



Teachers' Perceptions and Practices of Translanguaging in Thai EFL Classroom

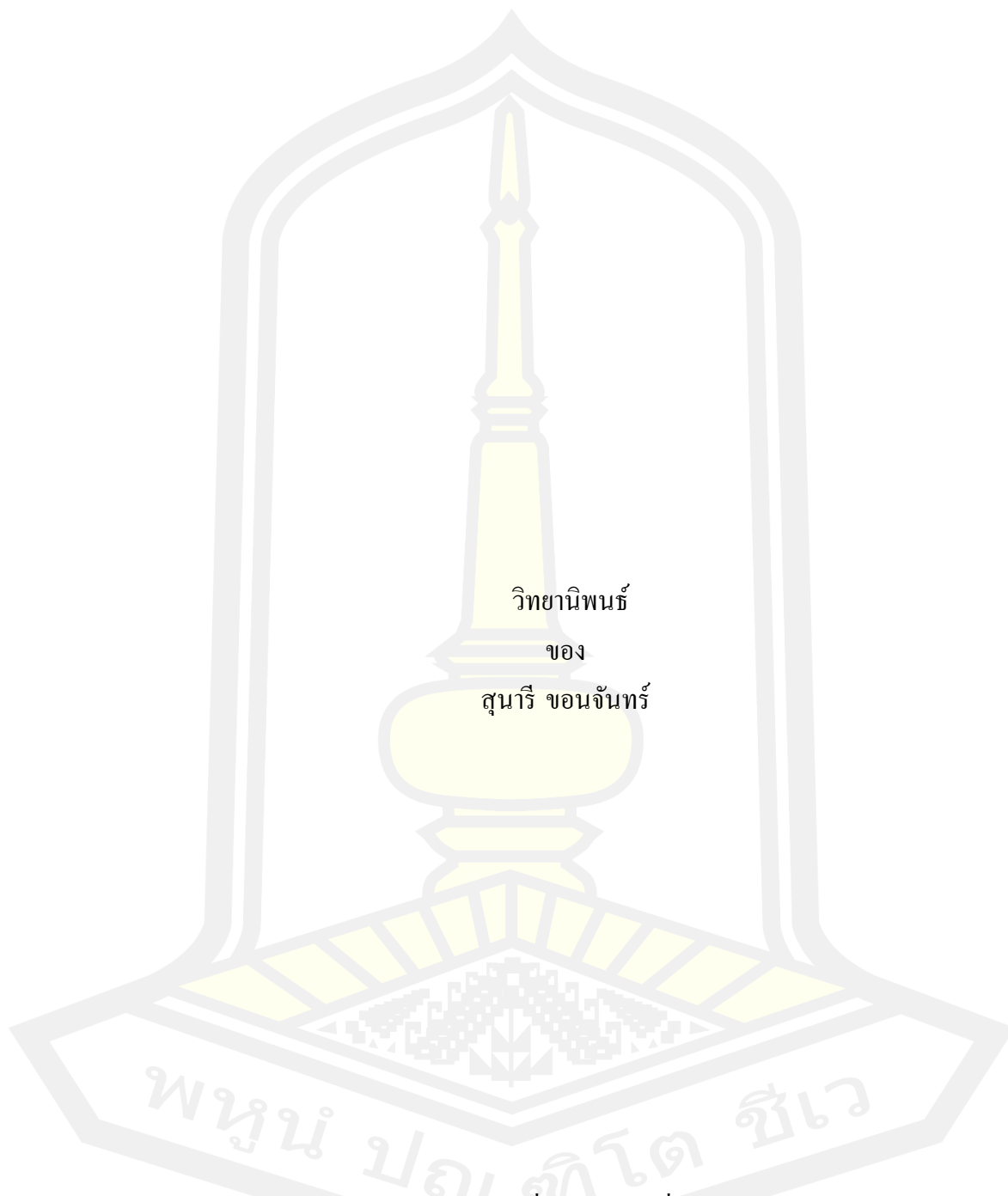
Sunaree Khojan

A Thesis Submitted in Partial Fulfillment of Requirements for  
degree of Master of Education in English Language Teaching

May 2022

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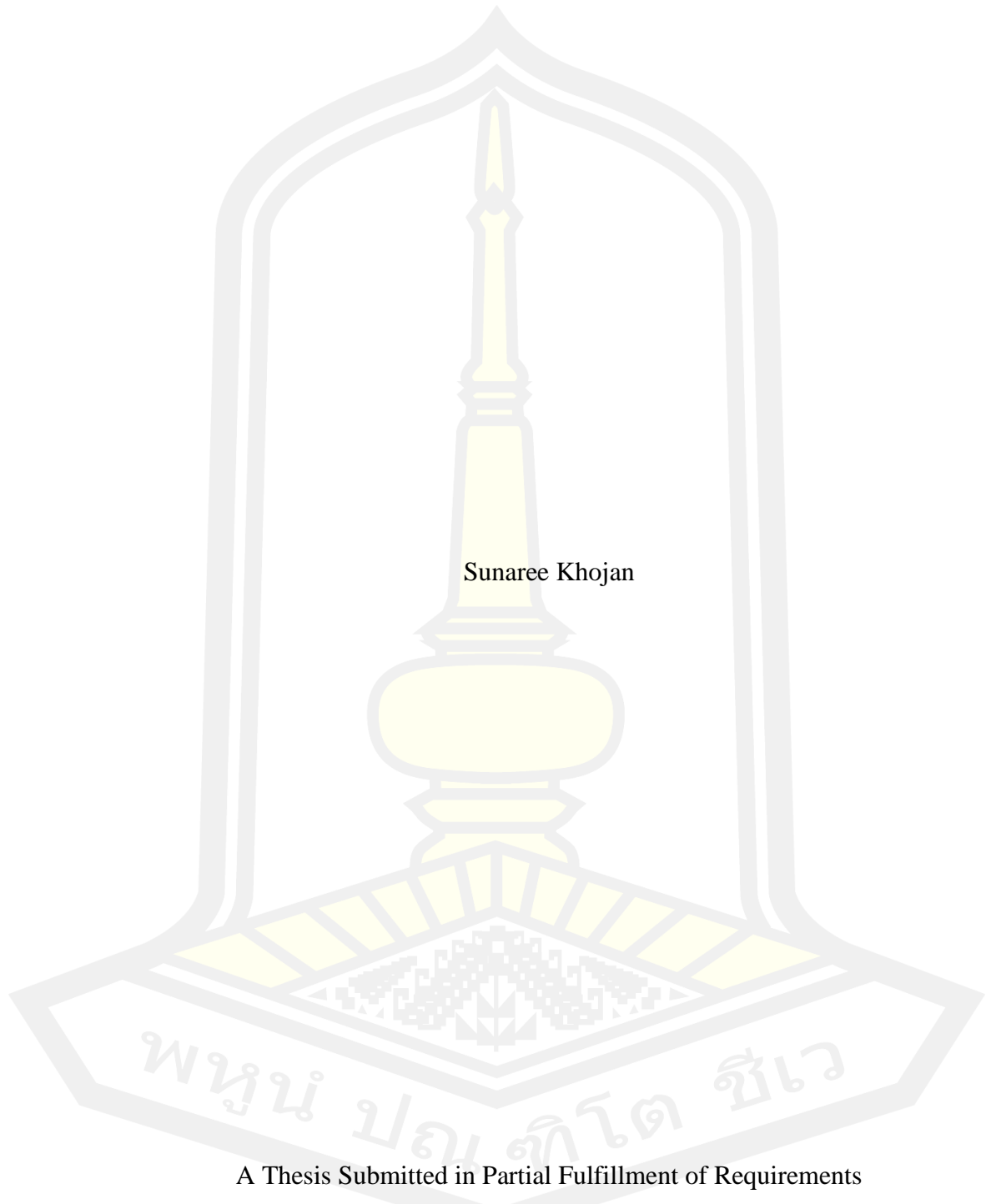
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May 2022

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### ABSTRACT

Thai EFL teachers are increasingly utilizing their L1 (Thai) and target language (English) to teach and assist their students in their content learning and English language learning in EMI classrooms. Despite Thai EFL teachers' classroom translanguaging practice, empirical research on the issue is still limited in Thailand. This study therefore investigated classroom translanguaging practices and perceptions of Thai EFL teachers in Northeast Thailand. Convenient and purposively sampling methods were used to select teachers at primary school level (N = 48) to participate in the study. Data was collected using an online questionnaire, and a semi-structured interview. Descriptive statistics (e.g. mean and percentage) were employed to analyze the quantitative questionnaire data while qualitative content analysis was used to analyze the qualitative interview data. The results from the data analysis revealed that the teachers incorporated the translanguaging teaching strategy in their EMI classrooms as most of the Thai primary EFL teachers positively believed in the use of translanguaging for teaching and learning in EMI classes (83.67%). This perception was confirmed by their language practice, as the teachers frequently and sometimes used students' language resources (including English and Thai) in different classroom situations to assist the learners to learn and foster classroom interaction and participation. Despite the strict English-only monolingual policy stipulated for EMI classes, however, the teachers affirmed that the translanguaging practice is helpful for teaching and learning, and thus, should be incorporated into EMI classroom language use. The teachers further reported that even though there are challenges with adopting such an approach, still, there are more benefits in utilizing students' L1 than just using the English-only approach. The implications of this practice and recommendation for future studies are also discussed.

Keyword : Translanguaging, linguistic resources, translanguaging in Thailand, EFL teacher

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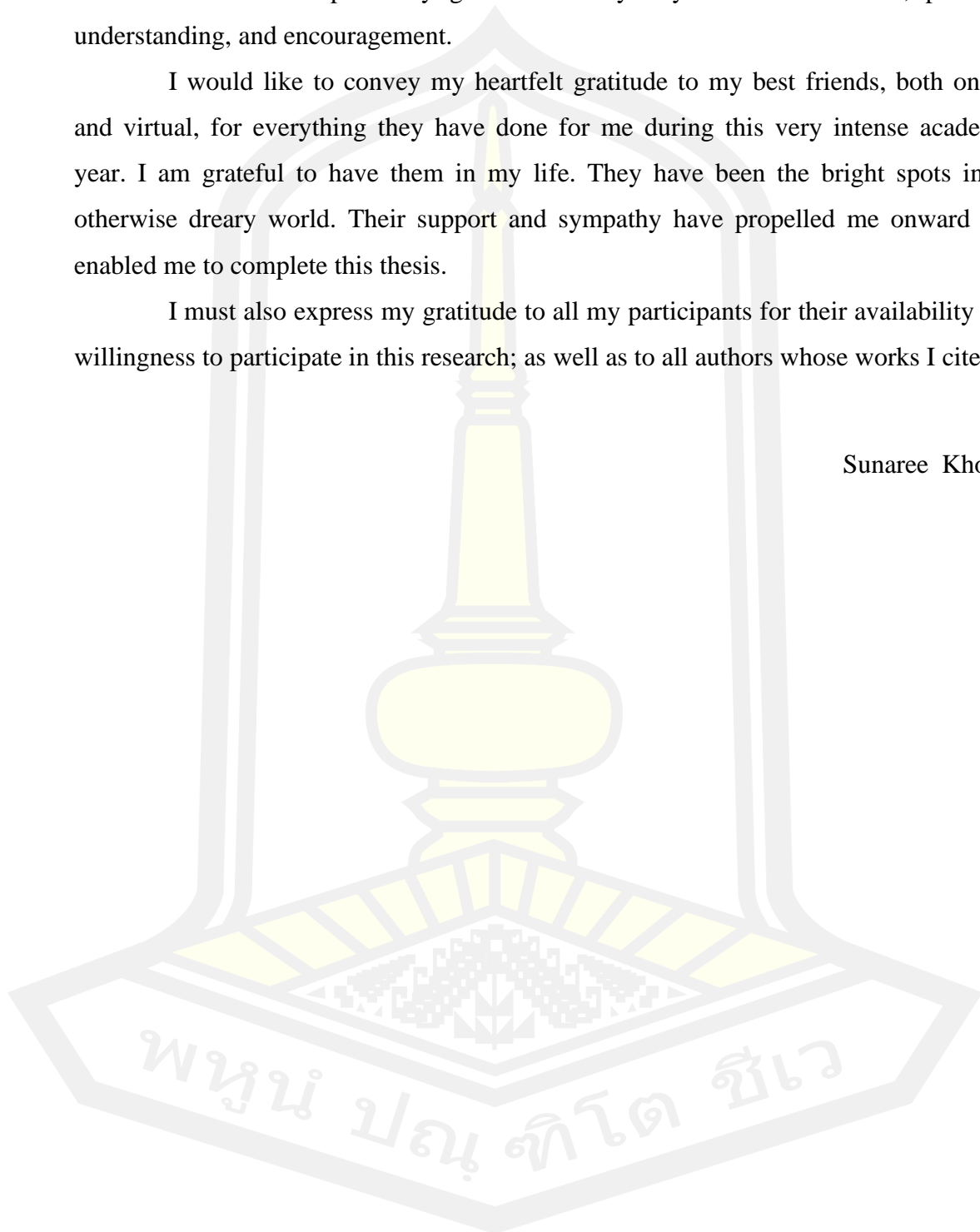
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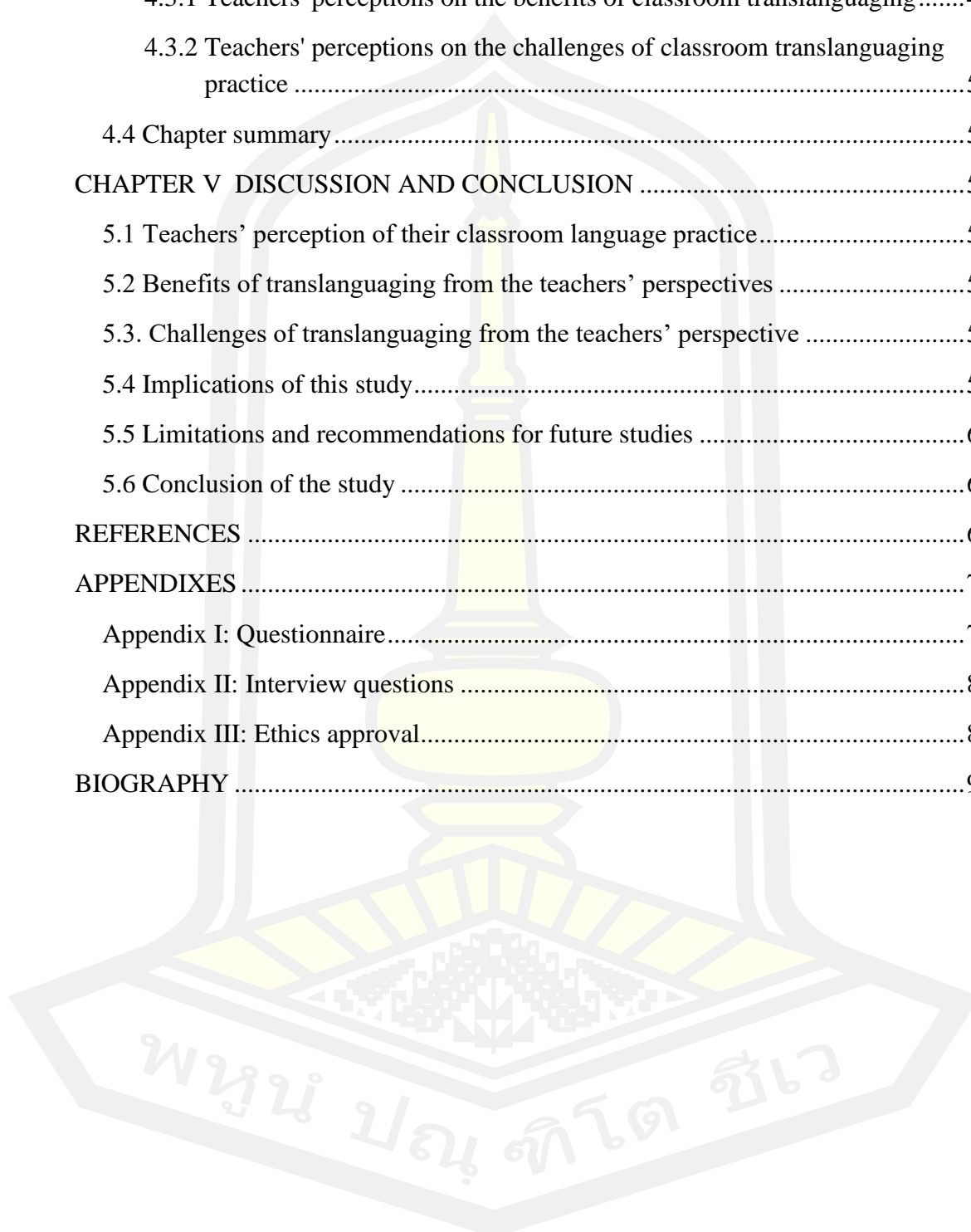
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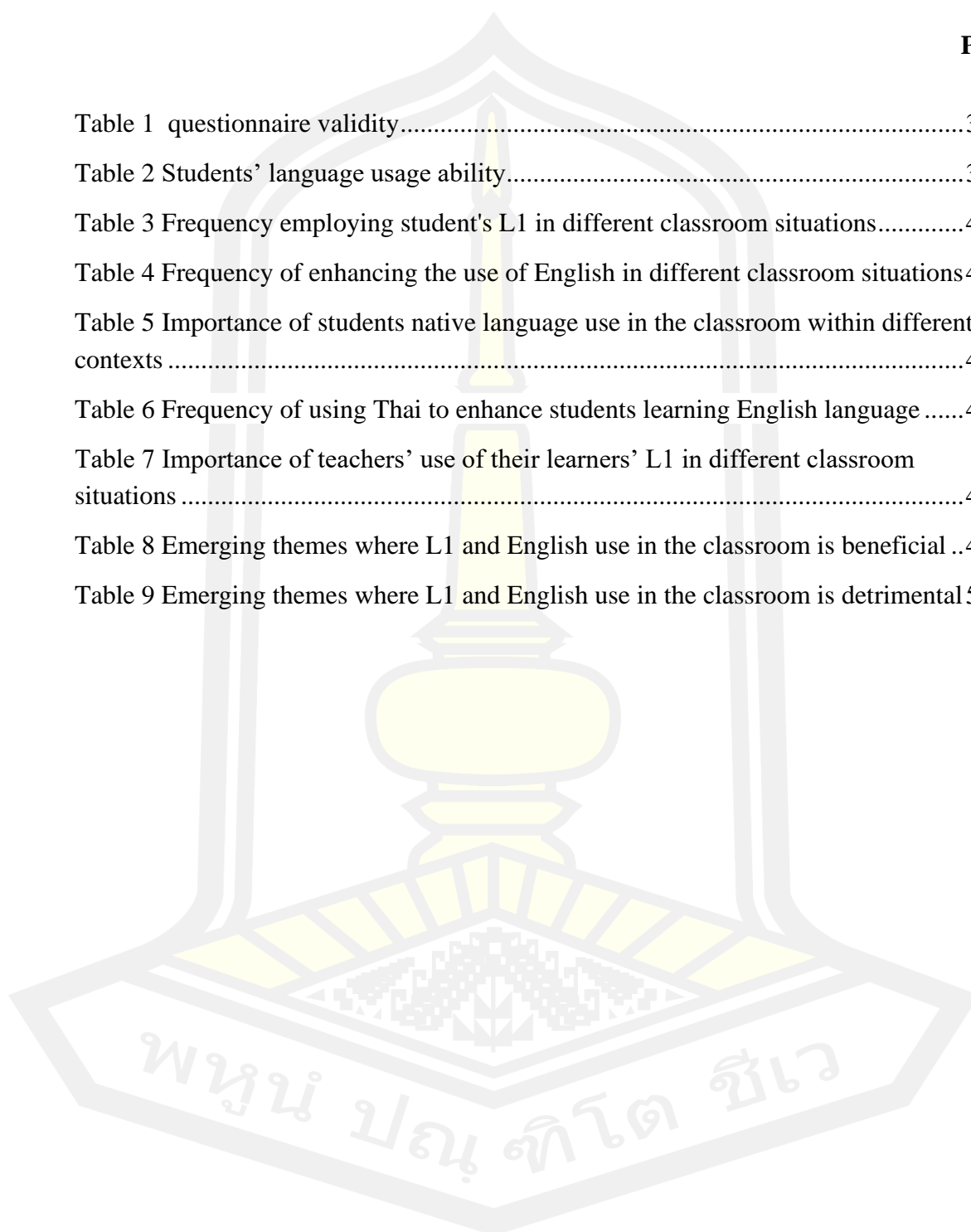
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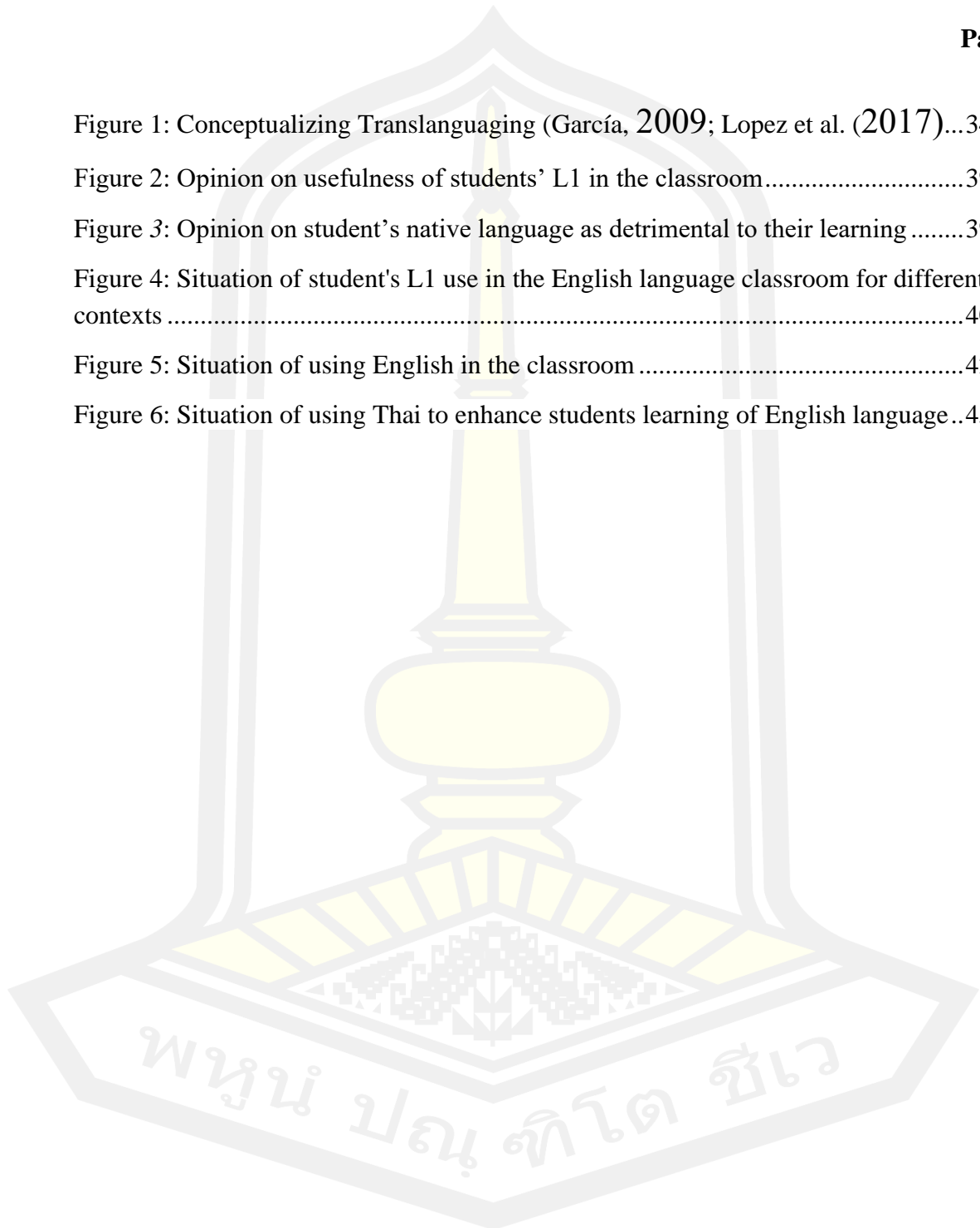
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# CHAPTER I

## INTRODUCTION

This chapter presents the general background information of the current study. The current chapter starts with a discussion of the origin of the study (see 1.1), and then the purpose of the study (see 1.2). Additionally, the research questions are presented (see 1.3), as well as the significance of the study (see 1.4); followed by the scope of the study (see 1.5) in order to delimit the study. The chapter ends with the operationalization of relevant terms that are key to understanding the current study (see 1.5), the structure of the thesis (see 1.6) and lastly, the chapter summary (see 1.7).

### **1.1 Origin of the study**

This study aims to investigate the translanguaging practices and perceptions of Thai EFL English teachers at the primary level in Northeast Thailand. With my experience of living in Thailand and studying English in the classroom since my elementary and secondary school days, I have observed that the monolingual curriculum (the English-only approach) still dominates the teaching practices in English language classrooms in the way that this method has the potential to benefit the growth of students' English language proficiency. My recent observations of Thai EFL teachers in English Medium instruction have employed linguistic resources from socio-politically named English and Thai languages. Languages in which English is concerned should be the main teaching language in classrooms motivated by the issues investigated in this study. English is exclusively intended to be used by the teachers to teach their students (Han, 2018; Methitham, 2014). However, in recent years, as I have noticed, Thai teachers are now starting to deploy both their L1 (Thai language) and target language (English) in teaching their students and helping them to better understand content learning. The practice is that these teachers tend to introduce Thai (L1) into the English language classrooms to teach English. In other words, Thai teachers effortlessly employ both the English (L2) and Thai (L1) languages in their English classrooms in a manner that seems natural to them to facilitate their students' learning of English. Despite this seemingly prevalent practice in Thai English language classrooms as a response to the Thai language policy, perceptions to such Thai

teachers' translanguaging practices in the classroom still vary and remain relatively scarce (Ambele, 2021; Kampittayakul, 2018; Khaisaeng et al., 2019). Therefore, in a bit to understand this classroom translanguaging practice and Thai EFL teachers' perception towards its implementation in the classroom, as well as the challenges and benefits of translanguaging in the classroom is the focus of the current study. This study hopes to add further insights into this phenomenon by proposing the integration of the translanguaging pedagogical approach as an efficient and effective way of developing and assisting Thai students English development in Thai English language classrooms.

### **1.2 Justification and purpose of the study**

As earlier mentioned, translanguaging research in Thailand is still very scarce even though the practice of it seems prevalent in Thai ELT (English language teaching) classrooms. For example, Kampittayakul (2018) focused on listenership and translanguaging in terms of students' interactional competence; and as Khaisaeng et al. (2019) report, Kampittayakul (2018) translanguaging study focuses only on teaching Thai reading (in Thai and other languages of the students) to ethnic group students in the North region of Thailand. Thus the need for this research direction with focus on Thai EFL teachers and their translanguaging classroom practices. Moreover, research into translanguaging has been highly qualitative and interpretative (e.g Nambisan, 2014; Yuvayapan, 2019; Greener & Jonsson, 2020; Pinto, 2020) with very few studies that employ a quantitative method and/or a mixed method approach in examining translanguaging (e.g. Ambele & Watson Todd, 2021). This justifies why, in a bit to add rigor to the existing translanguaging methodology and offer deeper insights into translanguaging investigations, the current study will use a mixed qualitative and quantitative method design to investigate Thai teachers' translanguaging practices in the classroom, challenges and benefits to teaching. According to Ambele and Watson Todd (2021, p. 6), taking "a quantitative approach in an area that is traditionally qualitative can help to provide useful insights."

This mixed method study will therefore investigate how Thai EFL English teachers teaching in primary schools in the Northeast of Thailand perceive translanguaging pedagogy (that is, how bilingual teachers shuttle between their

repertoires languages in order to make sense of the content they teach) in order to further probe into the benefits and challenges that such translanguageing practice pose to students' English language learning and teachers' (in) effective teaching. Put differently, this study has three main purposes: (1) to investigate the perceptions of Thai EFL teachers in primary school translanguageing practices, (2) to explore the benefits, and (3) challenges of integrating the translanguageing approach in Thai English language classes.

### **1.3 Research questions**

The research purpose in 1.2 will be achieved by means of the following research questions:

1. what are Thai EFL teachers' perceptions of translanguageing in English language classrooms?
2. What are the benefits of translanguageing pedagogy in English language classrooms from the teachers' perspectives?
3. What are the challenges of translanguageing pedagogy in English language classrooms from the teachers' perspectives?

### **1.4 Significance of the study**

The current study intends to investigate the attitudes of Thai EFL teachers in primary schools on translanguageing practice in the classroom, as well as its significant benefits and drawbacks. The findings are anticipated to promote valuable benefits such as increasing explicit awareness of using all available languages other than English in the classroom for learning the target language as an identity of the learners and language resources for learning a target language falls in line with trends in global Englishes. Put differently, the findings of this study is hoped to support the adoption of translanguageing pedagogy in the classroom without any sense of guilt. In addition, to present valuable advantages and limitations of using L1 to develop teachers' teaching strategies to serve the needs of learners in EFL settings. Furthermore, it may represent how current practices differ from what Thai ELT policy and curriculum are designed to achieve.

### **1.5 Scope of the study**

Boonsuk and Ambele (2021) have emphasized the ability of Thai bilingual/multilingual speakers to use the languages that they possess (in this case, English and Thai) as an integrated system in social interactions and/or classroom teaching and learning contexts. Based on this observation, the current study is limited to primary school Thai ELF teachers in the Northeast of Thailand. As justified in 1.1, this group of teachers has been observed to translanguage in English, Thai, and sometimes other local Isan dialects in teaching English to their learners. Moreover, at the conceptualization stage of this research, a pilot study was conducted with Thai EFL primary school English teachers in Northeast of Thailand in order to ascertain (with empirical evidence) the researcher's observation (as described in Section 1.1) of this group of teachers translanguageing practices in English classrooms and the result was overwhelmingly positive. The aforementioned reasons justify the limitation of this research context to Northeast of Thailand and only Thai EFL primary school teachers in this region. The study will employ a mix-method approach using a questionnaire and a semi-structured interview for the triangulation of results. Additionally, the duration of the study will last for approximately 8 weeks.

### **1.6 Definition of key terms**

In order to fully grasp the concepts and discussions of the ideas in this research, certain constructs need clear operationalization within the context of the current study. Therefore, this section defines some of the key terms (translanguageing (see 1.6.1), bilingual and multilingual (see 1.6.2), perception (see 1.6.3) that are germane to this study.

#### **1.6.1 Translanguageing**

In the field of Translanguageing, various definitions of the term have been provided depending on the scholars' philosophical orientation (Ambele & Watson Todd, 2021). For instance, Garcia (2009) described translanguageing as the process of integrating linguistic resources (i.e., knowledge of several languages and dialects) into a single language system. Wei (2017) likewise claims that translanguageing is a practice and process that involves multiple languages interconnected dynamically, fluidly, and



functionally in a single system. The knowledgeable construction occurs during the process of a transaction by bringing back the entire language repertoire.

French (2020) asserts that translanguaging can operate as a scaffold for student collaboration in pedagogy as the language resources facilitate users' comprehension of concepts. It also reinforces students' fluency in English competence, reduces anxiety, and appropriately supports the more excellent organization of thoughts about the content that the teachers teach in the classroom. Thus, as observed in Ambele and Watson Todd (2021, p. 3), the translanguaging approach focuses on how speakers (in this case, teachers) "move beyond what society call different languages" as an integrated system.

In this study, the definition of Wei (2017) will be the operational definition of translanguaging in this study as it refers to the practice and process that involves multiple languages interconnected dynamically, fluidly, and functionally in a single system. In this case, the study will be focusing on how Thai EFL teachers in primary schools in Northeast Thailand deploy their linguistic resources from the socio-politically named English and Thai languages in the classroom. As teachers, utilizing their complete language resources in teaching can assist their students in comprehending concepts, reinforce students' fluency in English competence, decrease anxiety, and promote a more organized way of thinking about the topic that they teach in the English language classroom.

### **1.6.2 Bilinguals and multilinguals**

According to Kokturk et al., (2016) bilinguals are people with the ability and proficiency in two languages. Bilinguals have the ability to communicate effectively and accurately through the utilization of precise words and phrases, understand how to implement language effectively as a means of communication in diverse situations, and they possess the linguistic-cognitive competence in understanding the pragmatics of linguistic features (Lanza, 2004; Pearson, 2008).

Clyne (2017) argues that multilinguals can shift between languages or varieties in the same way as bilinguals (in the case of bilingualism) and monolinguals (in the case of monolingualism), respectively. According to Boonsuk & Ambele (2021) a person

who has the capacity to communicate in three or more languages is referred to as a multilingual. Therefore, based on this study, in the classroom, the bilingualism and/or multilingualism concepts will focus on the teachers' utilization of various languages resources in teaching.

However, throughout this thesis, the term "bilinguals" will be used as an umbrella term to refer to both bilingual and multilingual teachers in the study. From the initial pilot described in Section 1.1 to also find out the socio-politically named languages that the teachers possess in their repertoire, most of them reported to be bilinguals (that is, they use resources from both English and Thai to teach). However, a few of them claimed to be multilingual (that is, they use resources from English, Thai and other local dialects to teach). Therefore, in order to nicely represent both bilingual and multilingual groups of teachers in this study, the term bilinguals will be used (Otheguy et al., 2019).

### **1.6.3 Perceptions**

Susman (2021) defines perception as a set of emotions, beliefs, and actions toward a person, thing, or event. Experience or cultural beliefs can shape perception, which has a powerful influence on behavior. For Haddock (2008) perception refers to a psychological tendency to evaluate some degree of favor or disfavor. Notwithstanding, it pertains to a preference for a pleasant or negative reaction; a specific class of perceptions, such as a national or racial group, a culture, or an institution (Bhuvanewari & Padmanaban, 2012).

Perceptions in this thesis will be used to refer to a set of teachers' emotions, beliefs, and actions toward the translanguaging approach and its practice in Thai English language classrooms that seems to evaluate their degree of favor and/or disfavor of such translanguaging approach and its implementation in the classroom.

## 1.7 Thesis structure

This thesis will be divided into five chapters:

The current chapter, **Chapter I** discusses the background of the study, offers an overview of the origin of the study, including the objectives and research questions of the study, as well as the definition of some key terms.

**Chapter II** will examine the literature on translanguaging studies and language use in EFL contexts in general and Thai EFL classrooms in particular in order to establish the gap in the literature and justify the relevance of the current study.

**Chapter III** will clarify the quantitative and qualitative methods as well as the instruments, data collection, and analysis methods that will be used in the study. It will additionally include a description of the survey participants and the criteria used to select them.

**Chapter IV** will be presented the current study's results. Chapter IV also illustrated both quantitative and qualitative results. This chapter also provides information and results from Thai primary EFL teachers' perceptions of translanguaging in the classroom.

**Chapter V** will provide a detailed discussion of the research findings as they relate to the research questions. The implications and recommendations for further research are also presented.

## 1.8 Chapter summary

This chapter has discussed and presented on the origin of the study motivated by the observation of translanguaging practices in Thai English language classrooms in the Northeast of Thailand. The chapter further presented the research objectives, research questions and the operationalization of key constructs to help guide the understanding of the research. Lastly, the chapter concludes with how the entire thesis will be structured.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter reviews related research on translanguaging use in an educational context and elaborated on the Thai classroom language policy. The chapter starts by discussing the Thai sociolinguistic landscape (see 2.1), then, English in Thailand (see 2.2), followed by English language teaching in Thailand (see 2.3). Equally, language practices in the Thai classroom (see 2.4) and translanguaging (see 2.5) were also discussed including a presentation of the benefits (see 2.5.2) and constraints (see 2.5.3) of translanguaging in the classroom.

#### **2.1 Sociolinguistic landscape of Thailand**

Thailand is an Asian country that is located in the heart of the Southeast ASEAN region. It is a country of enormous linguistic diversity with a population of around 60 million people (Hueber, 2019). With regards to the linguistic nature of Thailand, the languages spoken in the country are divided into four regional dialects: the northern, the northeastern, the central, and the southern (Chutisilp, 1984; Hueber, 2019). Chirasombutti (2007, p. 71) illustrated nicely the historical background of languages and their timelines in Thailand:

Khmer, Pāli and Sanskrit languages were in contact with Thai during the Sukhothai period (1292–1536); Burmese, Tamil, Lao, Vietnamese, Chinese, Dutch, French, Japanese, Khmer, Malay, Javanese, Mon, Persian, Arabic, and Portuguese languages were in contact with Thai during the Ayutthaya period (1350–1781); and the English, French and Russian languages were in contact with Thai during the Bangkok period (1782-present).

The central Thai dialect or otherwise called the Bangkok dialect is the official language of Thailand. It should be noted that the overwhelming majority of Thai people, with the exception of certain ethnic minority groups, speak standard Thai as their first language. This is because standard Thai is the variety that is implemented in the classrooms in all government and most private schools throughout the country. Put differently, despite its linguistic unity and clear monolinguals policy, many languages in Thailand and local dialects have been pushed aside as subordinates, in

favor of the national official Thai language (Hsiu Lee, 2019; Huebner, 2019, Baker, 2012; Spolsky, 2004).

English is considered in the 21<sup>st</sup> century as the world's international and global language (Ambele & Boonsuk, 2020) with the majority of English users being non-native speakers of English. These different English users (including Thais) only use English as a lingua franca for cross-cultural communication. As reported by Graddol (2006) and Boonsuk and Ambele (2021), the roles and status of English have gradually shifted to an international language (EIL), or lingua franca (ELF) thereby changing pedagogical English language classroom practices (see details of Thai language policy and classroom practices in Sections 2.2-2.4). It is therefore unsurprising that the teaching of English in Thailand is intimately bound up with historical and social factors. In this light, the aforementioned discussion is relevant to the understanding of the current study in that English as a foreign language in Thailand has currently received widespread recognition as a medium classroom instruction in ASEAN countries (particularly Thailand despite its monolingual policy).

## **2.2 English in Thailand**

According to Kachru's 1985 paper, users of English were classified into three-circles: Inner, Outer and Expanding. While the inner circle involves native English speaking countries (mainly the UK, USA, Canada, Australia, and New Zealand), the outer circle involves English as a second language contexts (e.g. India, Singapore and Malaysia) where English is used in administration, education and explicitly as an official language. The expanding circle traditionally comprises nations where English still dominates in everyday use and is employed as a foreign language (e.g. Thailand, China and Japan). Taking the case of Thailand (the focus of this study) as an expanding circle nation, English plays a crucial role in its educational system given the huge investment the Thai government makes on employing foreign English teachers to teach English in Thailand (Buripakdi, 2008; Krikpatrick, 2010; Boonsuk & Ambele, 2021).

It should be recalled that Thailand was neither colonized by the British nor any other European power. This explains why the Thai government has pursued a monolingual policy of the Thai language serving as the standard, official, and national language in Thailand (Roger, 2013). Notwithstanding, English as a foreign language has a solid foundation in Thailand's education and government policies. English is now used as the first additional international language considered by the Thai government (Spolsky, 2004; Baker, 2012). Furthermore, Thailand is a member of the Association of Southeast Asian Nations (ASEAN), is a multinational economic and cultural group established in 1967 with objective to establish a free trade zone, among others, across member countries (Boonsuk & Ambele, 2021; Buripakdi, 2008). Therefore, to foster good relations in the ASEAN Economic Community (AEC), "English has become the primary language used in Thailand for business, media, technology, and education" (Roger, 2003, p. 97). In other words, the English language is one of the key pillars for the region's economic and social development. Furthermore, the English language has become a priority for language policy throughout the region for the purpose of globalization as well.

Numerous studies have attempted to explain the role of English in Thailand and how it came about to be situated in policy (e.g. Roger, 2013; Darasawang, 2007; Buripakdi, 2008; Baker, 2012; Kaur et al., 2016; Taladngoen, 2019; Boonsuk & Ambele, 2021).

During the reign of King Rama III in 1824 – 1851, Thailand began trading with Western powers. English was used at this time, for this purpose, as a means to demonstrate national security and a significant contributor to global and regional competition (Foley, 2005, 2007). Then, in the late 1800s, English began expanding in Thailand across all spaces when the King started employing Western English teachers to instruct his children even at home. Because of this English spread, the English proficiency of Thai diplomats, for example, "increased to the extent that they would communicate with foreign commerce and diplomats without the need for a translator" (Baker, 2008, p. 137). It also assisted Thai students in learning about current technologies which aided the country growth. (Darasawang, 2007). Later in the 1900s, English had earned the highest priority in Thailand and its educational system. This

resulted in a change in the Thai curriculum where English was made compulsory. The subject (English) was a requirement in all public schools beyond the fourth grade; however, only the aristocracy class was allowed to study (Foley, 2005, 2007; Daraswang, 2007; Rogers, 2013).

### **2.3 English language teaching in Thailand**

The 1940s saw the strategic positioning of English as the primary foreign language in Thai education (Darasawang & Watson Todd, 2012). It emphasized the importance of accurately reading aloud and comprehending a text. Grammar- translation approach was also emphasized. However, in the 1950s, the shift from a grammar translation to an audio-lingual form of instruction created some friction with traditional Thai teaching practices. When English entered public schools, it was enhanced to be a considerable part of the educational system in Thailand. English was precisely a mainstream subject (English as a foreign language) in public schools. Additionally, English was a compulsory subject in schools, which meant that formal lessons focused on reading and grammar. According to Rogers (2013, p.99), “the focus of classroom practice was teacher-centered, and the teaching methods was the rote learning and audio-lingual approaches.” Moreover, English courses were arranged to be more meaningful and practical. The curriculum of English language teaching later employed a communicative language approach, which focuses on teaching English for communication rather than just for knowledge about the language (Boonsuk & Ambele, 2021).

Furthermore, the English language instruction curriculum was reformed to start from Grade 1 following the new National Education Act. Students in public schools can directly begin to learn English in Grade 1. Subsequently, in 1999, the government recently embarked on a series of educational reforms with the goal of transforming Thailand into a knowledge-based society. English in Thailand has since then been viewed as a tool for international cooperation, networking, sharing of information with the global communities and for countries in ASEAN (Foley, 2005, 2007; Rogers, 2013). In recent years the English language policy in Thailand has changed its national syllabus from teacher-centered to student-centeredness and focused on a

functional-communicative approach, incorporating students' local cultures and languages (Prapphal, 2008). This new approach supports students to develop at their own pace and capacity and necessitates a more critical awareness of individual differences (Foley, 2005; Prapphal, 2008; Rogers, 2013). For example, in 2017, the Office of the Basic Education Commission (OBEC) and the Office of Higher Education Commission (OHEC) were the two regulatory authorities enforcing English-teaching policies for Thai students. They launched a new English learning and teaching policy in the basic education system from primary through secondary level. The policy calls for a replacement of the grammar-translation approach with the communicative language teaching (CLT) and Common European Framework of Reference (CEFR) (Baker & Jarunthawatchai, 2017; Daraswang, 2007; Boonsuk and Ambele, 2021). The method has been expanded to involve all four language skills (that is, listening, speaking, reading, and writing) and aim to achieve in term of proficiency of students' English.

The adoption of this practice in the classroom is so that the language classroom can develop more meaningful contextual and communicative interactions in English for the students (Taladngoen, 2019). Also, as with the Basic Education Core Curriculum, this policy is likely to emphasize the importance of English for the benefit of the ASEAN community (Baker & Jarunthawatchai, 2017). In other word, in an English language classroom learning space, English should be implemented because if students are immersed in the target language and are allowed to use the target language, they will develop their competence in the target language. Many schools have actively responded to the policy by launching a new Mini English Program (MEP) or English Program (EP) where English is mainly used as a medium of instruction (EMI) with the intention that these programs can contribute to the enhancement of English knowledge. However, some schools, particularly those in rural regions, appear to still have difficulties practically implementing the policy (Baker, 2017; Taladngoen, 2019).

According to Boonsuk and Ambele (2021) suggested that the educational policies and curriculum in Thailand where English is basically accepted and designed to promote by the authorities, most likely designed and influence by western academics. Besides,



Thai EFL teachers are expected to perform a more passive role and just implement with the authorized operations because they have no control over their own teaching practices. This leads Thai EFL teachers can only manage their learning classrooms to a limited extent utilizing alternative pedagogies. It demonstrates that this decision-making authority of the educational policy and curriculum is now overwhelming, since they may describe what is proper for everyone while neglecting the variety of English.

#### **2.4 Language practices in Thai EFL classrooms**

English has now become dominant and a compulsory subject in Thai education because of its global usage and uses. The Ministry of Education has focused the teaching objectives of English on improving on the communicative competence of learners in order to better prepare them for the globalized world and future career. Boonsuk and Ambele (2021, p. 86) view the Ministry of Education policies “as fundamental guidelines and frameworks for a unidirectional education management as they emphasize a student-centered approach.” This change necessitates a shift in teachers' traditional roles, from tellers to facilitators, and from materials consumers to instructional materials creators (Taladngoen, 2017). This designed change aims to support students' self-learning. The shift from a grammar-translation to a communicative language teaching (CLT) approach has prompted English teachers to change their classroom practices. For instance, the principle attempted by students to communicate using the language is encouraged from the beginning of instruction (using English as a medium instruction); the activities and strategies for learning are varied according to students preferences and needs (Kustati, 2013; Phantharakphong, 2014).

The curriculum has placed the primary emphasis in the classroom instruction on "English-only" under the perception of the prestige of having the 'opportunity to acquire more in English. For Dearden (2014), using only English in the EFL classroom is beneficial for students and that students would undoubtedly improve their English understanding. However, some scholars have provided concerns with implementing only English as the language of instruction in Thailand, leaving out the learners' first languages or other contextual local dialects given that students lack the

motivation to interact with the teacher and are easily distracted (Xu & Chuaychoowong, 2017). On the other hand, teachers are also frustrated since students do not comprehend or can talk or write exclusively in the target language (Dominelli, 2019). A finding from a study conducted by Penthisarn and Phusawisot (2021) focusing on the low English proficiency of Thai EFL students and the Thai EFL teachers, or both show that the English-only monolingual approach poses a challenge to improving learners' English language development. A recent study by Han (2018) showed that the English proficiency of Thai EFL teachers is inadequate to implement the classroom 'only target language' approach. The finding reveals that even though Thai EFL teachers adopt a predominantly monolingual approach to teaching English as a foreign language as the policy stipulates; however, they still uphold and value the advantages of L1 integration in EFL classroom language practice. As a result, Thai EFL teachers utilize more Thai in their classrooms than using Standard English. That is, Thai EFL teachers tend to use both Thai (L1) and English (target language) in Thai English language classrooms to teach their learners. This might be so because of the popularization of current scholarship on the importance and benefit of integrating the L1 in English classroom (Otheguy et al., 2018).

As previously discussed, the ideology that higher competency in English will strengthen by launching curricula and programs to engage more English instruction in classrooms where English is expected to be the only main language in classrooms. However, some studies (Xu & Chuaychoowong, 2017; Penthisarn & Phusawisot, 2021; Han, 2018; Kampittayakul, 2018; Ra & Baker, 2021) have shown that many teachers positively perceive the advantage of using L1 in the classroom. Noticeably, English and Thai are still used as primary languages to assist students to learn the L2; this effortlessly interconnects all languages as learning and teaching resource and is practical evidence of translanguaging existence in the classrooms.

## **2.5 Translanguaging**

Languages are the most effective primary tool for interaction between people across the world as it reflects the culture of the speaker. Interlocutors use languages to express and construct thoughts and feelings through speaking, writing, and reading. Therefore, it is reasonable to acknowledge that the concept of translanguaging is not

new. Translanguaging practice has been studied and documented for a long period of time, particularly in the context of social life and in non-western societies where multilingualism is more prevalent and respected (Ambele, 2020; Otheguy et al., 2015). Otheguy et al. (2015, p. 281) defined translanguaging as “the deployment of a speaker’s full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages.” Li Wei (2017) elaborated that translanguaging is a practice and a process; a practice that is portrayed as variety of languages work dynamically, fluidly and functionally in one system; and a process as knowledge is constructed by drawing on speakers’ full linguistic repertoire. Simply put, translanguaging holds the view that languages have no border; every language is used interconnectedly, interchangeably, simultaneously, and strategically to achieve communication and learning goals.

Translanguaging concept originated from the work of Cen Williams in 1994-1996 who coined the term in Welsh as ‘trawsieithu’. Later, it was translated to English as translanguaging (Baker, 2011). This concept was used in the Welsh context to refer to a pedagogical practice where in the classroom, majority of the learners use the target language (English) rather than the native language (Welsh). Cen, however, demonstrates that translanguaging is beneficial to students as it makes them comfortable in the classroom and promotes students’ learning (Nagy 2018; Baker 2001; Garcia & Wei, 2014). In the translanguaging concept, Slaughter and Cross (2021) argue that languaging is seen as the notion of social practice in which it is important to consider how language is enacted among people. In this regard, Otheguy et al. (2015) elaborated on the meaning of language sense to mean (1) language is associated with a social sense that is countable and establishes a nation; and (2) language, the mental and psycholinguistic sense, are entities without a name as it entails an individual speaker’s repertoire. People deploy their linguistic resources (set of lexical and structural features) to enable communication by drawing on socially or socio-politically constructed languages (Ricento, 2013; Fielding, 2020; Slaughter & Cross, 2021).

Significant research has focused on translanguaging from the sociolinguistic and psycholinguistic viewpoints (e.g. Cook & Bassetti, 2011; Javier, 2007; Pavlenko,

2006; Otheguy et al., 2015; Vogel & García, 2017) since translanguaging studies the practices of monolinguals, bilinguals, and multilingual through the same lens of selecting linguistic features from what society would consider as more than one name languages in a speaker's individual repertoire. Translanguaging practice therefore serves monolingual, bilingual or multilingual societies in that it provides a space for speakers to use, integrated, and interconnect freely with others using their repertoire resources in a way that seems natural to them in order to enhance new knowledge and meaning-making (Ambele, 2020; Ambele & Watson Todd, 2021).

Identifiable distinction between translanguaging and code-switching is still relatively narrow. Translanguaging is similar to code-switching in that it refers to the natural switching or alternating between languages by bilingual or multilingual speakers (Creese & Blackledge, 2010). While Lewis et al. (2012, p. 659) proposed that the term "code-switching originates from the linguistic analysis of bilingual speech, the term translanguaging refers to sociolinguistic position on language use". Furthermore, code-switching is a "process that occurs between languages," whereas translanguaging occurs "across languages," challenging established boundaries between named languages (Wei, 2018, p. 3). In translanguaging, the languages used are not viewed as distinct, but as a single repertoire based on the range of linguistic resources available in the speakers' repertoire. However, this does not mean that code-switching will lose its credibility in bi/multilingual research; rather, it indicates that code-switching is an act observed from outside the speaker, and it may make sense to use these terms in situations where the named languages must be explained independently (Otheguy et al., 2015, 2018; Saraceni, 2015; Saraceni and Jacob, 2018; Ambele, 2020). Translanguaging presents an internal perspective on speakers whose mental grammar has grown from social interaction (Garcia & Wei, 2014; Garcia, 2006). In other words, when people translanguaging, they usually use these fundamentally unique features in manners that correlate with the social construct 'language'; emphasizing the artificiality of linguistic boundaries in order to generate new behaviors. This is especially evident when languages and cultures come into contact (Ambele & Watson Todd, 2021).

Apparently in translanguaging, the individual who has the ability to use resources from different languages is able to be innovative, creative, and critically able to mediate cognitively complicated tasks as well as utilize languages to enhance, gather knowledge, make sense of, and achieve communication using language (Swain & Deters, 2007; Li Wei, 2011; Otheguy et al., 2015). Garcia and Wei (2014) clarified that a bilingual is not a monolingual who utilize resources from two separate languages but opined that bilingualism is dynamic as it goes beyond the notion of two autonomous languages since the practice is complex and interrelated. With this in mind, in Vogel & García (2017) study with bilingual speakers, they establish that translanguaging practices dynamically and fluidly go together in their speakers' repertoire language deployment. Omidire (2019, p. 4) thus argued that translanguaging is "a legitimate pedagogical approach involving the use of one language as a scaffold for language development and learning in another". In support of this statement, Canagarajah (2011) referred to translanguaging as "the ability of the multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system" (p. 401). In other words, translanguaging supports language use as an integrated system that bilinguals/multilingual are able to negotiate for communication purposes. Hence, bilinguals/multilinguals could use their language resources in the development of every other language in their repertoires instead of establishing proficiency in each language.

### **2.5.1 Translanguaging in the classroom**

Classrooms, particularly today's classrooms, are spaces for language contact (Ambele, 2020). Specifically, between native local, national, and foreign or second languages (Cenoz & Gorter, 2015; Levine, 2011). From this idea, language use in classrooms typically follows Lambert's (1974, cited in Vogel & García, 2017) "subtractive" or "additive" model. To clarify, mathematically, the 'subtractive' will be a minus sign which would mean learning a second language would replace the learners' minorities languages in the classroom (e.g. local dialect) with the society's dominant language (e.g. national language). On the other hand, the 'additive' would be a plus sign. With this plus sign it is believe that when the person who is already

‘proficient’ in one language adds a second language (or is learning a second language) to their repertoire, they maintain both languages in their repertoire (bilinguals are dynamic and fluid). This model’s ‘additive’ claims nicely fits with the translanguaging pedagogy argument as recent studies have shown that the ‘subtractive’ claims (or monolingual approach) now poses a big challenge to today’s English learners, especially in foreign language contexts (Tai & Li Wei, 2021; Ambele & Watson Todd, 2021; Cenoz & Gorter, 2015; Vogel & García, 2017).

Translanguaging practices in the classroom afford many opportunities beyond the English-only model such as the potential to utilize students’ language resources in the classroom. For example, in a study conducted by Duarte (2019), he found that translanguaging strategies provided students and teachers in multilingual classrooms with flexible ways to utilize multiple languages to communicate. A similar explanation of Wei (2013) corroborated the fact that translanguaging pedagogy has the potential to boost the relationship between students, teachers, and curriculum interactions. Recognizing that students may have linguistic knowledge which the teachers may lack and/or share with the students, therefore, translanguaging necessitates the creation of a co-learning space. Translanguaging as a language learning practice thus contributes to multilingual education. It is a phenomenon that occurs to help multilingual students in meaning-making and sense-making to facilitate their involvement in classroom learning and aid their own understanding of the content taught. It also assists students in developing their language learning by using their native language, the target language, or both (Garcia et al., 2019; Heugh, 2018). In other words, translanguaging allows and encourages students to utilize their native language as a positive linguistic resource; providing benefits and assisting students in learning as a strategy for negotiating communicative interactions in English (Nambisan, 2014).

Several works that promote the position of translanguaging in EFL and ESL classrooms highlight how important it is to use L1 to assist L2 and enhance students learning in the language classrooms. The effectiveness of this practice in the classroom has been exemplified in a by French (2020) who observes that translanguaging can scaffold students in working together in view of translanguaging

from the sociocultural theory. It also reinforces learners fluency in English proficiency (e.g. writing), decrease anxiety, and sufficiently support the more excellent order of thinking about the concept that the teacher teaches in the classroom, due to the additional resources assist them to recognize and gather a piece of knowledge collectively. Also, Daniel et al. (2017) investigation of translanguaging in an English-only classroom with elementary teachers highlighted the usefulness of scaffold translanguaging activities in helping students to learn in school. This implicate that although students possess different language resources in their repertoire or are from linguistic backgrounds and with a range of linguistic skills, perceived scaffold translanguaging unites them in one class to better learn. In corroboration to these studies, Sahib (2019) discovered that teachers use translanguaging in several situations during the teaching process: 1) introducing a lesson, 2) drawing students' attention, 3) explaining the contents, 4) asking questions, 5) giving task/command, 6) giving feedback, and 7) closing the class. Similarly, Nambisan (2014, p. 88) observed that teachers employ translanguaging in the classroom to serve varied purposes, such as, "1) to praise students, 2) to build bonds with students, 3) to give feedback to students, 4) to help low proficiency students, 5) to explain concepts, 6) to describe vocabulary, 7) to quickly clarify during activities, 8) to give directions, and 9) classroom management".

It should be recalled that teachers' translanguaging practices and perceptions have been investigated in several European contexts; however, literature on this in a foreign context like Thailand is still very scarce. To illustrate, Yuwayapan (2019) conducted a study that focuses on teachers' perceptions and practice of translanguaging among Turkish teachers in Turkey. The study explored the purpose and conflict between five EFL teachers' translanguaging practice and perception in Turkey. Grenner and Josson (2020) also investigated grade 4-6 teachers' perception of translanguaging in Sweden wherein English is used as an additional language. Both Yuwayapan (2019) and Grenner and Josson (2020) studies were conducted by employing questionnaires, interviews, and classroom observation. In Asia, Pinto (2020) investigated the perception and practice of translanguaging in Asian contexts particularly with Chinese teachers using an online-survey. The results from these

studies (Grenner & Josson, 2020; Pinto, 2020; Yuwayapan, 2019) show that translanguaging is a valued pedagogical approach in assisting teachings and students to learn effectively. The studies further agree on the fact that translanguaging pedagogy was useful in creating a classroom environment that was conducive for learning, a space for students' interactions, used for multiple purposes, without hesitation or unnatural pauses. The studies highlighted that students and teachers mostly felt comfortable when translanguaging. Their positive attitudes towards translanguaging can be leveraged to trigger discussions around its ideological foundations (Escobar, 2019). This confirms the fact that when teachers and students are allowed to translanguage during lessons, it helps the learners to understand the text better since their full repertoire resources are deployed freely and in a manner that seems natural to them (Garcia, 2019; Vogel & García 2017; Li Wei, 2017; Garcia & Kleyn, 2016).

The argument has been that, in a context like Thailand (the focus of this study), translanguaging utilizes the native language (L1) and target language (L2) to purposefully facilitate/assist bi/multilingual students in their learning (for example to reduce inequality of linguistic diversity, to create student language resources, and to support students comprehension of concepts). The flexible use of L1 and L2 and vice versa by the teacher to clarify the meanings of words, expressions, structures, and rules are all translanguaging strategies (Garcia & Lin, 2016; Otheguy et al., 2015). In this study, the teachers' linguistic resources from their repertoire are what can be ascribed to as named languages in the classroom i.e. English, Thai, or Isan). These socio-politically named languages are used simultaneously within a social context. Put differently, the teachers tend to use the languages they know in a strategic way to accomplish their teaching goals. Somehow, they mix the languages in a single sentence (for example. *would you like to have some water mai?* - *Would you like to have some water* is English and *mai* is Thai). Furthermore, there is a Chinese student in the ELT class at Mahasarakham University. She speaks Chinese as her first language and Japanese and English as her second and third languages respectively. When she is in a class where Chinese is a minority and English is the target language, she takes notes in Chinese but operates class discussions in English. She also



communicates in English with her classmates. Notably, she employs translanguaging for collaborative learning and to supplement language learning. Similar to the works of Daniel and Pacheco (2015), one of their participants emphasized how multiple linguistic support her in her academics, although she uses her L1 with friends during the after-school days; when lecturers speak in English and she thinks in Chinese. To justify, translanguaging has the potential to enhance content learning and higher order thinking in bilingual students because they have additional resources that assist them to think about things from different points of view or with varying levels of ease regarding the idea you are presenting in class (French, 2020). However, as already elaborated on, this kind of usage should not be confused with or taken for code-switching since speakers can use such constructions without necessarily being conscious of the languages involved. As a result, it would seem to be of a great pedagogic impact, if teachers and learners alike are allowed to deploy their full linguistic repertoire in the classroom during teaching and learning without any strict adherence to a name language (Tai and Li Wei, 2021; Garcia, 2019; Vogel & García 2017; Li Wei, 2017; Garcia & Kleyn, 2016).

To conclude discussion on this section, as it has been indicated earlier, research on translanguaging in Thai EFL still remains relatively scarce. So far, based on the review of literature, only two studies have actually and empirically tackled translanguaging in Thai education. One of such studies is Kampittayakul (2018) research on the role of translanguaging in improving Thai learners' interactional competence in dyadic English as a foreign language tutorial session with focus on listenership and translanguaging. Based on the learners' interactional competence grounded in the zone of proximal development (ZPD) in the sociocultural theory (SCT) of Vygotsky (1978), the results show that teachers who lack understanding of the learners' local languages and cultures had difficulties understanding and communicating in the classroom; thus, the case for a translanguaging pedagogy. In a more recent study, Ra and Baker (2021) investigated translanguaging language policy in Thai higher education EMI programs focusing on three universities in Thailand. Looking into Thai government language policy documents and university websites, the findings reveal that bilingual (Thai and English) policies and the recognition of English as a

lingua franca in Thailand have become “more conspicuous in both the Thai government and higher education policies” (p. 59). Thus the call for a translanguaging policy in higher education EMI programs in Thailand.

Studies on translanguaging in Thailand shows a lack of empirical research on translanguaging practices in Thailand, as well as a lack of focus on the practice at primary level where this phenomenon is also widely observed and practiced. Thus, insights into Thai primary school teachers’ narratives of their translanguaging practices in Thai primary school classrooms are relevant. With this research gap on translanguaging in Thai classroom, and with the purpose of providing contributions in this regard, there is thus a need for an empirical study that would further provide insights into the dynamic of the translanguaging practice (focusing on Thai EFL primary school teachers perceptions and practices) , the affordances it provides to the teachers during classroom interaction/teaching, as well as the challenges in implementation in an English-only Thai classroom context. This therefore makes the line of research in the present study germane.

### **2.5.2 Benefits of translanguaging**

After insightfully discussing the nature of translanguaging (see 2.5) and the translanguaging pedagogy (see 2.5.1), it is now clear that classroom translanguaging practice is of essence since it serves plurilingual students’ learning. It further calls for teachers, students and educational stakeholders who seek to engage productively with diversity in their regular classrooms in monolingual and multilingual settings. As a pedagogical principle, translanguaging promotes flexible use of all named languages as well as other meaning-making resources in learning; the initial aims of translanguaging are to employ the instructional languages to help learners to develop their other languages in order to contribute to the balanced development of the learners’ repertoire languages (Tai & Li Wei, 2021; Tai, 2020).

For Lubliner and Grisham (2017, cited in Yuvayapan, 2019), translanguaging is an effective pedagogical instructional approach as it employs different languages purposefully to enrich teaching; as well as the deliberate incorporation of students' language and cultural resources, which is grounded in reality, thereby enabling students to switch easily between their native and foreign languages. Additionally,

Velasco and García (2014) specifically focused on the translanguaging pedagogy of biliteracy development in young learners where translanguaging was used in the planning, drafting, and production stages of writing. The paper demonstrates that unless schools (particularly bilingual and English as a medium of instruction schools) expect students to acquire a monolingual voice in writing, a translanguaging approach has the greatest opportunity. This explains why Garcia (2009) indicated that translanguaging in a monolingual classroom is able to encourage the flexible use of learners' language rather than employing a separate language, which is no longer considered a negative influence (Cenoz, 2017). This is corroborated by Yilmaz and Jong (2020) study on translanguaging as a boundary crossing mechanism in a Turkish-American youngster. They reported that translanguaging practices established the relationship beyond monolingual linguistic environments and offered the participant experiences and knowledge authority, facilitated content learning and task completion, and provided opportunities for bilingual identity development.

Wang (2019) research across 27 countries all pointed out some relevant aspects of translanguaging in EFL settings that should be considered by language teachers. The study reported that translanguaging recognizes students' contributions in solving complex problems of rapport in the classrooms. Li Wei (2016, p. 20) on his part noted that "post-multilingualism implies promoting translanguaging practices while protecting the identity and integrity of individual languages." In other words, translanguaging enables a student to develop an identity as a language learner who utilizes both his or her native language and heritage and the target language and culture. It should be noted that the practice of translanguaging comprises languages other than English. The practice therefore allows greater flexibility and interchangeability between languages (Tai & Li Wei, 2021; Ambele & Watson Todd, 2021). Pacheco (2016) suggests that providing translanguaging necessitates an understanding of students' English proficiency. However, Pacheco emphasized that translanguaging pedagogies provide students with opportunities to express competence that could otherwise go unnoticed in a classroom where monolingualism exists. Besides, translanguaging offers opportunities for students to learn content through languages. For example, the teacher in her study encouraged students to paraphrase, rather than translate, using Spanish, Arabic and English in order to offer

students the opportunities to clarify content and procedural information, question texts, and demonstrate understanding. Similarly, Norton (2014) emphasized the need of considering and implementing translanguaging pedagogical techniques, since it supports language learners' development and imagination of their identities.

Tai and Li Wei (2021) further agrees on the importance of translanguaging as a pedagogical method for attempting to expand students' communicative repertoire for knowledge construction, eliminating language barriers to academic concepts, and addressing students' linguistic insecurity in EMI classrooms in dealing with curriculum and institutional pressure that emphasize monolingual standards of English instruction. They further reported that "translanguaging is a means to bridge students' knowledge gap; promote students' responses; motivates students' interest in the content subject; and bridge the social distance between the teacher and students" (p. 128). In another light, Wei (2011) draws attention to translanguaging spaces as socially constructed contexts where individuals use their language resources purposefully and creatively. This is why Tai and Li Wei (2020) sees translanguaging as co-learning space that exhorts the teacher and students to learn from each other and engage in the joint construction of knowledge. Coyaco and Lee's (2009) study examined English dominant emergent bilingual student, showing how the creation of such a space assist learners' language boundaries in their dual immersion Spanish/English classroom. By respecting the learner's request to assist in translating sections of Spanish text, the teacher contributed to developing a classroom translanguaging environment. Identifying student expertise, in this example, student 1 has poor Spanish proficiency, and student 2 has a language bordering ability. The teacher facilitated the students' interaction in support of the academic purpose of comprehending math directions. Coyaco and Lee (2009) finally concluded that translanguaging pedagogies are most effective in improving academic achievement among students. Moreover, the use of L1 explicitly "helps with lower proficiency students, to quickly clarify meaning during activities and to describe vocabulary. Thus, integrated translanguaging could save time to clarify the lesson's content and establish classroom management and interaction.

These benefits therefore become some of the reasons that teachers choose to employ translanguaging in their classrooms since by this, they are able to check for

understanding (Ahmad, 2009; Greggio & Gil, 2007; McMillan & Rivers, 2011; Qian et al., 2009). After introducing a new material in the target language, the instructors use translanguaging by deploying L1 resources in order to ensure that the students grasped the material and understood what was being discussed. After introducing new content in the target language, it helps the learners not to misunderstand the material and have a proper understanding of the subject at hand before going on to the next section of the topic. Equally, when teachers are teaching new vocabularies, it is beneficial for teachers to use the L1 to make it easier for students to comprehend. This assists students in grasping the meanings and enables them to comprehend what they are learning (Ahmad, 2009). Explaining it in the L1 can provide the best chance of comprehension for language learners in order to decrease ambiguity (Nambisan, 2014). McMillan and Rivers (2011) further noted that encouraging students to utilize their native languages enable them to engage in peer review, which would be substantially constrained and unsuccessful sometimes when learners were restricted to using the L2 when they gave feedback. Hence, Cook (2001) also advocated approaches of instruction that intentionally incorporate the L1. For instance, he suggested shifting between L2 to L1 in giving reviews that have been made or to present a rule that the instructor intends to ensure students comprehension.

The evidence reviewed here suggests the pertinent role for translanguaging pedagogy in a classroom context. However, in a bi/multilingual contexts or classroom settings where other languages (besides the L1) are available, translanguaging also involves these other languages as well since it focuses on the full linguistic repertoire of speakers. So, the translanguaging pedagogy can improve every language of the learners. In other words, translanguaging seems to go well with bi/multilingual learners in that it promotes the flexibility of employing multiple languages that are interconnected dynamically, fluidly, and functionally in a single system (Li Wei, 2017). Overall, as language teachers in bi/multilingual or English as a medium of instruction (EMI) contexts, utilizing their complete language resources in teaching can assist their students in comprehending concepts, reinforce students' fluency in English competence, decrease anxiety, and promote a more organized way of thinking about the topic they teach in the English language classroom. In addition,

translanguaging can be a space that allows students to use their native language as a positive linguistic resource.

### **2.5.3 Challenges of translanguaging practice**

The adoption of translanguaging as a pedagogic approach is becoming more widely accepted and provides positive feedback in the multilingual classroom. However, the drawback of translanguaging has been teachers' competency in the students' native language. Teachers who are less proficient in their students' L1 may be more hesitant to allow their learners to shuttle between languages or to speak in their native language during class (McMillan & Rivers, 2011). Khaisaeng (2020) reported that teachers' lack of students mother tongue could lead to unsuccessful translanguaging implementation.

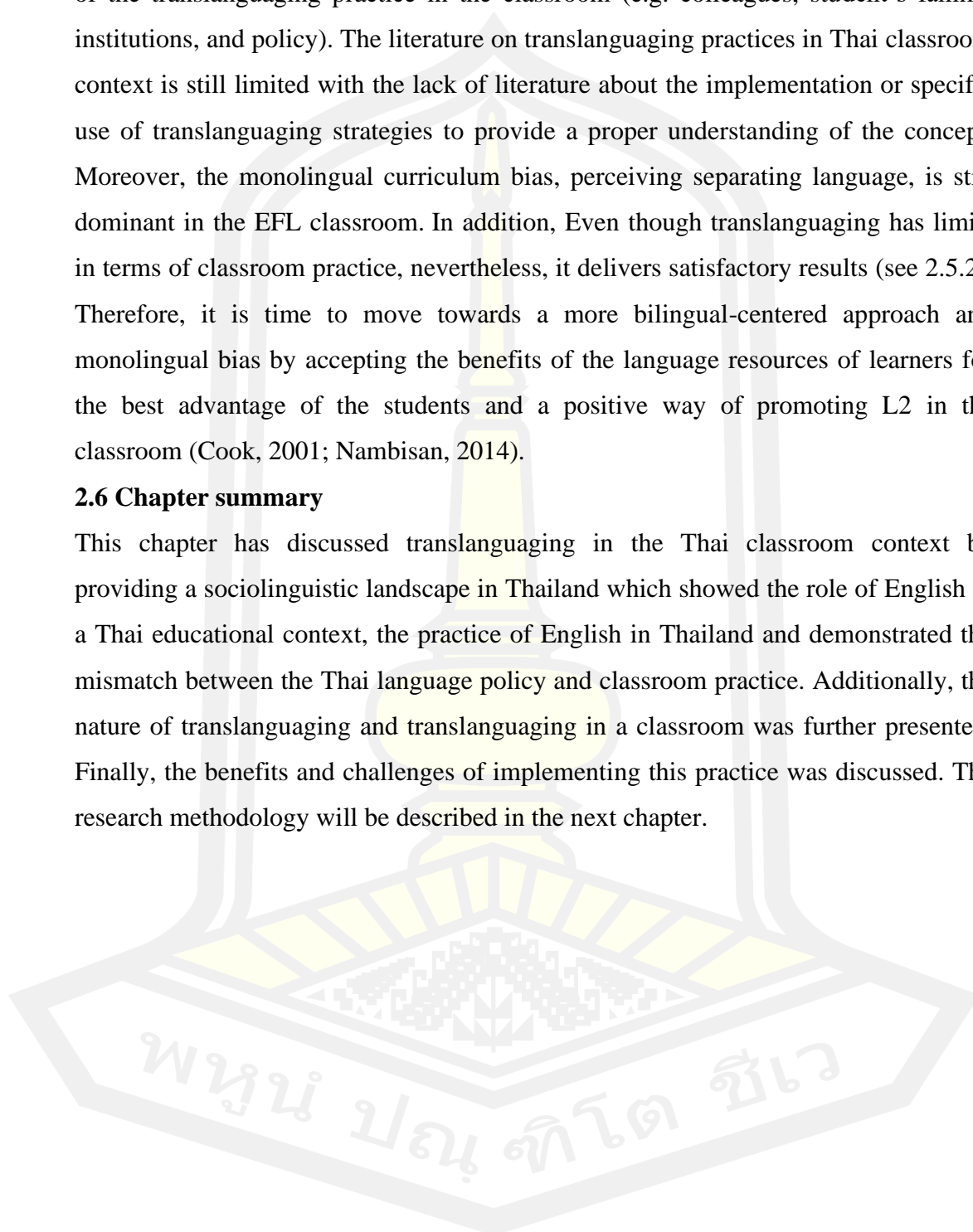
Another drawback of implementing translanguaging is an example of a teacher who experienced a feeling of guilt when engaging with the students in their native language. It is critical to ascertain whether this is still a widely held perspective and if so, it may be necessary to ensure that instructors have direct exposure to literature highlighting the key benefits of translanguaging through teacher education so that instructors can read about the benefits (and drawbacks) and make an informed decision in their classrooms (Creese & Blackledge, 2010).

Another challenge is that Velasco and Garcia (2014) pointed out that translanguaging is not just a bi/multilingual discourse or a pedagogical method; it is also how developing bilinguals self-regulate and improve their learning. Their study of elementary school students' translanguaging techniques reflects the complexity of their multilingual language practices. Teachers can use translanguaging tactics by allowing the recursive writing process to interplay between the students' languages. This argument correlates with the finding of Yuvayapan (2019), who examined translanguaging in Swedish classrooms. Some of the participants believe that using the students' L1 is considered a disadvantage to fulfilling the knowledge requirement and what the Swedish documents advocate for (i.e. the exclusive use of English). Even though the participants in Yuvayapan (2019) held a positive perception towards translanguaging practice, there is a lack of theories that explain the practice of utilizing and strengthening learners' linguistic competence.

There is also the argument that environments still restrict the effective implementation of the translanguaging practice in the classroom (e.g. colleagues, student's family, institutions, and policy). The literature on translanguaging practices in Thai classroom context is still limited with the lack of literature about the implementation or specific use of translanguaging strategies to provide a proper understanding of the concept. Moreover, the monolingual curriculum bias, perceiving separating language, is still dominant in the EFL classroom. In addition, Even though translanguaging has limits in terms of classroom practice, nevertheless, it delivers satisfactory results (see 2.5.2). Therefore, it is time to move towards a more bilingual-centered approach and monolingual bias by accepting the benefits of the language resources of learners for the best advantage of the students and a positive way of promoting L2 in the classroom (Cook, 2001; Nambisan, 2014).

## **2.6 Chapter summary**

This chapter has discussed translanguaging in the Thai classroom context by providing a sociolinguistic landscape in Thailand which showed the role of English in a Thai educational context, the practice of English in Thailand and demonstrated the mismatch between the Thai language policy and classroom practice. Additionally, the nature of translanguaging and translanguaging in a classroom was further presented. Finally, the benefits and challenges of implementing this practice was discussed. The research methodology will be described in the next chapter.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter will present the methodology of the current study. First of all, the research design (that of a mixed-method approach) adopted in the study will be discussed (see 3.1), followed by piloting of the study which elaborates on the result and how the participants were chosen in this study. And then, a description of the participants involved in the study as well as justification for the choice of such groups of participants (see 3.3). Additionally, the research instruments (see 3.4), data collection and procedure (see 3.5) will be discussed. How the quantitative and qualitative data from the study will be analyzed will equally be discussed in this chapter (see 3.6). And, validity, trustworthiness and research positionality of this study will be explained (see 3.7). The last section of the chapter will be a summary of the current chapter (see 3.8).

#### **3.1 Research design**

In the social sciences, research designs that incorporate quantitative and qualitative elements are frequent with the exploratory approach. Davies (2020) argues that as a mixed-methods research design, it is typically a survey of a group of people, followed by a small number of interviews to explain the survey results. The fundamental tenet of mixed methods research is that combining multiple data sources yields a clearer understanding of a research problem than a single approach (Guest & Fleming, 2015). Since qualitative research will employ a person's perception in a typical setting, focusing on indigenous knowledge and understanding of a given process (e.g. people's experiences, meaning, relationships, social conceptual and contextual factors), it is less structured in its description because it formulates and develops new theories (Mahajan & Haradhan, 2018; Gentles et al., 2015; Leedy & Ormrod, 2001). Correspondingly, it reported that this approach is a form of social action that institutionalizes a particular view of the world held by people (Mahajan & Haradhan, 2018, Zohrabi, 2013). To traditionally collect, analyze and interpret data, a variety of methods are widely used, including interviews, diaries, journals, classroom observations, and immersions, as well as open-ended questionnaires (Palmer &



Balderston, 2006). At the same time, Quantitative research methods are those that quantify variables in order to draw conclusion. The quantitative design employs statistical methods to collect and analyze data to determine who, how much (how many), and where (Apuke, 2017; Watson Todd, 2016; Williams, 2011). Expanding to this definition by Kabir (2018), quantitative approaches have the advantage of being less expensive to implement and standardized, allowing for easy comparisons and typically quantifying the magnitude of the effect. Accordingly, the data collection methods play an essential role in impacting evaluation because they provide information about how people perceive their well-being. However, qualitative instruments like observations, surveys, polling, telephone and face-to-face interviews are equally important in providing rich and insightful data. Thus, a combination of these two designs in a single study tends to present a balanced and insightful result into the investigated phenomenon.

Since the purpose of this study aimed to examine Thai primary EFL teachers' (in the northwestern region of Thailand) perceptions of their translanguaging practices in their English classrooms, and in an attempt to provide insights to this phenomenon, a mixed-method approach was found suitable. Put differently, this study employed a mixed-method approach that thoughtfully allowed for the coexistence of results from the practical use of online surveys and semi-structured interviews via email due to the Covid-19 restrictions on movements and gatherings in Thailand.

### **3.2 Piloting of the study**

The purpose of this pilot was to scope the study and find out classroom language practice. Besides, it was also intended to explore the number of teachers in primary and secondary schools so as to know where the translanguaging practice typically evidenced. The online survey had two phases: the first round got a total response by 70 respondents, and the second phases was sent to the same group of respondents, which addressed further questions and received 37 responses. Using snowball sampling the questionnaires were administered to Thai EFL teachers in the Northeast of Thailand. Item 1-4 elicited general information (e.g. name, email, age, and contact) while item 5 -12 were about in-depth information to scope the area of the study. The result found from 70 participants, out of 19 provinces the highest respondents was thirteen participants teach from Khonkaen province. Majority of them are primary

school teachers (45.7 percent). Besides, 68.1 percent of 47 people have work experience ranging from one to five years. As well as the item inquired about the language, they use to teach in classrooms reported that 57.1 percent of 70 respondents indicated that they use Thai and English in the classroom. 35.7 percent is for a class of 25 students who speak Thai, English, and a local dialect. 7.1 percent is for five individuals who teach exclusively in English.

The second survey looked at why teacher incorporate Thai and English into their classes and the percentage of time they spend doing so. The following features demonstrated the results: Item number ten asking how important of using other languages than English is beneficial for students in teaching English and the majority of respondents (88.1) see the benefits of using this practice. Their feedback also revealed to survey about why they used Thai and English in the classroom can be categorized into three themes: 1.) using both languages can help reduce anxiety. 2.) to facilitate students' comprehension of the context and to provide a clear understanding of what they teach. 3.) due to the student's language proficiency.

### **3.3 Participant**

Participants in this study were limited to EFL teachers who teach EMI classes at primary schools in Thailand's Northeast region from a convincing sampling method. According to the number of participants in this study, they were chosen based on five main criteria: 1) teachers who use English and Thai in the classroom; 2) teachers in the Northeast of Thailand who teach English to students at the primary level; 3) teachers with more than one year of teaching English to students at the primary level; 4) teachers who work in English Medium Instruction (EMI), and 5) teachers who were available to participate between 20-27 January 2021. Although the total population sample included 100 Thai EFL teachers at the primary level, however, the actual number of the sampled population whose data were analyzed depended on a preliminary examination of the data set. It found that 48 participants became a sample population of this study. Out of the sampled population in the questionnaires phase, six participants were purposively selected for an in-depth semi-structured interview based on longevity in teaching and using English and Thai.

### **3.4 Research instruments**

Questionnaires (see 3.4.1) and semi-structured interview (see 3.4.2) will be adopted as the two main instruments for data collection in this study. These instruments were chosen for this study in order to gain a more comprehensive understanding of the benefits and challenges of teaching English in this EFL context using the translanguaging pedagogical approach.

#### **3.4.1 Questionnaire**

Ambele and Watson Todd (2018) explained the benefits of using questionnaire survey, stating that this technique produces a sample that is representative of the particular population under study, and the sample sizes can be used to generate findings that can be used to draw conclusions about the entire population. More so, given that with online survey there is no middle man to give verbal or nonverbal cues, the results may be considered more objective and thus more empirical (Elizabeth, 2013). Another advantage of conducting a questionnaire survey is that data may be gathered anonymously (Rea & Parker, 2005). Using an anonymous survey provides the researcher with the opportunity to preserve the participants' identity. It has also been demonstrated to elicit more honest responses from participants (Babbie, 1990). The results to an anonymous survey cannot be reported back to the schools, nor can they be linked back to the individual participant; this allows individuals to be honest about their views and express things that they may not feel comfortable speaking in an interview. Furthermore, a questionnaire survey is a very cost-effective tool to finding what people do, think, and want. Closed-ended questions might however limit participants' opportunity to consider alternative options, whereas open-ended questions enable respondents to express their thoughts without interference from the researcher (Ambele & Watson Todd, 2018). This justifies why the current study adapted an online open-ended questionnaire. The questionnaire was adapted from Nambisan (2014) study to suit the context change the context to reflect the reality of Thailand setting, also, relevant to over all of translanguaging practice in the study. Indeed the participants' level in the study in exploring their attitudes and practices of translanguaging (see Appendix A). The questionnaire took approximately ten to fifteen minutes to complete. It was divided into two sections: items 1-9 provided general information regarding the teachers' age, gender, years of experience, and

native language, whereas items 10-16 investigated the importance, frequency, and support in the literature for teachers' perceptions of using translanguaging in their classes. Therefore the questions in the questionnaire were adapted for the sole purpose of gaining insights into Thai primary school teachers' translanguaging practices in the Thai context. The questionnaires contained 1) demographic information in multiple-choice and short-answer questions; and 2) items that examine teachers' perceptions of the benefits and constraints of translanguaging practice. This questionnaire was translated into Thai language to serve the context and prevent ambiguity. However, after the translation, the questionnaires sent to experts to do the back-translation method check to evaluate the accuracy of the meaning between the source and target statements. This questionnaire was sent to expert to calculate the validity of items (IOC). Subsequently, the completed questionnaire was sent to the participants' online platforms such as email, facebook, line, and etc.

#### **3.4.2 Semi-structured interview**

A semi-structured interview used to collect the qualitative data needed for analysis in this study (see Appendix B). Using a semi-structured interview as a method is a good way of collecting an in-depth understanding of the participants' insights into a phenomenon (Boonsuk et. al., 2021; Ambele & Boonsuk, 2020). To organize a semi-structured interview, a topic guide is employed. The subject guide guarantees that the essential question of areas of interest are covered during the interview (Mason, 2002); it allows participants express their own understanding by their surroundings, also known as experiential or traditional knowledge which influence the general direction of the interview. This naturally brings attention to the areas that are most important to the interviewee while also leaving room for new themes to arise (O'Keeffe et al., 2016). Indeed, this method is able to provide the researcher with the opportunity to discover areas of interest, allowing them to delve into their thoughts, feelings, and beliefs on such research topics (DeJonckheere & Vaughn, 2019; Alvehus, 2013). In doing so, therefore, the researcher established and justified the purpose and nature of the current study to the teachers before doing a data collection, as well as properly notifying them (for those who are unfamiliar with the translanguaging pedagogical practice) that what they have been practicing in their classes. Once this process was done, then, the interview was conducted. In the circumstances of COVID-19, the

researcher conducted the semi-structured interview via Facebook and Line at the convenience of the participants. The interview session was recorded in an audio file that every detail of what the participants said was accurately captured. After the interview, the audio was transcribed into text. Then, as part of the content analysis process, the text was sent back for member-checking (Birt et al., 2016). In order to ensure that the research was reported accurately in what the participants informed.

### **3.5 Data collection and procedure**

This process started with selecting the potential participants from the chosen contexts and schools (see details 3.3). Second, the researcher sent consent form and information about the process of the study to the participants to guarantee their privacy and confidentiality of the information that they need to provide (all participant names were ethically pseudonymized in this study). Third, the questionnaires and semi-structured interviews were translated into Thai and sent to an expert translator to do the back-translation method. Next, the completed questionnaires and semi-structured interviews were sent to the available participants to started collecting data.

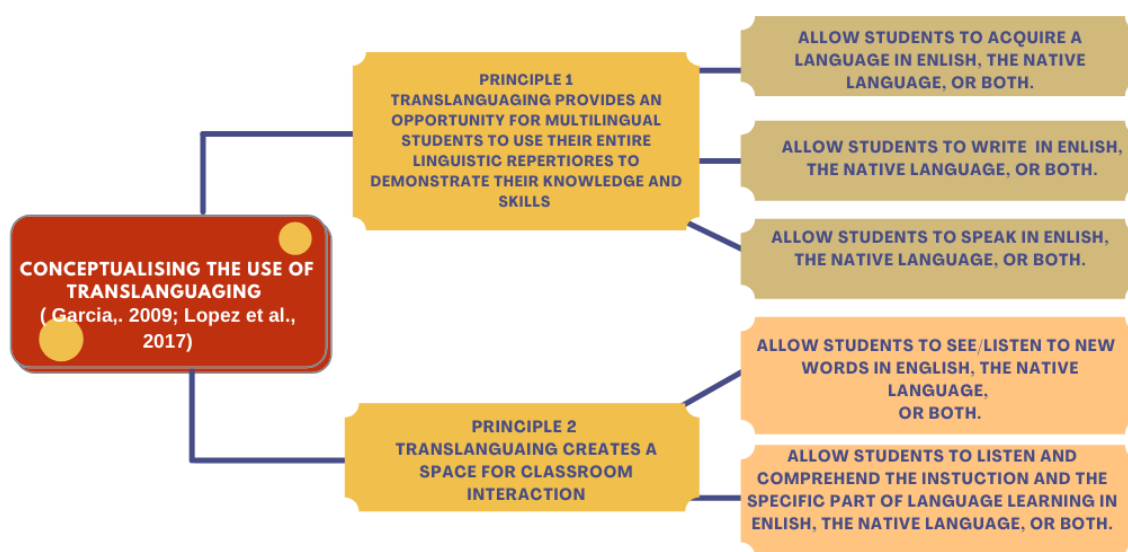
### **3.6 Data analysis**

The quantitative data from the questionnaire was examined quantitatively using descriptive statistical tools such as frequency, percentages, mean. Meanwhile the qualitative data from the semi-structured interview was analyzed using qualitative content analysis (Sevilmis & Yildizm, 2021).

In other words, qualitative content analysis was used to analyze the qualitative data. In the analysis, prosodic features were disregarded in the study as the analysis was only focus on the content of what the participants' said. Emerging themes then was extracted from the content analysis after a 'top-down coding or deductive approach' (coding applied on pre-conceived codes) and 'bottom-up coding or inductive approach' (coding emerging from the data) was used (Creswell & Plano-Clark, 2007) given that they was relevant to the study. According to Lewis and Silver (2007, p. 262-267), three steps were involved in the coding process: (i) "making the text manageable", (ii) "hearing what was said", and (iii) "developing a theory". Therefore, after coding the data, relationships were identified and relevant themes of similar

content then merged into broader categories. However, themes that considered irrelevant to the overall goal of the study were discarded.

Thereafter, the analysis was then interpreted based on the translanguaging framework employed by García (2009) and Lopez et al. (2017). These scholars classified translanguaging into two applicable principles relevant to the present study's overall objectives (see Figure 1). The first principle stated that translanguaging provides opportunities for bilinguals to utilize their entire linguistic repertoires, while the second principle argued that translanguaging provides opportunities for student-to-student or student-to-teacher interactions in order to create a translanguaging space for interactive classroom lesson (Lopez et al., 2017; Kohler, 2015; Canagarajah, 2011; García, 2009).



**Figure 1:** Conceptualizing Translanguaging (García, 2009; Lopez et al. (2017)

### 3.7 Validity, trustworthiness and research positionality

According to EFL teachers' perceptions of translanguaging including its benefits and challenges in English language classrooms, in this study, questionnaires and semi structures interviews were utilized to collect data for analysis. Hence, these instruments were used to evaluate their credibility and validity. Indeed, the

questionnaire was adapted from Nambisan (2014) and a semi-structured interview was developed to suit the context of translanguaging practice in Thailand. Particularly, the questionnaire was first piloted before it was sent to the participants (see 3.2). To confidently present that the sample size was exact and the results were reliable. This instrument was sent to teachers in a number of schools and provinces in Northeast Thailand (Babbie, 2013). Moreover, each question in this survey was evaluated by experts in the field to calculate the Index of Item-objective Congruence (IOC) and assure the validity of this instrument. The score of each item was calculated for comprehensibility and clarity before it was sent to the participants. The experts were informed to review each item on a 3-point scale which means that +1 if it was congruent 0 for a not sure item and -1 if the item was incongruent. Then the scores were categorized into three: 0.50-1.00 shows the questionnaire is validated while lower than 0.50 means that the questionnaire is not validated. As illustrated in Table 1, the total result of the scores was divided into two groups following the type of item (see 3.4.1). The result suggested that the IOC score of the items in this study was 0.67 and 1 which means each item was validated.

Table 1 questionnaire validity

Group of questions	IOC	
	Lower than 0.50	0.50– 1.00
1. Background information		✓
2. The practice of translanguaging in classroom		✓

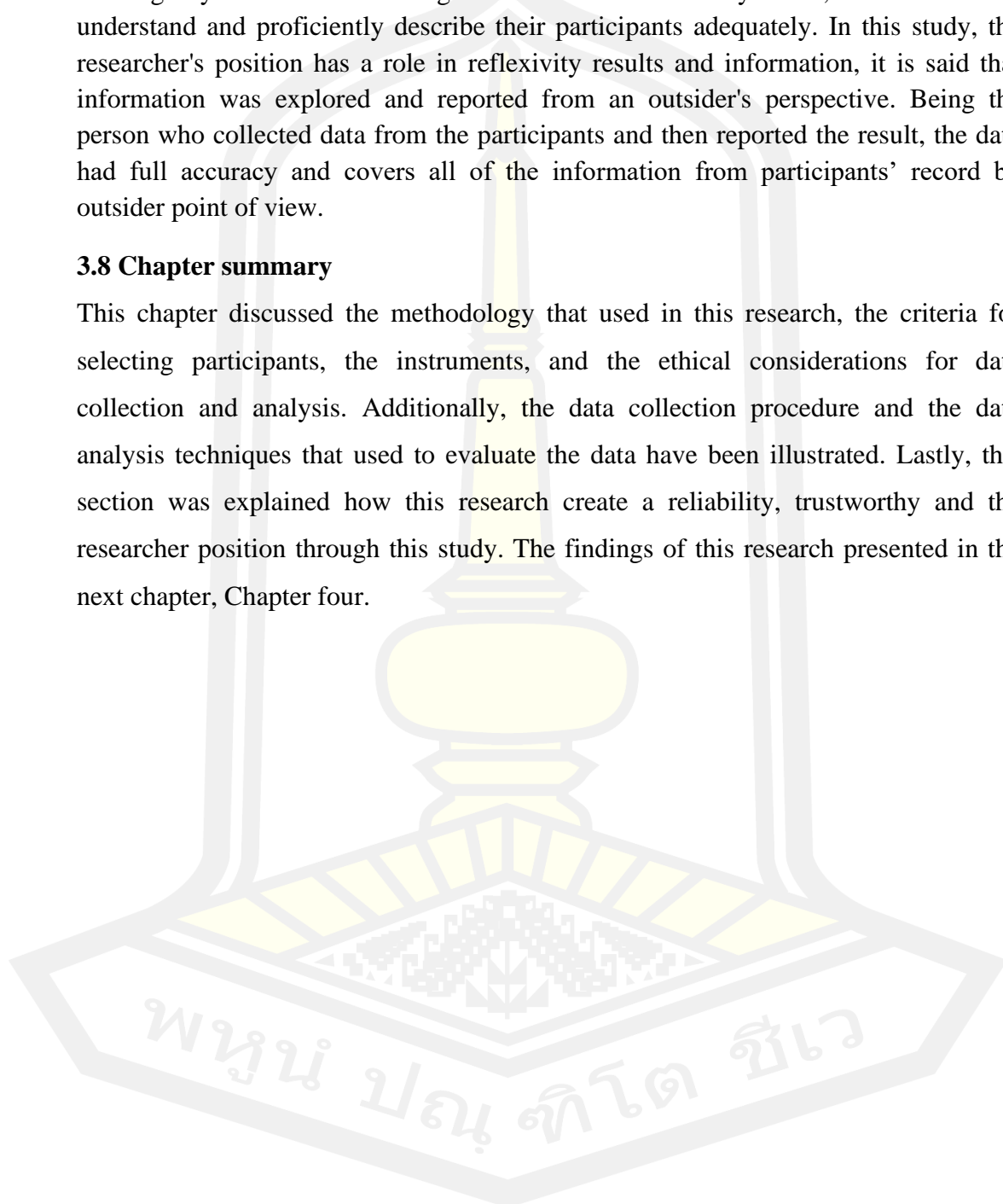
On the other hand, member checking is often mentioned as one of the validation techniques that can be used to investigate how reliable a result is (Birt et al., 2016). As a result, in this study, the semi-structured interview was conducted and members checked, which improved objectivity and eliminated bias in the results. During this process, participants were required to review the transcript of their report for accuracy. Ljungberg and MacLure (2013) stated that member checking is a technique for participants to reassemble a detailed experience that they no longer need or that is negatively detailed.

Apart from the validity and trustworthiness mentioned above, Berger (2015) argued that researchers must therefore be urged to acknowledge and explain their position in the development of knowledge. Additionally, they should also self-monitor the impact of their preconceived ideas and experiences on their research in order to maintain

proper equilibrium between what is personal and practical. Following the concept of outsider perspective, Rosenbluh (2017) explain that outsiders should provide an adequate and concise explanation framework to their participants and be aware of offering any additional knowledge that could bias the study. Thus, the research can understand and proficiently describe their participants adequately. In this study, the researcher's position has a role in reflexivity results and information, it is said that information was explored and reported from an outsider's perspective. Being the person who collected data from the participants and then reported the result, the data had full accuracy and covers all of the information from participants' record by outsider point of view.

### **3.8 Chapter summary**

This chapter discussed the methodology that used in this research, the criteria for selecting participants, the instruments, and the ethical considerations for data collection and analysis. Additionally, the data collection procedure and the data analysis techniques that used to evaluate the data have been illustrated. Lastly, this section was explained how this research create a reliability, trustworthy and the researcher position through this study. The findings of this research presented in the next chapter, Chapter four.





## **CHAPTER IV**

### **RESULTS**

The procedure and techniques used to analyze the data for this study were discussed in Chapter three and the results presented in this chapter based on the three main research questions of the study. Before the results are presented, this chapter begins by first presenting the participants' background information data (see 4.1), followed by their perceptions of translanguaging in the classroom (see 4.2). The last section will present the benefits (see 4.3.1) and challenges (see 4.3.2) of the teachers employing the translanguaging approach in the classroom.

#### **4.1 Participants' background information**

This section will cover the first part of the online questionnaire survey (items 1–9), which attempts gather general information about the teachers (see 4.1.1) and the nature of their classrooms and learners (see 4.1.2).

##### **4.1.1 Background information**

Of the 48 Thai primary school EFL teachers who took part in the online questionnaire survey, most of the participants had a teaching experience ranging for about 1 to 5 years. Furthermore, around 68.75% of them alternatively use English and Thai to teach in their classrooms. This reveals that a majority of the respondents (59.18%) discussed a variety of topics in both languages. More than half of the teachers (61.22%) indicated their ability to use Thai (besides English as the main medium of instruction).

##### **4.1.2 Nature of the classroom and learners**

The majority of the participants worked in EMI (English as a medium of instruction) classes (83.30%), which had 40 or more students in each class. According to the data presented in Table 2 about their learners' language ability, most participants reported that their students only knew a few basic vocabulary in English (59.18%) while 28.57% of the teacher reported that their students had a limited conversation on everyday topics in the target language. Furthermore, 8.16% of respondents revealed that their learners had the ability to discuss a wide range of topics in both English and Thai while only 4.08% reported that their students had difficulty communicating using either on any topic.

Table 2 Students' language usage ability

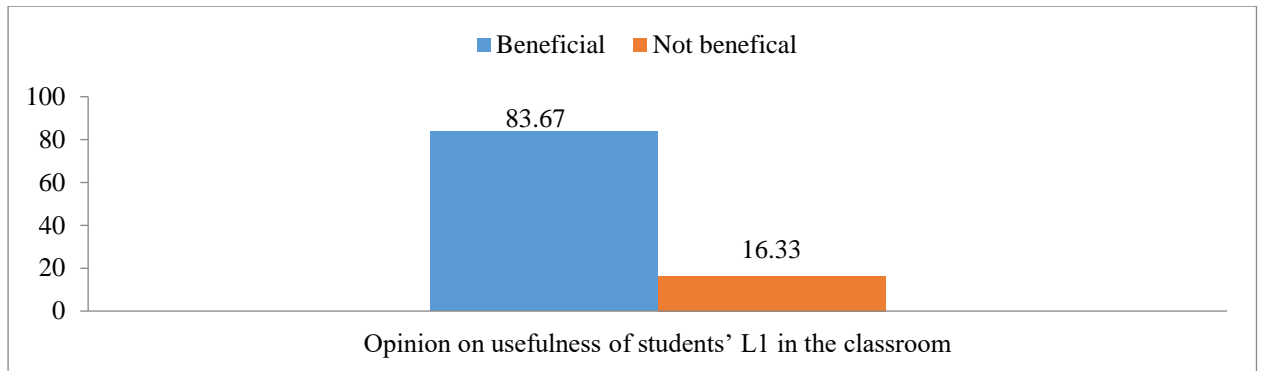
	<b>Percentage of students proficiency in English</b>	<b>Percentage of students proficiency in Thai</b>
Only know a few basic words and phrases	59.18	22.45
Be able to have limited conversation on everyday topics	28.57	16.33
Be able to discuss a variety of topics	8.16	22.45
No problem communicating on a wide range of topics	4.08	38.78
<b>Total</b>	<b>100</b>	<b>100</b>

## 4.2 The questionnaire results

In the questionnaire survey, the participants were requested to provide supportive responses, which they then ranked using a 5 point Likert scale to rate their frequency of using students' linguistic repertoire in the English classroom. This response simply represented the teachers' rationality of their translanguaging practice as to how they regarded the importance of students' native language and how they promote the use of both English and Thai the classroom. The results presented here will cover items 10-16 in the online questionnaire, separately, since the questions are based on the teachers' language use and translanguaging practice in the classroom (answering research question 1). Each of the items in 10-16 present a situations in which the respondents evaluated their frequency on a scale ranging from one to five using the five-point Likert scale: 1) never, which means that the EFL teacher never employs translanguaging practice in the classroom; 2) rarely, which means that the EFL teacher recognizes themselves as not frequently employing translanguaging; 3) sometimes, which means that the EFL teacher adopts the translanguaging practice in their classroom alternatively; 4) frequently, which means that the EFL teacher consistently employs the translanguaging practice in their classes regularly; and 5) usually, which means that the EFL teacher consistently employs the translanguaging practice in their classroom.

### 4.2.1 Item 10: Teachers' belief on the use of students' L1 in the classroom

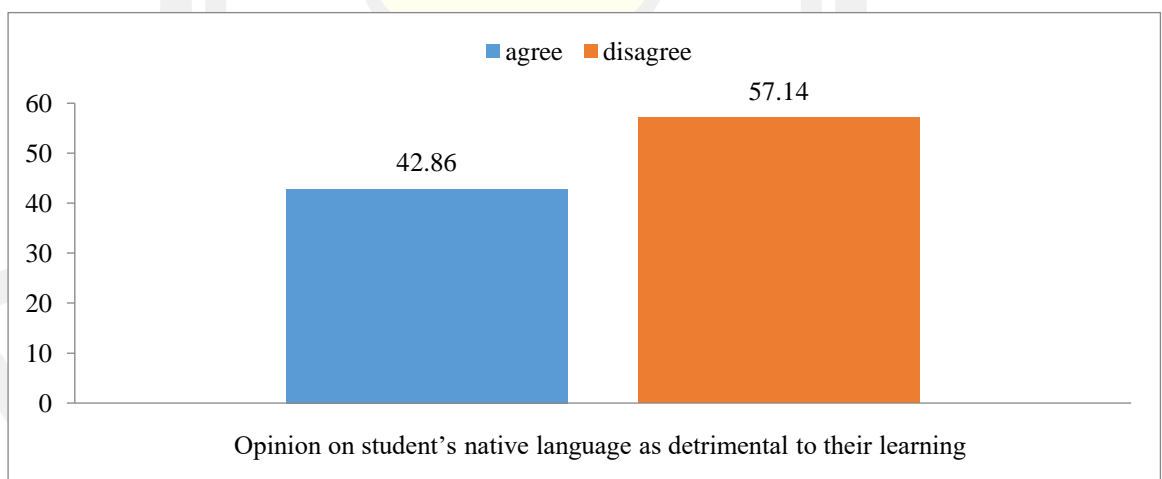
Here, the participants were asked if they considered using students' native language in the English language classroom as beneficial or not. According to Figure 2, the results on a beneficial and not beneficial rating scale revealed that 40 of the respondents (83.67 %) believed that utilizing students' native languages in their English language classrooms is beneficial for the learners to learn the English language and contents in English. However, the remaining 8 respondents (16.33 %) believed that allowing student's native language in their classroom was not beneficial for the students in enhancing their learning.



**Figure 2:** Opinion on usefulness of students' L1 in the classroom

#### 4.2.2 Item 11: Using the student's native language is detrimental to the students learning

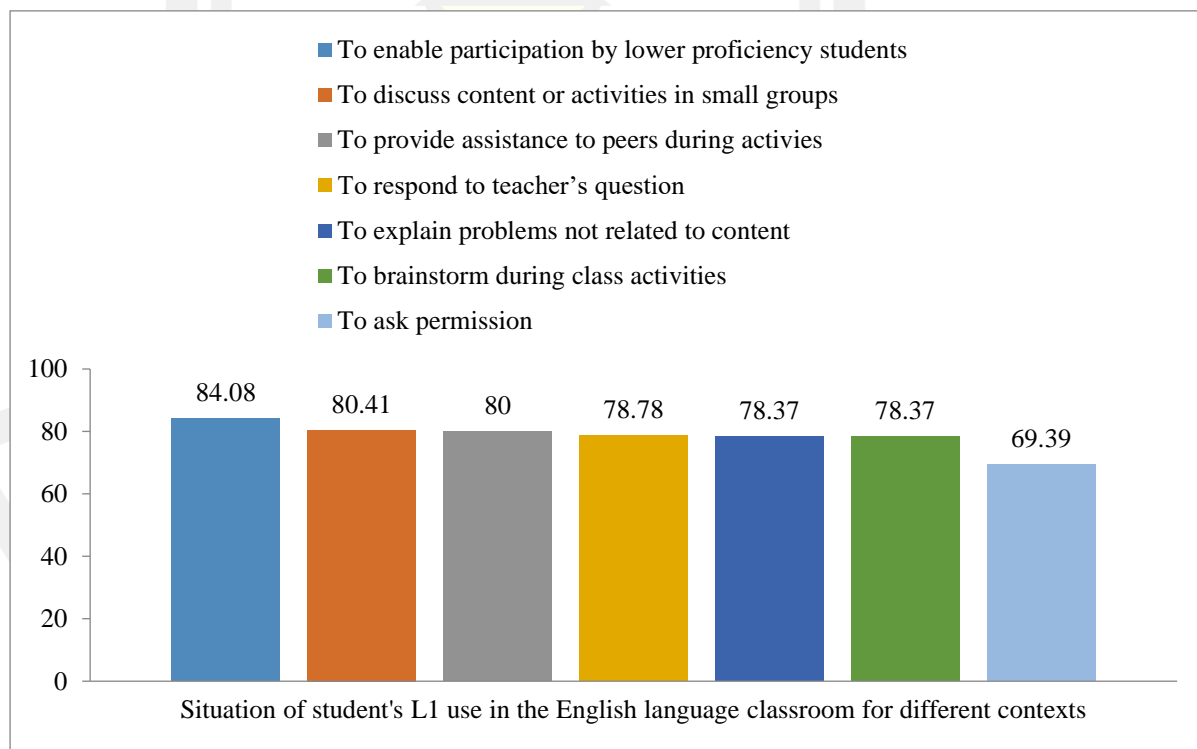
The respondents were requested to answer agree or disagree to the statement that does the teacher believe that using a student's native language is detrimental to their English language learning. The finding in Figure 3 showed that 57.14% of the respondents disagreed that the students' native language did not hinder their students' learning of the English language. On the other hand, 42.86% of participants believed that using students' native language in teaching and learning the English language was detrimental.



**Figure 3:** Opinion on student's native language as detrimental to their learning

### 4.2.3 Item 12: Contextual situations rating of teachers use of students' L1 in the class

Item 12 is related to the attitude towards the tendency of a situation in which participants encouraged the use of students' mother tongue to learn English in their classroom. In Figure 4, the data provided by the participants are illustrated. Participants were asked to rate the probability of each of the classroom context experiences occurring in their own practice. It appeared that 84.41% of the participants believed that they usually used students' L1 to scaffold for students with a lower level of proficiency in their class. In addition, 80.41% of respondents used students' native language to encourage the students to engage in discussing ideas or activities in small groups. Moreover, according to the data presented, approximately 80 percent of the teachers reported that they encouraged participation in the students' mother language throughout the activity. Furthermore, the results indicated that the teachers allowed students to respond to the teacher's questions in their native language, which accounted for 78.78%. Similarly, students' native language was commonly used to discuss difficulties (un)related to the topic while brainstorming during class time (78.37%). The situation with the lowest rating is when students asked for permission by using their L1, more than half of the participants (69.39 %) reported allowing them to do so as illustrated in Figure 4.



**Figure 4:** Situation of student's L1 use in the English language classroom for different contexts

The participants were also asked to rate their frequency of each different situation, including responding to a teacher's question, allowing students with lower average competency to participate, clarifying non-content-related issues, requesting permission, discussing topics or activities in small groups, brainstorming during class activities, and assisting classmates during tasks by using a five-point Likert scale. According to Table 3, the most striking finding from the data is that the teachers usually employed students' L1 to assist the learners in many contextual ways, such as, with weaker students so that they can participate in the class (44.9%), as well as to facilitate students' responses to their questions (40.28%). Furthermore, the results showed that 37.5% of the teachers usually accommodated students' native language for explanations of contents-related problems. Moreover, 32.65% of them frequently allowed students' L1 to assist students in requesting clarifications. Interestingly, the majority of the participants (36.73%) revealed that they frequently made it a priority to accept L1 to be used in small group discussions. Thus, as shown in Table 3, the analysis illustrate that the participants were more likely to make use of the student's first language (Thai) in many situations such as responding to a teacher's question, allowing students with lower average competency to participate, clarifying non-content-related issues, discussing topics or activities in small groups, brainstorming during class activities, or assisting classmates during task completion. However, from the data, 14.29 % acknowledged that they never used students' first language (L1) to engage them in asking for permission in class.

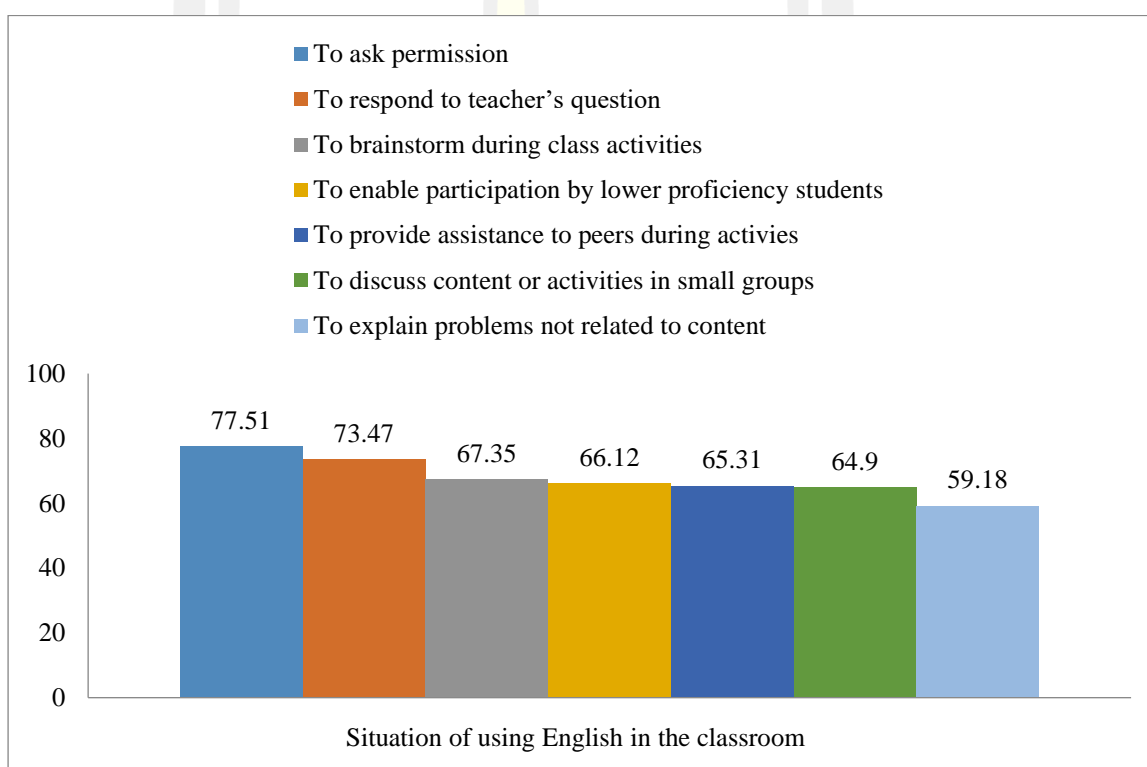
Table 3 Frequency employing student's L1 in different classroom situations

Classroom situations	The percentage of occurrence					Total
	Never	Rarely	Sometime	Frequently	Usually	
To enable participation by lower proficiency students	0	2.04	20.41	32.65	44.9	100
To respond to teacher's question	0	10.2	26.53	22.45	40.82	100
To explain problems not related to content	0	8.33	27.08	27.08	37.5	100
To provide assistance to peers during activities	0	6.12	24.49	32.65	36.73	100
To discuss content or activities in small groups	0	4.08	24.49	36.73	34.69	100
To brainstorm during class activities	0	6.12	30.61	28.57	34.69	100
To ask permission	14.29	14.29	14.29	24.49	32.65	100

#### 4.2.4 Item 13: Situations in which teachers frequently encourage the use of English

Figure 5 depicts a summary of item 13. The results revealed the frequency in which the teachers were encouraged to use English in their classrooms to enhance students' learning of the language in various contexts. In this case, the teachers were asked to rank the situations in which they believed English was most likely to be used in the

classroom from the highest to lowest frequency. The results demonstrated that 77.51% of the teachers most frequently urged students to use English for asking permission. The second most significant finding was that 73.47 % perceived themselves as allowing students to respond to their questions in English. Furthermore, 66.12% of the teachers reported that they encouraged students to use English to scaffold weaker students' collaboration in the classroom. Following this, they agreed that they fostered the use of English in the classroom by allowing students to assist one another during activities (65.31%). Also, almost 65% of them revealed that they promoted the use of English through discussions of the lesson contents or activities in small groups. The results also indicated that English was encouraged for use in explaining problems that were (un)related to the subject (59.18%).



**Figure 5:** Situation of using English in the classroom

The participants were also further asked to use the five-point Likert scale to score the frequency of occurrences in each situation throughout the classroom contexts in accordance with their language practice. Table 4 illustrates the result which indicated that the teachers sometimes encouraged the use of English in different situations. For example, the majority of respondents (42.86%) were occasionally promoting the use of English by explaining difficulties that were not related to the content of the class in English. Also, 38.78% of participants sometimes encouraged their students to use English in order to enhance their learning during brainstorming. The results showed that 36.73% of them sometimes encouraged the use of English for facilitating peer review among students while 32.65% of teachers agreed that they sometimes

encouraged their students to use English to assist them in discussing content or activities in small groups. Similarly, 32.65% of teachers pointed out that they frequently and routinely encouraged students to ask permission in English when they were in the classroom. However, Table 4 also reveals that none of the teachers ever urged students to respond to their questions and brainstorm in only English, as the rating was 0%. Furthermore, less than 5% of participants considered that they never advocated for just only English in the classroom for the purpose of asking permission (2.08 %), discussing in small group activities (4.08%), allowing poorer students to participate (4.08%), or explaining a problem that is not related to the topic (6.12%).

Table 4 Frequency of enhancing the use of English in different classroom situations

Classroom situations	The percentage of occurrence					
	Never	Rarely	Sometime	Frequently	Usually	Totally
To explain problems not related to content	6.12	24.49	42.86	20.41	6.12	100
To brainstorm during class activities	0	18.37	38.78	30.61	12.24	100
To provide assistance to peers during activities	4.08	16.33	36.73	34.69	8.16	100
To respond to teacher's question	0	12.24	34.69	26.53	26.53	100
To ask permission	2.08	6.12	26.53	32.65	32.65	100
To discuss content or activities in small groups	4.08	22.45	32.65	26.53	14.29	100
To enable participation by lower proficiency students	4.08	22.45	28.57	28.57	16.33	100

#### 4.2.5 Item 14: Teachers' beliefs on students use of their native language in the classroom

Table 5 Importance of students native language use in the classroom within different contexts

Classroom situations	Percentage of level of importance					Totally
	not importance	slightly important	moderately important	very important	Extremely important	
To enable participation by lower proficiency students	0	2.04	20.41	32.65	44.9	100
To translate for a lower proficiency student	0	10.2	8.16	40.82	40.82	100
To explain problems not related to content	0	8.33	27.08	27.08	37.5	100
To provide assistance to peers during activities	0	6.12	24.49	32.65	36.73	100
To discuss content or activities in small groups	0	4.08	24.49	36.73	34.69	100
To brainstorm during class activities	0	6.12	30.61	28.57	34.69	100
To respond to teacher's question	8.16	24.49	8.16	34.69	24.49	100

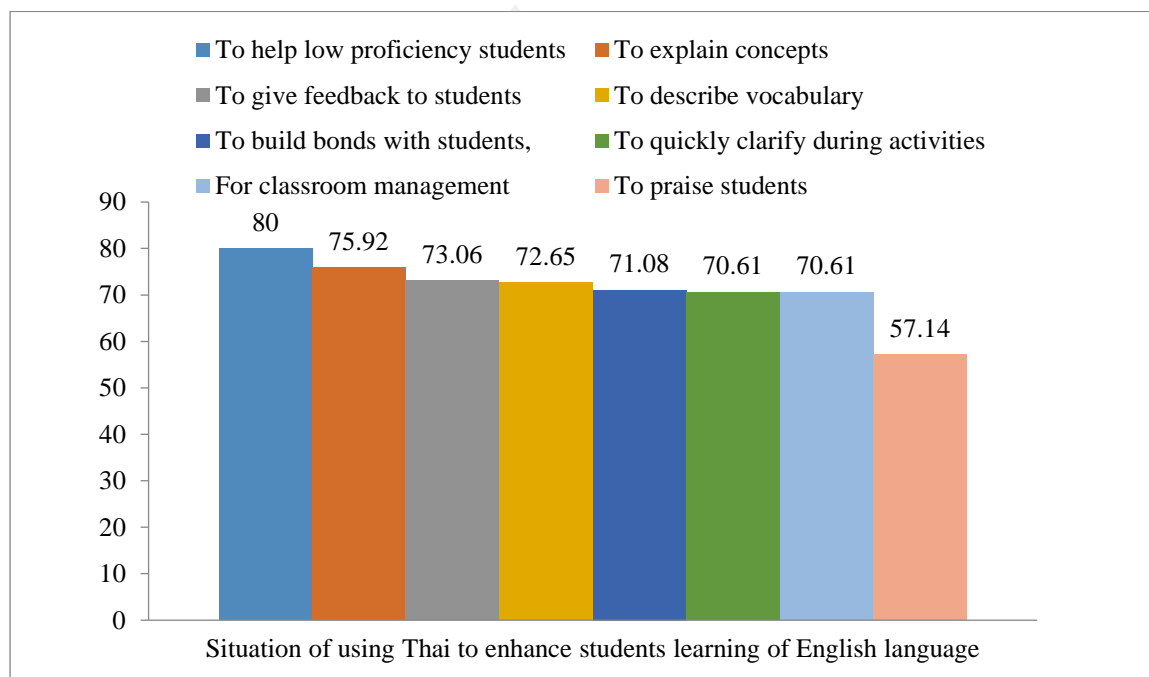
The findings of Item 14 as illustrated in Table 5 reveal the teachers' attitude on whether (or not) it is important that their students use their mother tongue to learn English language. Based on the data, the teachers reported that it is extremely important for students to employ their L1 in the classroom since this situation was rated highest by the teachers as extremely important. Specifically, 44.90% of participants rated allowing lower proficiency students to use their native language to engage in classroom participation as the most essential situation while 32.65% of them indicated that this situation was very important. The results also revealed that 34.69% of the participants agreed that students using their native language in responding to the teacher's question were very important. However, 24.49% of them rated this situation as slightly and extremely important to deploy students' native language. Also, translating English to Thai for students with a lower level of competency was considered an extremely essential practice (40.82%). Additionally, allowing the use of the L1 in clarifying issues unrelated to the content to students was the third most extremely significant situation since the data reported 37.5% of respondents' agreement. 27.08% of respondents considered that this situation was very and moderately important to use the L1. Furthermore, the data presented that 36.73% of the teachers considered allowing students to use their native language in assisting their peers during activities as extremely important while 32.65% of them rated this as a very important situation to enhance. Also, the data depicted that 34.69% of respondents agreed that allowing students to deploy their L1 during brainstorming activities was also extremely important. The results also reported that 36.73% of the respondents considered it extremely important to allow students to use their L1 when discussing a topic in small groups. 34.69% agreed that it was very important to respond to the teachers' questions in their mother tongue. Remarkably, the data presented was interesting in that none of the participants considered that employing Thai (L1) in their classroom was not important in different situations as the data showed 0% for this situation. However, 8.16% of the teachers considered that employing students' L1 in responding to the teacher's questions was not necessary.

#### **4.2.6 Item 15: Teachers use of students' L1 in different classroom situations**

Here, the teachers were required to respond to how frequently teachers use students' native language in terms of Thai language in their classrooms to implement in their English classroom in different instructional situations in Item 15. The teachers were asked to estimate the probability of classroom context experiences in their own practice based on the data depicted in Figure 6. According to the findings, it was pointed out that 80% of the teachers used students' native language to assist other lower-proficiency students. Furthermore, the data revealed that they used students' L1 to explain topics to students and provide feedback to students at a frequency of 75.92 % and 73.06 %, respectively. Additionally, the majority of the participants (72.65 %) reported promoting students' L1 in explaining vocabulary. They also employed students' mother tongue in building bonds between them (71.08%). Additionally, 70.61% of the teachers pointed out that they used students' native language for



clarification during activities. However, even though it was the least rated situation, over half of the participants (57.14 %) used Thai to praise their students in their responses.



**Figure 6:** Situation of using Thai to enhance students learning of English language

Specifically, the results of this item which showed the frequency of utilizing the mother tongue in increasing students' learning as represented in Table 6. This frequency of occurrences was also measured by using a five-point Likert scale in order to assign points to different circumstances throughout the classroom. In terms of occurrence, the figure suggests that participants most frequently employed students' L1 to enhance students in studying English. To clarify, around 50% of respondents seem to suggest that they frequently explained concepts by allowing students to use their L1 from their repertoire. Nonetheless, the data indicated that 47.92% of the participants frequently allowed students to utilize the L1 to explain a word or vocabulary. They also frequently facilitated low proficiency in learning English by deploying the L1 at the rate of 43.75 %. Furthermore, 37.50% of the teachers acknowledged that they frequently support the use of students' L1 in learning by promptly explaining during activities. Thus, around 39.58% of the teachers considered that they frequently used students' L1 to facilitate their classroom management. Besides, building a relationship and giving feedback to their students by enhancing the use of students' mother tongue occurred frequently (31.25%). As seen in Table 6, it is shown that 27.08% of the participants frequently deployed Thai to give compliments to students. Interestingly, the data indicated that none of the participants rated themselves as never utilizing students' L1 to build a good relationship with students. Fewer than 5% of the participants never used students' mother tongue for scaffolding lower competent students (2.08%), explaining content (2.8%), and never giving feedback to students in L1 (2.08%). Likewise, the data revealed that 4.17% of respondents never explained terms, promptly clarified content and managed their class by using students' L1.

Table 6 Frequency of using Thai to enhance students learning English language

Classroom situations	The percentage of occurrence					
	Never	Rarely	Sometime	Frequently	Usually	Totally
To explain concepts	2.8	4.17	25	50	18.75	100
To describe vocabulary terms	4.17	4.17	29.17	47.92	14.58	100
To help low proficiency students	2.08	2.08	18.75	43.75	33.33	99.99
For classroom management	4.17	10.42	29.17	39.58	16.67	100
To quickly clarify during activities	4.17	12.5	27.08	37.5	18.75	100
To give feedback to students	2.08	10.42	29.17	31.25	27.08	100
To build bonds with students	0	16.67	29.17	31.25	22.92	100
To praise students	20.83	16.67	25	27.08	10.42	100

#### 4.2.7 Item 16: Teachers' beliefs on using student's native language in the classroom

Table 7 presents the results on the importance for teachers to use their learners' L1 in different classroom situations.

Table 7 Importance of teachers' use of their learners' L1 in different classroom situations

Classroom situations	Percentage of the level of importance					Totally
	not important	slightly important	moderately important	very important	Extremely important	
To explain concepts	0	4.17	18.75	56.25	20.83	100
To describe vocabulary terms	0	6.25	29.17	43.75	20.83	100
To build bonds with students	0	16.67	18.75	41.67	22.92	100
To quickly clarify during activities	0	12.5	25	39.58	22.92	100
To help low proficiency students	8.33	22.92	8.33	35.42	25	100
To give feedback to students	0	6.25	35.42	29.17	29.17	100
To praise students	6.25	18.75	18.75	31.25	22.92	100

Item 16 describes the teachers' belief in using their students' L1 to teach in the classroom. The participants were asked to reflect on their attitudes towards the necessity of employing the use of students' native language to teach in different classroom situations. A five-point Likert scale was employed for participants to rank the likelihood for each situation to happen on a scale ranging from not important to extremely important. According to the findings presented in Table 7, the teachers considered that employing students' native language was very important since many situations were ranked highest. Over half of those who participated in the survey (56.25%) demonstrated that explaining concepts in their native language was

moderately essential in this situation. In addition to Table 7, the participants believed that the use of the student's mother tongue in explaining terms and concepts in the classroom was the second most important since 43.75% of them rated this practice as very important. Meanwhile, the third most rated situation was at 41.67% which revealed that the teachers believed using students' L1 builds a relationship with the learners. Thus, 39.58% of participants ranked that it was very essential to clarify information for their students throughout activities in their L1 and 35.42% believed that guiding a low-proficiency student by implementing Thai was also very important in teaching. Giving students compliments in their native language was also believed to be very important which was rated at 31.25%. Providing students feedback using students' native language was also believed to be moderately important as 35.42% of the participants agreed on this. Situations such as explaining concepts, describing vocabulary, building a bond with students, quickly clarifying during activities, and giving students feedback were rated at 0%. This suggests that many of the participants did not believe that using students' native was not essential for their teaching.

### **4.3 Qualitative results**

During the qualitative data collection process, the participants were interviewed to get information on situations in which using both students' native language and English was beneficial or detrimental to their students' learning of English. The interview data was thematically analyzed, qualitatively; however, the analysis does not consider prosodic features since it is based only on what the teachers said and not how they reported. Thus, this section will discuss the findings into two main sections relating to the research question on the teachers' perceptions towards the: 1) benefits of the translanguaging (4.3.1), and 2) challenges of translanguaging (4.3.2).

#### **4.3.1 Teachers' perceptions on the benefits of classroom translanguaging**

Table 8 provides an extract that represents the opinions of the teachers towards the benefits of deploying both students L1 (Thai) and the target language (English) in teaching and learning. Table 8 reveals the recurring contexts from all six participants' data who participated in the interview. According to the analysis, there were eight situations in the classroom that participants claimed would be beneficial to employ English and Thai, which include: 1) Quick clarification and checking that students follow instructions correctly; 2) introduction of vocabulary and explanation of academic concept; 3) establishment of bonds; 4) proper translation of an English word for students; 5) motivating students to participate in activities/interaction; 6) answering instructor questions; 7) giving students compliments; 8) getting students acquainted with the target language. The teachers reported to effortlessly employ both English and Thai to encourage learners in the classroom in these situations.

Table 8 Emerging themes where L1 and English use in the classroom is beneficial

Participants	<b>Extract for situation 1: To explain and make sure students understand the instruction correctly</b>
participant 1	<i>"Using English only in EFL classroom may lead to some problem because nothing can guarantee that the instructions and explanations have been understood correctly"</i>
Participant 2	<i>"I use Thai or sometimes Esan to explain concepts and help low proficiency students to clarify the activities."</i>
Participant 2	<i>"I use Thai especially to instruct activity to make sure that students understand what I want them to do correctly."</i>
Participant 3	<i>"When I teach grammar, I use a lot of Thai language to explain. Because it matters for my students that this topic must be thoroughly explained in order to grasp the language's structure"</i>
Participant6	<i>"I am using Thai language in teaching because it is simple, easy to understand, and allows for faster communication"</i>
Participants	<b>Extract for situation 2: To teach vocabulary</b>
Participant 4	<i>"I use Thai sometimes for explaining the terms. My students are getting better at remembering things. When they understand what the word means, they will be more determined to learn English."</i>
Participants	<b>Extract for situation 3: To build bonds</b>
Participant 1	<i>"I use Thai to get closer with my students because I think they are more comfortable to talk about other topics in Thai like when they are chatting in an informal situation."</i>
Participant 2	<i>"I use Thai to create bonds with students such as telling a joke. Thai is very important to my class because students do not familiar with English"</i>
Participants	<b>Extract for situation 4: To translate English words for students</b>
Participant 1	<i>"Thai could be used to quickly and accurately translate an English word that might take a long time for the teacher to explain."</i>
Participant5	<i>"Thai can be used to translate English words that students are hearing for the first time, so they can understand them better."</i>
Participants	<b>Extract for situation5: To motivate students to cooperate in class</b>
Participant 1	<i>"I always ask my students to use English when they present their works to their classmates, and somehow they prefer using Thai to communicate with friends"</i>
Participant 3	<i>"I encourage students to utilize and teach English as a means of communication. I simply allow the learners to communicate and allow them to interact with friends in Thai and English; I think it is language classrooms"</i>
Participant 4	<i>"Learning English in my class, I create a situation in which students can participate by speaking simple conversion in daily life, so they can use more English"</i>
Participants	<b>Extract for situation 6: To answer teacher questions</b>
Participant 1	<i>"I always tell my students to use only English when they answer my questions."</i>
Participant 6	<i>"I mostly promote the use of English in the classroom when it is utilized in situations including asking and responding to various greetings. However, they sometimes answer in Thai."</i>
Participants	<b>Extract for situation 7: To praise students</b>
Participant 2	<i>"I use English to talk about classroom management to encourage or praise students while doing an activity and answering questions."</i>
Participants	<b>Extract for situation 8: To familiarize students with the target language</b>
Participant 3	<i>"The usage of English is also beneficial because it familiarizes students with the language and Thai could decrease their tension in learning."</i>

According to the extracts above from the participants' data, the teachers reported that they use their student's native language to cooperatively establish connections with their students, which can be seen from the situations from participants. The participants

believed that they could make sure that students understand the instruction correctly by employing Thai in the English classroom to facilitate students' comprehension.

*Using English only in EFL classroom may lead to some problem because nothing can guarantee that the instructions and explanations have been understood correctly" (Participant 1)*

*"When I teach grammar, I use a lot of Thai language to explain. Because it matters for my students that this topic must be thoroughly explained in order to grasp the language's structure." (Participant 3)*

According to Participant 4, students' native language could be used to describe vocabulary accurately as it helps the students better in learning vocabulary.

*"I use Thai sometimes for explaining the terms. My students are getting better at remembering things. When they understand what the word means, they will be more determined to learn English." (Participant 4)*

The participants also claimed that employing their students' L1 could cooperatively establish connections with their students by giving a small talk or telling a joke because this could make students feel closer and more relaxed as exemplified below.

*"I use Thai to get closer with my students because I think they are more comfortable to talk other topics in Thai like when they are chatting in an informal situation." (Participant 1)*

*"I use Thai to create bonds with students, such as telling jokes. Thai is very important to my class because students do not familiar with English." (Participant 2)*

The teachers also attempted to help their students by using the students' L1 to translate English words as they believed that this would help them to improve on the students' understanding of English as quoted below:

*"Thai could be used to quickly and accurately translate an English word that might take a long time for the teacher to explain." (Participant 2)*

*"Furthermore, Thai can be used to translate English words that students are hearing for the first time, so they can understand them better." (Participant 5)*

The data analyzed further revealed that the participants enthusiastically encouraged learners to use English in classroom activities and promoted English as a means of communication. It suggested that the participants' goal of learning English was to enhance their effective communication skills with others. Below are some extracts from the participants' interview data.

*“I always ask my students to use English when they present their works to their classmates, and somehow they prefer using Thai to communicate with friends.”*  
(Participant 1)

*“Learning English in my class, I create a situation in which student can participate by speaking simple conversation in daily life, so they can use more English.”*  
(Participant 4)

To illustrate this example, the participants claimed that they encouraged students to learn by employing both English and Thai in a situation such as asking questions.

*“I always tell my students to use only English when they answer my questions.”*  
(Participant 1)

In the next scenario, the participants claimed that they employed English and Thai in the classroom to help stabilize classroom management by complimenting their students.

*“I use English to talk about classroom management and to encourage or praise students while doing an activity and answering questions.”* (Participant 2)

In the last emerging setting from the interview data analysis, it was revealed that the teachers purposely used both English and Thai in the classroom to acquaint students with these languages.

*“The usage of English is also beneficial because it familiarizes students with the language and Thai could decrease their tension in learning.”* (Participant 3)

#### **4.3.2 Teachers' perceptions on the challenges of classroom translanguaging practice**

Table 9 presents the participants' opinions on using both English and Thai in situations that were considered detrimental. The results are classified into seven themes. In situations 1-3, the participants responded on the emphasis of allowing students to utilize Thai, and situations 4-7, on the overuse of only English in the classroom.

Based on the analysis, the participants mostly stated that implementing students' native language could make learners feel a lack of eagerness to learn the target language within the classroom. They reported that the learners would appear to be passive learners when they often heard their L1's is used in the classroom as exemplified in the extracts below:

*“The constraint of allowing too much Thai in the class is that students always await the teacher to speak Thai whenever they do not understand. The learners lack attempt*

*to find the meaning or try to understand by themselves because they know that the teacher is going to explain them in Thai.” (Participant 5)*

*“Students are less likely to acquire language as a result of the overuse of Thai in the school.” (Participant 6)*

Additionally, on provided a scaffold between the teacher and the learners by over utilizing the L1, the participants argued that it would hinder students’ from familiarizing themselves with the target language words and students would have fewer opportunities to expose themselves to the language as shown below:

*“My learners do not familiar with English. They may comprehend the concept of sentence structure usage, but it is difficult to put into practice because it is not practiced in actual life.” (Participant 3)*

*“If Thai language is spoken too much, students would hardly get used to the English language.” (Participant 4)*

The participants claimed that habitually employing student’s mother tongue as a means of communicative language would make students lose confidence in communication as in the extract below:

*“Using too much Thai makes students afraid of using English even speaking or listening.” (Participant 2)*

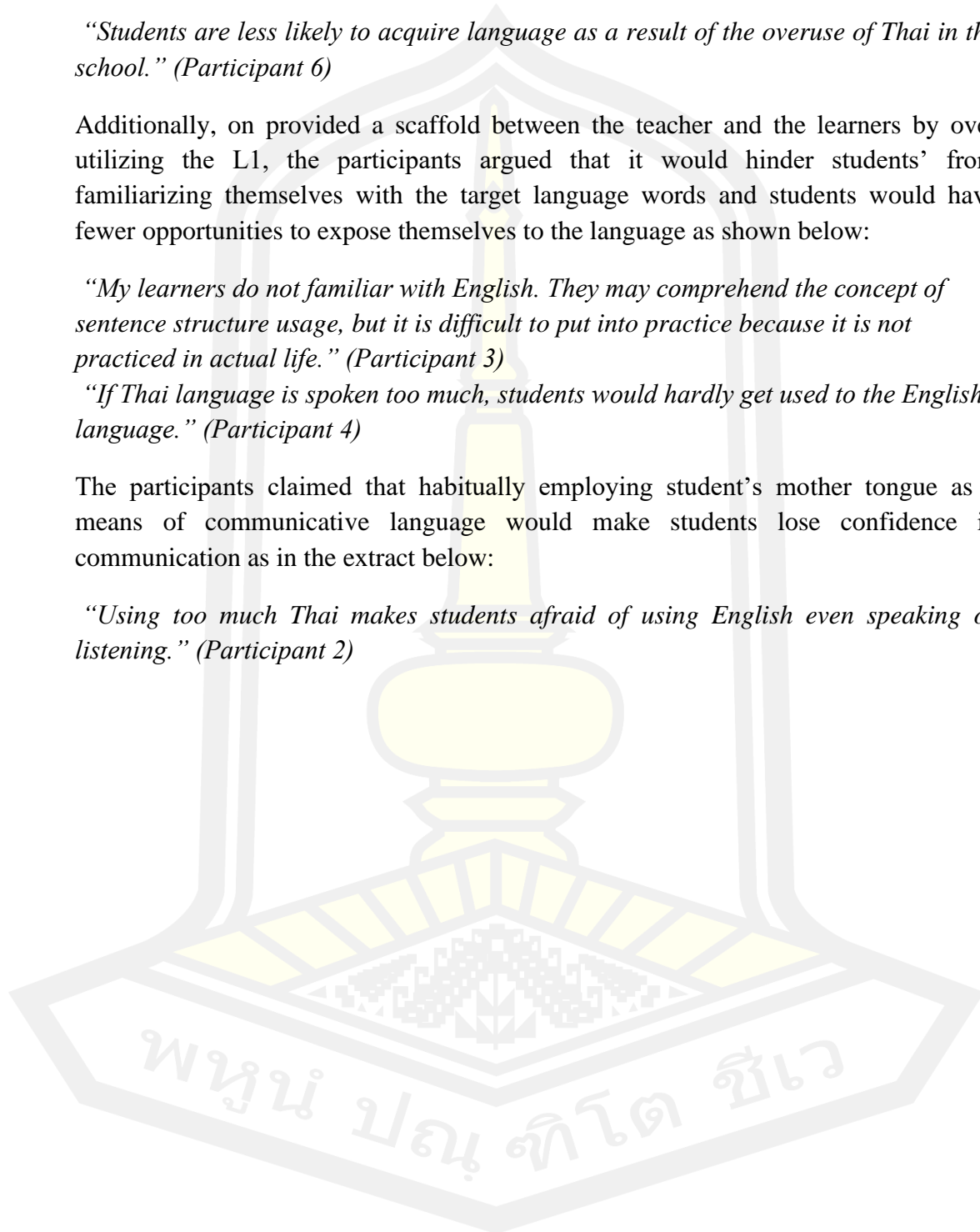


Table 9 Emerging themes where L1 and English use in the classroom is detrimental

<b>Participants</b>	<b>Extract for theme 1: Lack of eager to learn</b>
participant 1	<i>"I think that if students know that the teachers will translate to the native all the time, they will not engage in the process of language learning at all. Perhaps they just realize that I just come here to sit in the class and get something done."</i>
Participant 5	<i>"The constraint of allowing too much Thai in the class is that students always await the teacher to speak Thai whenever they do not understand. The learners lack attempt to find the meaning or try to understand by themselves because they know that the teacher is going to explain them in Thai."</i>
Participant 6	<i>"Students are less likely to acquire language as a result of the overuse of Thai in the school"</i>
<b>Participants</b>	<b>Extract for theme 2: Less opportunities to acquire English language</b>
Participant 6	<i>My learners do not familiar with English. They may comprehend the concept of sentence structure usage, but it is difficult to put into practice because it is not practiced in actual life.</i>
Participant 4	<i>"If Thai language is spoken too much, students would hardly get used to the English language."</i>
<b>Participant</b>	<b>Extract for theme 3: Discouraged from communicating.</b>
Participant 2	<i>"Using too much Thai makes students afraid of using English even speaking or listening."</i>
<b>Participant</b>	<b>Extract for theme 4: Concentration can be easily disrupted.</b>
Participant 4	<i>"It would be difficult for students to maintain their concentration when English is always used as a communicative language in the class"</i>
Participant 6	<i>"If English is used too much, it would make students lose their understanding and concentration in classroom because they think that if they keep listening to it, they will still not understand"</i>
<b>Participant</b>	<b>Extract for theme 5: Build the language barrier</b>
Participant 2	<i>"For students who do not like English, it makes them hate this subject."</i>
<b>Participant</b>	<b>Extract for theme6 : Tension-building for students</b>
Participant 2	<i>"Using too much English in class makes my students feel stressed."</i>
<b>Participant</b>	<b>Extract for theme 7: A lack of engagement in the classroom</b>
Participant 1	<i>"There are many limitations for the learning and teaching environment. Not all students like to learn English. Some have poor English background. It is like they will no longer participate in this language thing at all."</i>
Participant 6	<i>"If my students do not like English, they will be very quiet or do not answer my questions."</i>

With English being the target language to learn, the participants argued that using too much Thai would hinder students' learning. To explain, according to Table 9, the participants' reported that emphasizing too much on Thai (L1) caused students to easily lose their attention in learning;

Conversely, the participants reported that students were less engaged during the lesson since the students felt uncomfortable and lost their concentration if the teachers mainly implemented only English in teaching.

*"It would be difficult for students to maintain their concentration when English is always used as a communicative language in the class."* (Participant 4)

The overuse of English in class can cause the learners to experience significant difficulties and then avoid engaging as a result of the difficulty if they do not get



sufficient support from the teachers (e.g. explaining certain concepts, also, in their L1).

*“If my students do not like English, they will be very quiet or do not answer my questions.” (Participant 6)*

The teachers asserted that overusing English during their class time, based on the students’ proficiency, could build a language barrier for students as quoted below:

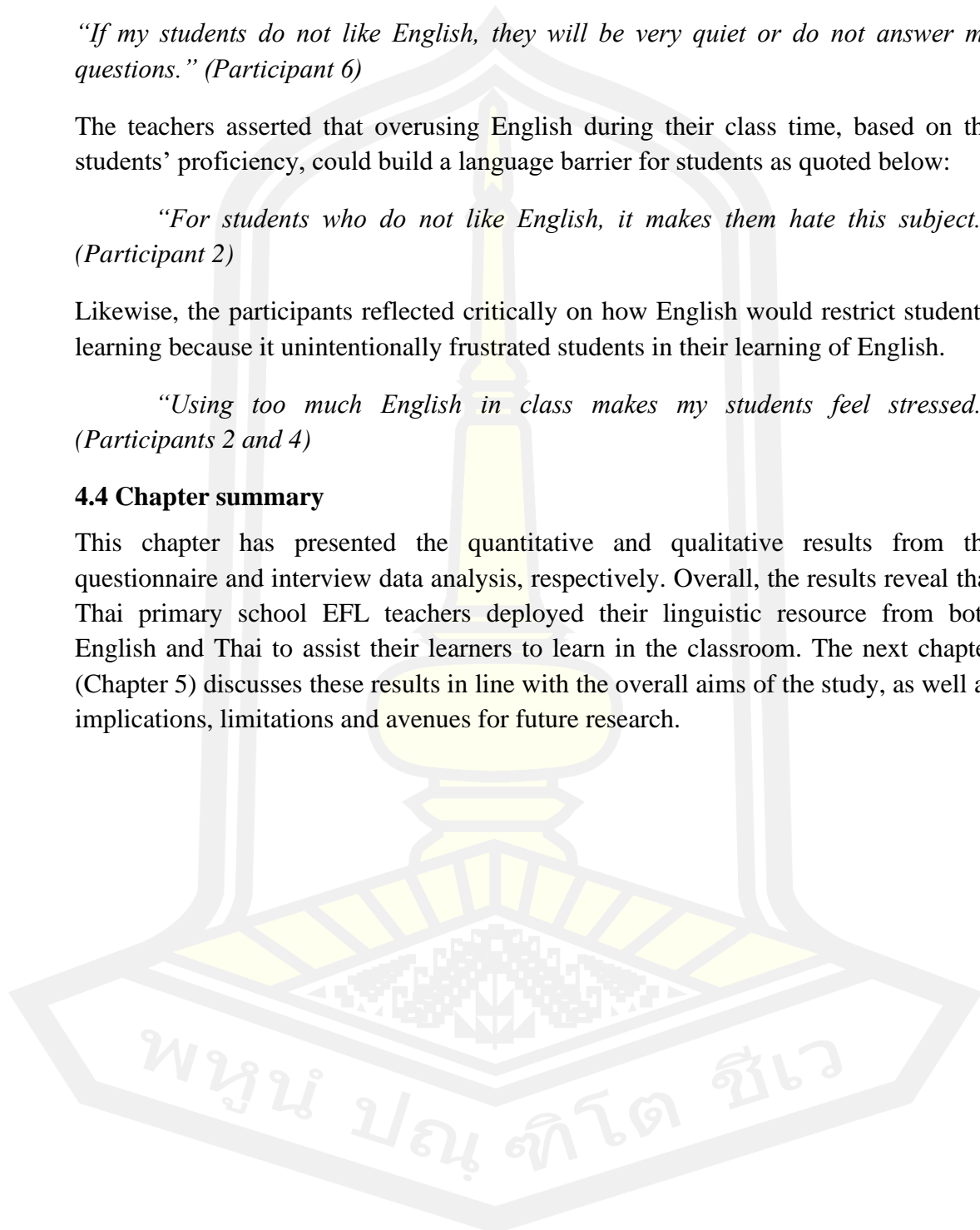
*“For students who do not like English, it makes them hate this subject.” (Participant 2)*

Likewise, the participants reflected critically on how English would restrict students' learning because it unintentionally frustrated students in their learning of English.

*“Using too much English in class makes my students feel stressed.” (Participants 2 and 4)*

#### **4.4 Chapter summary**

This chapter has presented the quantitative and qualitative results from the questionnaire and interview data analysis, respectively. Overall, the results reveal that Thai primary school EFL teachers deployed their linguistic resource from both English and Thai to assist their learners to learn in the classroom. The next chapter (Chapter 5) discusses these results in line with the overall aims of the study, as well as implications, limitations and avenues for future research.



## **CHAPTER V**

### **DISCUSSION AND CONCLUSION**

The previous chapter (Chapter 4) presents the results of the current study from the quantitative and qualitative data analysis. This chapter therefore presents and discusses the results within the context of the research objectives and translanguaging framework of García (2009) and Alexis et al. (2017). The first section of the chapter discusses the teachers' perception of their classroom language use and translanguaging practice (see 5.1), while the second and third sections present the benefits (see 5.2) and challenges (see 5.3) of the teachers' classroom translanguaging practice, respectively. The chapter ends with the implications for teaching in mono/bi/multilingual classroom contexts (see 5.4), recommendations for future research (see 5.5), and the conclusion of the study (see 5.6).

#### **5.1 Teachers' perception of their classroom language practice**

In response to Research Question 1 that sought to determine how Thai EFL primary school teachers perceive their classroom language practice, the results show that the teachers portray a positive perception in their use of languages (in this case, English and Thai) in the classroom. Despite the fact that the policy clearly stipulates an English-only approach, the teachers still observed that they employed their repertoire resources to assist their learners to learn (Han 2018). With regards to the teachers' opinions of their learners' ability vis-à-vis the teachers' use of both the L1 (Thai) and the target language (English) in the classroom, more than half of the teachers claimed that the students only know a few essential words and phrases in English. This, in turn, makes for the available use of the learners' L1 to assist them. It should be noted that all the learners have Thai language as their L1. So, using the L1 in addition to the target language in the classroom gives the learners more opportunities to express themselves in a wide range of topics (see 4.2, Chapter 4). This result indicates that the teachers are aware of their students' competence level in both languages and the regulation of the classroom policy in terms of language use. However, with the desire to help their learners learn both the content and the language, the teachers reported to

have found the translanguaging approach (i.e. utilizing both learners' L1 and L2) useful and practical in their classes.

Additionally, the results can be explained by the fact that Thai classrooms have, of recent, become teaching and learning spaces where both Thai and English are gaining visibility (Boonsuk & Ambele, 2021). Another reason is because both English and Thai are interconnected in playing a significant role as communicative language tools in order to enhance students' knowledge and meaning-making in the classroom (Swain & Deters, 2007; Li Wei, 2011; Otheguy et al., 2015). While English as the added target language to the learners' L1, it may seem problematic based on the results from this study, if the learners' L1 is subtracted or dismissed from the classroom given the students competency in both languages. This idea is supported by the additive model (Tai & Li Wei, 2021) which supports the use of learners' full repertoire languages alongside each other. The additive model also emphasize that languages can be effectively used in the classroom dynamically and fluidly to facilitate learning without necessarily prohibiting the use of other languages (e.g. L1) that might foster learning (Ambele, 2020; Cenoz & Gorter, 2015; Vogel & García, 2017). So, it can be said that translanguaging pedagogy encourages students' repertoire resources to be fully utilized in teaching and learning in order to facilitate their language learning and contribute to their meaning-making and sense-making in such contexts (Ambele & Watson Tod, 2021; Li Wei, 2013).

Another salient finding from the study is that over 83.67 % of the teachers seemed to positively believe in employing student's native language as beneficial in learning (see detailed results in 4.2). Furthermore, over 30% of the teachers assigned high ratings for each listed translanguaging situation in the classroom (see 4.2.1). Only fewer than 10% of the teachers rated each situation as not necessary in the classroom as the findings showed in Table 7. This positive rating was corroborated by the teachers' perceptions of their language practice in Table 4 and Table 6, as the teachers reported that they frequently use the students' language resources, including English and Thai to scaffold in the classroom. Interpreting from the teachers' perceptions and practices from the result, it could be said that the teachers are comfortable using the

translanguaging approach in the classroom. Hence, the prevalence of the translanguaging pedagogy in their teaching practice is routinely employed; and as a result, the teachers are able to effectively implement the strengths of this bi/multilingual approach since, for example, English and Thai are unavoidable used in their regular classroom lessons.

According to the conceptual framework of García (2009) and Alexis et al. (2017) used in this study, teachers employ the translanguage strategy in order to improve on bilingual students' content and target language learning in the classrooms. It can be seen from the results in the current study that the teachers' perceptions of the translanguaging strategy in the classroom nicely fits with the principles of García (2009) and Alexis et al. (2017) translanguaging framework. With the idea of the borderlessness of languages (Li Wei, 2017), the findings from this study seem to adhered to the notion of translanguaging pedagogy since the teachers reported that in a classroom like theirs there are no language boundaries (Canagarajah, 2011). The idea of García (2009) and Alexis et al. (2017) translanguaging framework and Li Wei (2017) borderlessness of languages clearly explain why and how the teachers show a positive perception toward their classroom translanguaging practice.

The listed situations in Section 4.2 (Chapter 4) can be interpreted under two broad themes. Firstly, translanguaging is employed to provide an opportunity to increase bi/multilingual students' use of their entire language repertoire. According to the classroom situations, this aspect is employed with situations like describe vocabulary, help low proficiency students, and quickly clarify during activities. This result supports the idea that translanguaging view languages as having no border; every language is used interconnectedly, interchangeably, simultaneously, and strategically to achieve communication and learning goals (Heugh, 2018; Li Wei, 2017; Ambele, 2020). Thus, even in a supposedly monolingual classroom like the case of the present study (by policy), translanguaging still has the potential to encourage learners to use their language more freely rather than separately, which is no longer considered as a negative strategy. Besides, this pedagogy also allows students to learn languages, including using their native language, the target language, or both (Cenoz, 2017;

Garcia, 2009; Garcia et al., 2019; Heugh, 2018). Furthermore, with the second theme, translanguaging is deployed to create a space to support interactive classroom learning. This principle allows students to see/listen and comprehend in English, native language, or both. In this study, the teachers employ this theme through reported situations like encourage classroom management, providing feedback to students, building bonds with students and praising students. This principle is supported in the literature in a study by French (2020). He found that translanguaging provides support from the lens of the sociocultural theory. This approach scaffold students to work collaboratively. Grenner and Josson (2020), Pinto (2020), and Yuwayapan (2019) also reported that when the translanguaging strategy is applied effectively, this practice can promote the creation of a classroom environment that is hospitable to academic achievement, a space for students to use languages freely without hesitation or unnatural pauses.

## **5.2 Benefits of translanguaging from the teachers' perspectives**

In response to Research Question 2, focusing on the benefits of translanguaging in the classroom, the teachers overwhelming reported that translanguaging is very practical and beneficial for their classrooms. In other words, the overall findings suggested that the teachers see translanguaging as beneficial for their students. Table 8 in Chapter 4 outlines the translanguaging benefits that the teachers identified from the open-ended questionnaire questions and interview. In general, this includes increasing the opportunity to deploy students' use entire language repertoire and creating a space to support interactive classroom learning. The finding implies that the teachers use the students' repertoire languages as a resource for enhancing students' language and content learning.

According to the result, the teachers employ translanguaging in the following situations: 1) quick clarification and checking that students follow instructions correctly; 2) introduction of vocabulary and explanation of academic concept; 3) provide proper translation of an English vocabulary for students; and 4) familiarize students with the target language. In corroboration of the García (2009) and Alexis et al. (2017) framework, it can be seen from the results that the teachers' allow the entire language resources of the students in order to facilitate their learning and allowing

students to acquire English, native language, or both. By extension, it could still be interpreted that translanguaging is practiced both by the students and teachers since they both engage in the teaching/learning activities. Besides, this strategy allows a more flexible opportunity to teach both complex content and language for educational purposes. Thus, it is interesting to note that translanguaging can also benefit students by creating a safe environment, and motivating the lower language proficiency students to participate more actively and be involved in their learning (Garcia, 2009). Previous studies have demonstrated that adopting the learners' L1 can provide the best chance of comprehension for language learners to decrease ambiguity (Nambisan, 2014). This result also corroborates the findings of Coyaco and Lee (2009) who observed that translanguaging pedagogies could improve student academic achievement. It also helps lower proficiency students to learn and explain meaning of vocabulary throughout discussions.

Another noteworthy situation from the finding of the study is that translanguaging can be used to establish a translanguaging space for an interactive lesson or activity by allowing student-to-student or student-to-teacher interactions. According to the results in chapter 4 (section 4.3.1), it was discovered that the teachers recognized the importance of using translanguaging as a practical teaching approach in the classroom. Since it was tremendously helpful and may be utilized as a strategy in the classroom situations such as teachers and students are striving to develop connections with one another, teachers encouraging students to participate in activities or interaction, learners responding to questions, and the instructors giving compliments, in this manner, it implies that teachers' attitudes in employing this practice is largely positive as they allowed students to deploy their repertoire language to achieve classroom tasks. Consequently, this shows that the teachers use translanguaging to decrease the language hierarchy of students within the classrooms by integrating different languages while communicating. This results also aligns with the findings in the study of Ahmad (2009); French (2020); Greggio and Gil (2007); McMillan and Rivers (2011); and Qian et al. (2009).

### **5.3. Challenges of translanguaging from the teachers' perspective**

In response to the third research question which sought to explore the difficulties associated with integrating translanguaging pedagogy in the classroom, data from the interview showed that although most teachers allow the use of learners' L1 in the classroom, there were still some identifiable problems with the approach. The teachers identified the difficulty of students to be familiar with the target language and their decrease in self-confidence to use languages in the classroom as some of the problems with the translanguaging approach. The finding suggests that over-emphasizing on using learners' L1 in the classroom is unproductive. Some of the teachers also reported a strict adherence to the language curriculum and policy of a monolingual approach (see details in Table 9, Chapter 4). However, over-usage of only English which might cause learners to be discouraged in learning was also identified as another problem leading to short concentration, tension and language barrier.

This kind of monolingual approach with emphasis on one language over another in the classroom impacts negatively on minority language in the classroom (McMillan & Rivers, 2011; Qian et al., 2009). This findings correlates with the study of Yuvayapan (2019), who examined translanguaging in classrooms and found that using the students' L1 is considered a disadvantage in fulfilling the knowledge requirements. However, the teachers from the current study reported that relying too much on one language may lead to tension in the classroom among the learners. Thus, there has to be a balance between the languages used in the classroom so that an over-usage of the learners L1 may not deter them from learning the target language.

### **5.4 Implications of this study**

The results from this study showed that the participants are aware of the pluralistic nature of languages in their classroom; translanguaging implied that learning through the fluid language practice improved students' social and cognitive functions, including scaffold support and collaborative communication (Carless, 2008). After all the evidence of translanguaging in this study, it seems that translanguaging practice

served as an essential component of bilingual settings. Indeed, translanguaging pedagogy can be successfully implemented in classrooms across EFL countries, such as Thailand. In this case, students would personally profit more from the existence of translanguaging practice as it is a resource to assist students in better understanding and engaging with content knowledge. In terms of learning and teaching, this pedagogy provides a strategy to support students to draw on their prior knowledge and experiences since it does not restrict and minimized students to only a single language, which might prevent learners from using their cognitive strategy in every other language that would have helped them complete a difficult task.

Notwithstanding, EFL classrooms have demonstrated the enviable bilingual practice that educators encounter daily in teaching. To date, in light of these fluid language practices and the concern of whether or not to utilize L1 in EFL classes regarding the language policy in Thai context, this needs to be reconsidered since language policy has treated languages as bounded objects and being assigned to distinct learning spaces. Instead of this, practically, the administrator should acknowledge the fact that the use of L1 cannot be excluded in EMI teaching and learning (Chalmers, 2019; Hong, 2022; Karataş, 2016; Pun & Macaro, 2019). So that the curriculum and policy should be firstly normalized and accepted on how significant it is to use the students' first language and target language as a language resource and inevitable to teaching in the mainstream classroom. Moreover, this study supports the notion of translanguaging which is generally opened up and is useable for educational settings both spontaneously and purposefully. Therefore, this supports the notion that this practice is not only beneficial for students but also effective for educators (such as schoolteachers, schoolmasters, and pre and in-service teachers).

Since translanguaging pedagogy holds both sides of the effect in teaching. As a reason, these educators should be aware of what situation and when to employ L1 and L2 in a flexible and balanced manner despite minimizing their negative consequences in teaching. So, this practice can be evidence that EFL classrooms such as in Thailand need to raise awareness of the importance of maintaining all linguistic repertoire to provide positive consequences to reach an effective English standard. To point out,



educators, administrators, and policymakers in Thailand can make significant improvements to serve a diversity of languages in EFL classrooms by moving away from the old-fashioned idea of a monolingual curriculum that believed students have more opportunities to acquire English in only English environments to match realistic practices; revising by introducing bi/multilingual pedagogy such as translanguaging practice into policy by redesigning materials, activities, and training on the proper understanding of the importance of integrating language teaching in EFL classroom. This will pave an appropriate way for pre and in-service teachers to efficiently change mindsets. In addition, this said policy and curriculum can encourage teachers in a holistic reconceptualization of bi/multilingual practices which engage a positive mindset of EFL teachers in making good decisions about the integration of translanguaging strategy in the classroom to benefit students. Also, this redesigned policy and curriculum can provide students and parents with a better sense of what it means to learn English by connecting L1 and L2 in teaching and learning. This is especially important now in the era of world Englishes. So, now is a good time to start something new. Even after implementation, the situation would not deteriorate and everyone in this situation will still benefit from this.

### **5.5 Limitations and recommendations for future studies**

Despite the fact that this study was conducted with only primary school EFL teachers in the Northeast of Thailand, the findings show that there are teachers who believe that this approach is crucial in the acquisition of English as a foreign language. Presently, there is a significant gap in research pertaining to this practice in English as foreign language classrooms. Thus, the findings of this study demonstrate that additional research is required. There has been some research into the use of translanguaging in other contexts, such as different educational levels or geographical conditions; such in remote or urban areas, but there has been very little research into its application in the EFL classroom. In addition, this study examined the advantages and disadvantages of using translanguaging to assist in the learning of a second language. Consequently, future studies with a larger population of non-native

speakers in schools (with two or more than two languages) may investigate the outcomes of integrating the translanguaging approach into the school curriculum.

### **5.6 Conclusion of the study**

For the teachers who participated in the study, there appeared to be a consistency in their attitudes and practices of translanguaging in the classroom. The fact that the majority of the teachers consider these practice to be significant or extremely important, and many of them reported to be frequently using this approach strategically in teaching speaks of its practical relevance in Thai EFL classrooms. This could be because translanguaging allows teachers to transition easily from using students' home languages to implementing it in the classroom, or it could be because the teachers are aware of the importance of using the learners' L1 as a resource for learning a target language.

In conclusion, in the Thai school context, interactions between learning's in EFL classes are becoming complex, especially where learners seem to have a low proficiency in the target language. Deploying the translanguaging approach in this context is a sign of respect for the learners' repertoire resources in order to enhance the students' learning. It is notable too that despite the ideologies of the monolingual mindset in curriculum design where English is privileged over other languages, such curriculum needs to be revised in Thailand. With the importance of translanguaging highlighted by the teachers in this study, the approach goes beyond the socio-politically named languages and work simultaneously to achieve the same learning goals. To further support the idea of translanguaging pedagogy, language spaces are needful where teachers and learners can make intentional use of purposive and dynamic linguistic resources to contribute, express, and negotiate knowledge and meaning-making for their classroom needs; thus, deploying their resources into different levels of language competence and social situations.

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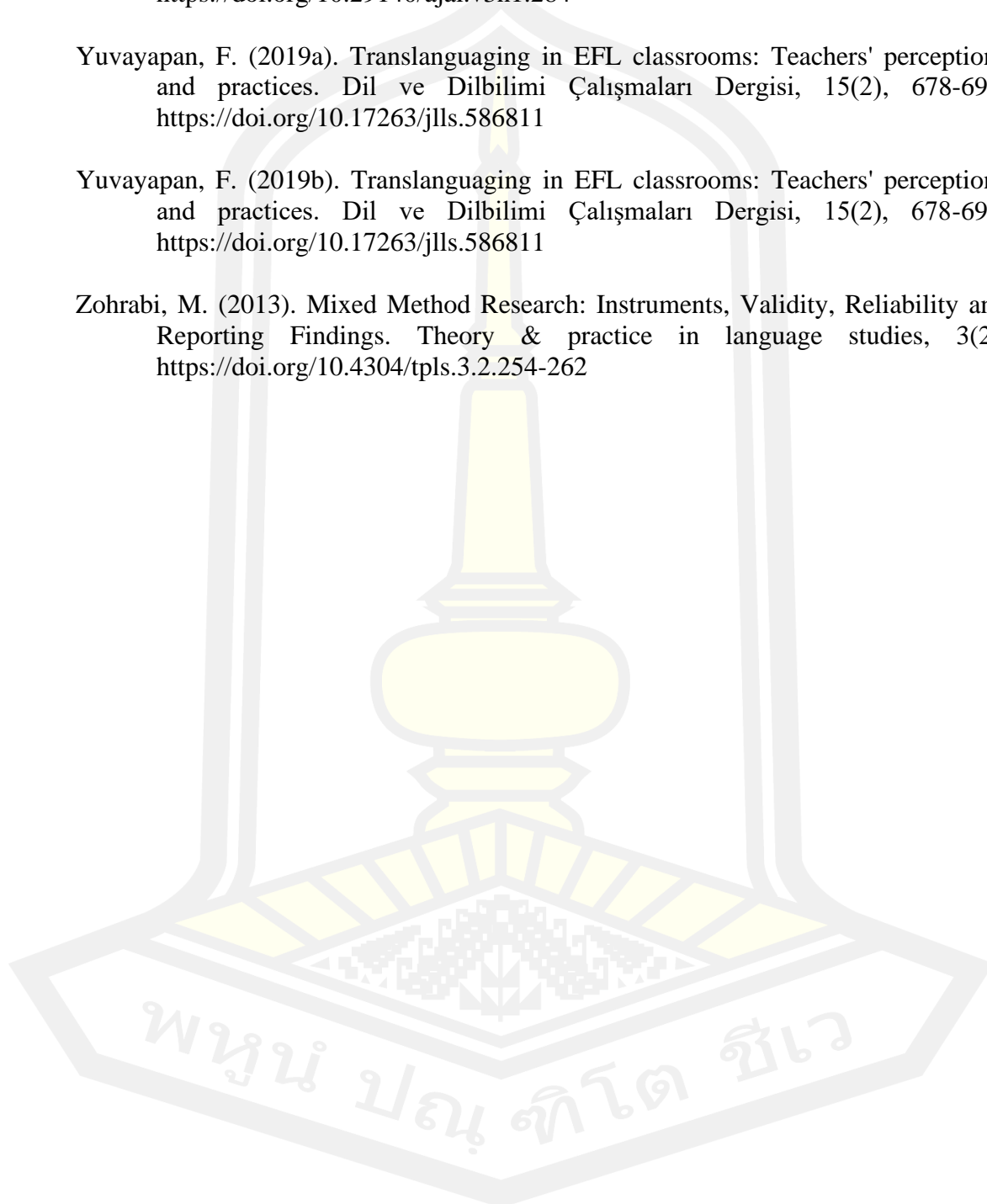
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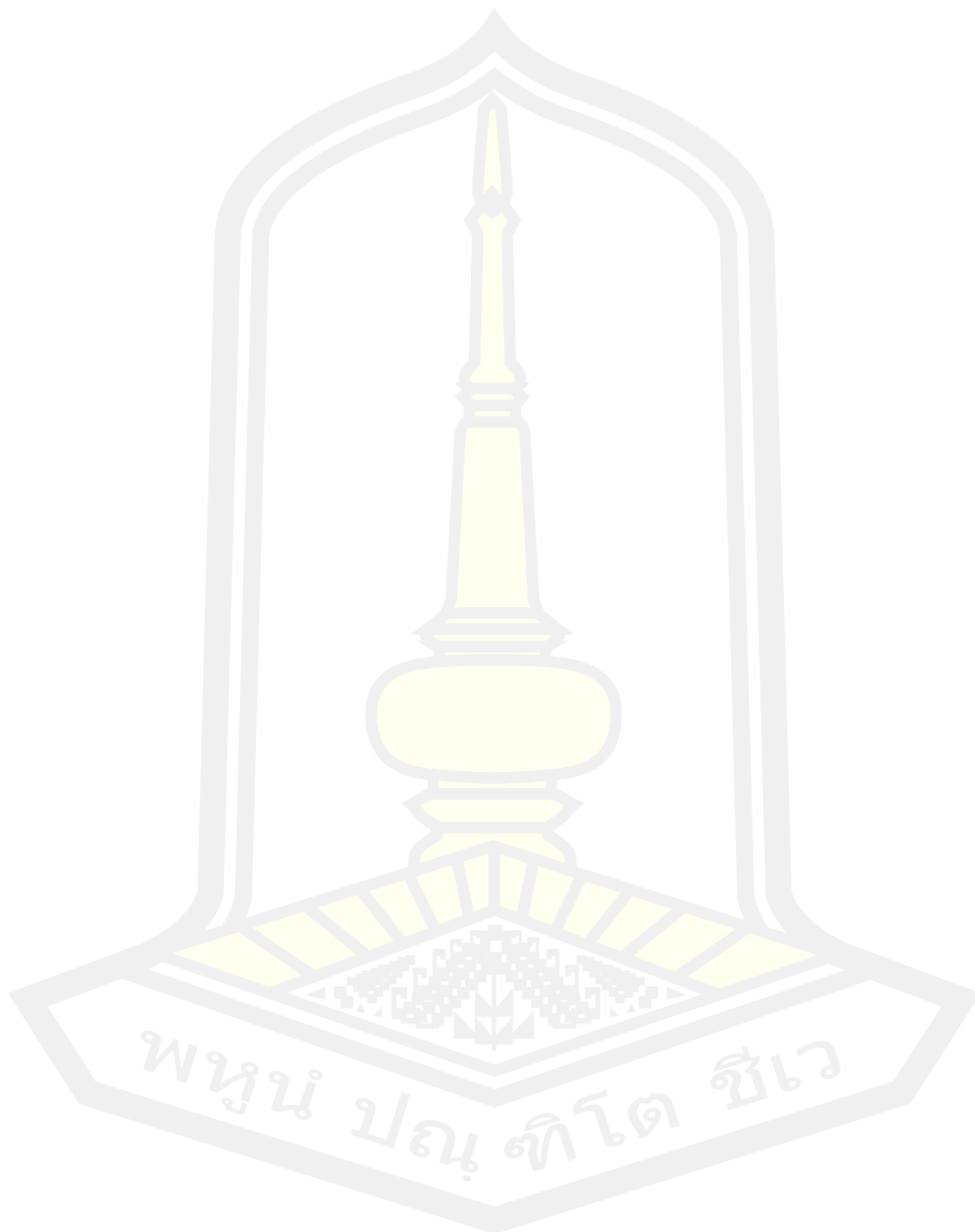
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**APPENDIXES**



## Appendix I: Questionnaire

Hello: This survey is a part of Master thesis and now you are invited to participate in our survey on Teachers' perceptions and practices of Translanguaging in Thai EFL classrooms.

In this survey, approximately 100 people will be asked to complete a survey that asks questions about your class size, and the languages practices in your classroom. It will take approximately 10-15 minutes to complete the questionnaire. If you have questions at any time about the survey or the procedures, you may contact Sunaree Khonjan at 061-5682932 or by email at the email address specified below.

Thank you very much for your time and support. Please start with the survey now by clicking on the Continue button below.

**Start**

Questions marked with a \* are required

### Contact Information ?

First Name

Last Name

Phone

Email Address

Line ID

### Do you available to do the interview? (4 questions - 20 minutes)

Yes

No

Please fill out your name and the contact platform (line, email, facebook) in this box if you are available for an interview.

มหาวิทยาลัยเทคโนโลยีพระจอมเกล้าธนบุรี



- \* **Question 1 How long have you been teaching (years)?**  
 ท่านมีประสบการณ์ในการสอนภาษาอังกฤษมานานเท่าไร (ปี) ?

- \* **Question 2 What is your native language?**  
 ภาษาแม่ของท่านคือภาษาอะไร?

- English (ภาษาอังกฤษ)  
 Thai (ภาษาไทย)  
 Other (please specify)

- \* **Question 3 Please rate your proficiency in Thai on the following 4-point scale.**  
 กรุณาเลือกประเมินระดับความชำนาญในการใช้ภาษาไทยของท่านตามตัวเลือก 4 ข้อดังนี้ (เลือก 1 ข้อ)

- 1: only know a few basic words and phrases. (ฉันสามารถใช้คำศัพท์และประโยคพื้นฐานบางประโยคเท่านั้น)  
 2: I am able to have limited conversation on everyday topics. (ฉันสามารถสนทนาสื่อสารเกี่ยวกับเรื่องราวในชีวิตประจำวันได้อย่างจำกัด)  
 3: I am able to discuss a variety of topics without too much trouble. (ฉันสามารถที่จะพูดคุยและสื่อสารได้ในหัวข้อที่หลากหลาย)  
 4: I have no problem communicating on a wide range of topics. (ฉันสามารถสื่อสารกับเจ้าของภาษาในหัวข้อต่างๆได้โดยไม่มีปัญหาใดๆ)

- \* **Question 4 please rate your proficiency in English on the following 4 point scale**  
 กรุณาเลือกประเมินระดับความชำนาญในการใช้ภาษาอังกฤษของท่านตามตัวเลือก 4 ข้อดังนี้ (เลือก 1 ข้อ)

1. only know a few basic words and phrases. (ฉันสามารถใช้คำศัพท์และประโยคพื้นฐานบางประโยคเท่านั้น)  
 2. I am able to have limited conversation on everyday topics. (ฉันสามารถสนทนาสื่อสารเกี่ยวกับเรื่องราวในชีวิตประจำวันได้อย่างจำกัด)  
 3. I am able to discuss a variety of topics. (ฉันสามารถที่จะพูดคุยและสื่อสารได้ในหัวข้อที่หลากหลาย)  
 4. I have no problem communicating on a wide range of topics. (ฉันสามารถสื่อสารกับเจ้าของภาษาในหัวข้อต่างๆได้โดยไม่มีปัญหาใดๆ)

- \* **Question 5 Do you work in an EP, MEP, or EMI?**  
 ท่านสอนในห้องเรียนโครงการ English Program (หลักสูตรภาษาอังกฤษ), Mini English Program (MEP) หรือ English as a Medium of Instruction (ห้องเรียนที่ใช้ภาษาอังกฤษเป็นสื่อการสอนหลัก) หรือไม่?

- EP (English program)  
 MEP (Mini english program)  
 EMI (English as an medium instruction.)



• **Question 6 How many students do you teach in a day?**

กรุณาระบุจำนวนนักเรียนที่ท่านสอนในแต่ละวัน (เลือก 1 ข้อ)?

- 10 and above (10 คนและมากกว่า 10 คน)
- 20 and above (20 คนและมากกว่า 20 คน)
- 30 and above (30 คนและมากกว่า 30 คน)
- 40 and above (40 คนและมากกว่า 40 คน)
- Others

• **Question 7 Please rate your student proficiency in Thai on the following 4 point scale**

กรุณาเลือกประเมินระดับความชำนาญในการใช้ภาษาไทยของนักเรียนของท่านตามตัวเลือก 4 ข้อดังนี้ (เลือก 1 ข้อ)

1. Only know a few basic words and phrase. (ฉันสามารถใช้คำศัพท์และประโยคพื้นฐานบางประโยคเท่านั้น)
2. I am able to have limited conversation on everyday topics. (ฉันสามารถสนทนาสื่อสารเกี่ยวกับเรื่องราวในชีวิตประจำวันได้อย่างจำกัด)
3. I am able to discuss a variety of topics. (ฉันสามารถที่จะพูดคุยและสื่อสารได้ในหัวข้อที่หลากหลาย)
4. I have no problem communicating on a wide range of topics. (ฉันสามารถสื่อสารกับเจ้าของภาษาในหัวข้อต่างๆได้โดยไม่มีปัญหาใดๆ)

• **Question 8 Please rate your student proficiency in English on the following 4 point scale**

กรุณาเลือกประเมินระดับความชำนาญในการใช้ภาษาอังกฤษของนักเรียนของท่านตามตัวเลือก 4 ข้อดังนี้ (เลือก 1 ข้อ)

1. Only know a few basic words and phrase. (ฉันสามารถใช้คำศัพท์และประโยคพื้นฐานบางประโยคเท่านั้น)
2. I am able to have limited conversation on everyday topics. (ฉันสามารถสนทนาสื่อสารเกี่ยวกับเรื่องราวในชีวิตประจำวันได้อย่างจำกัด)
3. I am able to discuss a variety of topics. (ฉันสามารถที่จะพูดคุยและสื่อสารได้ในหัวข้อที่หลากหลาย)
4. I have no problem communicating on a wide range of topics. (ฉันสามารถสื่อสารกับเจ้าของภาษาในหัวข้อต่างๆได้โดยไม่มีปัญหาใดๆ)

• **Question 9 What is (are) the primary language (s) of instruction in your class**

ในการเรียนการสอนในชั้นเรียนของท่าน ท่านใช้ภาษาอะไรเป็นภาษาหลักในการสอน (เลือกที่ 1 ข้อ)

1. English
2. Thai
3. Both English and Thai
4. Other (please specify)

• **Question 10 Do you believe the use of the student's native language is beneficial in the English language classroom?**

ท่านเชื่อหรือไม่ว่าการใช้ภาษาแม่ของนักเรียนเพื่อการสอนภาษาอังกฤษในชั้นเรียนภาษาอังกฤษของท่าน จะเป็นประโยชน์ต่อการเรียนภาษาอังกฤษในชั้นเรียนของนักเรียนของท่าน?

1. Yes
2. No

• **Question 11 Do you believe the use of the students' native language is detrimental in the English language classroom?**

ท่านเชื่อหรือไม่ว่าการใช้ภาษาแม่ของนักเรียนเพื่อการสอนภาษาอังกฤษในชั้นเรียนภาษาอังกฤษของท่าน จะส่งผลเสียต่อการเรียนภาษาอังกฤษในชั้นเรียนของนักเรียนของท่าน?

1. Yes
2. No

**\* Question 12 How often do you observe or encourage the use of students' native language (Thai) in the classroom for the following purpose?**

ท่านสังเกตเห็นและส่งเสริมการใช้ภาษาแม่ของนักเรียนในชั้นเรียนของท่านเพื่อจุดประสงค์ต่าง ๆ ต่อไปนี้ บ่อยแค่ไหน?

	Never	Rarely	Sometime	Frequently	Usually
To discuss content or activities in small groups (เพื่ออภิปรายในเนื้อหาต่าง ๆ หรือเพื่อร่วมกันทำกิจกรรมในกลุ่มเล็กๆ)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To provide assistance to peers during activities (เพื่อช่วยเหลือเพื่อนร่วมกลุ่มขณะทำกิจกรรม)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To brainstorm during class activities (เพื่อระดมสมองระหว่างการทำกิจกรรมในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To explain problems not related to content (เพื่ออธิบายปัญหาที่ไม่เกี่ยวข้องกับเนื้อหาในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To enable participation by lower proficiency students (เพื่อช่วยให้นักเรียนที่มีความถนัดด้านภาษาอังกฤษน้อยมีส่วนร่วมในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To respond to teacher's question (เพื่อตอบคำถามของอาจารย์)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To ask permission (เพื่อขออนุญาต)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**\* Question 13 How often do you observe or encourage the use of students' English in the classroom for the following purpose?**

ท่านสังเกตเห็นและส่งเสริมการใช้ภาษาอังกฤษของนักเรียนในชั้นเรียนของท่านเพื่อจุดประสงค์ต่าง ๆ ต่อไปนี้ บ่อยแค่ไหน?

	Never	Rarely	Sometime	Frequently	Usually
To discuss content or activities in small groups (เพื่ออภิปรายในเนื้อหาต่าง ๆ หรือเพื่อร่วมกันทำกิจกรรมในกลุ่มเล็กๆ)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To provide assistance to peers during activities (เพื่อช่วยเหลือเพื่อนร่วมกลุ่มขณะทำกิจกรรมในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To brainstorm during class activities (เพื่อระดมสมองระหว่างการทำกิจกรรมในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To explain problems not related to content (เพื่ออธิบายปัญหาที่ไม่เกี่ยวข้องกับเนื้อหาในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To enable participation by lower proficiency students (เพื่อช่วยให้นักเรียนที่มีความถนัดด้านภาษาอังกฤษน้อยมีส่วนร่วมในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To respond to teacher's question (เพื่อตอบคำถามของอาจารย์ในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To ask permission (เพื่อขออนุญาต)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**\* Question 14 How important do you believe it is for students to use their native language in the classroom within the following context?**

ท่านเชื่อว่าการใช้ภาษาแม่ในชั้นเรียนของท่านในบริบทต่อไปนี้สำคัญแค่ไหน?

	Not important	Slightly important	Moderately important	Very important	Extremely important
To discuss content or activities in small groups (เพื่ออภิปรายในเนื้อหาต่าง ๆ หรือเพื่อร่วมกันทำกิจกรรมในกลุ่มเล็กๆ ในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To provide assistance to peers during activities (เพื่อช่วยเหลือเพื่อนร่วมกลุ่มขณะทำกิจกรรมในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To brainstorm during class activities (เพื่อระดมสมองระหว่างการทำกิจกรรมในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To explain problems not related to content (เพื่ออธิบายปัญหาที่ไม่เกี่ยวข้องกับเนื้อหาในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To translate for a lower proficiency student (เพื่อช่วยให้นักเรียนที่มีความถนัดด้านการใช้ภาษาอังกฤษมีส่วนร่วมในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To enable participation by lower proficiency students (เพื่อตอบคำถามของอาจารย์ในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To respond to teacher's question (เพื่อขออนุญาต)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* Question 15 How often do you use *students' native language* (Thai) in the classroom for the following situation?

ท่านใช้ภาษาแม่ของนักเรียนในชั้นเรียนของท่านบ่อยแค่ไหนต่อสถานการณ์ต่อไปนี้?

	Never	Rarely	Sometime	Often	Usually
To explain concepts (เพื่ออธิบายแนวคิดของสิ่งต่าง ๆ)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To describe vocabulary (เพื่ออธิบายคำศัพท์)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For classroom management (สำหรับการจัดการภายในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To give feedback to students (เพื่อให้คำแนะนำกับนักเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To praise students (เพื่อชื่นชมนักเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To build bonds with students (เพื่อสร้างความสัมพันธ์ที่ดีระหว่างอาจารย์กับนักเรียนในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To quickly clarify during activities (เพื่ออธิบายกิจกรรมภายในชั้นเรียนอย่างรวดเร็ว)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To help low proficiency students (เพื่อช่วยเหลือนักเรียนที่ไม่ค่อยมีความถนัดด้านการใช้ภาษาอังกฤษ)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* Question 16 How important is it for *teachers* to use their students' native language in the following situation?

ท่านคิดว่าการใช้ภาษาแม่ของนักเรียนของอาจารย์ในบริบทต่อไปนี้มีความสำคัญแค่ไหน?

	Not importance	Slightly important	Moderately important	Very important	Extremely important
To explain concepts (เพื่ออธิบายแนวคิดของสิ่งต่าง ๆ)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To describe vocabulary terms (เพื่ออธิบายคำศัพท์)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For classroom management (สำหรับการจัดการภายในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To give feedback to students (เพื่อให้คำแนะนำกับนักเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To praise students (เพื่อชื่นชมนักเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To build bonds with students (เพื่อสร้างความสัมพันธ์ระหว่างอาจารย์กับนักเรียนในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To quickly clarify during activities (เพื่ออธิบายกิจกรรมภายในชั้นเรียนอย่างรวดเร็ว)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To help low proficiency students (เพื่อช่วยเหลือนักเรียนที่ไม่ค่อยมีความถนัดด้านการใช้ภาษาอังกฤษ)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Appendix II: Interview questions**

1. Could you please describe your language(s) use practices in the classroom and what you think about it?

(จงบรรยายการใช้ภาษาในห้องเรียนของท่าน และท่านมีความคิดเห็นอย่างไรกับการใช้ภาษาของท่าน)

2. In your own words, please describe in which situation using students' native language and English could facilitate teaching and learning?

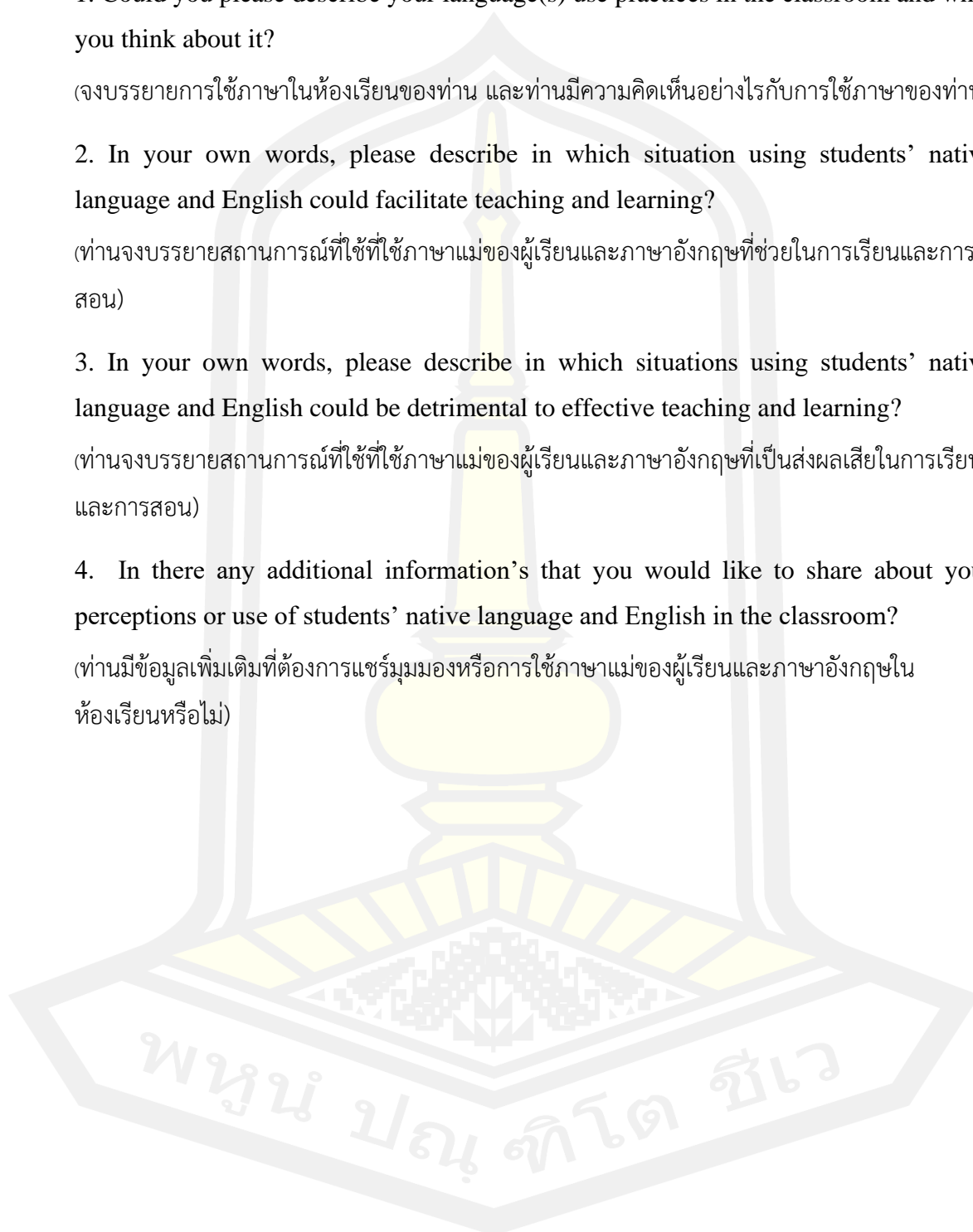
(ท่านจงบรรยายสถานการณ์ที่ใช้ที่ใช้ภาษาแม่ของผู้เรียนและภาษาอังกฤษที่ช่วยในการเรียนและการสอน)

3. In your own words, please describe in which situations using students' native language and English could be detrimental to effective teaching and learning?


(ท่านจงบรรยายสถานการณ์ที่ใช้ที่ใช้ภาษาแม่ของผู้เรียนและภาษาอังกฤษที่เป็นส่งผลเสียในการเรียนและการสอน)

4. In there any additional information's that you would like to share about your perceptions or use of students' native language and English in the classroom?

(ท่านมีข้อมูลเพิ่มเติมที่ต้องการแชร์มุมมองหรือการใช้ภาษาแม่ของผู้เรียนและภาษาอังกฤษในห้องเรียนหรือไม่)



## Appendix III: Ethics approval



คณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัยมหาสารคาม

เอกสารรับรองโครงการวิจัย

เลขที่การรับรอง : 406-408/2564

ชื่อโครงการวิจัย (ภาษาไทย) ความเข้าใจและการใช้การถ่ายโอนภาษาในการสอนภาษาอังกฤษเป็นภาษา  
ต่างประเทศของครูไทย

ชื่อโครงการวิจัย (ภาษาอังกฤษ) Teacher's perceptions and practices of Translanguaging in Thai EFL  
classroom.

ผู้วิจัย : นางสาวสุนารี ขอนจันทร์  
หน่วยงานที่รับผิดชอบ : คณะมนุษยศาสตร์และสังคมศาสตร์  
สถานที่ทำการวิจัย : จังหวัดขอนแก่น

ประเภทการพิจารณาแบบ : แบบยกเว้น

วันที่รับรอง : 23 ธันวาคม 2564                      วันหมดอายุ : 22 ธันวาคม 2565

ข้อเสนอการวิจัยนี้ ได้รับการพิจารณาและให้ความเห็นชอบจากคณะกรรมการจริยธรรมการวิจัยในคน  
มหาวิทยาลัยมหาสารคามแล้ว และอนุมัติในด้านจริยธรรมให้ดำเนินการศึกษาวิจัยเรื่องข้างต้นได้ บนพื้นฐานของ  
โครงร่างงานวิจัยที่คณะกรรมการฯ ได้รับและพิจารณา เมื่อเสร็จสิ้นโครงการแล้วให้ผู้วิจัยส่งแบบฟอร์มการปิด  
โครงการและรายงานผลการดำเนินงานมายังคณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัยมหาสารคาม หรือ  
หากมีการเปลี่ยนแปลงใดๆ ในโครงการวิจัย ผู้วิจัยจักต้องยื่นขอรับการพิจารณาใหม่

ภครี สว่างจิตต์  
(ผู้ช่วยศาสตราจารย์ เกษียรหญิงราตรี สว่างจิตต์)  
ประธานคณะกรรมการจริยธรรมการวิจัยในคน  
มหาวิทยาลัยมหาสารคาม

ทั้งนี้ การรับรองนี้มีเงื่อนไขดังที่ระบุไว้ด้านหลังทุกข้อ (ดูด้านหลังของเอกสารรับรองโครงการวิจัย)

นักวิจัยทุกท่านที่ผ่านการรับรองจริยธรรมการวิจัยต้องปฏิบัติตามดังต่อไปนี้

1. ดำเนินการวิจัยตามที่ระบุไว้ในโครงการวิจัยอย่างเคร่งครัด
2. ใช้เอกสารแนะนำอาสาสมัคร ใบยินยอม (และเอกสารเชิญเข้าร่วมวิจัยหรือใบโฆษณาถ้ามี) แบบสัมภาษณ์ และแบบสอบถาม เฉพาะที่มีตราประทับของคณะกรรมการจริยธรรมในคน มหาวิทยาลัยมหาสารคามเท่านั้น และส่งสำเนาเอกสารดังกล่าวให้กับผู้เข้าร่วมวิจัยจริงรายแรกมาที่คณะกรรมการจริยธรรมการวิจัยในคน เพื่อเก็บไว้เป็นหลักฐาน
3. รายงานเหตุการณ์ไม่พึงประสงค์ร้ายแรงที่เกิดขึ้นหรือการเปลี่ยนแปลงกิจกรรมวิจัยใดๆ ต่อคณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัยมหาสารคาม ภายในระยะเวลา 5 วันทำการ
4. ส่งรายงานความก้าวหน้าต่อคณะกรรมการจริยธรรมการวิจัยในคน ตามเวลาที่กำหนดหรือเมื่อได้รับการร้องขอ
5. หากการวิจัยไม่สามารถดำเนินการเสร็จสิ้นภายในกำหนด ผู้วิจัยต้องยื่นขออนุมัติใหม่ก่อน อย่างน้อย 60 วัน
6. หากการวิจัยเสร็จสมบูรณ์ผู้วิจัยต้องแจ้งปิดโครงการตามแบบฟอร์มของคณะกรรมการจริยธรรมในคน มหาวิทยาลัยมหาสารคาม

\* รายชื่อของคณะกรรมการจริยธรรมการวิจัยในคน (ชื่อและตำแหน่ง) ที่เข้าร่วมประชุม ณ วันที่พิจารณารับรองโครงการวิจัย (หากร้องขอล่วงหน้า)

มณู ฟ้า ๒๖.



MAHASARAKHAM UNIVERSITY ETHICS COMMITTEE FOR  
RESEARCH INVOLVING HUMAN SUBJECTS

Certificate of Approval

Approval number: 406-408/2021

**Title :** Teacher's perceptions and practices of Translanguaging in Thai EFL classroom.

**Principal Investigator :** Miss Sunaree Khonjan

**Responsible Department :** Faculty of Humanities of Social Science

**Research site :** Khonkaen Province

**Review Method :** Exemption Review

**Date of Manufacture :** 23 December 2021

**expire :** 22 December 2022

This research application has been reviewed and approved by the Ethics Committee for Research Involving Human Subjects, Maharakham University, Thailand. Approval is dependent on local ethical approval having been received. Any subsequent changes to the consent form must be re-submitted to the Committee.



(Asst. Prof. Ratree Sawangjit)

Chairman

Approval is granted subject to the following conditions: (see back of this Certificate)

มหาวิทยาลัย มจร. ๒๖.



All approved investigators must comply with the following conditions:

1. Strictly conduct the research as required by the protocol;
2. Use only the information sheet, consent form (and recruitment materials, if any), interview outlines and/or questionnaires bearing the Institutional Review Board's seal of approval ; and return one copy of such documents of the first subject recruited to the Institutional Review Board (IRB) for the record (if applicable);
3. Report to the Institutional Review Board any serious adverse event or any changes in the research activity within five working days;
4. Provide reports to the Institutional Review Board concerning the progress of the research upon the specified period of time or when requested;
5. If the study cannot be finished within the expire date of the approval certificate, the investigator is obliged to reapply for approval at least two month before the date of expiration.
6. All the above approved documents are expired on the same date of the previously approved protocol (Protocol Number.....)

\* A list of the Institutional Review Board members (names and positions) present at the meeting of Institutional Review Board on the date of approval of this study has been attached (per requested). All approved documents will be forwarded to the principal investigator.

มอญุ่ ๓๖.

เอกสารชี้แจงผู้เข้าร่วมการวิจัย (สำหรับการสัมภาษณ์)  
(สำหรับการตอบแบบสอบถาม 18 ปีขึ้นไป)

เรียน .....

เนื่องด้วยข้าพเจ้า นางสาว สุนารี ขอนจันทร์ นิสิตปริญญาโท สาขาการสอนภาษาอังกฤษ คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม กำลังดำเนินการวิจัย เรื่อง “ความเข้าใจและการใช้การถ่ายโอนภาษาในการสอนภาษาอังกฤษเป็นภาษาต่างประเทศของครูไทย” โดยมีวัตถุประสงค์ของการวิจัย (1) เพื่อศึกษาความเข้าใจและการใช้การถ่ายโอนภาษาในการสอนภาษาอังกฤษเป็นภาษาต่างประเทศของครูไทย (2) เพื่อศึกษาประโยชน์ของการประยุกต์ใช้การถ่ายโอนภาษาในห้องเรียนภาษาอังกฤษ และ (3) เพื่อศึกษาหาข้อจำกัดของการใช้ประยุกต์การถ่ายโอนภาษาในห้องเรียนภาษาอังกฤษ ท่านอาจจะไม่ได้รับประโยชน์โดยตรงจากการเข้าร่วมโครงการวิจัยนี้ แต่ข้อมูลที่ได้จะมีประโยชน์ต่อทางวิชาการ

หากท่านตัดสินใจเข้าร่วมการวิจัยแล้ว ผู้วิจัยจะขอสัมภาษณ์ในประเด็น 1) ความเข้าใจและการใช้การถ่ายโอนภาษาในการสอนภาษาอังกฤษเป็นภาษาต่างประเทศของครูไทย (2) ประโยชน์ของการประยุกต์ใช้การถ่ายโอนภาษาในห้องเรียนภาษาอังกฤษ และ (3) ข้อจำกัดของการใช้ประยุกต์การถ่ายโอนภาษาในห้องเรียนภาษาอังกฤษ. ซึ่งประกอบด้วยคำถาม 16 ข้อ ซึ่งจะใช้เวลาในการสัมภาษณ์ประมาณ 30 นาที/ชั่วโมง โดยจะขอสัมภาษณ์ผ่านทางโปรแกรมการจัดประชุมออนไลน์

ข้อมูลที่ได้จากการสัมภาษณ์ ผู้วิจัยจะขออนุญาตบันทึกเสียง และ บันทึกวิดีโอ และจะดำเนินการทำลายข้อมูลภายหลังเสร็จสิ้นการวิจัย

หากท่านรู้สึกอึดอัด หรือรู้สึกไม่สบายใจกับบางคำถาม ท่านมีสิทธิ์ที่จะไม่ตอบคำถามเหล่านั้นได้ รวมถึงท่านมีสิทธิ์ถอนตัวออกจากโครงการนี้เมื่อใดก็ได้ โดยไม่ต้องแจ้งให้ทราบล่วงหน้า และการไม่เข้าร่วมวิจัยหรือถอนตัวออกจากโครงการวิจัยนี้ จะไม่มีผลกระทบต่อผลการเรียนของท่าน

ข้อมูลในการสัมภาษณ์จะถูกเก็บรักษาไว้ ไม่เปิดเผยต่อสาธารณะเป็นรายบุคคล แต่จะรายงานผลการวิจัยในภาพรวมเท่านั้น และจะดำเนินการทำลายข้อมูลที่เกี่ยวข้องภายหลังเสร็จสิ้นการวิจัย

การวิจัยครั้งนี้ท่านจะไม่ได้รับค่าตอบแทนและไม่เสียค่าใช้จ่ายใดๆ ทั้งสิ้น

หากท่านมีข้อสงสัยเกี่ยวกับงานวิจัย โปรดติดต่อได้ที่ สุนารี ขอนจันทร์ คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม เบอร์โทรศัพท์ 061-5682932

หากท่านได้รับการปฏิบัติไม่ตรงตามที่ระบุไว้หรือต้องการทราบสิทธิของท่านขณะเข้าร่วมการวิจัยนี้ สามารถติดต่อได้ที่ “คณะกรรมการจริยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยมหาสารคาม กองส่งเสริมการวิจัยและบริการวิชาการ มหาวิทยาลัยมหาสารคาม” โทร. 043-754416 เบอร์ภายใน 1755

ขอขอบพระคุณอย่างสูง

.....

( สุนารี ขอนจันทร์ )

ผู้วิจัย



มณู ทัฬหะ

ECMSU01-06.03

แบบแสดงความยินยอมให้ทำการวิจัยจากอาสาสมัคร  
(สำหรับอาสาสมัครอายุ 18 ปีขึ้นไป)

ข้าพเจ้า (นาง/นางสาว/นาย) ..... นามสกุล ..... อายุ ..... ปี  
บ้านเลขที่ ..... หมู่ที่ ..... ตำบล ..... อำเภอ ..... จังหวัด .....

ได้อ่านคำชี้แจง/รับฟังคำอธิบายจากนางสาวสุนารี ขอนจันทร์ เกี่ยวกับการเป็นอาสาสมัครในโครงการวิจัยเรื่อง "ความเข้าใจและการใช้การถ่ายโอนภาษาในการสอนภาษาอังกฤษเป็นภาษาต่างประเทศของไทย" โดยข้อความที่อธิบายประกอบด้วย รายละเอียดทั้งหมดเกี่ยวกับที่มาและจุดมุ่งหมายในการทำวิจัย, รายละเอียดของขั้นตอนต่างๆ ที่ข้าพเจ้าต้องปฏิบัติและได้รับการปฏิบัติ, ประโยชน์ที่ข้าพเจ้าจะได้รับจากการวิจัย และความเสี่ยงที่อาจเกิดขึ้นจากการเข้าร่วมการวิจัย รวมทั้งแนวทางป้องกันและแก้ไขหากเกิดอันตราย โดยได้อ่าน/รับฟังคำอธิบายข้อความในเอกสารชี้แจงสำหรับอาสาสมัครที่ Translanguaging questionnaires โดยตลอด อีกทั้งยังได้รับคำอธิบายและการตอบข้อสงสัยจากหัวหน้าโครงการวิจัยเป็นที่เรียบร้อยแล้ว

ตลอดจนการรับรองจากผู้วิจัยที่จะเก็บรักษาข้อมูลของข้าพเจ้าไว้เป็นความลับและไม่ระบุชื่อหรือข้อมูลส่วนตัว เป็นรายบุคคลต่อสาธารณชนโดยผลการวิจัยจะนำเสนอในลักษณะภาพรวมที่เป็นการสรุปผลการวิจัยเพื่อประโยชน์ทางวิชาการเท่านั้น

"ในการเข้าร่วมเป็นอาสาสมัครของโครงการวิจัยครั้งนี้ ข้าพเจ้าเข้าร่วมด้วยความสมัครใจ" และข้าพเจ้าสามารถถอนตัวจากการศึกษานี้เมื่อใดก็ได้ ถ้าข้าพเจ้าปรารถนา โดยจะไม่มีผลกระทบและไม่เสียสิทธิใดๆ ในการที่ข้าพเจ้าจะได้รับต่อไปในอนาคต

ข้าพเจ้าเข้าใจข้อความในเอกสารชี้แจงอาสาสมัคร และแบบแสดงความยินยอมนี้โดยตลอดแล้วจึงลงลายมือชื่อไว้ ณ ที่นี้

ลงชื่อ.....อาสาสมัคร

(.....)

วันที่.....

ลงชื่อ.....พยาน (กรณีที่อ่านคำชี้แจงให้อาสาสมัครฟัง)

(.....)

วันที่.....

ลงชื่อ.....ผู้ขอความยินยอม

(.....)

วันที่.....



มณู ทัฬหะ

แบบสอบถาม (ภาษาไทย)

1. คุณมีประสบการณ์ในการสอนทั้งหมดเป็นระยะเวลาเท่าไร? \*

คำตอบของคุณ \_\_\_\_\_

2. ภาษาแม่ของคุณคือภาษาอะไร? \*

- ภาษาอังกฤษ
- ภาษาไทย
- อื่นๆ: \_\_\_\_\_

3. กรุณาเลือกประเมินระดับความชำนาญในการใช้ภาษาไทยของท่านตามตัวเลือก 4 ข้อดังนี้ (เลือก 1 ข้อ) \*

1. สามารถใช้คำศัพท์และประโยคพื้นฐานบางประโยคเท่านั้น
2. สามารถสนทนาสื่อสารเกี่ยวกับเรื่องราวในชีวิตประจำวันได้อย่างจำกัด
3. สามารถที่จะพูดคุยและสื่อสารได้ในหัวข้อที่หลากหลาย
4. สามารถสื่อสารกับเจ้าของภาษาในหัวข้อต่างๆได้โดยไม่มีปัญหาใดๆ



มณู ทัฬหะ

4. กรุณาเลือกประเมินระดับความชำนาญในการใช้ภาษาอังกฤษของท่านตามตัวเลือก 4 ข้อ  
ดังนี้ (เลือก 1ข้อ) \*

- 1. ฉันสามารถใช้คำศัพท์และประโยคพื้นฐานบางประโยคเท่านั้น
- 2. ฉันสามารถสนทนาสื่อสารเกี่ยวกับเรื่องราวในชีวิตประจำวันได้อย่างจำกัด
- 3. ฉันสามารถที่จะพูดคุยและสื่อสารได้ในหัวข้อที่หลากหลาย
- 4. ฉันสามารถสื่อสารกับเจ้าของภาษาในหัวข้อต่างๆได้โดยไม่มีปัญหาใดๆ

5. ท่านสอนในห้องเรียนโครงการ English Program (หลักสูตรภาษาอังกฤษ), Mini English Program (MEP) หรือ English as a Medium of Instruction (ห้องเรียนที่ใช้ภาษาอังกฤษเป็นสื่อการสอนหลัก) หรือไม่? \*

- English Program (หลักสูตรภาษาอังกฤษ)
- Mini English Program (MEP)
- English as a Medium of Instruction (ห้องเรียนที่ใช้ภาษาอังกฤษเป็นสื่อการสอนหลัก)

6. กรุณาระบุจำนวนนักเรียนที่ท่านสอนในแต่ละวัน (เลือก 1 ข้อ)? \*

- 10 หรือมากกว่า
- 20 หรือมากกว่า
- 30 หรือมากกว่า
- 40 หรือมากกว่า
- อื่นๆ \_\_\_\_\_



มณเฑาะว์ งามยิ่งนัก

7. กรุณาเลือกประเมินระดับความชำนาญในการใช้ภาษาไทยของนักเรียนของท่านตามตัวเลือก 4 ข้อดังนี้ (เลือก 1ข้อ) \*

- 1. ดันสามารถใช้คำศัพท์และประโยคพื้นฐานของประโยคเท่านั้น
- 2. ดันสามารถสนทนาสื่อสารเกี่ยวกับเรื่องราวในชีวิตประจำวันได้อย่างจำกัด
- 3. ดันสามารถที่จะพูดคุยและสื่อสารได้ในหัวข้อที่หลากหลาย
- 4. ดันสามารถสื่อสารกับเจ้าของภาษาในหัวข้อต่างๆได้โดยไม่มีปัญหาใดๆ

8. กรุณาเลือกประเมินระดับความชำนาญในการใช้ภาษาอังกฤษของนักเรียนของท่านตามตัวเลือก 4 ข้อดังนี้ (เลือก 1ข้อ) \*

- 1. ดันสามารถใช้คำศัพท์และประโยคพื้นฐานของประโยคเท่านั้น
- 2. ดันสามารถสนทนาสื่อสารเกี่ยวกับเรื่องราวในชีวิตประจำวันได้อย่างจำกัด
- 3. ดันสามารถที่จะพูดคุยและสื่อสารได้ในหัวข้อที่หลากหลาย
- 4. ดันสามารถสื่อสารกับเจ้าของภาษาในหัวข้อต่างๆได้โดยไม่มีปัญหาใดๆ

9. ในการเรียนการสอนในชั้นเรียนของท่าน ท่านใช้ภาษาอะไรเป็นภาษาหลักในการสอน (เลือกที่ 1 ข้อ) \*

- 1. ภาษาอังกฤษ
- 2. ภาษาไทย
- 3. ทั้งภาษาไทยและภาษาอังกฤษ
- 4. อื่นๆ (กรุณาระบุ)



10. ท่านเชื่อหรือไม่ว่าการใช้ภาษาแม่ของนักเรียนเพื่อการสอนภาษาอังกฤษในชั้นเรียนภาษาอังกฤษของท่าน จะเป็นประโยชน์ต่อการเรียนภาษาอังกฤษในชั้นเรียนของนักเรียนของท่าน? \*

1. เห็นด้วย
2. ไม่เห็นด้วย

12. ท่านสังเกตเห็นส่งเสริมการใช้ภาษาแม่ของนักเรียนในชั้นเรียนของท่านเพื่อจุดประสงค์ต่าง ๆ ต่อไปนี้ บ่อยแค่ไหน? \*

	ไม่เคย	นานครั้ง	บางครั้ง	ปกติ	เป็นประจำ
1. เพื่ออภิเษง ในเนื้อหาต่าง ๆ หรือเพื่อร่วมกัน ทำกิจกรรมใน กลุ่มเล็กๆ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. เพื่อช่วย เหลือเพื่อร่วม กลุ่มขณะทำ กิจกรรม	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. เพื่อระดม สมองระหว่าง การทำกิจกรรม ในชั้นเรียน	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. เพื่ออธิบาย ปัญหาที่ไม่ เกี่ยวข้องกับ เนื้อหาในชั้น เรียน	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. ท่านเชื่อหรือไม่ว่าการใช้ภาษาแม่ของนักเรียนเพื่อการสอนภาษาอังกฤษในชั้นเรียนภาษาอังกฤษของท่าน จะส่งผลเสียต่อการเรียนภาษาอังกฤษในชั้นเรียนของนักเรียนของท่าน? \*

1. ส่งผล
2. ไม่ส่งผล






5. เพื่อช่วยให้ นักศึกษาที่มี ความถนัดด้าน ภาษาอังกฤษ น้อยมีส่วนร่วม ในชั้นเรียน	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. เพื่อลด ค่าตอบแทนของ อาจารย์	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. เพื่อขอ อนุญาต	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. ท่านสังเกตเห็นอะไรส่งเสริมการใช้ภาษาอังกฤษของนักเรียนในชั้นเรียนของท่านเพื่อจุดประสงค์ต่าง ๆ ต่อไปนี้ บ่อยแค่ไหน? \*

	ไม่เคย	นานๆครั้ง	บางครั้ง	ปกติ	เป็นประจำ
1. เพื่อถกเถียง ในเนื้อหาต่าง ๆ หรือเพื่อร่วมกัน ทำกิจกรรมใน กลุ่มเล็กๆ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. เพื่อช่วย เหลือเพื่อนร่วม กลุ่มขณะทำ กิจกรรม	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. เพื่อระดม สมองระหว่าง การทำกิจกรรม ในชั้นเรียน	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. เพื่ออธิบาย ปัญหาที่ไม่ เกี่ยวข้องกับ เนื้อหาในชั้น เรียน	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





5. เพื่อช่วยให้  
นักเรียนที่มี  
ความถนัดด้าน  
ภาษาอังกฤษ  
น้อยมีส่วนร่วม  
ในชั้นเรียน

6. เพื่อตอบ  
คำถามของ  
อาจารย์

7. เพื่อขอ  
อนุญาต

14. ท่านเชื่อว่าการใช้ภาษาแม่ในชั้นเรียนของท่านในบริบทต่อไปนี้สำคัญแค่ไหน? \*

	ไม่เคย	นานๆครั้ง	บางครั้ง	ปกติ	เป็นประจำ
1. เพื่ออภิปราย ในเนื้อหาต่าง ๆ หรือเพื่อร่วมกัน ทำกิจกรรมใน กลุ่มเล็กๆ ใน ชั้นเรียน	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. เพื่อช่วย เหลือเพื่อนร่วม กลุ่มขณะทำ กิจกรรมในชั้น เรียน	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. เพื่อระดม สมองระหว่าง การทำกิจกรรม ในชั้นเรียน	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. เพื่ออธิบาย ปัญหาที่ไม่ เกี่ยวข้องกัน เนื้อหาในชั้น เรียน	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



5. เพื่อช่วยให้  
นักเรียนที่มีใบ  
คดียังมีความถนัด  
ด้านการใช้  
ภาษาอังกฤษมี  
ส่วนร่วมในชั้น  
เรียน


6. เพื่อตอบ  
คำถามของ  
อาจารย์ในชั้น  
เรียน

7. เพื่อขอ  
อนุญาต

15 ท่านใช้ภาษาแม่ของนักเรียนในชั้นเรียนของท่านบ่อยแค่ไหนต่อสถานการณ์ต่อไปนี้?

	ไม่เคย	นานๆครั้ง	บางครั้ง	ปกติ	เป็นประจำ
1. เพื่ออธิบาย แนวคิดของสิ่ง ต่าง ๆ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. เพื่ออธิบาย คำศัพท์	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. สำหรับการ จัดการภายใน ชั้นเรียน	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. เพื่อให้คำ แนะนำกับ นักเรียน	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. เพื่อชื่นชม นักเรียน	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. เพื่อสร้าง ความสัมพันธ์ที่ ดีระหว่าง อาจารย์กับ นักเรียนในชั้น เรียน	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ม.อ. ๖๖.



7. เพื่ออธิบาย  
กิจกรรมภายใน  
ชั้นเรียนอย่าง  
รวดเร็ว

8. เพื่อช่วย  
เหลือนักเรียนที่  
ไม่ค่อยมีความ  
ถนัดด้านการใช้  
ภาษาอังกฤษ

16. ท่านคิดว่าการใช้ภาษาแม่ของนักเรียนของอาจารย์ในบริบทต่อไปนี้มีความสำคัญแค่ไหน

	ไม่เคย	นานๆครั้ง	บางครั้ง	ปกติ	เป็นประจำ
1. เพื่ออธิบาย แนวคิดของสิ่ง ต่างๆ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. เพื่ออธิบาย ศัพท์	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. สำหรับการ จัดการภายใน ชั้นเรียน	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. เพื่อให้คำ แนะนำกับ นักเรียน	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. เพื่อชื่นชม นักเรียน	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. เพื่อสร้าง สายสัมพันธ์ ระหว่างอาจารย์ กับนักเรียนใน ชั้นเรียน	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. เพื่อช่วย เหลือนักเรียนที่ ไม่ค่อยมีความ ถนัดด้านการใช้ ภาษาอังกฤษ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





**คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม**  
**ร่วมกับ ศูนย์วิจัยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยขอนแก่น**

ขอขอบเกียรติบัตรฉบับนี้ไว้เพื่อแสดงว่า

**สุนารี ขอบจันทร์**  
 .....  
 ได้ผ่านการฝึกอบรม

**"วิจัยธรรมการวิจัยในมนุษย์" หลักสูตร Social Science and Behavioral Research**  
 ในวันที่ ๒๔ พฤศจิกายน ๒๕๖๓  
 ณ ห้องประชุมแม่บ้านจง คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม  
 15:00 น. วันที่ ๒๔ พฤศจิกายน ๒๕๖๓ - 16:00 น. วันที่ ๒๔ พฤศจิกายน ๒๕๖๓

  
 .....  
 ผู้ช่วยศาสตราจารย์ นายแพทย์ตรีศู สันตุลาพัศกูรี  
 รักษาการผู้อำนวยการศูนย์วิจัยธรรมการวิจัยในมนุษย์

  
 .....  
 รองศาสตราจารย์ ดร. นิตยา วรณกิตกร  
 คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม

มหาวิทยาลัย

## BIOGRAPHY

<b>NAME</b>	Miss Sunaree Khonjan
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