English majors. More broadly, implementing pedagogical translanguaging in various programs in different educational backgrounds should be investigated using the conversation analysis method and SETT framework. Second, assessing the effectiveness of translanguaging practices in classrooms needs to be explored. It is suggested that further research explore a scale to evaluate the effectiveness of translanguaging practices in English language classrooms from both the teacher's and the student's perspectives.

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