The Role of Translanguaging in Improving Thai learners' Interactional Competence in Dyadic *English as a Foreign Language* Tutorial Sessions

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Abstract

In line with the Global Englishes principle, translanguaging, the most recent extension of code-switching, plays a crucial role in English language teaching since translanguaging is seen as an effective tool for communicating. This paper reports the findings of an observational study aimed at investigating the use of translanguaging to foster interactional competence (IC) development among Thai learners in one-on-one *English as a foreign language* (EFL) tutorials. Its objective is to explore extended learner turns and listenership, the defining characteristics of IC. Based on a zone of proximal development (ZPD) in the sociocultural theory (SCT) of Vygotsky (1978), translanguaging and IC interplay in the study. Self-Evaluation of Teacher Talk framework (Walsh, 2006 & 2011) was an instrument employed to develop the learners' IC. A total of individual 25 Thai learners were tracked over eight weeks and studied in 200 dyadic EFL tutorial

sessions conducted in a translanguaging instructional context. The findings suggest that 76 percent of them improved in terms of producing greater extended learner turns, and 100 percent of them registered convergence as the most common function of listenership to display their understanding of the lesson and to project incipiency speakership. In addition, the Thai students interacted through translanguaging in two different manners: a dependent manner, for those with not fully improved English proficiency, and an independent manner, for well-developed English proficiency (García & Kano, 2014). Given the findings, translanguaging enhances the Thai learners' IC in dyadic EFL tutorial sessions.

Key words: Translanguaging, Interactional Competence, SETT framework, Thai learners, EFL, one-on-one tutorials

Introduction

In recent years, the number of tutorial schools in Thailand has been rapidly growing with the number of registered tutorial schools recently surging to over 2,400 nationwide (Maneerat, 2017). Classified as educational institutes, the tutorial schools have become places in which Thai learners spend long hours attending private classes to gain sufficient understanding in courses such as EFL. A growing number of the learners opt for studying in one-on-one tutorial settings since they want to acquire relevant knowledge from teachers in intensive EFL tutorial sessions. In practice, most EFL tutorial schools do not have a clear policy regarding what language medium of instruction (LMI) Thai teachers use when providing EFL lessons to Thai learners. Therefore, the Thai teachers mostly use Thai language as the central LMI and only speak English when they refer to English vocabulary, read aloud passages, or refer to English grammar

rules. However, as an English instructor at a tutorial school in Thailand, the author primarily interacts with each Thai learner in English and uses Thai only when there are major misunderstandings in lessons. This is to allow the learner to be exposed to an English language environment so that he or she acquires the target language in the way that the target language 'itself' is used as the LMI. At the same time, the learner is allowed to interact with the teacher (the author) in English as much as possible and not reprimanded when the learner interacts in the mother tongue (Thai) as long as it facilitates interactions in the dyadic tutorial sessions. The practice of the speakers (the teacher and the learner) using all of the languages they know for interaction is translanguaging (García & Wei, 2014). It is appealing to examine the extent to which translanguaging supports the interactions between them. Walsh (2012) posits that the more learners interact with the teacher, the more they learn the lessons, and the ability of the learners to interact with the teacher is interactional competence (or IC), which is viewed as central to learning and "the fifth skill" (Walsh, 2011, p.166) after speaking, reading, listening, and writing skills. Thus, to foster Thai learners' abilities to better comprehend EFL, this research is aimed at enhancing their IC. Therefore, the research was conducted to explore the use of translanguaging as a pedagogical tool to help augment the Thai students' IC in EFL tutorials.

Relationship between translanguaging and interactional competence

Before detailing how translanguaging and interactional competence are intertwined in the study, the difference between translanguaging and code-switching is clarified. Code switching is viewed as the separate use of any two languages (usually L1 and L2) across the clear boundaries between the two languages, whereas translanguaging is seen as one system of the entire linguistic repertoire used by speakers (García & Wei, 2014). In other words, viewed from an insider or a speaker perspective, translanguaging is a sociolinguistic ground whilst code-switching,

viewed from an outsider perspective, is a linguistic one (Otheguy, García, & Reid, 2015). Translanguaging refers to a strategy that bilingual people, or those who know two languages, use for meaning making, knowledge gaining, and sense making of their bilingual worlds through the daily use of two languages (García, 2009). It blurs the separating line between the two languages and integrates them in one linguistic system, thus establishing the translanguaging space (García & Wei, 2014). Anderson (2017, p.8) wrote, "The EFL classroom could itself become (or become accepted as) a translingual environment, where translanguaging is recognized as an authentic, rather than deviant, practice of the classroom community." It can also be adopted by teachers instructing in various educational settings, including even monolingual and foreign language classrooms (García, 2012).

'Interactional competence' means speakers are "able to pay attention to the local context, to listen and show that they have understood, to clarify meanings, to repair breakdowns and so on" (Walsh, 2012, p.2). It is a speaker's listening that is as much a part in IC as his speaking (McCarthy, 2003). This paper refers to listening as listenership (McCarthy, 2003) and speaking as speakership (Xu, 2016), which are indicative of IC.

As listening and speaking are complementary to IC, this research paper explores two key features: extended learner turn and listenership. Extended learner turn is a learner's turn of more than one utterance when the learner interacts with his or her teacher. The more the learner interacts with the teacher by producing extended turns, the more he or she develops IC; as a result, the more he or she learns EFL lessons (Walsh, 2012). Listenership (McCarthy 2003) comprises overlaps and interruptions made by a student to give clues to the teacher that the student is paying attention to and understanding what the teacher says. It helps smooth the interaction and "prevents trouble and breakdowns from occurring" (as cited in Walsh, 2011, p. 164).

Embedded in a zone of proximal development or ZPD (Vygotsky, 1978), an interconnection between translanguaging

and IC is elucidated. To use the words of one study, "Using all the language resources in the future will help to maximize interaction and is especially important in the EFL classroom" (Walsh & Li, 2016, as cited in Foley, 2016, p.114). In this regard, using all the language resources available to the students and the teachers *is* translanguaging, and it is believed to advance IC of learners. Otheguy, García, & Reid (2015) suggest that to assess learners' translanguaging is to explore how the learners interact with other speakers. Therefore, in the research presented in this article, the IC of the learners was maximized (Walsh, 2012) through the teacher's and the learners' intermingling of both Thai (the mother tongue) and English (the target language) in EFL tutorial sessions. This was where the learners accessed and acquired new knowledge and skills through talk, interaction, and collaboration. The interrelation among the three concepts -- translanguaging and IC underlying ZPD -- is elaborated upon in the theoretical framework.

Theoretical Framework

The theoretical framework was built on the theories of translanguaging and IC. Translanguaging reflects reality in terms of using both languages to interact to improve the IC of the learners. When the teacher and the learners translanguage in dyadic EFL tutorial sessions, 'translanguaging space' (García, Flores, &Woodley, 2015; Wei, 2011) is established. This means the boundary lines between the two languages are blurred and become so permeable that the learners are capable of stepping into the space and creating their own 'space for learning' (Walsh, 2006, 2011, & 2012) through interactions with the teacher (see Figure 1).
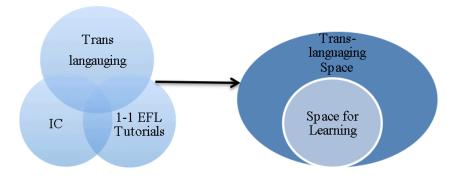
Figure 1 Translanguaging Space and Space for Learning

Translanguaging space provides the space for learning in which the learners take control or self-regulate their own understanding, and in which new learning takes place within a zone of proximal development (ZPD). In the ZPD, learning occurs when the learners are presented with a new lesson or knowledge that is just beyond their existing ability and knowledge. The new lesson or knowledge that the learners acquire is what Vygotsky (1978) calls "potential development" (p.86) which is beyond the learners' existing knowledge or "actual development" (p.86). Therefore, in the space for learning, the learners interact with the teacher through translanguaging to improve their IC; at the same time, they enhance their 'potential development'. Given the ZPD, an individual's learning requires invention or guidance. In the present research, translanguaging is the help of the teacher (a more expert person) who uses it as a mediation tool for intervention or guidance so that the learners achieve what they are capable of; in other words, their potential development. It is suggested that the more the learners interact with the teacher through translanguaging, the more they develop IC or strengthen potential development, thereby acquiring new knowledge from EFL lessons. In other words, the more the learners interact with the teacher, the more they benefit from the EFL lessons.

Review of Literature

Relevant studies regarding translanguaging in various contexts were reviewed. The studies include, for instance, Anderson (2017), who explored translanguaging with EFL learners in the UK, Carroll and Sambolín Morales (2016), who investigated the use of the students' mother tongue (L1) in teaching basic ESL in Peurto Rico, Emilia (2011), who studied translanguaging in Indonesian EFL classrooms, and Kresheh (2012), who examined the use of Arabic (L1) in the Saudi Arabian EFL classroom, respectively. The studies not only gave the author insight into translanguaging practices across different regions, but also provided an image of translanguaging as a common pedagogical tool in the regions. However, none of the given studies took IC's development among the learners into account. Most of the studies were conducted in school and university 'classrooms', meaning that it was rather hard to examine and to describe the results of the participants individually. In addition, some focused on international students studying in origin countries of particular target languages. Moreover, translanguaging-related studies in Thailand had yet to be undertaken. What had previously been studied in the Thai context has merely been the concept of code-switching, considered through a linguistic lens as a simple switch between the two different languages, whereas translanguaging is conceptualized through a pedagogical lens as a resource of teaching.

Not only has translanguaging gained less attention in Thailand, but IC has also. Most previous studies have looked at the role of communicative language teaching and brought conversation analysis (Teng & Sinwongsuwat, 2015) as a tool for analyzing communicative competence, speaking skills (Sinwongsuwat, 2012), and thinking skills (Abhakorn, 2013) rather than the development of students' IC. In addition, even though overseas studies emphasized IC and dyadic interactions, they all (Cekaite, 2007; Dings, 2007; Young & Miller, 2004) aimed to see how the students improved IC in the target language only when interacting with native speakers during their study abroad.

Most importantly, none of them brought translanguaging into play. Given the literature review and the connection between translanguaging and IC, it is crucial that more attention be paid to translanguaging and IC so as to explore how they influence EFL teaching with Thai learners. That is, following the line of translanguaging and IC, the present research imitated ways that bilinguals (as defined) make use of two languages, using both Thai and English to teach EFL to the Thai learners. The research, therefore, was carried out to explore the extent to which translanguaging supports Thai learners' IC in terms of extended learner turn, and to investigate the way in which listenership of Thai learners reflects translanguaging in dyadic EFL tutorial sessions. The research questions are given below.

Research Questions

1 To what extent does translanguaging instructional context conducted in dyadic EFL tutorial sessions advance the Thai students' IC in terms of extended learner turns?

2 In what way does listenership of the Thai students reflect translanguaging instructional context conducted in dyadic EFL tutorial sessions?

Research Methodology

The research was conducted at a language tutorial school in Bangkok at which the author worked as an EFL instructor. An informed consent letter with the clearly stated purpose was given to the school director to seek his approval of data collection in EFL courses of essay writing in the International English Language Testing System (IELTS). The teacher (the author) was regularly assigned to teach 30 Thai students (aged 16-18 years) per year; thus, the total number of participants was 30. Five were for the pilot study, and the remaining 25 comprised the participants of the main study. All of the students were told that they would be part of the research and presented with the informed consent document. All read and verbally confirmed their voluntary participation with the author.

The participants were selected by means of convenience sampling, one type of 'non-probability sample' method. That is, the nearest learners, not selected on the basis of the level of their English proficiency, were chosen until the required number of the participants (25) was obtained. With respect to heterogeneity, the group of students (all of whose mother tongue was Thai) comprised 13 boys and 12 girls. Out of the 25, 18 had studied English language with Thai teachers at Thai schools, three had learned English language with native English-speaking teachers at Thai schools, and the other four were from international schools. Aimed at investigating IC development of the students, the research was an observational study (a panel study), which means each student was tracked over time; specifically, in a one-on-one tutorial course of eight weeks or sessions, each of which lasted for 2.5 hours. The learners were instructed by one Thai teacher (the author), who adopted translanguaging as the LMI, typically speaking English exclusively, but utilizing Thai language when dealing with the students' major misunderstandings. Similarly, the learners were encouraged to interact in English with the teacher but allowed to translanguage to Thai when they felt it helped smooth message communication.

An electronic voice and video recorder was used to record spontaneous interactions (between the teacher and each learner) during brainstorming sessions, each of which lasted for 25-30 minutes through out the eight sessions. In the IELTS essay writing lessons, the brainstorming sessions allowed each student to interact with the teacher regarding his/her opinions towards a given topic before writing. All of the learners went through the same set of eight essay topics, which comprised the curriculum of the tutorial school. Data collection took nine months (May 2016 to January 2017), producing 90 to100 hours of total recordings in the 200 sessions (25 students x 8 sessions).

In order to develop IC, the teacher translanguaged with the students when teaching the eight essay topics through the use of six 'interactional features' in Self-Evaluation Teacher Talk

Framework or SETT Framework (Walsh, 2006 & 2011), designed to foster the students' IC. The features were described below.

(1)   Scaffolding: Reformulating/rephrasing and extending a learner's contribution

(2)   Content-feedback: Giving feedback to ideas towards the topic being discussed rather than linguistic forms

(3)   Extended wait-time: Allowing sufficient time (longer than one second) for the learner to interact

(4)   Seeking clarification: The teacher asked the student to clarify something the learner has said.

(5)   Referential questions: Genuine questions to which the teacher did not know the   answer

(6)   Minimal response token: Short responses (yeah, mmhh, right, ah) the teacher used to show her understanding of what the learner was saying.

The voice-recorded, teacher-student interactions were transcribed into word-based, qualitative data. Content analysis was adopted to enumerate the qualitative data by extracting numerical data from the transcribed interactions. Turn construction unit or TCU is an instrument to measure 'extended learner turns'. TCU consists of single TCUs (lexical, phrasal, clausal, and sentential units) and multi TCUs. In the research, multi TCUs (the key indicator of extended learner turn) were compared with sentential units (the greatest unit of single TCUs). To explore listenership, every overlap or interruption made by the learners was classified into the following functions (O'Keeffe, McCarthy, & Carter, 2007; Xu, 2016).

(1)   *Continuer*, such as 'mm', signals the teacher to continue the talk, showing 'passive listenership'.

(2)   *Convergence*, such as 'yeah', displays understanding/ agreement or closes the topic boundary, exhibiting 'incipiency speakership'.

(3)   *Engagement*, such as 'you're not serious!', manifests a student's emotion responses.

If the learners make overlaps/interruptions to not only serve the three functions, but also to seize turns and make fuller

contributions, it is proposed that translanguaging improves the learners' speakership (Xu 2016; McCarthy & Slade, 2007) which demonstrates their IC development. To bridge the validity and reliability of the research, the analysis instruments (TCU & the functions of listenership) were validated by three experts in accordance with the Index of Item-Objective Congruence (IOC), and inter-coder agreement was used in the data analysis.

Findings

Tables 1 and 2 illustrate the findings in relation to the two research questions regarding extended learner turns and listenership, respectively.

Table 1: Extended learner turn

The Participants	Column A			Column B	Column C		
	Multi TCUs > [1]Sentential Units			Multi TCUs = [1]Sentential Units	Multi TCUs < [1]Sentential Units		
	Number of Sessions	Difference (%)		Number of Sessions	Number of Sessions	Difference (%)	
		Lowest	Highest			Lowest	Highest
1	4	3	11	1	3	1	8.3
2	6	4.67	20.04	1	1	3.6	3.6
3	6	11.5	25	1	1	1.06	1.06
4	3	2.55	13.13	-	5	2.5	13.05
5	8	1.5	19	-	-	-	-
6	8	1.53	37.66	-	-	-	-
7	5	0.61	6.30	1	2	5.4	6.3
8	3	1.64	8.34	-	5	5	5.5
9	4	4.3	12.36	-	4	1.5	11.11
10	7	3.12	15.28	-	1	5.72	5.72
11	8	4.76	24.69	-	-	-	-
12	8	13.82	33.67	-	-	-	-
13	4	6.02	17.53	1	3	0.75	4.14
14	1	2.88	2.88	1	6	5.19	19.35
15	2	4.17	7.25	-	6	1.86	13.73
16	3	0.62	1.9	-	5	2.09	7.6
17	8	0.77	23.25	-			
18	5	1.37	6.62	1	2	2.56	2.8
19	8	1.04	27.63	-			
20	2	1.28	2.89	-	6	2.63	19.71
21	6	2.60	19.64	1	1	8	8
22	6	0.88	17.04	1	1	1.13	1.13
23	4	5.82	20.67	1	3	0.83	8.7
24	8	2.68	32.94	-	-	-	-
25	7	4.54	22.86	-	1	0.98	0.98

[1]Note : The term 'sentential unit' is used in the research in a certain way, according to the convention of TCU. However, in the research, it is 'utterance' which is the term used to refer to a feature of the oral English/Thai languages.

Table 1 illustrates the numerical findings in relation to the first research question: extended learner turns. Measurement of the learners' extended turns is carried out by centering on the number of multi TCUs and the quality (the units) of each multi - TCU turn that the learners produced when interacting with the teacher throughout the eight-week course. The term 'session' in the table refers to 'week'. As each of the students was tracked over eight weeks, there were eight sessions in total. During data analysis, the transcribed interactions in every session (sessions 1-8) of each student were examined and the numbers of multi TCUs were compared with those of sentential units in each session. The term 'difference' in Column A refers to two percentages: the lowest and the highest. The lowest difference is a result of subtracting the percentage of multi TCUs with that of sentential units found in a particular session of Column A. The lowest difference means that, even though the percentage of multi TCUs was greater than that of sentential in the session, the difference was rather marginal. In contrast, the highest difference is a consequence of deducting the percentage of multi TCUs from that of sentential units found in a particular session of Column A. The highest difference indicates that the student produced more multi TCUs than sentential units to a very high degree during the session; that is, the student registered his or her IC development to a very great extent.

Similarly, the term 'difference' in Column C gives the lowest and the highest differences. The lowest is a consequence of subtracting the percentage of sentential units from that of multi TCUs found in a particular session of Column C. The consequence of subtraction indicates that although the percentage of sentential units was greater than that of multi TCUs, the difference was rather marginal, meaning that a drop in IC was insignificant. On the other hand, the highest difference is an outcome of deducting

the percentage of sentential units with that of multi TCUs found in a particular session of Column C. The highest difference shows that the student of the session interacted with the teacher through far more sentential units than multi TCUs, pointing out that IC in the session was not fully developed.

Before the key findings are reported, the method for reading the numerical data in Table 1 is demonstrated through exemplifying *participant number 6.* In Column A, the participant produced greater multi TCUs than sentential units in all of the eight sessions, as the number of sessions is 'eight'. As a result, data in Columns B and C are not shown. To interpret the data, it was proposed that the learner improved in making extended learner turns if (1) the number of sessions listed in Column A was equal to, or greater than four (out of eight) sessions; and (2) the highest difference of Column A was greater than or at least equal to that of Column C.

In order that readers understand how the data are analyzed, *participant number 2* (a female student) is used as an example as well. In Column A, six sessions (multi TCUs > sentential units) were found, whereas there was only one session (sentential TCUs > multi TCUs) in Column C. In addition, the highest difference (20.04 percent) in Column A was greater than the highest difference (3.6 percent) in Column C. This suggests that the student improved her IC in terms of producing extended turns.

Given the two criteria, Table 1 shows that 19 out of 25, or 76 percent, improved their IC, producing more multi TCUs than sentential units. Though the other six participants (participants 4, 8, 14, 15, 16, and 20) failed to meet the criteria, when investigating the quality of multi-TCU turns, the researcher found that they produced greater multi-TCU turns in the late sessions than they did in the early sessions. In addition, there was a reduction in the percentage of lexical units (the shortest unit in single TCUs) but a significant increase in those of sentential units (the greatest unit in single TCUs), demonstrating the participants' IC. Although the numbers of sessions in Column A of the six

participants were fewer than those in the Column C, at least in the late sessions, they extended multi TCUs. It is, therefore, proposed that translanguaging through interactional features in SETT framework did improve IC of all of the students to varying degrees. Despite the numerical data in Table 1, IC development of the six learners might have registered if they had been given more time in the translanguaging instructional setting. In other words, if the tutorial course had been longer than eight sessions since the students would have been exposed in the translanguaging space to a greater extent, thus creating their learning space and developing their IC to a measurable level.

Though the focus of the research on measuring extended learner turn is to compare multi TCUs with sentential units (single TCUs), the other units of the single TCUs -- lexical, phrasal, and clausal units -- were also investigated. It was found that 19 out of 25 learners mostly interacted with the teacher through lexical units. Meanwhile one of the other six made equal contributions of both lexical units and multi TCUs, and the remaining five interacted with the teacher primarily through multi TCUs. The intensive use of lexical units does not indicate that the students failed to improve their IC since the lexical units were the utterances primarily produced to display their listenership, the other key indicator of IC development, which will be discussed in conjunction with Table 2, which is associated with the second research question regarding listenership.

Table 2: The Functions of Listenership

Participants	Listenership Functions		
	Continuers	Convergence	Engagement
1	-	/	-
2	/	//	-
3	-	/	1/8
4	/	/	-
5	/	//	3/8
6	/	//	1/8
7	/	//	3/8
8	/	//	6/8
9	/	//	2/8
10	/	//	-
11	//	/	-
12	//	/	-
13	//	/	-
14	/	//	1/8
15	/	//	-
16	/	//	1/8
17	/	//	2/8
18	/	//	2/8
19	//	/	4/8
20	//	/	-
21	/	//	6/8
22	/	//	7/8
23	/	/	1/8
24	/	/	-
25	//	/	1/8

Symbols	Meanings
/	Continuers or convergence were found in every session
//	Convergence doubled continuers and vice versa
N/8	The number of session(s) in which engagement was found.

(For example, 1/8 = Engagement was found in one out of eight sessions.)

As can be seen in Table 2, all of the learners demonstrated their listenership through 'convergence'. This correlates to the finding in Table 1, revealing that the vast majority of the learners primarily interacted with the teacher through the lexical units, which were uttered to exhibit their convergence towards what the teacher said. The second most common function was 'continuer', used by 92 percent, or 23 out of 25. However, students rarely displayed their 'engagement' during talk-in-interaction with the teacher. Specifically, though 60 percent, or 15 out of 25 displayed it, they did not register their engagement in every session. In addition, when comparing *convergence* with *continuer* (the top two

common functions), 56 percent (14 out of 25) used convergence twice as much as continuer. Around 36 percent (9 out of 25) used both listenership functions evenly, while merely eight percent (2 out of 25) demonstrated convergence only.

Overall, the Thai EFL learners were incipient speakers (Xu, 2016) rather than passive listeners, as more than a half of them (56 percent) consistently displayed their understanding or agreement towards what the teacher said.

The next section demonstrates the use of translanguaging as a resource of teaching and learning, and the adoption of the SETT framework to foster the students' IC. Two students, (numbers 17 and 21), who had different backgrounds of English language learning are used as the examples in Table 3. The aim is to elucidate that translanguaging plays a vital role in augmenting IC of Thai EFL learners to a certain extent, no matter what levels of their English proficiency are.

Table 3: The students' profiles

Student Number (See Table 1)	*Given name	Gender / Age	Backgrounds of Studying English language
17	PP	Boy / 16	Studying with foreign teachers at international schools since K1
21	KK	Girl / 18	Studying with Thai teachers at Thai schools (Thai programs)

* To respect the students, the students' real names are not revealed.

Student 17: PP

Table 4: Single TCUs and Multi TCUs (Percentages %)

Session	Single TCUs				*Comparison	*Multi TCUs
	Lexical	Phrasal	Clausal	*Sentential		
1	45.45	13.99	2.10	13.29	<	25.17
2	45.90	12.30	3.29	15.57	<	22.95
3	50.77	13.08	2.31	12.31	<	21.54
4	46.15	15.38	3.30	12.09	<	23.08
5	35.38	17.69	3.08	21.54	<	22.31
6	38.85	16.55	5.04	17.99	<	21.58
7	39.52	12.90	3.21	15.32	<	29.03
8	29.46	20.16	0.78	13.18	<	36.43

Calculation: The number of turns in each type of TCU ÷ the total turns in a session

* Comparison between sentential units (single TCU) and multi TCUs

As shown in Table 4, over the course of eight sessions, PP (Student 17) produced more multi TCUs than sentential units. It was evident in the late sessions (6-8) when the student contributed greater extended turns with increasing multi TCUs of 21.58, 29.03, and 36.43 percent, consecutively. In contrast, the sentential units in the second half of the study (sessions 5-8) gradually dropped to 21.54, 17.99, 15.32, and 13.18 percent, respectively.

Over the eight-session course, the lexical units were produced with more frequency than the other units. They accounted for between 45-50 percent in the first half of the course, yet gradually fell to approximately 30-40 percent in the second half; especially in Session 8, when the lexical units diminished to 29.46 percent, comparatively lower than 36.43 percent of the multi TCUs. The two such contrasting figures indicate that the student developed IC through making many more multi TCUs.

As regards the listenership functions, the interruptions/ overlaps made most often by the student were for *convergence* and

continuer; the former was slightly greater than the latter (see Student number 17 in Table 2). Like the other participants, PP seldom displayed engagement, as it was found in merely two sessions (6 and 8) with such utterances as 'oh my God!'.

Also, PP consistently showed his 'self-selection' (Cekaite, 2007) as the next speaker. He seized turns from the teacher in every session, particularly in the fifth and seventh sessions, even overtaking convergence (the main function of his listenership). This marks PP as 'an imminent speaker' (Xu, 2016) or 'a primary speaker' (Barraja-Rohan, 2013). In other words, he was a "competent speaker and recipient at the same time" (Xu, 2016, p.123) or "the speaking while listening skill" (McCarthy and Slade, 2007, p.866).

To build on PP's IC, the teacher employed all of the interactional features in the SETT framework except extended wait-time because he made his contributions readily. With respect to the teacher's and the student's translanguaging, English was intensively used from the very first session since the student was able to speak both Thai and English fluently due to his linguistic background (see Table 3). The teacher translanguaged to Thai when dealing with translation or assisting with the student's lack of comprehension of a lesson. Meanwhile, the student translanguaged back to Thai when emphasizing what he meant or when hesitant about how to clearly make certain points.

Extracts 1 and 2 are given to illustrate PP's listenership functions, multi TCUs with turn openers & closers, and his speakership.

Extract 1: Listenership functions & Multi TCUs with a turn opener/closer

Session 1 Topic: Factors contributing to buying food

(Functions: Continuer & Convergence)

33	T	it's just a minority group of people [อะ] <*[you know]*>
34	S	[yeah] (nodded)
35	T	yeah so this would have you would like to like determine อะ <*you know*> because it will umm shape your body paragraph ถูกป้ะ? อ๊ะ

สรุปเรามองว่า อืม ไม่จริงอะ ถูกมั้ย? *<right? so you view that it is untrue right?>* not true well มันก็ไม่ใช่ว่าไม่จริง แต่เราอาจจะ บอกว่า true for..true for some เท่านั้น[แหละ] *<it is not that untrue but you may say that true for true for some [only]>*

36	S	[yeah]
37	T	but not but not most ใช่มั้ยคะ? *<is that right?>* [but] not most people
38	S	[uh huh]
Remark:	T = Teacher S= Student
	[...] = the overlapped utterances of the two speakers
	<..> = Translation from Thai to English

The extract exhibits three consecutive series of the student's listenership. In turns 34 and 36, he showed *convergence* or his agreement to what the teacher said. He uttered "yeah" twice, which overlapped the teacher's last words as marked in the square brackets. In turn 38, he interrupted with "uh huh" as a *continuer* to signal the teacher that he was listening and wanted the teacher to keep on holding floor.

Session 6 Topic: Mixing students with various abilities and social backgrounds together at school   (Function: Engagement)

107	T	ครูจำไม่ได้ ว่าเป็นเทศกาลอะไร อืม คือทั้งเมือง คือแบบ red อะ paint the town [red]
		<I do not remember what the festival is hmm well the entire city is kind of red you know paint the town [red]>
108	S	[oh] my God!

In turn 107, the teacher was giving an example of an exciting festival of a country in order to show that mixing culturally diverse students together would enable them to learn one another's cultures. PP expressed engagement with, "oh my God!" to show his excitement of the festival.

(Multi TCUs with a turn opener & closer)

265	T	ok ok you have to respect ..you learn to respect
266	S	respect like
267	T	learn to respect learn to respect their cultures

268   S   *yeah or their religions also and like umm having diverse like diversity among groups of them can like different ideas from different people แบบ สมมติแบบอยู่โรงเรียนไทย อะครับ กับคนไทยอย่างเดียว *<like supposed like studying in a Thai school you know with Thai students only>* idea ก็ *<then>* is based on experience ที่ อยู่เมืองไทยอะ แบบคนเค้าจะมี *<of living in Thailand you know like they will have>* experience ที่อยู่แบบประเทศอื่นๆอะครับ *<of living like in other countries you know>* yeah*

In the same session, not only did PP display his IC by producing multi TCUs as shown in turn 268, but also showed his ability to organize discourse by using a turn opener and closer, "yeah" (see the asterisks*), to preface and close his fuller turn. This demonstrates that the student advanced his IC because using the discourse marker refers to 'confluence' or an ability to create the flow of interactions (Carter & McCarthy, 2007; McCarthy, 1998; O'Keeffe, McCarthy, & Carter, 2007).

Extract 2: Speakership (seize turn/self-selection)

In Session 7, the student showed his self-selection as the primary speaker. Overlaps he made to seize turns from the teacher were greater than those he made for the three central functions of listenership.

Session 7 Topic: Children should/should not do paid work

249	T	you will be more I think that if you have a chance to work.. you will be more sensible because when you are at school.. you work with your friends but when you are at work you work with people who are much much [you] know
250	S	[like][1]

251	T	much older than you so you will learn some I don't know sensibility from them [มั้ย?] <*[right?]*>
252	S	[umm]² maturity?
253	T	เออ คือมีความ adulthood อะ [ป่ะ?] <*yeah there is adulthood you know [right?]*>
254	S	[learn]³ to act as an adult in ..คือแบบ คือ <*it is like it is..*> workplace สมมติ สมมติเราทำงาน เราไม่ใช่เด็กแล้วไงครับ <*supposed..supposed we work we are not children anymore you know*>so like we can't act like kids.. we can't ..we can't say what we said in school because they are not the same people พอโตขึ้น โตขึ้นเราก็พูดอะไรที่เหมือนตอนเราพูดตอนเด็กๆไม่ได้ <*we are not able to talk in a way when we were young like*> like oh! sorry I'm sorry I forgot to do it.. I'll do it tomorrow may you don't have a choice to do that maybe because you know at workplace the way it works is stricter than the school if an assignment is due on a specific date then it has to be completed a day or at a day คือ <*like*> there are no like umm เค้าเรียกว่าอะไรอะ? <*what is it called?*> umm I'll give another week to do this like

PP had shown his attempt to grab turns from the teacher twice in turns 250 and 252 but could only made short utterances, "like"¹ and "umm maturity?"². It was until turn 254 when he again selected himself as the next speaker³, managing to take his turn and make a fuller, multi-TCU utterance.

In short, categorized as one who was in the near end of the bilingualism continuum, PP displayed his orientation to utilizing translanguaging space, established in the EFL tutorial sessions, to create his learning space. That is, with the support of the teacher's adoption of translangauging in SETT framework, PP developed his IC by making greater extended learner turns and being the primary speaker.

Student 21: KK

Table 5: Single TCUs and Multi TCUs

Session	Single TCUs				*Comparison	*Multi TCUs
	Lexical	Phrasal	Clausal	*Sentential		
1	56%	17%	3%	16%	>	8%
2	59%	19.82%	2.7%	9%	=	9%
3	50.86%	22.41%	-	12.07%	<	14.66%
4	59.43%	14.15%	-	9.43%	<	16.98%
5	64%	9.6%	3.2%	8.8%	<	14.4%
6	49.09%	17.27%	4.55%	12.73%	<	16.36%
7	53.57%	15.18%	0.89%	5.36%	<	25%
8	40.62%	22.66%	0.78%	15.63%	<	20.31%

Calculation: The number of turns in each type of TCU ÷ the total turn in a session

* Comparison between sentential units (single TCU) and multi TCUs

Though Table 5 shows that KK (Student 21) primarily interacted with the teacher through 'lexical units', the student improved her IC as she produced more extended learner turns. In Session 1, she produced 16 percent of sentential units but merely 8 percent of multi TCUs. By contrast, in Sessions 3-8, she produced a relatively greater amount of multi TCUs than sentential units. In Sessions 7-8, she made more contributions of multi TCUs, some of which were through English only, while some were through translanguaging (both Thai and English) in a more flexible manner. The developmental stages of the student's IC are demonstrated with a comparison of the first and the last sessions.

Extract 3: Session 1

Topic of discussion: Factors that influence people to buy food

Turn   SpeakerDialogues

19   T   influence in Thai ก็คือแปลว่า มีอิทธิพลในการตัดสินใจซื้อนั่นเอง <*it means there is an influence on making a decision to buy food>* so there are two questions alright and as I guide you as I guide you that intro er in your ..in your introduction paragraph we need to have

general information right? gen info and then we need to have a thesis statement and thesis statement is like a sentence that we have to answer to the question so now how true is this statement? do you agree or disagree to this statement literally? do you agree? (SETT framework: Referential question)

20	S	I agree (smiled)
21	T	you agree [so]
22	S	[yeah]

Extract 3 shows that the teacher, in turn 19, interacted with KK through translanguaging (using Thai and English) and ended the turn with a 'referential question', "do you agree?" In turn 20, KK responded with a sentential unit, "I agree" and smiled to signal that she was done. In turn 22, she produced a lexical unit, "yeah" to confirm her answer and also exhibited her listenership of 'convergence' to show her agreement towards what the teacher said and to close the topic boundary. That is, she gave a minimal response, "yeah" which overlapped with the word "so" of the teacher's previous turn. This extract also illustrates how the teacher used 'a referential question' as an interactional feature in the SETT framework (Walsh, 2006, 2011& 2012) to prompt the student to make 'extended learner turn' even though it was still a single TCU.

Eight weeks later, KK showed her IC improvement by making an extensive series of multi TCUs through the use of translanguaging as a resource of learning (see Extracts 4 & 5).

Extract 4   Session 8 Topic: Causes of aggressive behavior of students and solutions

101	T	wow! detectives [really?] (SETT framework: minimal response)
102	S	[and] when we have a problem (TCU1) or who use drug or smoke cigarette(TCU2) then they tell to police (TCU3) and police come to my school mmm(nodded) (TCU4)
103	T	that seems to be a very big ..very big story [right?] (SETT framework: content-feedback)
104	S	[yeah]

In turn 102, KK made greater extended turns through multi TCUs after the teacher gave a 'minimal response' (an interactional feature of SETT framework), "really" to signal the student to keep speaking. In addition, KK was capable of interacting in English with the teacher without struggles. Also, she demonstrated her enthusiasm to make more contributions by seizing the turn102 before the teacher finished turn 101 (see the overlap in [..]). In turn 103, the teacher used another interactional feature 'content-feedback' in response to the student's ideas towards the topic. Subsequently, in turn 104, KK pronounced her listenership 'convergence' to show her agreement of the teacher's content-feedback through a minimal response, "yeah", which supported the flow of interaction (Walsh, 2012).

Extract 5: Session 8

333	T	and how [come?] (SETT framework: referential question)
334	S	[กำลัง]จะพูดแบบว่า *<saying that>* er school should to invite policeman (TCU1) police officer to tell (TCU2) er a law or illegal that er students should to know in (TCU3) er when er for example er if you use drug or smoke cigarette er (TCU4) แบบเค้าเรียกว่าอะไรอะ *<like what is it called?>* (TCU5) กฎหมายจะทำยังไง กับคนพวกนี้ *<how do laws do to this lot of people >* (TCU6) ทำให้เหมือนแบบทำให้กลัว *<to make them like..to scare them>* (TCU7) อะไรอย่างเนี่ยคะ *<something like that>* (TCU8) ใช่ *<yes>(*TCU9)
335	T	ok you're telling me that sometimes the school may have to have or invite er the authority to come at school to give lessons or to demonstrate..(SETT framework: scaffolding – reformulating the student's contribution)

Extract 5 shows that no sooner had the teacher finished her 'referential question', "how come?" than the student grabbed her overlapped turn 334 and produced numerous multi TCUs through translanguaging in a more natural manner to convey what she wanted to say to the teacher. In turn 335, the teacher helped rearrange the student's contribution by 'rephrasing' (scaffolding in SETT framework) what the student just said.

Extract 6: Speakership (self-selection as the next speaker)

Session 1 Topic: Factors contributing to buying food

169	T	yeah in order to make it clear you may need to uh give me an example like a type of food that we ..that ..that we can that we can ensure that it's clean..how do you know that it's clean?
170	S	hmm
171	T	หนูคิดว่า[หนูจะดูยังไง?] *<how do you think you will examine?>*
172	S	the shop] (TCU1) the shop that sell the food (TCU2)

Session 8 Topic: Causes of severe problems at school and solutions

341	T	what about family?
342	S	ho! mmm hehe (giggled) family is hard to
343	T	I think that sometimes [when]
344	S	[มัน] มันประมาณแบบ ประมาณว่า family เหมือนแบบ เราไม่สามารถ เหมือนแบบเข้า ไปก้าวก่ายเค้าได้ หนูก็แบบ มันยากที่จะบอก แต่มันก็น่าจะมีอยู่ *<it (TCU1) it is like (TCU2) kind of like family (TCU3) like we cannot kind of meddle them (TCU4) I kind of (TCU5) it is hard to say (TCU6) but there should be some (TCU7)>*

Extract 6 gives evidence that KK developed speakership. In the first session, she interrupted the teacher to seize turn 172 and made a fuller one with two multi TCUs, but in the eight session, grabbed turn 344 and produced seven multi TCUs. This suggests that she moved from incipiency speakership to 'imminent speakership' (Xu, 2016) or became 'the primary speaker' (Barraja-Rohan, 2013).

In all, Extracts 3-6 demonstrate that contributing extended learner turns (the key IC feature) through the adoption of translanguaging as 'a resource of teaching' (García, 2012) in the SETT framework was effective to a great extent for KK. In addition, she intensively displayed her listenership through 'continuer' and 'convergence' in all of the sessions, although 'engagement' was rarely employed or not found in every session. Furthermore, KK's imminent speakership emerged distinctively as there were times that she selected herself as the next speaker by seizing turns from the teacher to make fuller ones. Moreover, multi TCUs of the

grabbed turns in the early sessions were relatively shorter than those in the late sessions (as shown in Extract 8). Besides, in the late sessions, just as KK adopted translanguaging as 'a resource for learning' (García, 2012) to propel the flow of her interactions with the teacher, so too did she attempt to interact more in English.

Discussion

The findings offer answers to the research questions based on the research objectives that translanguaging, another pedagogical tool to teach English language in a Global Englishes manner, developed the Thai EFL learners' IC, as 76 percent of them produced extended learner turns (the defining characteristic of IC). Additionally, translanguaging shaped the learners to be the good listeners and shifted them to the role of incipient speakers since the chief function that the learners used was convergence, indicating that the students had acquired incipient speakership.

The findings connected to the two students, PP and KK, who were from dissimilar backgrounds of English language learning, are presented to suggest that translanguaging was effectively used by the students in two different manners. Representing those with not–fully- developed English proficiency, KK translanguaged in a dependent manner, depending on Thai language to 'scaffold' herself to interact with the teacher. In addition, not only did the teacher's establishment of translanguaging augment KK's IC but it also promoted her confidence in speaking English to interact with the teacher. In contrast, PP, representing those with well-developed English proficiency, translanguaged in an independent manner as an active translanguager (García & Kano, 2014) to 'enhance' his knowledge throughout the task, showing his self-dependence while doing the task and developing his IC faster than those with lower proficiency. Thus, IC that the two students earned from translanguaging helped provide them a way to navigate EFL lessons through interactions with the teacher. As a result, both the teacher and the students gained from translanguaging,

helping the Thai EFL teacher achieve her teaching goal and fostering the students to attain their learning objectives.

Establishment of a translanguaging instructional context through the SETT framework did leverage the IC of the learners, who were closely tracked over eight-week course. It paved the way for them to create 'space for learning' by interacting more with the teacher, and to be good listeners and speakers simultaneously. In any context of teaching and learning, it is essential that instructors and students regularly interact and that instructors realize that learning is the same thing as interacting. That is, interaction is "a tool for mediating and assisting learning" (Walsh, 2011, p.158).

Limitations of the research

Although the research attained its objectives, there were two inevitable limitations. First, the research was conducted at only one tutorial school, since carrying out the observational study at other tutorial schools in Bangkok was impractical. That is, the owners of other schools, given the business issues involved, reserve EFL tutorials as their products and intellectual properties. Therefore, if the research had been conducted at those tutorial schools, it may have raised an ethical issue. Second, there was only one EFL teacher (the author) participating in the research, as not all of the EFL teachers at the tutorial school (the research setting) taught IELTS writing. In addition, the other teachers who taught the IELTS writing were part-time instructors whose teaching schedules were not fixed, thus making it impractical to document their teaching.

Conclusion and recommendations

It is very beneficial to analyze patterns of interaction where talk is comparatively firmly structured (McCarthy, 1991), and where it "should be suitable for the one-to-one classroom" (Atkins, 2001, p.2). Not only in Thailand, but also in several other countries, there has been an emergence of one-on-one tutorial sessions as one common program in educational institutes. In

some non-English speaking countries, tutorial programs do not have native English speakers to teach English language to local students, meaning that local teachers play a vital role in teaching EFL to the local students. Asking the local EFL teachers to only use English language as an LMI and requiring the students to interact with the teachers in English language would hinder the teachers from achieving their pedagogical goals and impede the students from attaining their learning goals rather than foster them. That is, it is proposed that the local teachers use their mother tongue as a tool to help the learners acquire English language. In one-on-one tutorial programs, all of the interactions depend on two people: a teacher and a learner. It is, therefore, critical that the teacher and the learner *interact* or else neither of them knows what the other's views are. In other words, learning takes place during the teacher-student interaction, allowing the student's IC to be mastered and the student to better learn EFL lessons.

This article suggests that the IC of learners at varying degrees of English proficiency can be advanced through the adoption of translanguaging in dyadic EFL tutorial sessions. Despite this, the article does not generalize that the adoption of translanguaging only works best for the context of the study presented in the article. Alternatively, other researchers, teachers, and educators can carry out further studies pertinent to other contexts. It is recommended that future research explore the extent to which or the way in which IC (built upon translanguaging instructional settings) promotes reading, writing, speaking, or listening proficiency. Furthermore, thanks to the cutting edge of the digital age, it is undeniable that its dominant influence has, in recent years, shifted the way people communicate from face-to-face interaction to online interfaces through multi media platforms. This has certainly impacted the educational circle, not to mention ELT. A large number of English teaching programs are conducted through the World Wide Web or other network technologies, which are known by such names as distance learning, distance education, e-learning, or online

learning. It is, thus, suggested that *trans*languaging be brought into *trans*boundary education to develop IC among distant learners, who need the interactive participation. In this regard, other researchers ought to explore the extent to which and the ways in which translanguaging helps master IC of distant learners who learn EFL via online chatting and/or video–conferencing programs. In addition, it is proposed that other researchers study the differences and similarities between the adoption of translanguaging to enhance IC in face-to-face education and that of distance learning.

In summary, translanguaging is a productive pedagogical instrument which can be adopted by all educators who speak the same mother tongue as learners, as a mediation to improve IC among those learners. The key role of translanguaging is that it acts as the means of mediation to carry the learners to a ZPD in which their present knowledge or actual development is expanded to potential development or a higher level that they can achieve. It is hoped that the educators who will conduct further studies realize the mechanism of developing the learners' IC through translanguaging, which offers them boundless space for learning.

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