



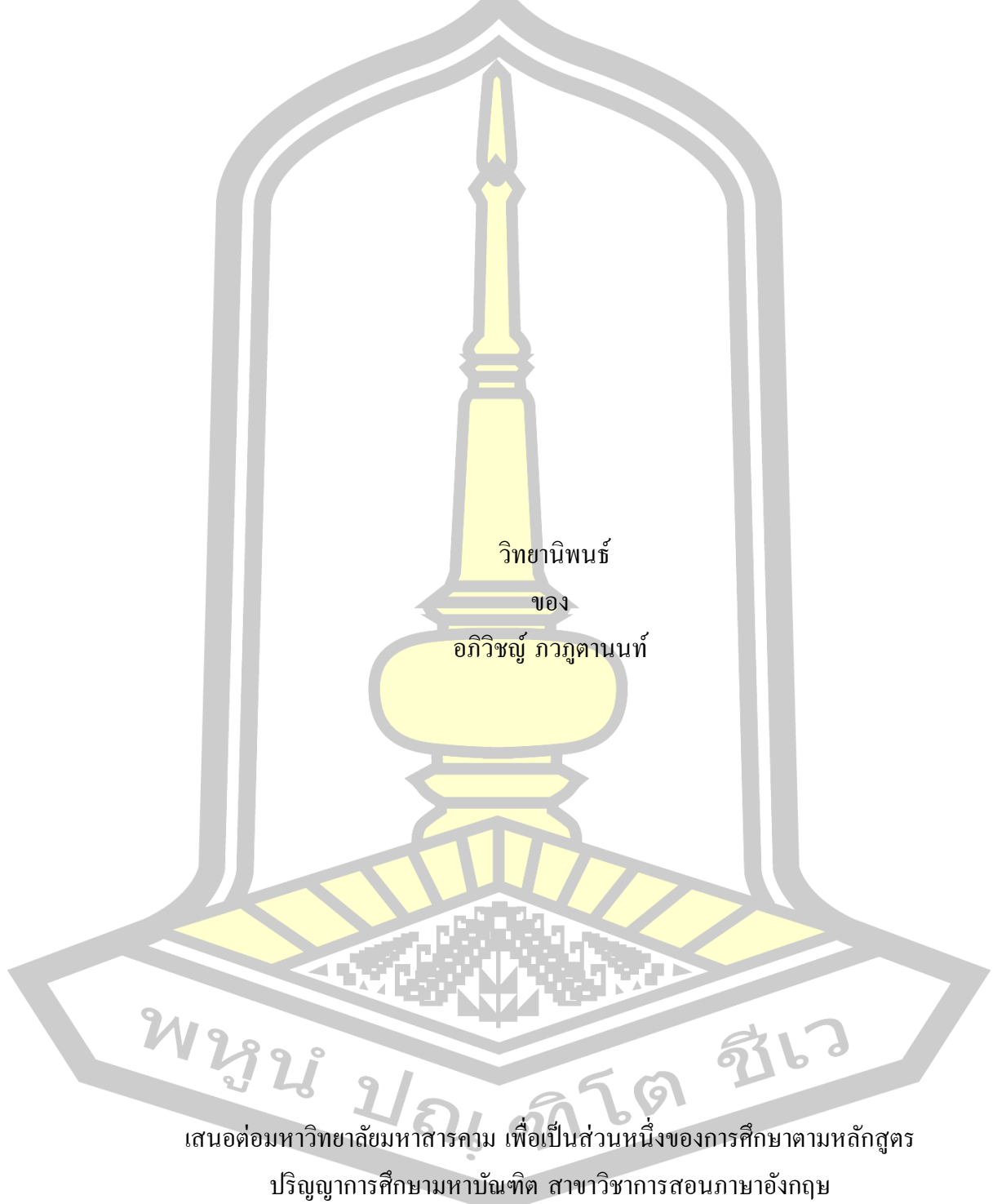
Pedagogical Translanguaging in English Classrooms: Teachers' and Students'  
Experiences in a Thai Secondary School

Apiwit Pawapootanon

A Thesis Submitted in Partial Fulfillment of Requirements for  
degree of Master of Education in English Language Teaching  
March 2025

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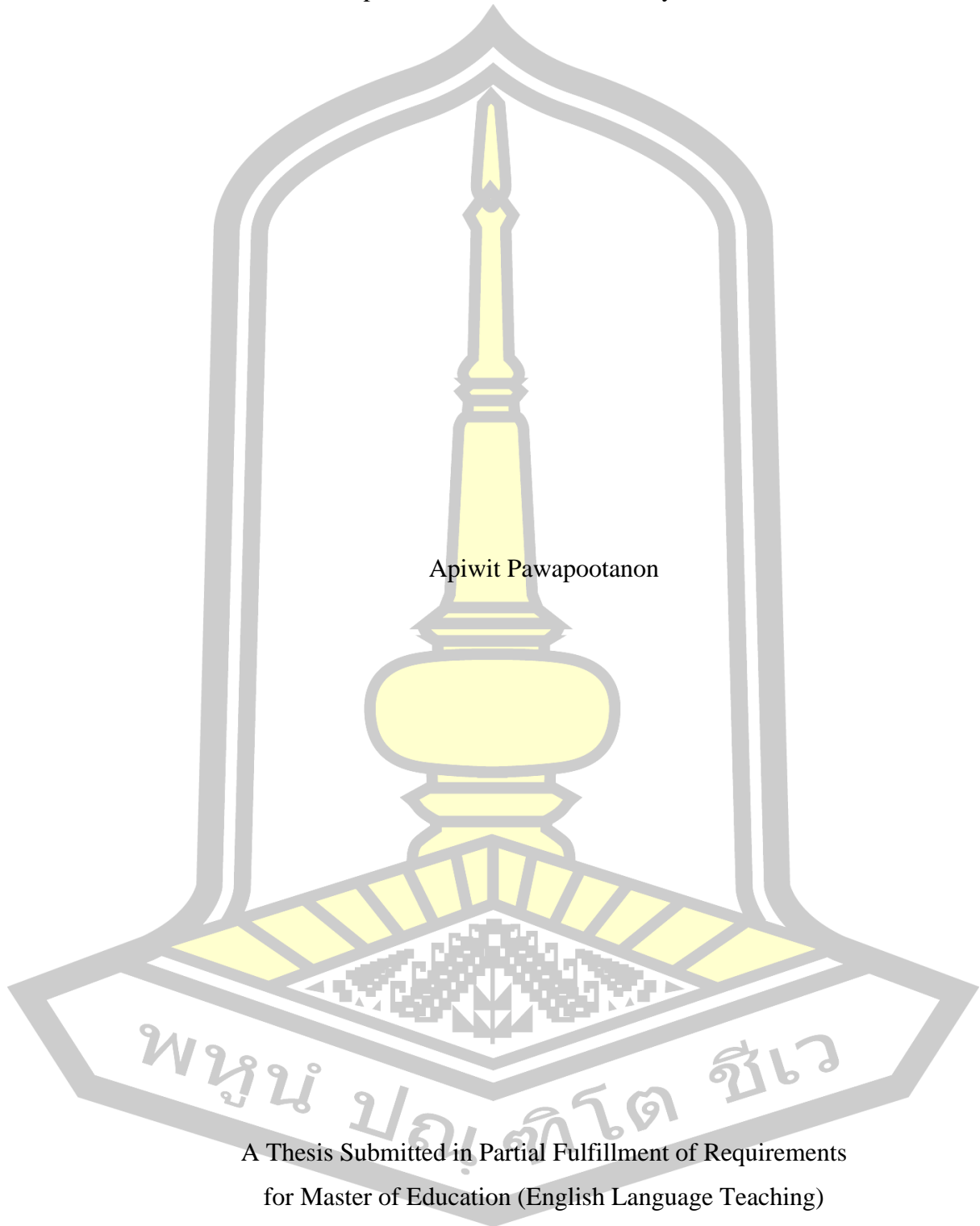


เสนอต่อมหาวิทยาลัยมหาสารคาม เพื่อเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร  
ปริญญาการศึกษามหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษ

มีนาคม 2568

ลิขสิทธิ์เป็นของมหาวิทยาลัยมหาสารคาม

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<b>UNIVERSITY</b>	Maharakham University	<b>YEAR</b>	2025

### ABSTRACT

In recent years, pedagogical translanguaging—the intentional use of multiple languages in teaching to enhance understanding and learning—has attracted growing interest, particularly in higher education settings and English as a Medium of Instruction (EMI) contexts. Despite this attention, limited research exists on its application in secondary school settings, especially regarding the lived experiences of teachers and students in regular English classrooms. This study addresses this gap by investigating how pedagogical translanguaging is experienced by teachers and students in a Thai secondary school setting.

The study focused on three regular English classrooms, involving three teachers (two Thai females and one foreign male) and eighteen students (an equal gender balance of nine males and nine females). Data were collected using a combination of methods: video-recorded classroom observations to capture real-time teaching and learning dynamics, detailed field notes for additional context, and stimulated-recall interviews to gain insights into participants' reflections on their experiences. A qualitative content analysis (QCA) approach was employed to interpret and analyze the collected data.

The findings revealed predominantly positive attitudes towards pedagogical translanguaging. Teachers and students alike recognized its benefits in supporting language acquisition and facilitating comprehension of lesson content. For students, the use of their first language (L1) in instruction created a more comfortable learning environment and improved understanding of challenging material. However, some students expressed a preference for exclusive English instruction, noting that it felt more engaging and immersive, even though it occasionally hindered their comprehension of complex topics.

Teachers highlighted practical advantages of translanguaging beyond content delivery, particularly its role in managing classroom behavior. For instance, teachers found it effective to use the students' L1 for tasks such as redirecting attention, reprimanding inappropriate behavior, or helping disengaged students re-

focus on the lesson. These observations underscore translanguaging's value not only as a linguistic tool but also as a classroom management strategy.

The study provides critical implications for research, teaching practices, and educational policy. It suggests the need for a balanced approach to language use in English classrooms, acknowledging the value of students' L1 while also considering the potential benefits of immersive English instruction. Furthermore, the study highlights areas for future research, such as exploring the long-term impacts of translanguaging on language proficiency and its scalability in diverse educational contexts. While this research makes meaningful contributions, it also identifies limitations, such as the small sample size and focus on a single school, which future studies should address to deepen understanding of translanguaging in secondary education.

Keyword : Translanguaging, Pedagogical translanguaging, Experiences, English classrooms



## ACKNOWLEDGEMENTS

This thesis would not have been completed without the support and assistance of numerous individuals and institutions. I would like to extend my heartfelt gratitude to everyone who contributed in various ways to the successful completion of this work.

Firstly, I am deeply grateful to my advisor, Assistant Professor Dr. Somkiet Poopatwiboon, for his invaluable guidance, thoughtful insights, and extensive discussions throughout this journey. His unwavering support, wisdom, and dedication have been instrumental in the development and completion of this research. I greatly appreciate all he has taught me about conducting meaningful research and presenting my findings effectively.

I also wish to express my profound gratitude to my co-advisor, Dr. Eric A. Ambele, for his detailed feedback, constructive criticism, and constant encouragement. His mentorship has been pivotal in shaping the quality of this research and fostering my academic growth. I am especially thankful for his ability to challenge me thoughtfully while supporting me wholeheartedly, as well as for his friendship and incredible sense of humor, which made this journey both rewarding and enjoyable.

My sincere thanks go to my thesis committee members, especially Assistant Professor Dr. Denchai Prabjandee from Burapha University, whose constructive feedback and critical evaluation significantly enhanced the depth of this work. I am equally thankful to Assistant Professor Dr. Apisak Sukying and Dr. Pilanut Phusawisot for their valuable suggestions and expertise, which were vital in refining this research.

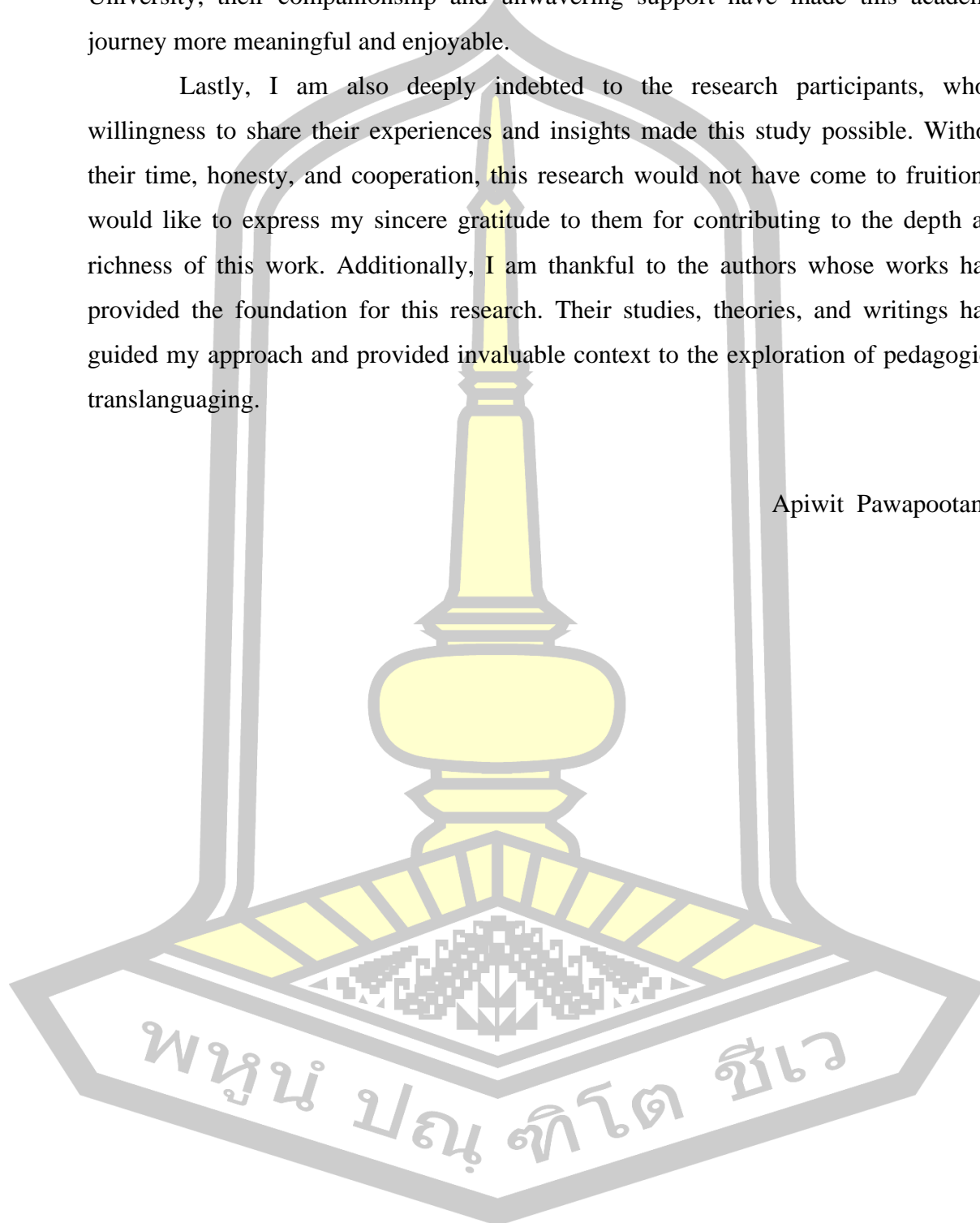
I am profoundly grateful to my family, especially my parents, Mr. Jakrayuth and Mrs. Wanida Pawapootanon, my beloved grandmother, Miss Amnuay Tanadka, and my siblings, Mr. Watcharapon Jantarak, Mr. Apisit Pawapootanon, and Mr. Thanaphat Pawapootanon, for their unwavering love, encouragement, and support throughout this process. Their sacrifices and generosity have been the foundation of my achievements.

Additionally, I would like to express my sincere appreciation to my friends, both near and far, who have been a source of strength and comfort during challenging times. I especially want to thank my two close friends, Miss Patcharida Jiamtua and Miss Kawintip Limprachan, with whom I have studied since our Bachelor's degree in the Faculty of Education, English major, at Rajabhat Mahasarakham University. Now,

as we continue our journey together in the Master's in ELT program at Maharakham University, their companionship and unwavering support have made this academic journey more meaningful and enjoyable.

Lastly, I am also deeply indebted to the research participants, whose willingness to share their experiences and insights made this study possible. Without their time, honesty, and cooperation, this research would not have come to fruition. I would like to express my sincere gratitude to them for contributing to the depth and richness of this work. Additionally, I am thankful to the authors whose works have provided the foundation for this research. Their studies, theories, and writings have guided my approach and provided invaluable context to the exploration of pedagogical translanguaging.

Apiwit Pawapootanon



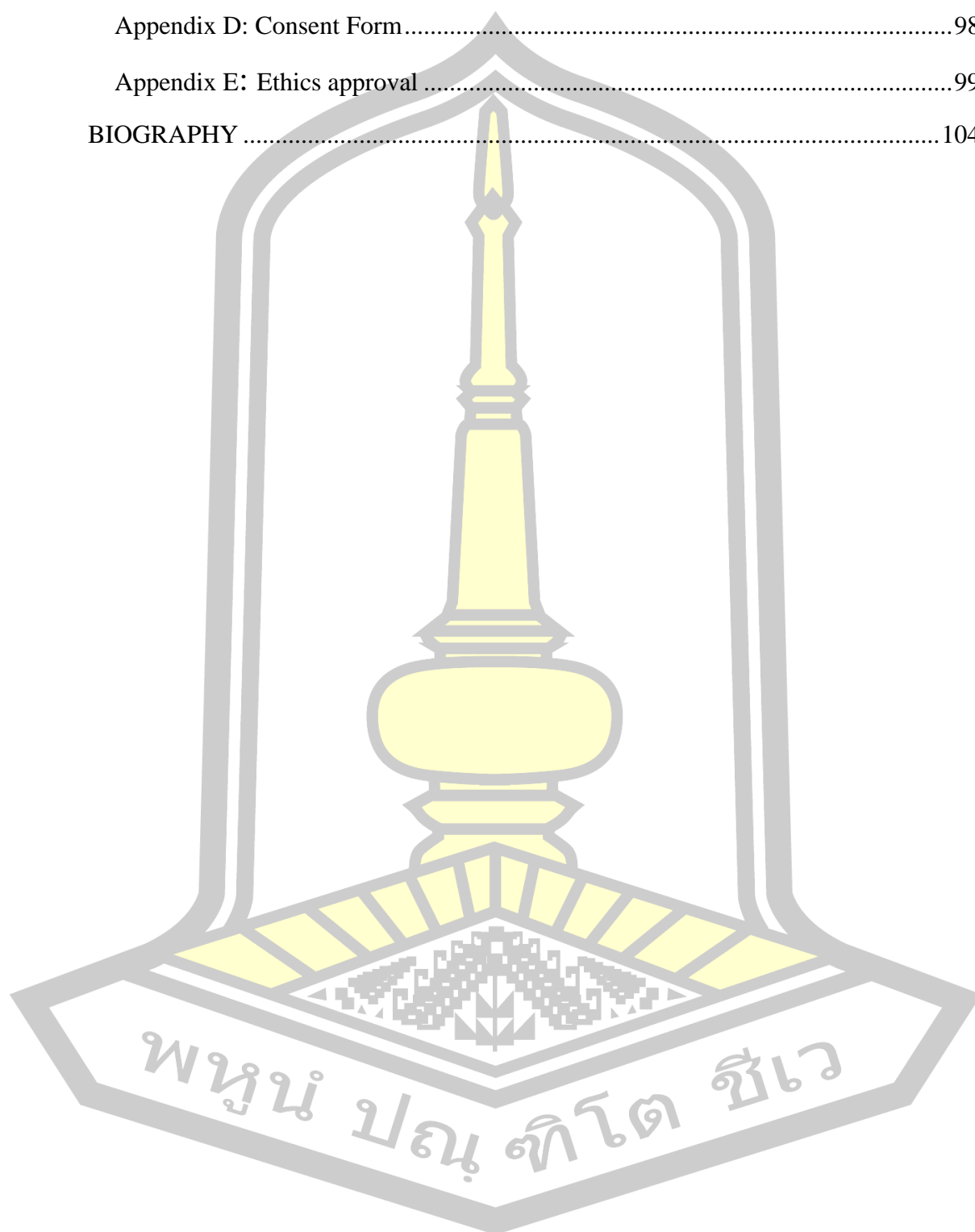
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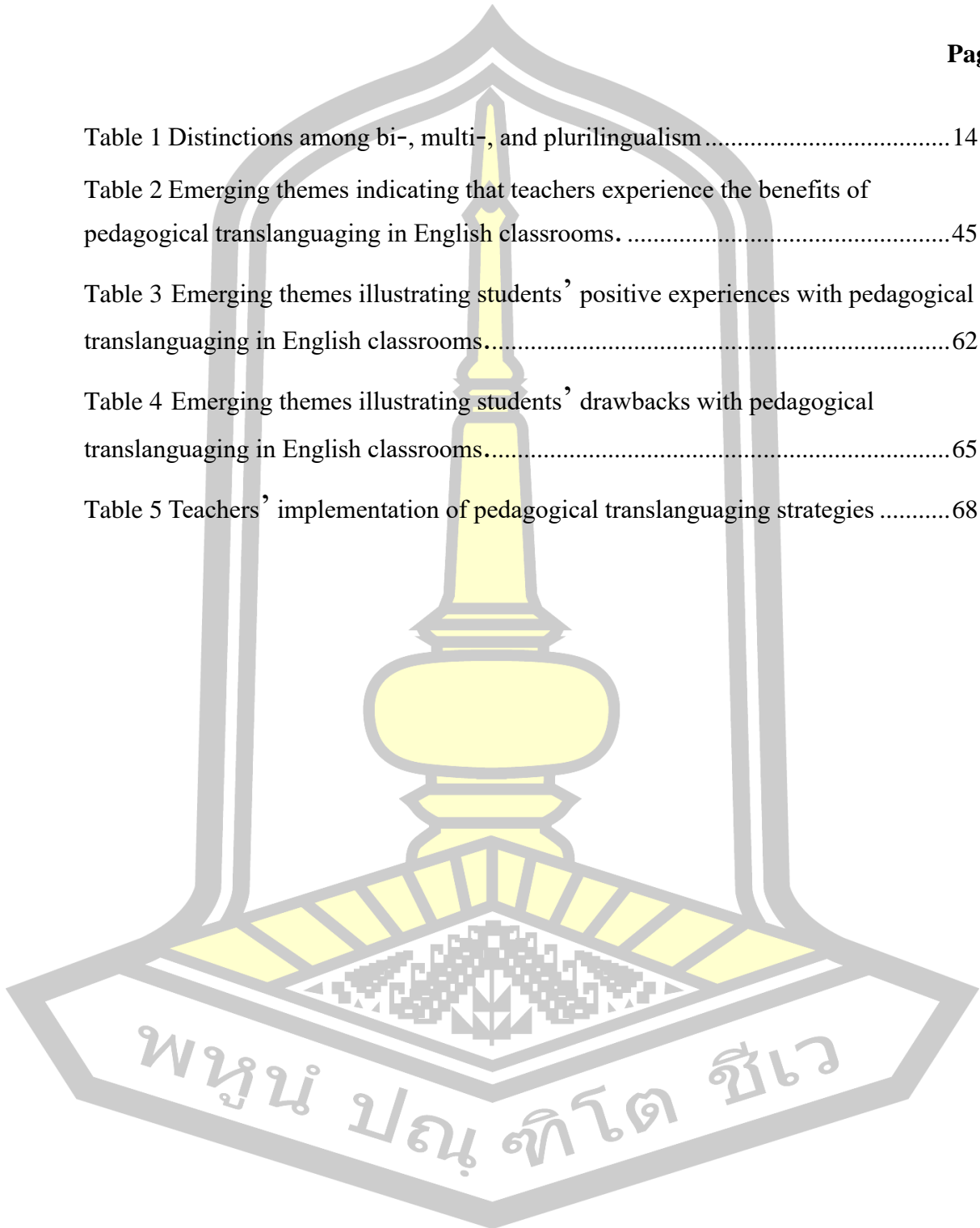
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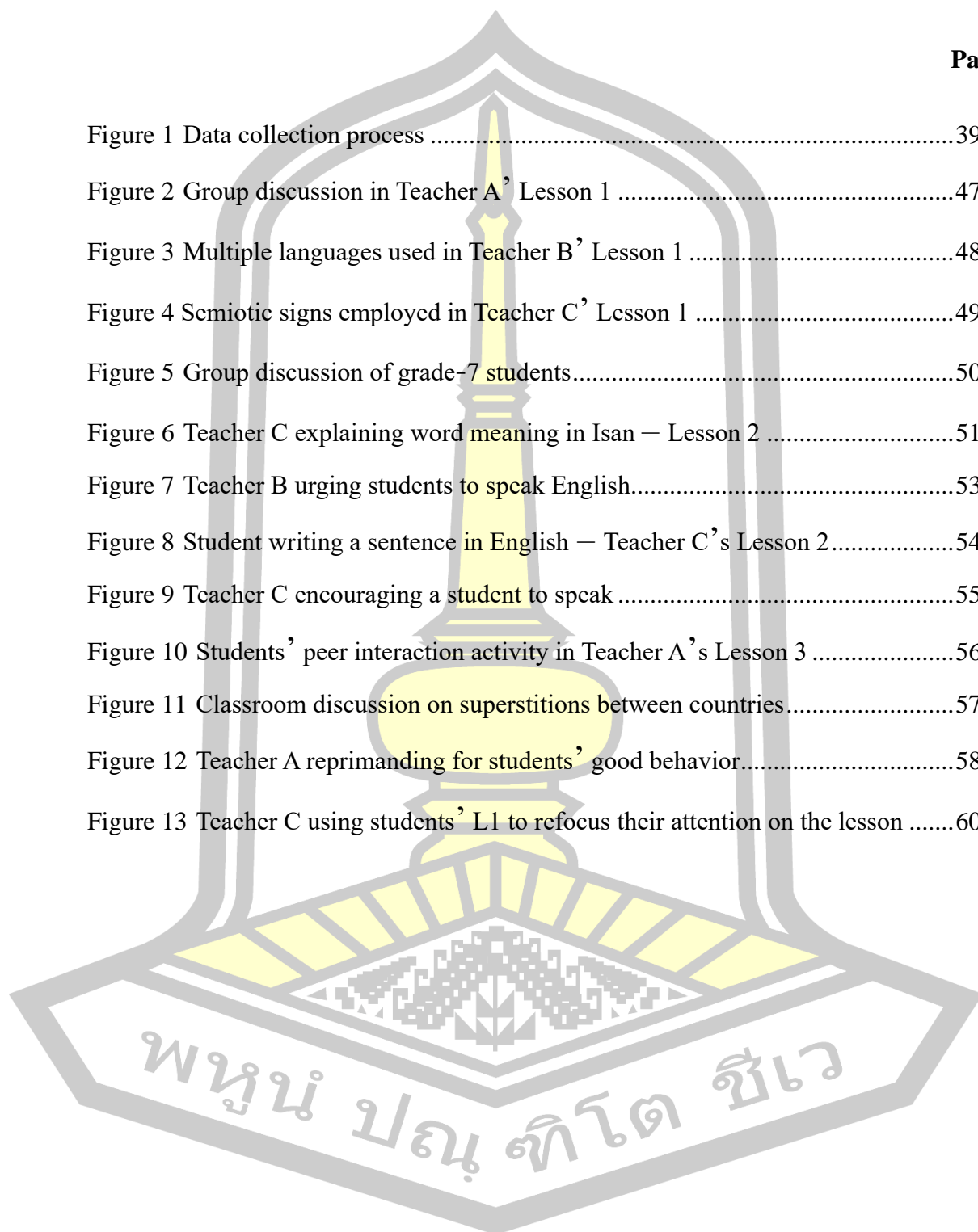
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# CHAPTER I

## INTRODUCTION

This chapter provides an overview of the background information relevant to the current study. It begins with a discussion on the motivation for the study (see 1.1) and the background of the study (see 1.2), followed by the purposes of the study (see 1.3). The research questions are then outlined (see 1.4), along with the scope of the study (see 1.5) to establish its boundaries. The chapter proceeds to explore the significance of the study (see 1.6). Key terms essential for understanding the study are defined (see 1.7). Finally, the chapter concludes with an overview of the thesis proposal structure (see 1.8).

### 1.1 Motivation of the study

In the field of English language education, there has historically been a belief among scholars and educators that English should be taught exclusively in English, adhering to the principle of monolingualism (Cook, 2016). However, due to globalization, immigration, and the growing importance of English worldwide, there is a rising recognition, in line with Kachru's three circles of English (1985), that countries in the expanding circle (such as Japan, China, and Thailand) are placing greater emphasis on English education, making it increasingly essential. To illustrate this personally, consider my background as a researcher from northeastern Thailand.

Growing up, I simultaneously acquired standard Thai and Isan (a regional dialect) as a child and learned English afterward. Standard Thai was the primary language used for communication at home, while Isan was introduced through interactions with family. English, however, was introduced as a compulsory subject in primary school. In English classrooms in Thailand, the language used is influenced by conflicting policies and market demands (Darasawang & Watson Todd, 2012). The National Education Act of 1999 mandated that the Ministry of Education decentralize powers in educational administration and management concerning academic matters (Rangubtook & Bhongsatiern, 2022). Additionally, national standards, recommended textbooks, ministerial initiatives, and national tests all shape English instruction in Thailand. Due to these inconsistencies and the policy of decentralization, which

allows schools to implement their own curricula, the actual language practices in the classroom can vary significantly (Darasawang & Watson Todd, 2012).

In the context of the school where I worked, the curriculum was unclear and did not specify the language to be used in English classrooms. Initially, I adhered to a monolingual ideology, expecting my students and myself to communicate solely in English. This approach, however, resulted in students' lack of confidence in using the language, leading to decreased engagement and interest in class activities. Upon allowing the use of standard Thai and Isan alongside English, I observed a significant improvement in students' interest and confidence. They were better able to understand the content and engaged more deeply with the material when they had the opportunity to utilize all the languages they knew.

In researching solutions to the aforementioned problem, I encountered the concept of "Pedagogical Translanguaging", which involved the strategic use of multiple languages to facilitate learning, particularly benefiting multilingual students and those with low English proficiency (García & Wei, 2014). Considering my students' low language proficiency levels and the educational context, incorporating pedagogical translanguaging into my teaching approach proved to be more effective. Furthermore, I also observed that my colleagues implemented pedagogical translanguaging in their teaching practices. For example, one of my colleagues from the Philippines strategically used Isan (the regional dialect) and standard Thai to help students understand English content. Additionally, my Thai colleagues teaching English used standard Thai and Isan to encourage and motivate their students. They taught in English but allowed students to write or plan in standard Thai, which they later spoke or presented in English. The students in these classes reported enjoying learning English in a friendly atmosphere. Therefore, this study aimed to explore the experiences of teachers and students in a Thai secondary school that incorporated pedagogical translanguaging into English classrooms. It also sought to investigate how the teachers employed pedagogical translanguaging strategies to enhance the learning experience, encouraging students to utilize their native language (Thai) or other language resources (English, Thai, and Isan) in the classrooms.

## 1.2 Background of the study

The significance of teaching and learning the English language is increasingly recognized across diverse cultures and economies, especially in regions where English is not the primary language, such as South East Asia, the Middle East, and Africa. This global trend is propelled by the expanding use of English in various international domains, including academia, professional growth, and diplomatic relations. As highlighted by Ooi and Aziz (2021), there are numerous advantages linked to both using and teaching English as a foreign language in multilingual contexts. Fang and Ren (2018) estimate that approximately 375 million individuals worldwide are currently learning English as a foreign language, many of whom are multilingual or bilingual.

Numerous countries have integrated English into their educational frameworks, whether as a primary, secondary, or tertiary language (Alsaawi, 2019). Educational institutions worldwide are increasingly recognizing the importance of English instruction, not only to honor their sociocultural identities but also to embrace the notion of global Englishes (Ambele, 2023). Within the domain of English language teaching (ELT), educators and educational institutions are employing diverse strategies to facilitate language learning. Traditional methodologies like grammar-translation are being supplanted by more contemporary approaches such as communicative language teaching (Yuzlu & Dikilitas, 2022). There has been a notable ideological shift from an emphasis on dissecting language structures to prioritizing language functionality, with a focus on fostering multilingual proficiency, a viewpoint championed by numerous stakeholders and experts (Ambele, 2022).

In English as a Foreign Language classrooms, where students often have limited exposure to the target language beyond the school environment, translanguaging has emerged as a contemporary pedagogical approach (Lopez, Tartan, and Guzman – Orth, 2017). Translanguaging involves purposefully integrating students' native language alongside English to augment the learning process. Drawing on prior research emphasizing the significance of incorporating bilingual or multilingual methodologies in English language instruction, especially leveraging students' native language to support English acquisition (Ambele, 2022; Chaisiri, 2022), there arose a

necessity to investigate how planned translanguaging practices, referred to as pedagogical translanguaging, influenced classroom dynamics within English classrooms.

Given the limited availability of empirical studies, particularly in Thailand, there was an insufficient comprehensive understanding of the actual practices of pedagogical translanguaging in this EFL context. Additionally, the scarcity of empirical research in remote educational environments, where students possessed limited proficiency in English, underscored the need for further exploration of pedagogical translanguaging applications in secondary school English classrooms. While most previous studies had focused on content classes (e.g., science, mathematics, physics), few had examined the intentional and strategic implementation of pedagogical translanguaging specifically in English classrooms aimed at enhancing learners' language skills. Furthermore, prior research on pedagogical translanguaging had predominantly been conducted in multilingual contexts, where a dominant language tended to suppress less dominant ones. In contrast, this study centered on a monolingual context, where learners utilized diverse linguistic and semiotic resources during learning. This shift from researching pedagogical translanguaging in multilingual settings to a monolingual environment, yet with learners exhibiting multilingual practices, made this study particularly valuable. This research sought to fill these gaps in the scholarly literature by investigating the perceptions and experiences of both teachers and learners involved in English classes utilizing pedagogical translanguaging strategies, focusing on the context of Thai classrooms and potentially extending to similar settings elsewhere.

### **1.3 Purposes of the study**

This study aimed to explore the experiences of English language teachers and students in a secondary school in Thailand within English classrooms that embraced pedagogical translanguaging as an instructional approach. In this context, students were not only encouraged but also required to utilize their native language (Thai) alongside their entire linguistic repertoire, which included English, standard Thai, and Isan. By exploring such experiences, the research sought to investigate the specific pedagogical translanguaging strategies employed by the teachers to enrich the

learning environment and facilitate effective language acquisition among the students. In addition, this study aimed to investigate the perceptions of both the teachers and students regarding the efficacy of pedagogical translanguaging in enhancing the teaching and learning of English. Through a detailed examination of these experiences, strategies, and perceptions, this study was expected to contribute to a deeper understanding of the role and effectiveness of pedagogical translanguaging in English language education within the Thai secondary school setting.

#### **1.4 Research question**

The research purposes in section 1.3 were accomplished by means of the following research question:

1. What are the experiences of teachers and students towards pedagogical translanguaging practices in English classrooms?

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

The research endeavored to gather a wide range of experiences linked to the application of pedagogical translanguaging strategies in English classes, meticulously devised and executed by English language teachers within a Thai secondary school setting. To gather the necessary data, the study employed classroom observation through video recording and stimulated recall interviews.

Classroom observation through video recordings and stimulated recall interviews were carried out during the class sessions where pedagogical translanguaging was integrated. This facilitated the examination of how the teachers and students collaborated in constructing knowledge and the specific pedagogical translanguaging strategies employed by the teachers. For the stimulated recall interviews, eighteen students from three English classes were selected based on five criteria: (1) voluntary participation, as confirmed through the consent process, (2) academic performance and English proficiency scores, (3) teacher recommendations to ensure a range of English proficiency levels (low, medium, and high), (4) consistent exposure to and use of pedagogical translanguaging strategies in the classroom, and (5) active participation, interaction, and engagement observed during classes, as documented in video recordings. Moreover, three English language teachers were selected for interviews based on the following criteria: (1) their willingness to be observed in their

English classrooms, (2) their teaching of English in grades 7, 9, and 11, and (3) their incorporation of English, standard Thai, and Isan in their English classrooms.

### **1.6 Significance of the study**

The primary conclusion drawn from this thesis underscores the imperative of prioritizing a multilingual approach within English language education. The research outcomes highlight the importance of acknowledging and integrating students' language proficiency and cultural identity into English instruction, as this practice promotes the cultivation of both personal and communal assets (García & Lin, 2017; García & Wei, 2014; Huang & Chalmers, 2023; Wei, 2018).

Initially, it is imperative to acknowledge and prioritize the right of Thai students to access tailored education in the English subject. In addition to showcasing the myriad benefits demonstrated by this research through the adoption of a multilingual approach in English instruction, it may also emphasize the potential severity of neglecting such an approach. Employing a multilingual approach is likely to be both motivating and instructive. Conversely, its absence may hinder Thai students' ability to attain proficiency benchmarks related to the comparison and contrast of English with their native language (García & Wei, 2014; Huang & Chalmers, 2023).

To effectively address the educational needs of Thai students in English language instruction and assist them in attaining proficiency while refining their metalinguistic abilities, it is essential for English language educators in Thailand to hold formal qualifications that furnish them with requisite knowledge and a resource-oriented perspective. Hence, this research put an emphasis on the importance of enhancing teacher training programs to accommodate the progressively diverse student demographic, thereby equipping future Thai educators to facilitate English language acquisition at both the individual and societal levels.

Moreover, this study sheds light on the ramifications of viewing language as a hurdle within educational settings, wherein even proficient and seasoned English language educators in Thailand might refrain from adopting a multilingual approach due to this perspective. It focuses on the pivotal necessity for school administrators and educators

to possess comprehensive expertise in this domain, ensuring that such valuable assets are not overlooked but rather leveraged optimally.

Thus, to initiate transformation in Thai secondary education institutions, it becomes imperative to introduce new policies and language planning strategies that consider input from multilingual individuals. As noted earlier, the English curriculum of Thailand is currently undergoing revision, with "multilingualism as a resource" explicitly acknowledged as one of the new core components (Ministry of Education, 2008; UNESCO, 2016). It is intriguing to observe further the evolution of the multilingual perspective in English subject in Thailand.

### **1.7 Definition of key terms**

For a thorough comprehension of the ideas and discourse presented in this study, it is vital to precisely define specific concepts within the framework of the current investigation. Thus, this section offers elucidations for essential terms, such as translanguaging (1.7.1), pedagogical translanguaging (1.7.2), English classrooms (1.7.3), Thai secondary school (1.7.4), and Experience (1.7.5), which hold significance in the study's context.

#### **1.7.1 Translanguaging**

In the area of translanguaging, scholars conceptualize translanguaging in diverse ways, shaped by their philosophical orientations (Ambele & Watson Todd, 2022). This study adopts Wei's (2018) definition, which describes it as the dynamic and functional integration of multiple languages within a unified system. Unlike code-switching, which alternates between distinct linguistic systems, translanguaging treats language as fluid, allowing speakers to draw upon their full linguistic repertoire adaptively (Wei, 2018; García & Wei, 2014). This interactive process of informed construction unfolds through interactions that harness one's complete linguistic repertoire.

#### **1.7.2 Pedagogical translanguaging**

Pedagogical translanguaging, a form of translanguaging, involves the use of multiple languages in the classroom to support learning the target language. In this study, it is defined by Cenoz and Gorter (2021, p. 17-18) as a planned approach by the teacher,

where different languages are used for input and output, or other strategies are employed based on students' full linguistic repertoire. It also includes spontaneous translanguaging, which refers to the natural and unscripted use of multiple languages by both teachers and students in communication.

### **1.7.3 English classrooms**

In this study, the definition of English classrooms as provided by Richards and Rodgers (2014) is utilized. This study examines educational settings where English serves as the primary medium of instruction to develop students' proficiency in listening, speaking, reading, and writing. Specifically, it focused on two courses in northeastern Thailand: Fundamental English, taught by Thai teachers in two classes (grade 7 and grade 12), and English for Communication, taught by a foreign teacher in one class (grade 10).

### **1.7.4 Thai secondary school**

Thai secondary schools are educational institutions that provide schooling to students at the secondary level, typically lasting six years after primary education. These schools offer a comprehensive curriculum designed to prepare students for higher education or entry into the workforce, encompassing subjects such as languages, mathematics, science, social studies, and vocational training. In this study, "Thai secondary school" refers to a publicly funded district school in a rural area of northeastern Thailand. In Thai classrooms, English language policy does not strictly mandate exclusive use of English, allowing teachers flexibility in lesson design and classroom management.

### **1.7.5 Experience**

According to García and Wei (2014), the concept of experience within English classrooms pertains to the dynamic utilization of language skills in practical contexts, emphasizing a bilingual or multilingual approach to language acquisition. In the context of this study, "experience" refers to the combination of teachers' and students' direct interactions and engagements with the language, along with their perceptions and interpretations of these interactions. This includes how they perceive their progress, the effectiveness of teaching methods, and their overall engagement and motivation in learning English.

## 1.8 Thesis structure

This thesis is divided into five chapters:

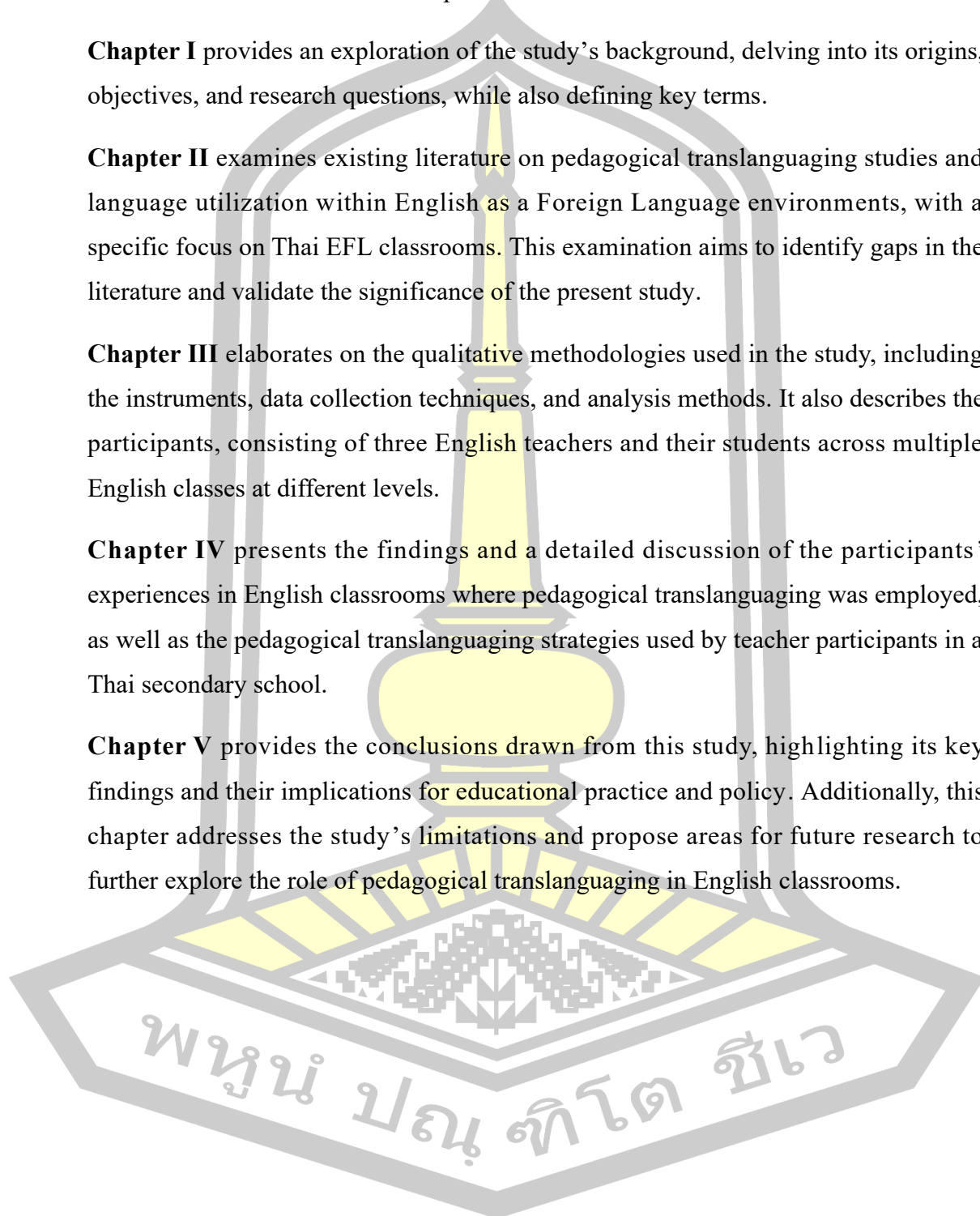
**Chapter I** provides an exploration of the study's background, delving into its origins, objectives, and research questions, while also defining key terms.

**Chapter II** examines existing literature on pedagogical translanguaging studies and language utilization within English as a Foreign Language environments, with a specific focus on Thai EFL classrooms. This examination aims to identify gaps in the literature and validate the significance of the present study.

**Chapter III** elaborates on the qualitative methodologies used in the study, including the instruments, data collection techniques, and analysis methods. It also describes the participants, consisting of three English teachers and their students across multiple English classes at different levels.

**Chapter IV** presents the findings and a detailed discussion of the participants' experiences in English classrooms where pedagogical translanguaging was employed, as well as the pedagogical translanguaging strategies used by teacher participants in a Thai secondary school.

**Chapter V** provides the conclusions drawn from this study, highlighting its key findings and their implications for educational practice and policy. Additionally, this chapter addresses the study's limitations and propose areas for future research to further explore the role of pedagogical translanguaging in English classrooms.



## CHAPTER II

### LITERATURE REVIEW

This chapter provides an extensive examination of the research that constructs the theoretical underpinning for the thesis. It covers diverse elements, such as the status of English in Thailand (see 2.1), the dynamics of English language teaching within the context of Thai educational institutions (see 2.2), the principles of bi-, multi-, and plurilingualism (see 2.3), pedagogical translanguaging (see 2.4), and culminates with a recapitulation of the chapter's key content (see 2.5).

#### **2.1 English in Thailand**

In Kachru's 1985 study, English users were categorized into three circles: Inner, Outer, and Expanding. The Inner circle encompasses native English-speaking countries like the UK, USA, Canada, Australia, and New Zealand. The Outer circle involves contexts where English serves as a second language, such as India, Singapore, and Malaysia, used in administration, education, and officially. The Expanding circle traditionally includes nations where English is prevalent in everyday usage and taught as a foreign language, like Thailand, China, and Japan. Thailand, the focus of this study, falls under the Expanding circle category. English holds a significant role in its educational system, evident in the substantial investment by the Thai government in employing foreign English teachers (Boonsuk & Ambele, 2021; Buripakdi, 2008; Kirkpatrick, 2010).

It is important to note that Thailand was never colonized by the British or any other European power. As a result, the Thai government has adopted a monolingual policy, with the Thai language serving as the standard, official, and national language in the country (Rogers, 2013). However, English as a foreign language has gained significant traction in Thailand's education and government policies. It is now regarded as the primary additional international language by the Thai government (Baker, 2012; Spolsky, 2004). Moreover, being a member of the Association of Southeast Asian Nations (ASEAN), a multinational economic and cultural group formed in 1967 with the aim of establishing a free trade zone among member countries, Thailand places emphasis on English. This is particularly evident in fostering good relations within the ASEAN Economic Community (AEC), where

"English has become the primary language used in Thailand for business, media, technology, and education" (Hart-Rawung, 2008). Essentially, the English language serves as a cornerstone for the economic and social progress of the region. Additionally, it has emerged as a top priority in language policy across the region to facilitate globalization efforts.

Many research studies have sought to elaborate the significance of English in Thailand and its integration into policy (e.g., Baker, 2012; Boonsuk & Ambele, 2021; Buripakdi, 2008; Darasawang, 2007; Kaur et al., 2016; Roger, 2013; Taladngoen, 2019). During King Rama III's reign from 1824 to 1851, Thailand initiated trade with Western nations, adopting English as a means to enhance national security and compete globally and regionally (Foley, 2005, 2007). Subsequently, in the late 1800s, English permeated various aspects of Thai society, as the King enlisted Western English tutors to educate his children, even within the royal household. This widespread adoption of English led to improved proficiency among Thai diplomats, enabling them to communicate directly with foreign counterparts without translators (Baker, 2008). Moreover, English facilitated Thai students' access to contemporary technologies, fostering the nation's development (Darasawang, 2007). In the later 1900s, English assumed paramount importance in Thailand, prompting revisions to the national curriculum to make English compulsory. While the subject became obligatory in all public schools beyond the fourth grade, only the aristocracy had access to English education (Darasawang, 2007; Foley, 2005, 2007; Rogers, 2013).

## **2.2 English language teaching in Thai classroom**

In the 1940s, English was strategically positioned as the primary foreign language in Thai education, emphasizing precise reading aloud and text comprehension, alongside a focus on the grammar-translation approach (Darasawang & Watson Todd, 2012). However, during the 1950s, the transition from grammar translation to audio-lingual instruction caused tension with traditional Thai teaching methods. As English became integrated into public schools, it became a significant component of Thailand's educational system, emerging as a mainstream subject (English as a foreign language) with compulsory status. Formal instruction centered on reading and grammar, characterized by teacher-centered practices and rote learning, according to Rogers

(2013). Moreover, efforts were made to make English courses more meaningful and practical. Later, the English language teaching curriculum shifted towards a communicative approach, prioritizing English for communication rather than solely for linguistic knowledge (Boonsuk & Ambele, 2021).

Moreover, the English language curriculum was revised to begin from Grade 1 under the new National Education Act, allowing students in public schools to start learning English early. In 1999, the government initiated educational reforms to transition Thailand into a knowledge-based society. Since then, English in Thailand has been recognized as a tool for international cooperation, networking, and information exchange within global communities and ASEAN countries (Foley, 2005, 2007; Rogers, 2013). Recent years have seen a shift in English language policy towards a student-centered, functional-communicative approach, integrating students' local cultures and languages (Prapphal, 2008). This approach acknowledges individual differences and allows students to progress at their own pace (Foley, 2005; Prapphal, 2008; Rogers, 2013).

For instance, in 2017, the Office of the Basic Education Commission (OBEC) and the Office of Higher Education Commission (OHEC) became the two authorities overseeing English-teaching policies for Thai students. They introduced a new policy for English learning and teaching from primary to secondary education levels, advocating for the adoption of communicative language teaching (CLT) and the Common European Framework of Reference (CEFR) instead of the traditional grammar-translation approach (Baker & Jarunthawatchai, 2017; Boonsuk and Ambele, 2021; Darasawang, 2007). This method now encompasses all four language skills—listening, speaking, reading, and writing—with the goal of enhancing students' English proficiency.

The integration of this approach in the classroom aims to foster more meaningful and communicative interactions in English among students (Taladngoen, 2019). Moreover, aligned with the Basic Education Core Curriculum, this policy likely underscores the significance of English for the ASEAN community (Baker & Jarunthawatchai, 2017). Essentially, within the English language classroom, immersion in and use of the target language are crucial for students to develop

proficiency. Many schools have responded to this policy by introducing new initiatives such as the Mini English Program (MEP) or English Program (EP), where English serves as the primary medium of instruction (EMI), with the aim of enhancing students' English proficiency. However, some schools, particularly those in rural areas, face challenges in implementing the policy effectively (Baker & Jarunthawatchai, 2017; Taladngoen, 2019).

Boonsuk and Ambele (2021) suggest that educational policies and curricula in Thailand, particularly those promoting English, are largely influenced by Western academics. Thai English as a Foreign Language (EFL) teachers often find themselves in a passive role, merely implementing authorized operations without much control over their teaching practices. Consequently, they are limited in their ability to manage classrooms and utilize alternative pedagogies effectively. This situation underscores the overwhelming decision-making authority of educational policymakers and curriculum designers, who may prescribe standardized approaches without considering the diversity of English learners.

### **2.3 Bi-, multi-, and plurilingualism**

In linguistics, various terms describe individuals' proficiency in multiple languages: bilingualism, multilingualism, and plurilingualism. Bilingualism, as the primary term, encompasses language practices extending beyond a single autonomous language, according to García (2009, p. 158). Some scholars broaden this definition to include proficiency in more than two languages (Fielding, 2015; Skutnabb-Kangas, 1996). For clarity, this thesis will use 'bilingual' and 'bilingualism' to denote the ability to speak two languages exclusively. Multilingualism denotes the capability to understand and communicate in multiple languages (García & Wei, 2014). According to Sheils (2010), multilingualism is defined as the proficiency in several languages or the presence of diverse languages within a particular society. Both definitions encompass the notion of speaking two languages as constituting multilingualism.

Another term akin to those previously mentioned is plurilingualism. While it shares similarities with multilingualism in terms of proficiency in multiple languages, plurilingualism is distinguished by its emphasis on an individual's capacity to utilize several languages to different extents and for various purposes (García & Wei, 2014,

p.11). The significance of plurilingualism has gained prominence in the Council of Europe's language learning framework. Sheils (2010) describes the plurilingual approach as one where an individual's language experience broadens from their home language to the wider societal language and then to the languages of other cultures. Instead of compartmentalizing these languages and cultures, they develop a communicative competence where all their language knowledge and experiences are interconnected and interact. In other words, a plurilingual individual enhances their communicative skills by seamlessly transitioning between multiple languages and engaging with diverse cultures.

Apart from the different definitions of these terms, the contexts in which they are used and the aspects they emphasize differ. To illustrate the differences among the aforementioned terms, three aspects will be considered: (1) definitions to clarify the terms, (2) contexts to understand their origins, and (3) the distinct focuses of each term, as shown in the table below.

**Table 1** Distinctions among bi-, multi-, and plurilingualism

<b>Terms Aspects</b>	<b>Bilingualism</b>	<b>Multilingualism</b>	<b>Plurilingualism</b>
<b>Definition</b>	The ability to speak and understand two languages fluently.	The ability to speak and understand more than two languages fluently.	The ability of an individual to use multiple languages to varying degrees of proficiency.
<b>Context</b>	<ul style="list-style-type: none"> <li>Regions or countries where there are two official languages.</li> </ul>	<ul style="list-style-type: none"> <li>Regions or countries where speakers are from different languages.</li> </ul>	<ul style="list-style-type: none"> <li>European context where multiple languages are commonly used due to their diverse linguistic landscapes and policies</li> </ul>
<b>Focus</b>	<ul style="list-style-type: none"> <li>Both languages are maintained and promoted for use.</li> </ul>	<ul style="list-style-type: none"> <li>One language is more dominant than others.</li> </ul>	<ul style="list-style-type: none"> <li>Every language is encouraged and promoted to use. (There is no dominant language.)</li> </ul>

Source: Baker (2011), Cenoz & Gorter (2015), Council of Europe (2001)

As shown in Table 1, bilingualism refers to the ability to speak and understand two languages fluently. Baker (2011) stated that it typically occurs in regions or countries where two languages have official status and are used by the government, in education, and often in daily communication (e.g., Cameroon and Canada, where French and English are maintained and promoted). These languages are recognized in official documents, laws, and public administration.

Multilingualism involves the ability to speak and understand more than two languages fluently, often to a native-like level (Cenoz & Gorter, 2015). This is common in regions or countries with multiple official languages. For instance, in the United States, English is dominant but other languages are also widely spoken. The dominance of one language often arises from users coming from diverse linguistic backgrounds. Countries with a dominant language typically have one language predominantly used in government, education, and other official domains, even if multiple languages are spoken within the country.

Plurilingualism refers to an individual's ability to use multiple languages to varying degrees of proficiency (Council of Europe, 2001). This concept is prevalent in European contexts, where diverse linguistic landscapes and policies encourage the use of multiple languages, as seen in Luxembourg and Switzerland. Unlike multilingualism, where one language may be dominant, plurilingualism promotes the use and encouragement of all languages within a society. Moreover, plurilingualism enhances an individual's ability to use multiple languages across various contexts and for different purposes.

#### **2.4 Pedagogical translanguaging**

Since the shift in ideology in ELT from a focus on language structure to language use for communication, Yuzlu and Dikilitas (2021) argue that teaching methods have evolved from traditional approaches, such as grammar translation where languages are compartmentalized, to modern methods like communicative language teaching, which prioritize communication. Moreover, Ambele (2022) reported an increased focus on the ability to use multiple languages in language classrooms, particularly in English classrooms. Therefore, the concepts of using more than the target language in

classrooms, such as code-switching and translanguaging, have been proposed and integrated into the realm of English language teaching. To clearly understand the concept of pedagogical translanguaging, which is the focus of this study, it is essential to examine the distinctions between code-switching and translanguaging.

In the early years of code-switching research, scholars examined this practice within a diglossic framework (e.g., Akere, 1980; Sgall et al., 1994). Diglossia was defined by Ferguson (1959) as a situation where two language varieties coexist in a community, each with a distinct role. This emphasis on separating language varieties created boundaries between languages. However, this perspective has been critiqued as monoglossic, as it views languages as separate entities to be used independently (García & Torres, 2009). In Thailand, studies have shown that ELT teachers use code-switching in EFL classrooms to facilitate learning and teaching. Two main functions of code-switching have been identified. The pedagogical functions include asking questions, introducing new vocabulary or technical terms, clarifying difficult concepts, and emphasizing important content (Domalewska, 2017; Kongbang & Crabtree, 2020). The social functions involve managing classroom behavior, generating humor, and creating a comfortable learning environment (Promnath & Tayjasanant, 2016; Sangprem & Gampper, 2015). These studies analyzed code-switching from the perspective of two distinct languages (Thai and English) used in the classroom, either through actual discourse (e.g., Promnath & Tayjasanant, 2016) or participants' attitudes (e.g., Sangprem & Gampper, 2015).

Translanguaging, unlike code-switching, rejects the separation of languages and embraces a heteroglossic ideology that values linguistic diversity and a multifaceted view of language. García and Wei (2014) describe translanguaging as an approach that sees language as one integrated system rather than separate entities. Instead of alternating languages, translanguaging utilizes all available semiotic resources, including multimodality, for communication (Wei, 2018). This approach marks a paradigmatic shift in how language systems and practices are conceptualized. Wei (2016) emphasizes that translanguaging is not merely a replacement for terms like code-switching, as it operates differently. García (2009) highlights that translanguaging transcends linguistic systems, focusing on meaning-making through

the orchestration of languages and other semiotic, cognitive, and multimodal resources.

Translanguaging has recently become a prominent term used to describe various practices in both educational and non-educational contexts worldwide (Cummins, 2021; García & Wei, 2014; Liu & Fang, 2022; Makalela, 2019; Zavala, 2018). As a polysemic concept, it encompasses a range of theoretical and practical approaches (Cenoz & Gorter, 2020, 2021; Jaspers, 2018; Leung & Valdés, 2019). Cenoz and Gorter (2017, 2020) differentiate between pedagogical and spontaneous translanguaging. Pedagogical translanguaging, as both a theoretical and practical approach, involves instructional strategies that intentionally incorporate two or more languages to support learning. Spontaneous translanguaging, as described by Cenoz and Gorter (2021, p. 18), refers to the natural use of two or more languages in real-world contexts, where the boundaries between languages are fluid and continuously shifting. This study focuses on pedagogical translanguaging, defined as "planned by the teacher inside the classroom and can refer to the use of different languages for input and output or to other planned strategies based on the use of students' resources from the whole linguistic repertoire" (Cenoz, 2017, p. 194). Cenoz and Gorter (2021) describe it as "a pedagogic theory and practice that refers to instructional strategies which integrate two or more languages." This approach is relevant across educational levels, from primary and secondary schools to universities, and advocates for utilizing students' entire linguistic repertoire to enhance learning outcomes.

Pedagogical translanguaging is closely connected to the original use of "translanguaging" in bilingual schools in Wales (Lewis et al., 2012; Williams, 1994). In this context, Welsh and English are systematically planned and integrated within the same lesson, typically involving alternation between the languages for both input and output. This method aims to develop language skills in both Welsh and English and is believed to provide higher cognitive stimulation due to its demanding nature. While it is based on the original concept, pedagogical translanguaging has broadened to apply to various educational contexts. Key characteristics of pedagogical translanguaging include the following (Cenoz & Gorter, 2021):

1. Pedagogical translanguaging can be applied not only to two languages, as in Wales, but also to three or more languages, including students' home languages not included in the school curriculum.

2. Pedagogical translanguaging involves a range of practices that utilize elements from the entire linguistic repertoire. These practices can enhance understanding of academic texts, provide access to additional information, develop metalinguistic awareness, and reinforce skills through coordinated activities in multiple languages. In Welsh schools, the focus was primarily on alternating languages for both input and output.

3. Pedagogical translanguaging is relevant across various educational programs and levels, extending beyond Welsh bilingual schools, which specifically targeted secondary students.

The previous section establishes that pedagogical translanguaging is grounded in the “Focus on Multilingualism” approach, which distinguishes multilingual speakers from monolinguals and promotes flexible, fluid language boundaries (Cenoz & Gorter, 2014). This approach acknowledges the unique competencies, developmental trajectories, and discourses of multilingual individuals. Their extensive linguistic repertoire is seen as a valuable asset for communication and language learning. Multilingual speakers use their knowledge of multiple languages to integrate new information with existing knowledge. Additionally, the “Focus on Multilingualism” approach emphasizes the social context of communication, noting that multilingual individuals utilize their full range of linguistic resources and engage in translanguaging based on the social setting. In summary, pedagogical translanguaging leverages the linguistic resources of multilingual learners, contrasting with traditional methods that isolate languages or compare multilingual students to monolingual native speakers.

#### **2.4.1 Pedagogical translanguaging in education (a concept to teach)**

Translanguaging pedagogy or pedagogical translanguaging in educational contexts is crucially important because it contributes significantly to building on the linguistic strengths of minority language students, as argued by García and Wei (2014).

Furthermore, Cenoz and Gorter (2020) described pedagogical translanguaging as deliberate instructional methods that merge two or more languages, with the goal of enhancing the development of students' multilingual abilities, metalinguistic skills, and language awareness. Furthermore, pedagogical translanguaging involves a teaching practice where the educator utilizes the dominant language to facilitate the acquisition of the less proficient one, as outlined by Lewis et al. (2012).

The concept of pedagogical translanguaging is not widely recognized among teachers in Thailand, particularly those teaching English as a Foreign Language (EFL) in regular secondary schools. However, some studies on pedagogical translanguaging in Thailand (e.g., Ambele, 2022; Kampittayakul, 2019; Liu & Lin, 2021; Siripol & Sukchuen, 2022) suggest that this teaching approach still exists in Thai classrooms. In terms of research literature, the earliest reference known to use the term "translanguaging" is Warsame (2018) in the Norwegian English as a Foreign Language (EFL) context. Considering English teaching in Thai classrooms, it can be noted that there are instances where switching between English and standard Thai languages may seem uncommon, especially in the English Medium Instruction (EMI) context, where English serves as the primary mode of classroom communication. Nevertheless, in the regular Thai context, it is common for Thai English teachers not to solely use English language in their lesson. Ambele (2022) supported that learners' L1 use in the classroom is crucial for them to learn the target language as well as the content in the target language. García and Otheguy (2020), moreover, supported that the learners' target language learning and content learning are simultaneously improved due to the use of L1 in the classroom.

When it comes to using translanguaging to teach, it can be done both naturally and officially. García and Wei (2014) distinguishes these terms saying as follows:

*“Natural translanguaging* refers mostly to acts by students to learn, [...], although it may also include the teachers' use of translanguaging with individuals, pairs and small groups “to ensure full understanding of the subject material” [...]. In contrast, official translanguaging is conducted and set up by the teacher. An official translanguaging pedagogy includes more planned action of the teachers in interaction with students” (p. 91).

These can be realized in several different ways in the classroom. First, natural translanguaging is exemplified as using as well as shifting between two languages as support to learn one language. Secondly, implementing official translanguaging may include using different languages to “deepen explanations to the class of complex parts of the topic being taught” or teachers encouraging and awaiting students to give an account of what they have learned through using their entire language repertoire (García & Wei, 2014, p.91). By doing this, the students will be able to show a complete understanding of the learning objectives (García & Wei, 2014). Since this study used a lesson with translanguaging practices, and official translanguaging pedagogy had been implemented. The English lesson encouraged the students to use their native language and background to complete the given task.

#### **2.4.2 Pedagogical translanguaging in practice**

According to Cenoz and Gorter (2022), pedagogical translanguaging facilitates both language and academic content learning by recognizing that academic content is mediated through language. This section will therefore outline the implementation of pedagogical translanguaging in both content-based classrooms, where English serves as the medium of instruction, and in English language classrooms.

##### **2.4.2.1 Practice in content-based classrooms**

This section details the implementation of pedagogical translanguaging practices in content-based classrooms where the focus is on specific subject matter, such as science or social studies, with English as the medium of instruction. The discussion will mainly involve implementing pedagogical translanguaging in the context of CLIL (Content and Language Integrated Learning) in content-based classrooms.

To implement Pedagogical Translanguaging in content classrooms, particularly within CLIL settings, educators should foster a multilingual environment where the use of multiple languages is actively encouraged and supported. Research by Lin and Lo (2017) illustrates how translanguaging can be effectively utilized to help teachers and students co-construct thematic content in science classes by integrating students’ L1 (Chinese) with L2 (English) learning. This can be achieved through strategies such as using bilingual glossaries, visual aids, and peer collaboration to scaffold instruction, enabling students to draw on their full linguistic repertoire throughout the learning

process. Lin and He (2017) expand on these ideas by demonstrating how translanguaging between English, Cantonese, and Urdu supports content learning and meaning-making in an English-medium CLIL classroom. These practices highlight the importance of incorporating multilingual assessments and feedback, as well as engaging families and communities, to create a supportive and inclusive classroom environment. Furthermore, Lin (2019) and Liu (2020) emphasize that planned translanguaging and trans-semiotizing can significantly enhance students' academic skills, particularly in content-heavy subjects. For successful implementation, professional development for teachers is essential to cultivating a school culture that values and promotes multilingualism, a concept strongly supported by scholars such as García and Wei (2014) and Canagarajah (2011).

The role of multilingualism in CLIL has been extensively studied, especially regarding how students' first language (L1) can facilitate the learning of a second language (L2) (e.g., Gierlinger, 2015; Lasagabaster, 2013). There is a growing consensus that, rather than keeping students' languages separate, their L1 can be a valuable resource in supporting content learning in L2 within CLIL classrooms. One of the earliest studies on translanguaging in CLIL was conducted by Marsh (2002, p. 17), who analyzed 17 case studies across Europe and defined translanguaging as "the use of more than one language," such as when "a teacher may speak in one language, and a student replies in another". He framed translanguaging as a scaffolding tool that enhances both content and language learning in CLIL environments. This understanding of translanguaging as a deliberate and systematic practice is shared by many scholars in the field. For example, Lasagabaster (2013, p. 2) describes translanguaging as occurring "when students read about a topic in L1 and present their work in L2", while Coyle et al. (2010) define it as a systematic shift between languages for specific pedagogical purposes. These insights underscore the potential of translanguaging to enrich content classrooms by leveraging students' full linguistic capabilities.

#### **2.4.2.2 Practice in English classrooms**

This study focuses on its implementation in English classrooms, addressing various language levels (phonetics, lexicon, morphology, syntax, pragmatics, and discourse) and skills (reading, writing, listening, and speaking). It explores how pedagogical translanguaging can deepen understanding of academic texts and develop metalinguistic awareness by leveraging students' multilingual repertoires within a single session (Cenoz & Gorter, 2022). The following information provides teachers with guidance on implementing pedagogical translanguaging in skill-based classrooms, especially in English classrooms.

Implementing pedagogical translanguaging enhances comprehension through language alternation. Similar to Welsh bilingual education, it aims to deepen understanding of academic texts and provide greater access to information by alternating languages within a single class session. For example, students might read a text or watch a video in one language and then summarize or discuss the content in another (Lewis et al., 2012; Williams, 1994). This approach enhances comprehension by activating various cognitive skills, as noted by Lewis et al. (2012). Cenoz and Santos (2020) highlight the benefit of accessing more information through this method. In a secondary school in the Basque Country, students analyzed news items in Basque, Spanish, and English, listened to broadcasts, and discussed content and structure across these languages. They also completed tasks in various languages and compared news items, developing metalinguistic awareness of differences between oral and written language and identifying cognates.

Implementing pedagogical translanguaging also enhances metalinguistic awareness, helping learners understand how language functions, including grammar rules and language use across different contexts (Bialystok, 2001). For example, Leonet et al. (2020) describe an intervention with 5th and 6th-grade students in a Basque school designed to develop metalinguistic awareness across Basque, Spanish, and English classes. Over 12 weeks, students performed better on morphological awareness tests compared to a control group. They identified morphemes in words like "teacher" or "sportsman" and used prefixes and suffixes to create new meanings.

Implementing pedagogical translanguaging also enhances cognate recognition and metalinguistic skills. For example, Cenoz et al. (2022) illustrate how this approach improves morphological awareness. Researchers assessed students' ability to recognize cognates across three languages through a cognate recognition task. While the difference in the number of cognates identified between the experimental and control groups was not statistically significant, students who participated in the translanguaging intervention showed a better understanding of the relationships between the languages and provided more detailed explanations, indicating higher metalinguistic awareness (Cenoz et al., 2022; Parra & Proctor, 2021).

To conclude, the implementation of pedagogical translanguaging is not only relevant to teachers but also suitable for facilitators designing instructions and activities to maximize its benefits in learning (García & Wei, 2014). The implementation of pedagogical translanguaging discussed above can be effectively applied in English Language Teaching (ELT), particularly in the Thai context (Chaisiri, 2022). According to Chaisiri (2022), incorporating cross-cultural activities (e.g., comparing and contrasting international, national, and local practices) and using local materials (e.g., news, and advertisements) in English lessons should be prioritized to enhance learning.

### **2.4.3 Roles of pedagogical translanguaging in EFL classroom**

This section examines the roles of pedagogical translanguaging in English classrooms, where English is the primary medium of instruction, with the aim of enhancing students' proficiency in listening, speaking, reading, and writing. The discussion is organized around the seven roles of pedagogical translanguaging identified by García and Wei (2014), along with strategies for promoting each role.

#### **2.4.3.1 Differentiating proficiency levels**

Pedagogical translanguaging is crucial for identifying students' proficiency levels and adapting instruction accordingly. One effective strategy is translation. For example, in South Africa, primary students benefited from having English textbook passages translated into isiZulu and Sepedi. Teachers provided printed translations and played audio recordings during lessons, fostering bilingual learning. This approach created a positive learning environment, enhanced understanding, and boosted self-esteem by

valuing students' primary languages (Omidire & Ayob, 2022). Similarly, Kwihangana (2021) found that Rwandan college students used translation in group activities to support less proficient learners, ensuring equal understanding and participation.

#### **2.4.3.2 Enhancing background knowledge**

Pedagogical translanguaging enhances background knowledge, leading to better comprehension of classroom content. Strategies include collaborative dialogue, group work, reading multilingual texts, multilingual listening, and using visual resources. Rafi and Morgan (2022) implemented a translanguaging intervention with first-year undergraduates in Bangladesh. In a reading comprehension class, students analyzed texts on beauty from different cultural perspectives: one in English on general beauty concepts, one in Bangla on local beauty views, and another in English on skin color and body shaming in American culture. This approach, leveraging students' full linguistic abilities, improved engagement and developed metalinguistic and metacognitive skills. Similarly, in Macau, a teacher used visual aids and the Chinese term "珍道具" to explain "Chindōgu," enhancing comprehension (Cai & Fang, 2022).

#### **2.4.3.3 Developing critical thinking**

Pedagogical translanguaging enhances understanding and fosters critical thinking. Strategies include inner speech, multilingual writing, and previously mentioned methods. Liu et al. (2020) demonstrated this in an English for Academic Purposes (EAP) course with master's students in China, using He and Lin's (2021) Multimodalities-Entextualization Cycle (MEC). The MEC comprises three stages: (1) creating an experiential context, (2) engaging in reading and note-taking, and (3) entextualizing experiences. Students used PowerPoint slides with images and Chinese translations of key concepts, employed thinking maps for multilingual note-taking, and wrote final assignments in English. They also compared academic writing in Chinese and English, which enhanced content comprehension, critical thinking, and metalinguistic awareness, the fourth goal of pedagogical translanguaging.

#### **2.4.3.4 Enhancing metalinguistic awareness**

Pedagogical translanguaging enhances cross-linguistic metalinguistic awareness, helping learners navigate communication challenges in socio-educational contexts. Strategies include using word walls, identifying cognates, comparing multilingual

texts, and exploring vocabulary, syntax, and morphology. Liu et al. (2020) found that students improved their metalinguistic awareness by comparing academic articles in Chinese and English, discussing similarities and differences, and analyzing features of English academic writing. The teacher facilitated discussions on cultural and linguistic differences and encouraged critical evaluation of English academic norms. Similarly, Zhang and Chan (2022) showed that comparing the English word "magazine" (L3) with the Uyghur word "magizin" (L1), which means shop, and summarizing the difference in Chinese (L2) helped students understand and remember new vocabulary.

#### **2.4.3.5 Promoting cross-linguistic flexibility**

Pedagogical translanguaging fosters the ability to alternate between languages and use one's complete linguistic repertoire effectively. Strategies include alternating languages and media, translating, and employing translanguaging in both writing and speaking. Kampittayakul (2019) implemented translanguaging in an English writing course with Thai secondary learners, finding that discussing topics in both Thai and English improved conversational length and response effectiveness, enhancing interactional competence. Similarly, Zhang and Chan (2022) demonstrated that allowing students to use their full linguistic repertoire to check comprehension effectively promoted cross-linguistic flexibility (Chaisiri, 2022).

#### **2.4.3.6 Fostering positive principles**

Pedagogical translanguaging aims to foster positive principles by encouraging learners to understand themselves and their identities. In Rajendram's (2021) study, Malaysian-Indian students used translanguaging techniques in group activities focused on cultural topics. These activities allowed students to engage in flexible translanguaging, discussing personal lives, proposing task ideas based on regional or popular cultures, and consulting cultural texts such as Hindu prayer books. Despite an English-only policy, Tamil (L1) and Malay (L2) were used to refer to Indian and Malaysian culture, helping to preserve cultural values and knowledge (Chaisiri, 2022; Rajendram, 2021).

#### **2.4.3.7 Addressing language inequities**

Implementing pedagogical translanguaging in classrooms aims to address language inequities and challenge linguistic and societal hierarchies. Zhang and Chan (2022) found that teachers who embraced students' multilingual repertoires and used three languages in the classroom encouraged students to do the same. This practice promoted metalinguistic awareness, cross-linguistic flexibility, and individual identity formation (Chaisiri, 2022). Teachers also encouraged students to switch languages, using Uyghur as an example, and employed the “translanguaging cue” (Jones & Lewis, 2014) to ensure fairness in language use. This approach values diverse multilingual resources and personal language abilities, opposing a single-language ideology (Rasman, 2018). However, pedagogical translanguaging must be implemented carefully to avoid marginalizing regional or minority languages (Chaisiri, 2022).

#### **2.4.4 Disadvantages of pedagogical translanguaging**

While the advantages of pedagogical translanguaging have been discussed, it is important to consider the potential disadvantages observed in some studies. This section will address the drawbacks of implementing pedagogical translanguaging in classroom settings. Based on a systematic review by Lu et al. (2023) of research on translanguaging in EMI and CLIL classrooms, many studies report positive attitudes from both teachers and students towards pedagogical translanguaging (Cenoz et al., 2022; Muguruza et al., 2023; Romanowski, 2019, 2020; Zhou & Mann, 2021;). However, some teachers express concerns about using L1 in classrooms, arguing that the target language should be prioritized, aligning with the goals of EMI or CLIL policies (Fang & Liu, 2020; Karabassova & San Isidro, 2023). Additionally, some studies suggest that translanguaging can be seen as an obstacle to deeper understanding, as students might merely repeat terms in their L1 without fully grasping them (Sahan et al., 2021).

According to the study by Okoye and Ambele (2023) on the use of English as a Medium of Instruction (EMI) in Thailand, the benefits of pedagogical translanguaging were evident. However, some students reported that the use of both English and Thai in the classroom could negatively impact their language learning and development.

The study identified two main drawbacks of using students' native language as a teaching and learning strategy: 1) difficulties in using the target language, and 2) decreased self-confidence in speaking the target language. Overall, students felt that frequent use of their L1 (Thai) in the English classroom could lead to passive learning, often referred to as the overuse of L1 in the English classroom. Additionally, students perceived the presence of their L1 as an interference that detracts from their communicative competence and target language usage.

Ambele's (2022) study on supporting university teachers in Thailand to adopt pedagogical translanguaging found that teachers generally had a positive attitude towards using translanguaging for L2 and content learning. The study indicated that allowing flexible use of learners' L1 alongside English supports learners with limited proficiency and helps them stay motivated. However, this perspective is challenged by Carstens' (2016) research, which found that speakers of various Afrikaans dialects considered classroom translanguaging to be confusing and ineffective for learning. This contrast highlights the need for further investigation into the effectiveness of pedagogical translanguaging in different educational contexts. Similarly, Khonjan and Ambele's (2023) study on teachers' perceptions and practices of translanguaging in Thai EFL classrooms found that overusing Thai could hinder students' learning, with excessive emphasis on L1 leading to decreased attention which related to García and Wei (2014) who mentioned that There is a risk that students might rely too heavily on their native language and avoid practicing the target language. This could hinder their language acquisition and limit their exposure to the target language in practical contexts. These studies suggest that pedagogical translanguaging may be most effective when teachers achieve a balance between languages, particularly in language classrooms.

#### **2.4.5 Language in English classroom**

The question of whether language instructors should utilize students' native language in their second or foreign language classroom has perpetually sparked debate. Several studies exist that either endorse or challenge the utilization of the first language in such educational settings (Sharma, 2013). He added that some researchers advocate for the complete adoption of the target language in monolingual foreign language

classrooms. Yüksel & Kahraman (2014) recommended that language instructors and their students strive to utilize the target language as predominantly as possible (over 90%) during instructional periods across all levels of teaching, and whenever applicable, extend its use beyond the classroom. The effectiveness of a teaching approach that minimizes the use of the native language is supported by studies showing a strong connection between teachers employing the target language and students' language acquisition (Carroll, 1989; Turnbull & Arnett, 2002; Wolff, 2003).

Even though minimizing the use of the native language in teaching has been proven effective, Martin-Beltran (2009) contended that the teacher in the study found it advantageous to employ both the target language and the native language. This was seen as helpful in stimulating pupil participation and clarifying the meaning of specific sections of text. Merritt et al. (1992) additionally discovered that employing both the target language and the native language served as a means to focus students' attention on significant aspects of language learning or to shift their focus from one task to another topic. Üstünel and Seedhouse (2005) observed that teachers in their research utilized both the target language and the native language for providing feedback to students and managing questions related to classroom discipline.

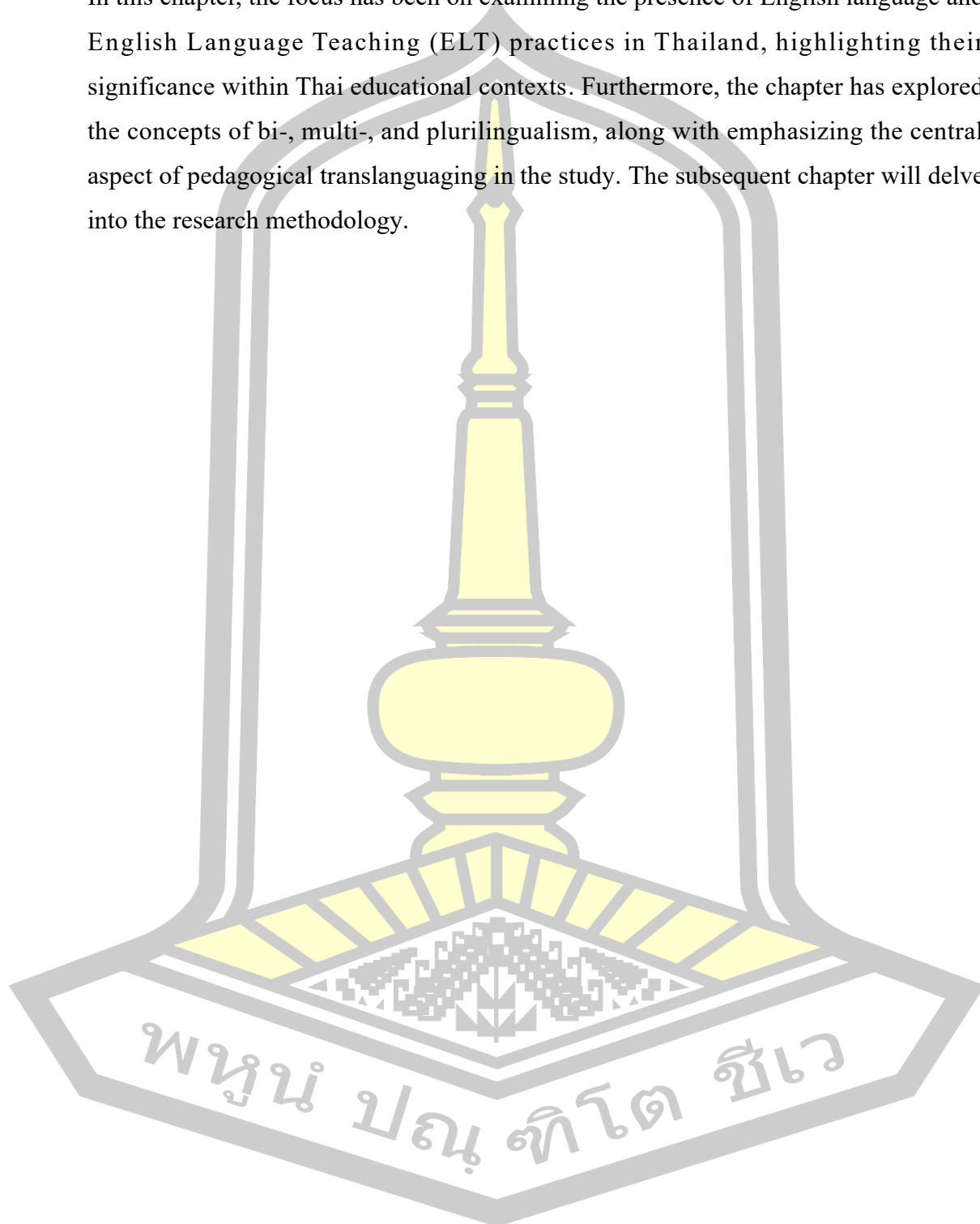
In English educational settings, Macaro (2009) proposed that adopting a multilingual strategy encouraged collaboration among students. Excluding the learners' native language not only proved impractical but also risks depriving them of a valuable learning tool, as reported by Nunan and Richards (1990), who noted that English as a Foreign Language (EFL) teachers found it nearly impossible to enforce a ban on the use of students' mother tongue in the language classroom. Numerous ELT instructors had attempted to establish English-only environments in their classrooms, only to discover that this approach often resulted in students failing to grasp the intended meaning, ultimately leading to both confusion and resentment among students (Harbord, 1992). He further explained that translation or transfer was a natural and unavoidable aspect of second language acquisition, irrespective of whether the teacher explicitly allowed or discouraged it.

In the Nepalese EFL setting, Sharma (2018) advocated for the advantages of incorporating the first language (L1) into English instructional environments. In the study, the largest proportion of students (60%) believed that utilizing their first language aided in comprehending new vocabulary items more effectively, while 52% perceived that it assisted them in grasping challenging concepts (Sharma, 2018). In the tertiary-level EFL context in Spain, the language policy was noted to be flexible, allowing the use of languages other than the target language in the classroom (Muguruza et al., 2023). The study was conducted at a university where Spanish, Basque, and English were frequently spoken in daily interactions, and their use was permitted within English classrooms. Muguruza et al. (2023) discovered that students utilized resources from their complete linguistic repertoire, integrating three languages into their assignments. Additionally, students perceived it as beneficial that the instructor permitted the use of their native language (L1) in the classroom, leading to reduced anxiety when incorporating both Basque and Spanish (besides English) both during class activities and in their assignments.

To justify conducting this study in Thailand, two significant research investigations had been carried out within the country: Ambele (2022) and Okoye & Ambele (2023). Ambele's study at the tertiary level unveiled that integrating both Thai and English in the classroom fostered a supportive environment for students with limited proficiency in their second language (L2). This approach not only alleviated anxiety associated with speaking L2 in an EFL context but also provided structured support for comprehending new information, potentially aiding low-proficiency students. Meanwhile, Okoye & Ambele's (2023) study at the secondary-school level highlighted the benefits of using both Thai and English in classrooms. It revealed that Thai secondary school EFL students typically collaborated on their linguistic resources to enhance comprehension of learning content and improve their English language skills in the classroom.

## 2.5 Chapter summary

In this chapter, the focus has been on examining the presence of English language and English Language Teaching (ELT) practices in Thailand, highlighting their significance within Thai educational contexts. Furthermore, the chapter has explored the concepts of bi-, multi-, and plurilingualism, along with emphasizing the central aspect of pedagogical translanguaging in the study. The subsequent chapter will delve into the research methodology.



## CHAPTER III

### METHODOLOGY

This chapter delineates the methods employed to examine how teachers and students encountered and engaged with pedagogical translanguaging practices within English classrooms. This section encompasses the outline of the research design (see 3.1), details about the participants and setting (see 3.2), the research instruments utilized in this study (see 3.3), and a description of the methodologies employed for data collection (see 3.4). Subsequently, the chapter addresses the data analysis (see 3.5), the research positionality (see 3.6), and concludes with a summary (see 3.7).

#### 3.1 Research Design

The study aimed to explore the experiences of both teachers and students in English classrooms that incorporated pedagogical translanguaging as a resource. Therefore, a qualitative research approach, as advocated by Brinkmann and Kvale (2017), was chosen, as it was conducive to gaining insights into participants' perspectives. Research on English teaching in multilingual classrooms in Thailand was limited. However, previous studies outlined in Chapter 2 had mainly focused on assessing teachers' confidence in teaching English in multilingual classrooms and exploring the importance of students' first language in the English learning process. Nevertheless, there was a noticeable lack of emphasis on investigating the experiences of teachers and students regarding the implementation of a multilingual approach and its potential in English classrooms.

Therefore, conducting exploratory research with a qualitative approach was crucial to gaining insights into this relatively underexplored area. Victor Jupp (2006) defines exploratory research as:

“Exploratory research is a methodological approach that is primarily concerned with discovery and with generating or building theory. In a pure sense, all research is exploratory. [It is] wedded to the notion of exploration and the researcher as explorer.” (p. 110).

Furthermore, Marlow (2023, p. 334) proposed that exploratory research served to "generate questions for further investigation in more extensive studies". However, the primary aim of this study was not to formulate or advance theory but rather to gather information to scrutinize and enrich understanding of the research topic. Additionally, the study sought to explore the experiences of both teachers and students, along with potential opportunities that teachers could leverage. Considering the previously mentioned lack of confidence among teachers in teaching within this context, the findings of this study could offer a comprehensive description of the practices and experiences of both teachers and students. Therefore, a qualitative inquiry was particularly apt for this research.

As discussed in Chapter 2 regarding pedagogical translanguaging in education (see 2.4.1), it was evident that pedagogical translanguaging in Thai schools was not entirely novel. However, there had been a dearth of research conducted on attitudes and experiences related to pedagogical translanguaging in English classrooms. Consequently, this study was categorized as exploratory, employing a qualitative approach to gather data through diverse methods, including classroom observations via video recordings and stimulated recall interviews, with the aim of obtaining comprehensive and detailed information on the issue. Maxwell (2018) emphasized the importance of detailed and diverse data to provide a complete and clear understanding of the situation.

The study aimed to gather diverse experiences (by means of pedagogical translanguaging and perceptions) related to the implementation of pedagogical translanguaging practices in English classrooms taught by both Thai and foreign English language teachers in a Thai secondary school.

### **3.2 Participants and context**

As the researcher held a position as an English teacher at a secondary school in northeastern Thailand, participants for this study were purposefully selected from the same school. The study included three English language teachers who were colleagues of the researcher. In this specific school setting, students predominantly used standard Thai as their native language when communicating with friends and

teachers. However, it was noteworthy that English and Isan (the northeastern Thai dialect) were occasionally used for communication among both teachers and students. The school did not offer specialized English-programmed classrooms, which were typically intended for teaching both content and skill subjects in English. Additionally, there were no policies in the school's English classrooms that required teachers and students to use only English throughout the class period. Therefore, teachers employed a combination of English, standard Thai, and Isan to facilitate the development of students' language skills.

For this research, data collection took place in three different classes taught by three different teachers. The participants were categorized into two groups: the teachers (see 3.2.1) and the students (see 3.2.2). Since all English teachers' classrooms were located on the same floor within the same building, it was convenient for the researcher to observe the methods and approaches employed by other English teachers. It had been noted that these teachers utilize pedagogical translanguaging in their English classrooms.

Among the selected English classrooms for this study, the first classroom was in grade seven, with students aged twelve to thirteen. There were thirty-eight students in this class, including eleven males and twenty-seven females. This classroom offered a Fundamental English course, focusing on foundational English skills and basic communication abilities. Students were expected to develop basic vocabulary and grammar, improve reading comprehension of simple texts and passages, practice sentence formation and short paragraph writing, understand basic spoken English, engage in simple conversations, gain exposure to English-speaking cultures, and use English for everyday communication, such as greetings, expressing preferences, and providing simple descriptions. This stage aimed to establish a solid foundation in English language proficiency, preparing students for more advanced language tasks in higher grades.

The second classroom selected was in grade ten, with students aged fifteen to sixteen. There were thirty-one students, including seven males and twenty-four females. This classroom offered an English for Communication course, focusing on advancing

foundational English skills. Students were expected to expand their vocabulary, understand more complex grammatical structures, improve reading comprehension, develop writing skills for essays and reports, practice listening and speaking confidently in English with various accents, and prepare for national English proficiency assessments. The goal at this level was to enhance English proficiency for effective communication in both academic and everyday situations.

The third classroom selected was in grade twelve, with students aged seventeen to eighteen. There were twenty-five students in this class, including six males and nineteen females. This classroom offered an Advanced English course that emphasizes a broad vocabulary, mastery of complex grammatical structures, literary analysis, clear and coherent essay writing, nuanced comprehension and response in spoken English, including debates and discussions, effective presentation delivery, exploration of cultural and societal issues through English-language materials, and preparation for university entrance exams or vocational training assessments that evaluated English proficiency. The primary objective was to develop advanced English language skills essential for academic achievement and future career readiness.

To clarify the participants, the study involved twenty-one individuals who were exposed to pedagogical translanguaging strategies in their English classrooms for one month across academic years. These participants were divided into two groups: three English teachers, who were the researcher's colleagues, and eighteen students selected from three different English classrooms. The following sections provides details on the selection criteria for both teacher and student participants.

### **3.2.1 Teacher participants**

The selection process for teacher participants was guided by three specific criteria. Firstly, candidates must hold at least a bachelor's degree in English language teaching or a related field. Secondly, they must have at least three years of experience teaching multilingual students in Thailand. Lastly, they must support the use of pedagogical translanguaging in the English classroom. Since all teachers at the research site met these criteria, the primary task was to identify an English teacher willing to participate

in the study. As the teachers were colleagues of the researcher, they were contacted individually through in-person meetings at school and phone calls to invite them to participate in the study. These teachers had already been observed incorporating pedagogical translanguaging practices in their teaching. After obtaining their verbal consent, a written consent form was provided for them to thoroughly review the research, its purpose, their roles, the voluntary nature of their participation, and the potential risks and benefits. The participants included teachers from grade seven, grade ten, and grade twelve, as outlined below:

**Teacher A** was a female Thai teacher classified as a senior professional-level teacher (K3), recognized for her extensive teaching experience at the junior high school level, particularly in grade seven, where she had taught for twenty-nine years. She held a bachelor's degree in Education with a major in English, all obtained in Thailand. Despite not having studied abroad, she demonstrated a high level of English proficiency. Teacher A taught nine periods per week, focusing on the Fundamental English course for grade seven, with each class meeting three times per week. She was selected based on observations showing that she promoted pedagogical translanguaging, fluidly switching between languages within the English classroom.

**Teacher B** was a male foreign teacher proficient in six languages, including English, standard Thai, Isan, Tagalog, Bisaya, and Ilongo. He had completed thirty-six units in Teaching English and TEFL (Teaching English as a Foreign Language). Over the past twelve years, he had lived in Thailand and had eleven years of experience teaching the English for Communication course to students from grade seven to grade twelve. Teacher B taught three periods per week, focusing on grade ten, with each class meeting once per week. He was noted for occasionally incorporating additional languages, such as standard Thai and Isan, during English instruction, which helped make the content more accessible to students and enhanced their learning experience.

**Teacher C** was a female Thai teacher who was also classified as a senior professional-level teacher (K3), known for her extensive teaching experience at the senior high school level, particularly in grade twelve, where she had taught for twenty-two years. She held a bachelor's degree in Education with a major in English

and a master's degree in Education specializing in English Language Teaching (ELT), both earned in Thailand. Like Teacher A, she did not study abroad but displayed a high level of English proficiency. Her CEFR score of C1 indicated that she could communicate in English with near-native fluency. Teacher C taught nine periods per week, focusing on the Fundamental English course for grade twelve, with each class meeting three times per week. Observations revealed that she occasionally used standard Thai and Isan to help students better understand the material and improve their language skills in English.

### **3.2.2 Student participants**

Since teachers were selected from English classes in grades seven, ten, and twelve, the participants for this research included students from these grades. Each grade consisted of three classes, and one class from each grade was selected for video recordings. Specifically, section one of each grade was chosen due to the consistent attendance of these students in English classes and the relatively stable class sizes compared to other sections. Six students (3 males and 3 females) from each class were purposively selected for the student interviews based on five criteria: (1) willingness to participate, as indicated by the consent process, (2) their grades and English scores, (3) teacher recommendations reflecting varying levels of English proficiency (low, medium, and high), (4) consistent use of pedagogical translanguaging strategies in English classrooms, and (5) their activeness, interaction, and engagement observed during classes employing pedagogical translanguaging, as recorded in the videos. After selecting the prospective student participants based on the mentioned criteria, similar to the teacher interviews, the students were contacted individually through direct meetings at school to invite them to participate in the study. After obtaining their verbal consent, written consent forms were provided for them to thoroughly review the research, its purpose, their roles, the voluntary nature of their participation, and the potential risks and benefits.

### **3.3 Research instruments**

To identify instances and delve into experiences associated with particular classrooms, multiple tools were utilized to enhance comprehension and reinforce understanding. These research instruments were: (1) classroom observations, and (2)

stimulated recall interviews. These instruments offered flexibility in the data collection process, allowing the researcher to adapt as needed. Additionally, employing triangulation bolstered the overall credibility of the collected data within the research scope.

### **3.3.1 Classroom observation**

Classroom observation is a systematic method used to study teaching practices and student learning within a classroom setting (Creswell, 2015). It involves the structured process of evaluating teaching performance, understanding classroom interactions, and identifying areas for professional development, typically through the systematic recording of teacher and student behaviors (Kyriacou, 2018). In the context of English language teaching, it entails monitoring and analyzing the interactions between teachers and students, the implementation of instructional strategies, and the overall classroom environment. This method serves various purposes, including teacher evaluation, professional development, and educational research (Creswell, 2014).

In this study, classroom observations were conducted across three English courses: the Fundamental English course for grade seven, taught nine periods per week; the English for Communication course for grade ten, taught three periods per week; and the Fundamental English course for grade twelve, taught nine periods per week. These observations focused on the use of pedagogical translanguaging, with a particular emphasis on how teachers integrate multiple languages to support student learning in English classrooms.

As emphasized by Sharp (2012), observation in education helps to understand the intricacies and dynamics of activities and events in real-time. Sharp highlights two primary purposes: (1) gathering comprehensive information about participants' actions in their natural environment through observation and listening without direct questioning, and (2) closely examining participants' actions, interactions, and behaviors. In this research, observations provided insights into how students and teachers interact and engage within English classrooms.

Moreover, video recordings supplemented live observation by enhancing the observation of interactions and engagement between teachers and students, providing insights that might not be fully perceptible during real-time observation. Video recordings captured teaching and learning activities, enabling researchers and educators to observe and analyze various aspects of classroom interactions, instructional methodologies, student involvement, and the overall classroom environment (Johnson et al., 2010). This tool facilitated the systematic evaluation of classroom dynamics, teaching techniques, and student engagement.

During English classrooms where pedagogical translanguaging was employed, video recordings examined the teachers' and students' use of languages, the strategies teachers employed to facilitate students' acquisition of English, and the integration of semiotic signs and nonverbal cues. This approach enabled the researcher to address the research question, focusing on the experiences of teachers and students in English classrooms. Additionally, the use of classroom observation through video recordings allowed the researcher to capture detailed and authentic footage of teaching and learning processes. Video recordings provided a valuable tool for reflective practice, professional development, and research, offering insights into classroom dynamics, teacher-student interactions, and the implementation of pedagogical translanguaging strategies.

Overall, the use of classroom observation via video recordings provided a comprehensive approach to data collection, enabling the researcher to closely examine how multiple languages were dynamically used by both teachers and students to facilitate learning, understand complex language practices, and assess the teachers' and students' perception of these intentional and strategic instructions in English classrooms.

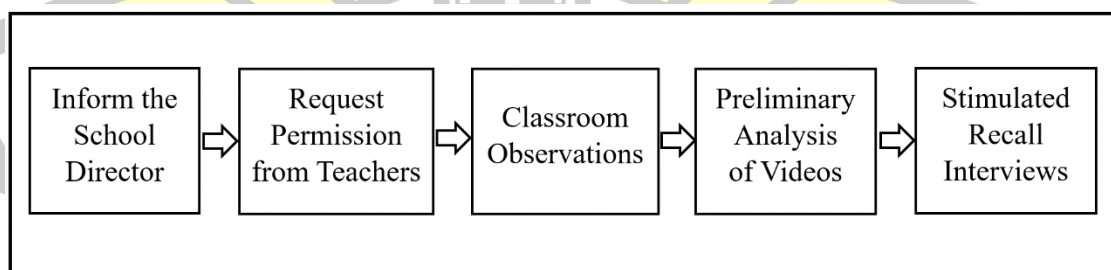
### **3.3.2 Stimulated recall interviews**

Stimulated recall interview is a research method designed to explore the cognitive processes of both teachers and students during classroom activities. This technique involves participants reviewing a video recording of their own teaching or learning session and subsequently discussing their thoughts and decisions at specific moments

(Gass & Mackey, 2016). The primary aim is to gain deeper insights into participants' experiences, perspectives, beliefs, and the strategies employed within the classrooms, offering valuable insights not always evident through direct observation alone (Van Es & Sherin, 2008). These interviews are particularly valuable for professional development and educational research, as they reveal the underlying reasons behind classroom behaviors and instructional choices.

In this specific research context, stimulated recall interviews involved revisiting classroom sessions where pedagogical translanguaging was employed. The goal was to explore participants' thought processes, decision-making, and reflections in real-time or shortly after the event, aiming to uncover implicit knowledge and perceptions that might not emerge during the actual teaching or learning session. Therefore, both teachers and student participants engaged in stimulated recall interviews, enabling them to articulate their thoughts, feelings, and rationales during key moments in English classrooms. This method not only provided profound insights into the dynamic interactions and strategies used by teachers and students (Van Es & Sherin, 2008) but also complemented observations derived from video recordings. These interviews directly addressed the research question concerning participants' experiences with pedagogical translanguaging in English classrooms. Detailed descriptions of the interview procedures were presented in subsequent sections of this thesis proposal.

### 3.4 Data collection



**Figure 1** Data collection process

For data collection, the following five steps were implemented: (1) adhering to ethical principles by informing the school director and obtaining permission to contact the teachers expected to participate in this research; (2) contacting the teachers to seek their permission to record videos in their English classrooms where pedagogical translanguaging was practiced; (3) upon receiving permission, conducting English classroom observations over one month. Given that English classes were held three times a week, the two female teachers were observed for a shorter duration compared to the male foreign teacher, who taught English to grade ten students once a week; (4) performing a preliminary analysis of the video recordings to identify instances of pedagogical translanguaging; and (5) after completing the preliminary analysis, conducting stimulated recall interviews with both teachers and students who were purposively selected. These interviews involved asking participants questions based on their pedagogical translanguaging practices in the classrooms to understand their experiences of these practices, which was the focus of this study.

### **3.5 Data analysis**

For data analysis, qualitative content analysis (QCA) was employed for both video recordings and stimulated recall interviews with three teachers and eighteen selected students. Three English classrooms, corresponding to the teacher participants' classes, were observed, each containing from twenty-five to thirty-eight students. Eighteen students were selected for stimulated recall interviews based on five criteria: (1) their voluntary participation confirmed through the consent process, (2) academic performance and English proficiency scores, (3) teacher recommendations ensuring representation of diverse proficiency levels (low, medium, and high), (4) regular exposure to and use of pedagogical translanguaging strategies in class, and (5) active engagement, interaction, and participation observed in video-recorded lessons.

Qualitative data derived from video recordings and interviews underwent rigorous analysis employing qualitative content analysis (QCA). This approach involved a holistic examination of speech or text within their respective contexts to facilitate a nuanced understanding of social reality. Hsieh and Shannon (2005) described QCA as a research approach geared towards subjectively interpreting textual data content through a methodical process of coding and uncovering themes or patterns. Schreier

(2018) contended that QCA was particularly suitable for data necessitating interpretation, a perspective echoed by educational researchers. Hsieh and Shannon (2005) delineated three distinct approaches to QCA: conventional qualitative content analysis, direct content analysis, and summative content analysis. These methodologies could be employed individually or in combination within a single study, allowing researchers flexibility in their approach.

Schreier et al. (2020) outlined eight steps for conducting QCA: (1) deciding on a research question to eliminate arbitrariness and externalize the researcher's subjective standpoint; (2) selecting material crucial for developing a coding frame, determined by the research question and study topic; (3) building a coding frame with categories defined by name, description, example, and optional decision rules; (4) segmenting the material into units fitting one (sub)category of the coding frame to make the data searchable, manageable, interpretable, and manipulable (Evers, 2016); (5) trial coding by two independent coders in two rounds within 10 to 14 days; (6) evaluating and modifying the coding frame to eliminate overlaps and inconsistencies; (7) main analysis, or actual coding of all research data, requiring a valid and reliable coding frame; and (8) presenting findings, often involving lists of categories or themes, or interpretive sense-making of qualitative materials.

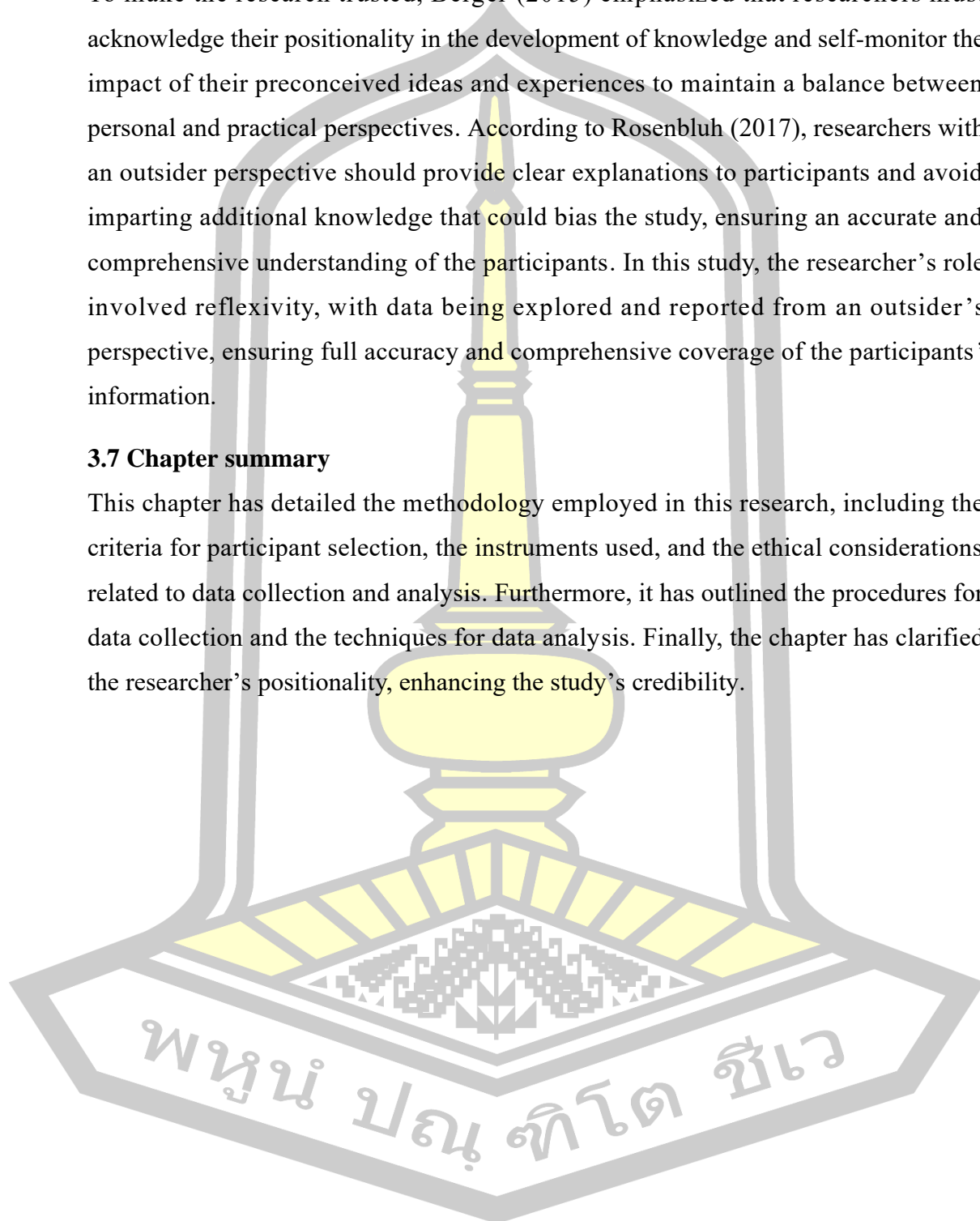
In this study, the qualitative content analysis of video recordings and interview results was grounded in the Translanguaging (TL) framework. The analysis categorized the participants' practices into two categories aligned with the investigation's objectives. The first proposition posited that translanguaging allowed bilinguals and multilinguals to use their entire linguistic repertoire. The second suggested that translanguaging facilitated interaction among students and teachers, fostering a space conducive to interactive classroom teaching and learning (Alexis, 2023; Canagarajah, 2011; García, 2009; Torpsten, 2018). This analysis aimed to ascertain the efficacy of pedagogical translanguaging within Thai EFL secondary schools, providing insights into its potential benefits and challenges.

### **3.6 Researcher's positionality**

To make the research trusted, Berger (2015) emphasized that researchers must acknowledge their positionality in the development of knowledge and self-monitor the impact of their preconceived ideas and experiences to maintain a balance between personal and practical perspectives. According to Rosenbluh (2017), researchers with an outsider perspective should provide clear explanations to participants and avoid imparting additional knowledge that could bias the study, ensuring an accurate and comprehensive understanding of the participants. In this study, the researcher's role involved reflexivity, with data being explored and reported from an outsider's perspective, ensuring full accuracy and comprehensive coverage of the participants' information.

### **3.7 Chapter summary**

This chapter has detailed the methodology employed in this research, including the criteria for participant selection, the instruments used, and the ethical considerations related to data collection and analysis. Furthermore, it has outlined the procedures for data collection and the techniques for data analysis. Finally, the chapter has clarified the researcher's positionality, enhancing the study's credibility.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the study, addressing the two main research questions. It begins with an exploration of teachers' and students' experiences with pedagogical translanguaging (see 4.1), including a detailed look at teachers' experiences (see 4.1.1) and students' experiences (see 4.1.2). The chapter then examines the specific strategies used by teachers to enhance instructional effectiveness (see 4.2) and concludes with a summary of this chapter (see 4.3).

#### 4.1 Experiences with pedagogical translanguaging practices

In this study, “experience” encompassed students' direct interactions with language alongside their perceptions and interpretations of these interactions. The findings revealed that while teachers and most students in the three English classrooms generally reported positive experiences with pedagogical translanguaging practices, some students expressed a preference for English-only classrooms. For instance, one of the student interviews clearly showed how only-English classrooms was preferred, compared with English classrooms where pedagogical translanguaging was utilized.

*“For me, I preferred the English-only classrooms over the ones where other languages, like Isan or Thai, were used. It just felt like a better chance to practice speaking with foreigners, something I don't get to do much in my daily life.”*

The study by Turner and Cross (2016) supported the idea expressed in the quote, revealing that students in English-only classrooms, particularly those preparing for international opportunities or exams, reported higher motivation to improve their English proficiency. Scholars also indicated that the immersive environment, though more challenging, was viewed as more effective and rewarding in developing language fluency compared to classrooms that incorporated pedagogical translanguaging strategies (Okoye & Ambele, 2023; Turner & Cross, 2016).

This section presents key themes derived from data collected from three teachers and eighteen students from three classes. To maintain anonymity, participants were identified using a structured coding system. For example, “TA-L1” denoted Teacher A

in Lesson 1, while “S1-A-L1” referred to Student 1 from Class A in Lesson 1. This framework ensured clarity in data analysis. Additionally, video recordings were conducted in each class, with lessons coded as L1 for Lesson 1 and L2 for Lesson 2. The discussion is structured around two main objectives: (1) examining teachers’ and students’ experiences with pedagogical translanguaging in English language classrooms and (2) identifying the specific strategies teachers employ. Observational and interview excerpts are provided to support interpretations based on pedagogical translanguaging experience.

#### **4.1.1 Teachers’ experiences with pedagogical translanguaging practices**

Focusing on the study’s research question, this section examines teachers’ and students’ experiences with pedagogical translanguaging in English language classrooms. In this study, teachers’ experience refers to their direct interactions with translanguaging, their reflections on classroom dynamics, and their perceptions of its impact on student learning. It includes how they assess student progress, the effectiveness of translanguaging strategies, and their own adaptability in using multiple languages for instruction.

Classroom observation data, analyzed through qualitative content analysis, revealed that teachers had positive experiences with these practices. Five key benefits emerged: (1) enhanced engagement and participation, (2) greater understanding and clarity, (3) increased confidence and comfort, (4) improved support for diverse learners, and (5) effective classroom management, where Thai or Isan reinforced instructions and redirected attention. Stimulated-recall interviews further illustrated how teachers’ perceptions evolved as they observed students’ increased motivation and comprehension. Table 2 presents excerpts from these interviews, providing a detailed representation of their experiences.

**Table 2** Emerging themes indicating that teachers experience the benefits of pedagogical translanguaging in English classrooms.

<b>Participants</b>	<b>Code 1: Engagement and participation</b>
TA-L1	<i>“Using familiar languages helps engage students, fostering greater collaboration and participation in classroom activities.”</i>
TB-L1	<i>“Classroom engagement improved when I started incorporating English alongside languages such as standard Thai and Isan.”</i>
TC-L1	<i>“Classroom engagement improved... this multilingual approach has clearly helped foster a more relaxed and friendly classroom atmosphere.”</i>
<b>Participants</b>	<b>Code 2: Understanding and clarity</b>
TA-L1	<i>“Using familiar languages offers a significant advantage in promoting deeper understanding.”</i>
TC-L2	<i>“I use standard Thai and Isan to clarify content when students appear confused.”</i>
<b>Participants</b>	<b>Code 3: Confidence and comfort</b>
TB-L2	<i>“The use of these familiar languages enhanced students’ confidence, making them feel more comfortable communicating.”</i>
TC-L1	<i>“Shuttling between languages, such as students’ L1, can boost their confidence in communicating and using L2.”</i>
TC-L3	<i>“Using students’ L1 helped create a comfortable space for them to make errors in L2 and learn from those mistakes. Additionally, it improved their confidence in making L2 errors without the fear of being judged.”</i>
<b>Participants</b>	<b>Code 4: Support for diverse learners</b>
TA-L3	<i>“When I started incorporating English alongside languages such as standard Thai and Isan, it supported diverse learners with varying levels of English proficiency.”</i>
TB-L2	<i>“I began incorporating more Thai and Isan to accommodate students’ struggles with my English accent.”</i>

Participants	Code 5: Reprimand for learners' good behavior
TA-L4	<i>"Using Isan to reprimand students who were distracted in my English classroom is the most efficient way for me to refocus their attention."</i>
TC-L4	<i>"In this classroom, students kept talking to one another too loudly and did not focus on what I was teaching, I decided to incorporate standard Thai to bring them back to the lesson"</i>

Based on the excerpts from the teacher participants above, five key benefits of pedagogical translanguaging in English classrooms were reported. The teachers believed that incorporating familiar languages, such as Thai and Isan, fostered greater student involvement in classroom activities (Conteh, 2018; García, 2017; Kleyn & García, 2018; Warsame, 2018).

According to the first code in Table 2, all three teachers acknowledged that translanguaging enhanced students' engagement and participation in English classrooms. The following section analyzes their experiences of this benefit, using data from Teacher A in Lesson 1 (TA-L1) as an example, followed by Teacher B in Lesson 2 (TB-L2) and Teacher C in Lesson 1 (TC-L1).

In Teacher A's classroom, the lesson focused on fundamental English and was taught within a 50-minute period. Lesson 1, focused on *"My Hobbies,"* aimed to help students construct sentences to ask and answer questions about their hobbies in interactions with classmates and the teacher. The video recording captured a specific moment when Teacher A permitted students to use multiple languages during group discussions, as shown in Figure 2.

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**Figure 2** Group discussion in Teacher A' Lesson 1

According to Figure 2, Teacher A instructed students to form groups and encouraged them to use multiple languages, saying in Thai, “ปรึกษากันเป็นภาษาไทยหรือภาษาอีสานก่อนก็ได้นะคะ แล้วค่อยพูดเป็นภาษาอังกฤษ”, which meant, “*You can first try using standard Thai or Isan and then talk about your hobbies in English.*” This approach increased students’ enthusiasm and participation in the discussion. By allowing the use of standard Thai, Isan, and English, the teacher leveraged students’ full linguistic repertoire to enhance engagement and comprehension. This instance illustrated the strategic use of translanguaging in instruction. Data from video recordings and a stimulated-recall interview further confirmed that the teacher deliberately integrated standard Thai and Isan to support student participation. Thus, this classroom moment served as evidence of pedagogical translanguaging in practice.

This benefit was also observed in Teacher B’s Lesson 1 of the English for Communication course, which focused on *Careers* with an emphasis on listening and speaking. Students were expected to identify weak vowels and recall key information from class discussions. The 50-minute video recording captured the teacher’s use of translanguaging to facilitate instruction through multiple languages, as shown in Figure 3.

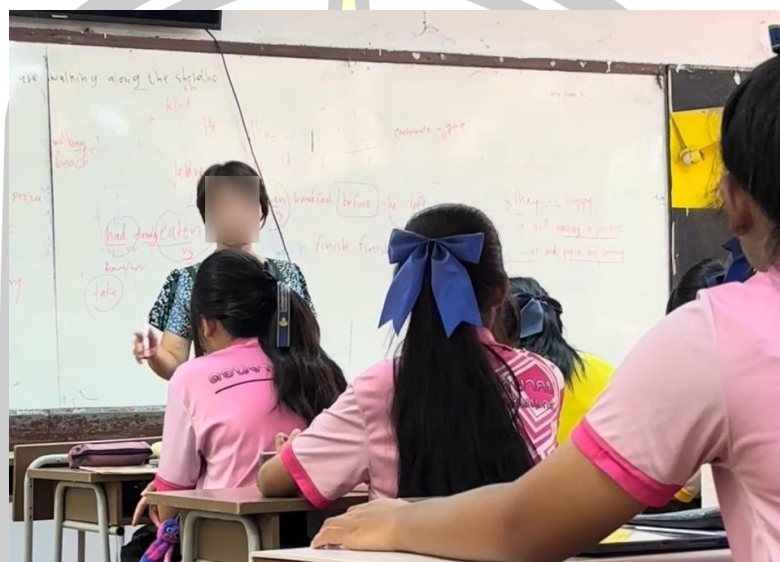


**Figure 3** Multiple languages used in Teacher B' Lesson 1

According to Figure 3, Teacher B introduced career-related vocabulary for students to explore. However, noticing their lack of engagement, he alternated between Isan and standard Thai to make the lesson more interactive and motivating. This alternation between languages by the teacher made students refocus on the lesson where the teacher was talking about. This instance highlighted the deliberate use of translanguaging to support instruction. Data from video recordings and a stimulated-recall interview confirmed that the teacher intentionally integrated standard Thai and Isan to support student participation, demonstrating pedagogical translanguaging in practice. However, certain video segments captured instances where the teacher used students' native languages (standard Thai or Isan) mainly to create a playful and relaxed environment. In the interview, the teacher explained that this was not meant to improve student comfort or engagement but simply to entertain them. Due to the absence of instructional intent, this may represent spontaneous rather than pedagogical translanguaging.

In addition to Teacher A's Lesson 1 and Teacher B's Lesson 2, translanguaging to enhance student engagement and participation was also observed in Teacher C's Lesson 1, conducted as part of the Fundamental English course for grade-12 students. The lesson which was mainly focused on *Health* was also within fifty minutes for a period. Students were expected to be able to understand and make use of past simple

and past continuous tenses along with comparison within texts or passages. The video recording could capture where Teacher C employed translanguaging like semiotic signs or body languages together with the alternation between languages for students' engagement and participation, as shown in Figure 4.



**Figure 4** Semiotic signs employed in Teacher C' Lesson 1

According to Figure 4, Teacher C introduced vocabulary related to health, symptoms, and diseases commonly found in university admission tests, particularly the NETSAT for students aspiring to study at Khon Kaen University. Since some vocabulary was unfamiliar and complex, the teacher used body language with standard Thai to give hints, allowing students to infer the meanings. For instance, when introducing the word “*anxiety*”, which was unfamiliar to the students, Teacher C demonstrated this by holding her head as if she had a headache and saying in standard Thai, “ฉันต้องอ่านหัวข้อนี้อีกเยอะเลยถึงจะสอบผ่านวิชาภาษาอังกฤษวันพรุ่งนี้”, meaning that, “*I need to study this topic more to pass my English exam tomorrow.*”

This encouraged students to discuss and interpret the word's meaning collaboratively, illustrating how translanguaging enhanced participation and engagement in the English classroom. Furthermore, in a post-class interview, the teacher stated that she intentionally used this approach to address students' low engagement and lack of focus in the classroom. The use of semiotic signs, body language, and multiple

languages to enhance student participation in the classroom can be considered pedagogical translanguageing.

The second code in Table 2 shows that both Teacher A and Teacher C acknowledged translanguageing as a means to deepen students' understanding and clarity in English classrooms (Cenoz & Gorter, 2022; Rahmawansyah, 2019). The following section analyzes this benefit through data from Teacher A in Lesson 1 (TA-L1) and Teacher C in Lesson 2 (TC-L2).

As mentioned above, translanguageing—particularly for enhancing students' understanding and clarity—was evident in Teacher A's Lesson 1 on “My Hobbies.” This 50-minute session, conducted as part of the Fundamental English course for Grade 7, emphasized interactive learning through group discussions. The lesson was designed to foster teamwork, improve students' ability to collaborate effectively, and reinforce their comprehension of key vocabulary related to hobbies. To achieve these objectives, the teacher facilitated activities that encouraged students to engage in discussions, exchange ideas, and clarify unfamiliar terms using multiple languages. The use of translanguageing in this lesson was observed through video recordings, as shown in Figure 5.



**Figure 5** Group discussion of grade-7 students

From Figure 5, Teacher A instructed students to form groups and encouraged them to formulate questions about their classmates' hobbies, prompting the respondents to provide answers. For example, the teacher asked a student in English, "*What do you do in your free time?*" However, the student appeared worried and confused, leading the teacher to translate the question into standard Thai and allow the student to repeat it. After doing so, the student successfully responded in English, "*I watch movies with my parents.*" This instance highlighted the teacher's strategic use of translanguaging to support content understanding. Additionally, video recordings and a stimulated-recall interview confirmed that the teacher intentionally used standard Thai to enhance comprehension and ensure clarity. Thus, this classroom instance exemplified pedagogical translanguaging in practice.

Similarly, a multilingual teaching approach (translanguaging) was observed in Teacher C's English classroom during Lesson 2, which focused on *Newspapers*. The lesson aimed to develop students' use of the present perfect simple in both active and passive forms while enhancing their text-reading skills, particularly for comprehension. The video recording captured instances where Teacher C used translanguaging to enhance students' understanding and clarify the lesson content, as shown in Figure 6.



**Figure 6** Teacher C explaining word meaning in Isan – Lesson 2

In Figure 6, Teacher C discussed the structure and content of newspapers, which were the main focus of the lesson. For example, the teacher guided students in reading a weather forecast and explained the differences between a tornado and a hurricane. The teacher stated in English, “*A tornado is a smaller, faster, and more intense storm that forms over land, while a hurricane is a larger, slower-moving storm that forms over warm ocean water and lasts longer, affecting a wider area.*” The students seemingly understood most of the content, except the concept of tornado. Teacher C explained in Isan that a tornado was similar to “*Lom Hua Kud*,” an Isan term referring to a small, spinning windstorm that occurs in open areas. However, *Lom Hua Kud* was weaker than a tornado and lasted only a short time. By using the students’ familiar language, the teacher helped them visualize and understand what a tornado looked like. In addition to the video recording, the interview showed that the teacher intentionally used an Isan word because it was commonly spoken in the local community. This helped clarify the students’ understanding of a complex vocabulary term. As the teacher employed translanguaging to facilitate teaching and learning, this instance could be classified as pedagogical translanguaging.

The third code in Table 2 indicates that both Teacher B and Teacher C recognized translanguaging as a way to boost students’ confidence and comfort in English classrooms. The following section examines this benefit using data from Teacher B in Lesson 2 (TB-L2) on *Superstitions* and Teacher C in Lesson 1 (TC-L1) on *Health* and in Lesson 3 (TC-L3) on *Living Abroad*.

For this particular purpose of using multiple languages in teaching English, Teacher B showed that translanguaging enhanced students’ confidence in communicating in English and their familiar languages in the classroom, regardless of grammatical accuracy or natural tone. The alternation between languages happened again in Teacher B’s English for Communication course in Lesson 2 on *Superstitions*—beliefs that certain actions, objects, or events bring good or bad luck without scientific proof. Video recordings captured moments where this language switching improved students’ confidence and comfort, as shown in Figure 7.



**Figure 7** Teacher B urging students to speak English

In Figure 7, Teacher B taught about international beliefs and encouraged grade-10 students to speak English, focusing on content rather than grammatical accuracy. For instance, the teacher asked students in English that “*What comes to your mind when you see a black cat?*”. Based on the video recording, the students appeared to know the answers and shared their ideas in both standard Thai and Isan, but they did not answer the question directly. However, when the teacher said, “*Any language is okay,*” and “*Don’t worry about making grammatical errors. It’s okay to make mistakes,*” they seemed more comfortable responding. Regardless of whether they answered in English, standard Thai, or Isan, the students were more confident speaking in the English classroom, without the fear of language barriers (Ambele, 2022; Ortega, 2019). This occurrence, captured through the video recording, illustrated that translanguaging improved students’ confidence by creating a comfortable learning atmosphere. During the interview about this specific lesson with Teacher B, the teacher mentioned that the sentences encouraging students to use any language and not worry about making grammatical errors were deliberately said to encourage students to speak without hesitation or concern about mistakes. The teacher’s multilingual teaching strategy, which allowed students to use available languages in responding to questions, was considered pedagogical translanguaging rather than spontaneous translanguaging.

Correspondingly, in addition to Teacher B's Lesson 2, the teacher's strategic use of multiple languages to facilitate instruction—particularly in developing students' confidence in speaking and writing English—was similarly observed in Teacher C's Lesson 1. This 50-minute session focused on *Health* and aimed to enhance students' understanding and proficiency in using the past simple and past continuous tenses, as well as making comparisons within texts or passages, as shown in Figure 8.



**Figure 8** Student writing a sentence in English – Teacher C's Lesson 2

In Figure 8, Teacher C designed her lesson plan to guide students in writing sentences about symptoms or diseases using the past simple tense while comparing two diseases to determine which was more serious or risky. Students were then asked to write their sentences on the whiteboard. The teacher allowed them to first draft their sentences in standard Thai, then modify them to fit the past simple tense, translate them into English, and finally write them on the whiteboard. Teacher C's strategic use of multiple languages at each step demonstrated how translanguaging enhanced students' confidence in writing another language by first drafting in their L1. Supporting this classroom observation, the interview with Teacher C revealed that the lesson was intentionally designed to improve students' metalinguistic awareness, build their confidence in writing in an unfamiliar language, and create a comfortable learning environment. This instance could be considered pedagogical translanguaging due to its purposeful and well-planned use of language switching.

Notably, in a different lesson with the same teacher, translanguaging was observed again in Teacher C’s Lesson 3 on “*Living Abroad.*” This 50-minute lesson with grade-12 students focused on enhancing students’ reading comprehension and deepening their understanding of cultural and linguistic differences, as shown in Figure 9.



**Figure 9** Teacher C encouraging a student to speak

In Figure 9, this moment was captured in a video recording, where Teacher C asked a student to respond to a question after reading a text about three students living abroad and discussing their new countries. Teacher C asked a student in English that “*According to the passage, where is Monica’s new country?*”. The student appeared worried and nervous about answering the question, unsure if she had translated it correctly. The teacher then repeated the question and translated it into standard Thai for the student. Afterwards, the student seemed more confident in her answer and responded immediately. This instance demonstrated how the teacher employed translanguaging in teaching English, including translating English into standard Thai, to encourage the student to speak with confidence. Additionally, Teacher C’s interview regarding this specific moment provided evidence of pedagogical translanguaging, as the teacher intentionally used it to encourage students to feel more confident and comfortable in the English classroom.

The fourth code in Table 2 further demonstrates that Teacher A, Teacher B, and Teacher C all recognized translanguaging as a means of supporting diverse learners—

students who required various forms of support or strategies to succeed in their learning. Translanguaging was an effective approach to addressing these diverse needs. The following section analyzes this benefit through data from Teacher A in Lesson 3 (TA-L3) and Teacher B in Lesson 2 (TB-L2).

In Teacher A's Lesson 3, translanguaging was observed through video recordings as a support for students' English learning, particularly for those with varying levels of proficiency. This lesson, part of the Fundamental English course, focused on daily routines, aiming to help students understand activities that occur in everyday life. The video recordings captured moments where students alternated between languages during peer interaction activities, as shown in Figure 10.



**Figure 10** Students' peer interaction activity in Teacher A's Lesson 3

In Figure 10, Teacher A paired students based on their English academic performance, matching high-performing students with those of lower performance, according to their scores and grades from the previous semester. This moment was captured in a video recording, where students played a Kahoot game focused on vocabulary related to routines, which they had learned at the beginning of the session. The video showed students using translanguaging in peer activities, discussing and solving problems with both their first language (standard Thai or Isan) and their second language (English). This collaborative, multilingual approach not only helped students clarify their thoughts but also improved their ability to negotiate meaning and work together

in a language they felt more comfortable with. Teacher A's interview further supported this, emphasizing the intentional use of translanguaging as a pedagogical strategy to support diverse learners with varying levels of English proficiency.

Similar to Teacher B in Lesson 2, which focused on *Superstitions* to enhance students' understanding of cultural beliefs, the 50-minute session, observed through a video recording, demonstrated how translanguaging was used as a learning tool to support students with diverse language learning backgrounds, as shown in Figure 11.



**Figure 11** Classroom discussion on superstitions between countries

In Figure 11, Teacher B wrote examples of superstitions from different cultures on the board and asked students to compare them. For example, “*In English-speaking cultures, black cats are considered bad luck,*” and “*In Thai culture, cutting nails at night is believed to bring bad luck.*” The teacher then encouraged students to discuss the question: “*Do you believe in these superstitions? Why or why not?*” After the question was posed, students initially shared their thoughts in standard Thai or Isan before attempting to express their ideas in English. This instance demonstrated that translanguaging built confidence, enhanced comprehension, and fostered linguistic inclusivity, providing support for diverse learners. However, the stimulated-recall interview with Teacher B revealed that the teacher did not intentionally encourage students to discuss the question in their first language. Instead, the teacher expected

responses in English. Therefore, this instance was considered spontaneous translanguaging rather than pedagogical translanguaging.

The fifth code in Table 2 further illustrates that both Thai teachers, Teacher A and Teacher C, acknowledged translanguaging as a tool for classroom management, including reinforcing positive behavior and redirecting students' focus to the lesson (Conteh, 2018; Creese & Blackledge, 2010; García & Lin, 2017). This benefit could be observed through video recording in two English lessons consisting of Teacher A in Lesson 4 (TA-L4) and Teacher C in Lesson 4 (TC-L4).

As mentioned, translanguaging—particularly for reprimanding distracted students—occurred in Teacher A's Lesson 4 on "*Present Simple Tense*." This 50-minute Fundamental English session for Grade 7 focused on group discussions. The use of multiple languages was observed through video recordings, as shown in Figure 12.



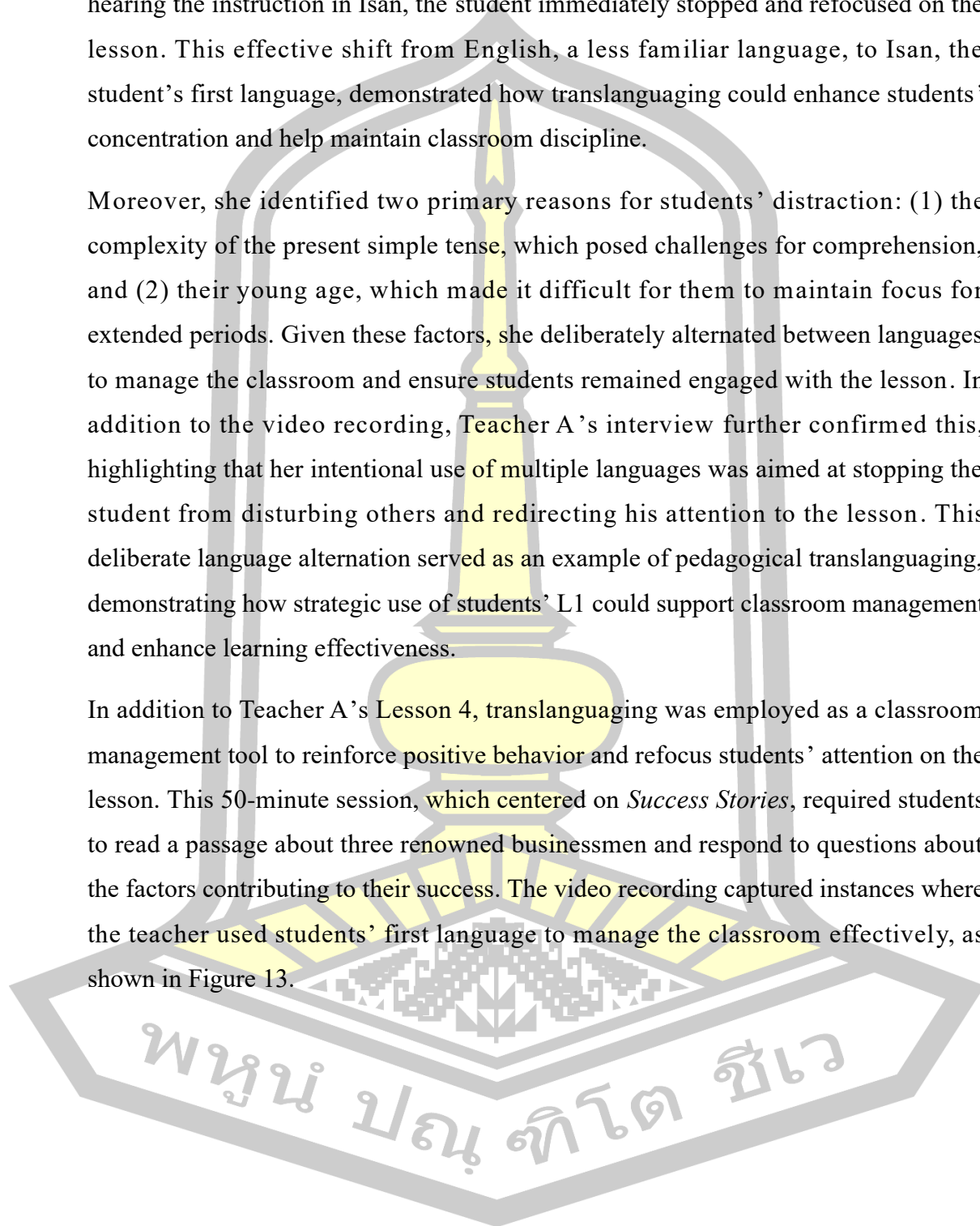
**Figure 12** Teacher A reprimanding for students' good behavior

In Figure 12, Teacher A observed a Grade-7 student who was distracted and disrupting classmates by repeatedly speaking off-topic. To manage the situation, the teacher first said, "*Be quiet*" in English, using a louder voice. This initial command led the student to momentarily stop the disruptive behavior. However, after approximately five minutes, the same student resumed talking and disturbing peers. In response, the teacher switched to Isan, a language more familiar to the student, and firmly stated,

“สิทธิขุดขุดกันบ่ เขากวนหมู่เดี๋ยวนี๋,” meaning that, “*Be quiet and do not disturb others.*” Upon hearing the instruction in Isan, the student immediately stopped and refocused on the lesson. This effective shift from English, a less familiar language, to Isan, the student’s first language, demonstrated how translanguaging could enhance students’ concentration and help maintain classroom discipline.

Moreover, she identified two primary reasons for students’ distraction: (1) the complexity of the present simple tense, which posed challenges for comprehension, and (2) their young age, which made it difficult for them to maintain focus for extended periods. Given these factors, she deliberately alternated between languages to manage the classroom and ensure students remained engaged with the lesson. In addition to the video recording, Teacher A’s interview further confirmed this, highlighting that her intentional use of multiple languages was aimed at stopping the student from disturbing others and redirecting his attention to the lesson. This deliberate language alternation served as an example of pedagogical translanguaging, demonstrating how strategic use of students’ L1 could support classroom management and enhance learning effectiveness.

In addition to Teacher A’s Lesson 4, translanguaging was employed as a classroom management tool to reinforce positive behavior and refocus students’ attention on the lesson. This 50-minute session, which centered on *Success Stories*, required students to read a passage about three renowned businessmen and respond to questions about the factors contributing to their success. The video recording captured instances where the teacher used students’ first language to manage the classroom effectively, as shown in Figure 13.





**Figure 13** Teacher C using students' L1 to refocus their attention on the lesson

In Figure 13, Teacher C was captured using students' L1 which was standard Thai to help refocus their attention on the lesson. The teacher's strategic use of the first language was aimed at redirecting students' focus and ensuring they stayed engaged in the learning task. Since the text contained three long passages that required careful reading and comprehension, some students lost focus, began speaking off-topic, and made noise, disrupting the teaching and learning process in the classroom. To address this, the teacher used standard Thai, a language familiar to the students, and said, “ลดเสียงและพูดเรื่องนี้กับคู่ตัวเองก็พอ,” meaning, “*Lower your voice and only talk to your peers about the story, please.*” First time in English, but students still kept using noisy voice.

As soon as the teacher translated the sentence into Thai, the students became silent and began speaking to their peers at a lower volume. This provided evidence that Teacher C's efficient use of multiple languages helped bring the students back to the lesson and refocus their attention. Supplemented by the video recording data, the teacher's interview on this specific moment revealed that the teacher's intentional use of language alternation to help students regain focus on the lesson exemplified pedagogical translanguaging, rather than spontaneous translanguaging.

In summary, teachers identified five key benefits of pedagogical translanguaging in English classrooms. First, it enhanced student engagement and participation, encouraging active involvement in classroom activities. Second, it facilitated a deeper understanding of the content, enabling students to grasp complex concepts more effectively. Third, it fostered a supportive and inclusive environment, which significantly boosted student confidence, allowing them to feel more comfortable in expressing themselves in English. Fourth, translanguaging addressed diverse linguistic needs, particularly helping students who struggled with comprehension due to limited English proficiency or unfamiliar accents. Finally, it proved effective in reprimanding and refocusing students who had become distracted, helping them return to the lesson and stay on track with their learning.

However, a challenge reported by English teachers involved balancing the use of English with students' first languages in the classroom, as overreliance on the latter may impede second language acquisition (Ambele, 2022; García & Otheguy, 2020; Pastushenkov et al., 2021; Turner and Cross, 2016;). These benefits and challenges were shaped by various contextual factors, such as subject matter, student demographics, and English proficiency levels. For instance, in the Grade 7 classroom, where students were naturally talkative and easily distracted, pedagogical translanguaging was seen as an effective tool for regaining their attention. In contrast, the other classrooms exhibited different dynamics, highlighting the need to adapt translanguaging strategies to the specific needs of students and the learning environment.

#### **4.1.2 Students' experiences with pedagogical translanguaging practices**

Classroom observations and stimulated-recall interviews provided valuable insights into students' perspectives on the use of standard Thai and Isan in the process of learning English. While the majority of students expressed a preference for incorporating these familiar languages into their learning experience, some students leaned towards an English-only approach, emphasizing the importance of immersion in the target language. The analysis of students' experiences with pedagogical translanguaging revealed a mix of positive and negative perceptions. To organize these findings, they are categorized into two main themes: (1) the benefits of

pedagogical translanguaging, as detailed in Table 3, and (2) its drawbacks, as presented in Table 4.

#### 4.1.2.1 Benefits of pedagogical translanguaging for student learning

**Table 3** Emerging themes illustrating students' positive experiences with pedagogical translanguaging in English classrooms.

<b>Participants</b>	<b>Code 1: Enhanced understanding and clarity</b>
S2-A-L4	<i>"Incorporating familiar languages such as standard Thai and Isan would be more beneficial, particularly in deepening my classmates' and my comprehension of the content."</i>
S6-A-L2	<i>"When the teacher incorporated Thai or Isan words during instruction, I was able to grasp the meaning more effectively."</i>
S5-B-L2	<i>"Learning English was more enjoyable when the teacher used and translated into standard Thai and Isan. This made the lessons much more understandable."</i>
<b>Participants</b>	<b>Code 2: Increased motivation and reduced anxiety</b>
S6-A-L1	<i>"Allowing students to use not only English but also standard Thai and Isan increased motivation and fostered a more engaging learning environment."</i>
S4-B-L1	<i>"Incorporating my L1 creates a more relaxed and less stressful atmosphere, reducing anxiety."</i>
S1-C-L3	<i>"Incorporating standard Thai and Isan in English instruction makes me feel more comfortable, enhancing my overall learning experience."</i>
<b>Participants</b>	<b>Code 3: Improved confidence and communication</b>
S1-B-L1	<i>"In classrooms where standard Thai and Isan, my first languages, are allowed, I feel more comfortable and confident, as using familiar languages helps me learn English more effectively."</i>
S3-C-L4	<i>"In EMI classrooms, I often remained quiet, while regular classrooms where I could use my L1 allowed me to express meaning more comfortably."</i>
S4-A-L2	<i>"Allowing students to draw on their full linguistic repertoire supports their learning experience."</i>

Based on the student participants' excerpts, three key benefits of pedagogical translanguaging in English classrooms were identified. The students emphasized that incorporating their familiar languages, such as Thai and Isan, facilitated enhanced understanding and clarity, thereby supporting more effective learning (Ambele & Nuemaihom, 2024; García & Wei, 2014; Khonjan & Ambele, 2023; Lin, 2019; Liu, 2020; Nooyod & Ambele, 2024).

*“Incorporating familiar languages such as standard Thai and Isan would be more beneficial, particularly in deepening my classmates' and my comprehension of the content.” (S2-A-L4)*

*“When the teacher incorporated Thai or Isan words during instruction, I was able to grasp the meaning more effectively.” (S6-A-L2)*

*“Learning English was more enjoyable when the teacher used and translated into standard Thai and Isan. This made the lessons much more understandable.” (S5-B-L2)*

Moreover, the majority of student participants reported that the use of their familiar languages in English classrooms enhanced motivation and alleviated anxiety. This aligned with García's (2009) findings, which highlighted that translanguaging allowed students to draw on their full linguistic repertoire, creating a more interactive and inclusive classroom. By allowing the use of both English and the native language, students could better understand new concepts and language forms (García, 2009; Lopez et al., 2017). Galante (2020) also noted that translanguaging promoted a more engaging and participatory learning environment, enabling students to switch between languages to express themselves more comfortably.

*“Allowing students to use not only English but also standard Thai and Isan increased motivation and fostered a more engaging learning environment.” (S6-A-L1)*

*“Incorporating my L1 creates a more relaxed and less stressful atmosphere, reducing anxiety.” (S4-B-L1)*

*“Incorporating standard Thai and Isan in English instruction makes me feel more comfortable, enhancing my overall learning experience.” (S1-C-L3)*

Students further indicated that employing pedagogical translanguaging in English classrooms helped build their confidence and improved their ability to communicate effectively. These insights were consistent with findings emphasizing the social benefits of pedagogical translanguaging, such as promoting humor and establishing a supportive and welcoming classroom atmosphere (Promnath & Tayjasant, 2016; Sangprem & Grampper, 2015). Additionally, teacher support for learners with limited proficiency has been shown to help maintain motivation (Conteh, 2018; Galante, 2020; García & Lin, 2017; Kleyn & García, 2019). These findings also echo Ambele and Nuemaihom’s (2024) research, which suggests that using both L1 and L2 in class creates a safe environment for students with low L2 proficiency, reduces anxiety about speaking in L2, and facilitates scaffolding of new information.

*“In classrooms where standard Thai and Isan, my first languages, are allowed, I feel more comfortable and confident, as using familiar languages helps me learn English more effectively.” (S1-B-L1)*

*“In EMI classrooms, I often remained quiet, while regular classrooms where I could use my L1 allowed me to express meaning more comfortably.” (S3-C-L4)*

*“Allowing students to draw on their full linguistic repertoire supports their learning experience.” (S4-A-L2)*

To summarize, students identified three key benefits of pedagogical translanguaging in English classrooms. First, it enhanced understanding and clarity by integrating familiar languages such as standard Thai and Isan, which helped students make connections and better comprehend complex content. Second, it increased motivation and reduced anxiety by creating a more comfortable and engaging classroom atmosphere, where students felt less pressure to perform in a second language. Lastly, it boosted students’ confidence and communication skills by allowing them to use their full linguistic repertoire, empowering them to express their ideas more freely. These findings aligned with the research of Ambele and Nuemaihom (2024), Conteh

(2018), Galante (2020), García and Lin (2017), Kleyn and García (2019), and Nooyod and Ambele (2024), which highlighted the positive impact of translanguaging on language learning.

#### 4.1.2.2 Drawbacks of pedagogical translanguaging for student learning

**Table 4** Emerging themes illustrating students' drawbacks with pedagogical translanguaging in English classrooms.

<b>Participants</b>	<b>Code 1: Perceived Over-Reliance on L1</b>
S4-C-L2	<i>“While using standard Thai or Isan can help students recall words and deepen understanding, excessive reliance on L1 in the classroom can hinder the development of English proficiency. In my experience, English-only teaching encourages me to focus on language skills like listening and speaking, though learning exclusively in English can sometimes feel overwhelming and lead to struggles in keeping up with content.”</i>
<b>Participants</b>	<b>Code 2: Confusion and Ambiguity in Language Switching</b>
S4-A-L2	<i>“Although the use of standard Thai and Isan can help students understand English content better, it can also lead to confusion or ambiguity if not used carefully. While incorporating the L1 clarifies meaning, frequent switching between languages may hinder clarity and cause confusion during lessons.”</i>
<b>Participants</b>	<b>Code 3: Inconsistent Learning Experience</b>
S2-C-L3	<i>“Learning English in different contexts, such as EMI classrooms versus regular classrooms, provides varying experiences. In EMI classrooms, I improved certain skills like spelling but often struggled to understand the content. On the other hand, using my L1 in regular classrooms allowed me to grasp the material more deeply, though it sometimes created an inconsistent learning experience due to the focus on English-only instruction in other settings.”</i>

Based on the student participants' excerpts, three key drawbacks of pedagogical translanguaging in English classrooms were identified. One student expressed concern about over-reliance on first languages, such as standard Thai and Isan, suggesting it could hinder full engagement with English and limit language development. This aligned with Okoye and Ambele's (2023) findings, which indicated that students felt frequent use of their L1 (standard Thai) in the English classroom could lead to passive learning, often referred to as the overuse of L1.

*“While using standard Thai or Isan can help students recall words and deepen understanding, excessive reliance on L1 in the classroom can hinder the development of English proficiency. In my experience, English-only teaching encourages me to focus on language skills like listening and speaking, though learning exclusively in English can sometimes feel overwhelming and lead to struggles in keeping up with content.” (S4-C-L2)*

One student reported that incorporating multiple languages in English classrooms could lead to confusion, especially during frequent language switching, which made it difficult to differentiate between languages and caused potential misunderstandings. This aligned with Sahan et al. (2021), who suggested that pedagogical translanguaging could hinder deeper understanding, as students may repeat terms in their L1 without fully comprehending them (Turner & Cross, 2016; Okoye & Ambele, 2023).

*“Although the use of standard Thai and Isan can help students understand English content better, it can also lead to confusion or ambiguity if not used carefully. While incorporating the L1 clarifies meaning, frequent switching between languages may hinder clarity and cause confusion during lessons.” (S4-A-L2)*

One student also noted that pedagogical translanguaging could result in an inconsistent learning experience, as frequent language switching might disrupt the continuity and coherence of instruction (Carstens, 2016; Khonjan & Ambele, 2023; Okoye & Ambele, 2023).

*“Learning English in different contexts, such as EMI classrooms versus regular classrooms, provides varying experiences. In EMI classrooms, I improved certain skills like spelling but often struggled to understand the content. On the other hand, using my L1 in regular classrooms allowed me to grasp the material more deeply, though it sometimes created an inconsistent learning experience due to the focus on English-only instruction in other settings.” (S2-C-L3)*

In summary, students identified three main drawbacks of pedagogical translanguaging in English classrooms: over-reliance on first languages that may impede English language development, confusion caused by frequent language switching, and an inconsistent learning experience due to differing approaches across classroom contexts. Therefore, pedagogical translanguaging may be most effective when teachers strike a balance between languages, especially in language classrooms (Carstens, 2016; Khonjan & Ambele, 2023; Okoye & Ambele, 2023; Sahan et al., 2021).

#### **4.2 Teachers’ pedagogical translanguaging strategies**

Field notes and classroom observations conducted across three English classrooms revealed that all teacher participants effectively implemented pedagogical translanguaging strategies. They integrated a combination of semiotic signs and students’ linguistic resources, particularly standard Thai and Isan, to facilitate content comprehension and support vocabulary acquisition. This approach allowed teachers to bridge linguistic gaps, helping students better understand complex concepts and expand their vocabulary in English. Such practices are consistent with the work of Ambele and Nuemaihom (2024) and Ambele and Watson Todd (2022), who highlighted the role of translanguaging in enhancing learning outcomes by leveraging students’ existing language knowledge.

L1 was strategically used not only to clarify concepts when students showed confusion but also to introduce humor, provide motivation, and create a welcoming classroom environment. This approach proved especially beneficial for students with lower English proficiency, as it helped alleviate anxiety and fostered greater engagement in English, particularly in high-pressure contexts (Canagarajah, 2018;

García & Otheguy, 2020; Miao & Ambele, 2023; Moody et al., 2019). Most students, regardless of their grade level, reported positive experiences with the use of L1, noting a significant reduction in the fear of speaking. They often relied on their native languages and gestures to facilitate communication, further enhancing their comfort and participation in English lessons.

While some students expressed a preference for English-only environments, believing this would increase motivation and exposure to the target language, the overall consensus indicated that L1 usage was more effective for their English learning process (Carstens, 2016; Khonjan & Ambele, 2023; Okoye & Ambele, 2023; Sahan et al., 2021). The pedagogical translanguaging strategies varied across the three classrooms, each reflecting the specific dynamics and needs of the students. To provide a clearer understanding of the findings related to the teachers' pedagogical translanguaging strategies, Table 5 presents the results, categorizing them according to the three distinct English classrooms.

**Table 5** Teachers' implementation of pedagogical translanguaging strategies

Teacher	Grade	Classroom demographics	Pedagogical translanguaging strategies	Purposes	Language used
Teacher A	Grade 7	<b>Teacher:</b> Thai and female teacher <b>Student:</b> Naturally, talkative, and easily distracted students <b>Course:</b> Fundamental English	- English for teaching pronunciation and vocabulary - Standard Thai for clarification - Isan for behavior management	- To clarify word meanings - To maintain focus - To Manage behavior	- English - Standard Thai - Isan
Teacher B	Grade 10	<b>Teacher:</b> Foreign and male teacher	- English for discussions - Occasional	- To create a vibrant and motivating	- English - Standard Thai

Teacher	Grade	Classroom demographics	Pedagogical translanguaging strategies	Purposes	Language used
		<p><b>Student:</b> Active students with limited confidence</p> <p><b>Course:</b> English for Communication</p>	<p>standard Thai expressions like "krub" and "kha" for politeness</p> <p>- Isan for jokes and relaxation</p>	<p>atmosphere</p> <p>- To boost confidence</p> <p>- To foster inclusivity and open communication</p>	- Isan
Teacher C	Grade 12	<p><b>Teacher:</b> Thai and female teacher</p> <p><b>Student:</b> Students with varying English proficiency</p> <p><b>Course:</b> Fundamental English</p>	<p>- English for core teaching</p> <p>- Standard Thai for redirection</p> <p>- Isan for detailed explanations</p>	<p>- To clarify concepts</p> <p>- To facilitate engagement</p> <p>- To support language acquisition</p>	- English - Standard Thai - Isan

In Teacher A's Grade 7 classroom, where students aged 13-14 were naturally talkative, English was mainly used for pronunciation and vocabulary, but standard Thai was employed to clarify concepts when students struggled or lost focus. This aligned with Chaisiri (2022) and Littlewood and Yu (2011), who argued that using only English could be time-consuming, while combining L1 and L2 accelerated learning, expanded vocabulary, and strengthened connections between the languages. The use of L1 helped students understand the material more clearly. Additionally, Isan was used to manage behavior, with Teacher A reprimanding disruptive students to maintain discipline and create a more focused learning environment. This supports Nooyod and Ambele (2024) and Patushenkov et al. (2021), who emphasized the role of L1 in promoting language acquisition and content understanding, as well as Creese

and Blackledge (2010), who highlighted the use of L1 for discipline and maintaining order.

In Teacher B's Grade 10 classroom, led by a foreign teacher, both the teacher and students actively participated in English discussions, occasionally incorporating Thai expressions like "krub" and "kha" to convey politeness. This blend of English and Thai created a motivating learning environment, where students felt more engaged. The use of familiar Thai terms helped boost students' confidence and encouraged open communication with both the teacher and peers. Additionally, Isan was used to tell jokes, creating a relaxed atmosphere and alleviating student pressure. This aligned with Ortega (2019), who argued that pedagogical translanguaging reduced affective barriers, such as alienation and anxiety, for students with low L2 confidence. This strategic use of linguistic resources fostered a sense of inclusivity, promoting greater interaction and participation in lessons (Ambele & Nuemaihom, 2024; Nooyod & Ambele, 2024).

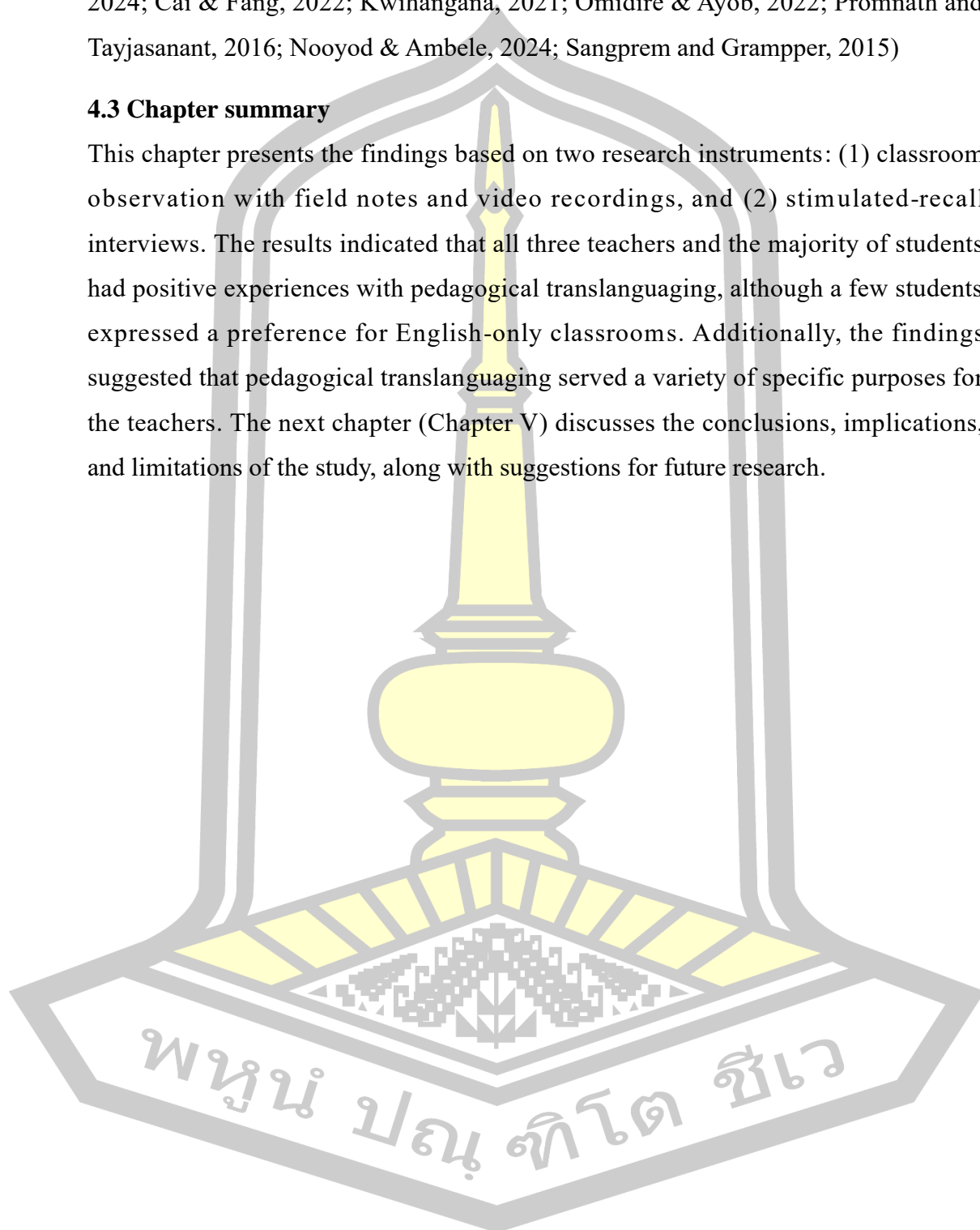
In Teacher C's Grade 12 classroom, the Thai English teacher frequently used standard Thai to redirect distracted students, emphasizing focus and classroom expectations. Standard Thai and Isan were also employed to explain concepts, particularly for students with lower English proficiency, improving comprehension. This approach aligned with Rahmawansyah (2019), who found that incorporating additional languages in EFL classrooms supported comprehension when vocabulary limitations hindered understanding. Moreover, the use of L1 encouraged students to express themselves in English more meaningfully, fostering a comfortable, inclusive learning environment (Kwihangana, 2021; Omidire & Ayob, 2022). Overall, the strategic use of L1 enhanced both language acquisition and the creation of a supportive classroom atmosphere conducive to learning (Cai & Fang, 2022).

In conclusion, the pedagogical translanguaging strategies employed by all three teachers served seven distinct functions within the classroom: (1) clarifying word meanings, (2) reprimanding distractible students, (3) complimenting well-behaved students, (4) creating a supportive atmosphere, (5) improving students' confidence, (6) enhancing language proficiency, and (7) deepening students' understanding of the material. These strategies, while varied in application, were instrumental in fostering

an inclusive and effective English learning environment (Ambele & Nuemaihom, 2024; Cai & Fang, 2022; Kwihangana, 2021; Omidire & Ayob, 2022; Promnath and Tayjasanant, 2016; Nooyod & Ambele, 2024; Sangprem and Grampper, 2015)

### **4.3 Chapter summary**

This chapter presents the findings based on two research instruments: (1) classroom observation with field notes and video recordings, and (2) stimulated-recall interviews. The results indicated that all three teachers and the majority of students had positive experiences with pedagogical translanguaging, although a few students expressed a preference for English-only classrooms. Additionally, the findings suggested that pedagogical translanguaging served a variety of specific purposes for the teachers. The next chapter (Chapter V) discusses the conclusions, implications, and limitations of the study, along with suggestions for future research.



## **CHAPTER V**

### **CONCLUSIONS AND IMPLICATIONS**

The previous chapter (Chapter IV) presented the results of the current study, which were derived from a qualitative content analysis. These findings were discussed in relation to the research objectives and within the framework of translanguaging as proposed by Cenoz and Gorter (2021), García (2009), and Lopez et al. (2017). This chapter (Chapter V) begins by outlining the study's key conclusions (Section 5.1), followed by a discussion of the implications for English language teaching and learning, as well as directions for future research (Section 5.2). The chapter concludes with an examination of the study's limitations (Section 5.3).

#### **5.1 Summary of key findings**

Pedagogical translanguaging practices have garnered significant attention in recent years (Cenoz & Gorter, 2021; García, 2009; Lopez et al., 2017), particularly in tertiary education and English as a Medium of Instruction (EMI) contexts. However, there remains a noticeable gap in research regarding the implementation and effects of these practices in secondary schools, especially in non-Western contexts such as Thailand. More specifically, limited attention has been given to the experiences of both teachers and students within regular English classrooms in the Thai secondary school setting. This study contributed new insights into the role of pedagogical and spontaneous translanguaging in English language teaching (ELT), particularly in Thai secondary schools where research on translanguaging remained limited. The findings highlighted how translanguaging enhanced students' comprehension, engagement, and classroom participation while serving as a strategic pedagogical tool for educators.

##### **5.1.1 Positive experience of L1 and its role in learning and inclusivity**

The study revealed that both pedagogical and spontaneous translanguaging significantly supported English learning in secondary classrooms. Pedagogical translanguaging, which involved intentional and structured use of students' first language (L1), was employed by teachers to scaffold learning, clarify complex concepts, and provide differentiated instruction. Teachers strategically incorporated standard Thai and Isan alongside English to bridge linguistic gaps and ensure students

grasped lesson content effectively. This approach aligned with previous research emphasizing translanguaging as a tool for promoting comprehension and fostering an inclusive learning environment (García & Wei, 2014; Cenoz & Gorter, 2021).

On the other hand, spontaneous translanguaging emerged as a natural and unplanned strategy among students, particularly in peer discussions and collaborative learning activities. Students frequently switched between English, Thai, and Isan to negotiate meaning, explain concepts to peers, and reinforce their understanding. This organic use of translanguaging not only facilitated deeper engagement but also encouraged active participation from students with varying English proficiency levels. These findings supported the dynamic bilingualism framework (García, 2009), demonstrating that translanguaging was an essential cognitive and social tool in multilingual learning environments.

### **5.1.2 Practical and strategic uses of pedagogical translanguaging**

The teachers reported using pedagogical translanguaging for a variety of classroom functions. These included clarifying complex content, fostering politeness and respect, encouraging student participation, and managing classroom behavior. For example, teachers used standard Thai and Isan to explain difficult material, address student misunderstandings, and redirect distracted students. Such practices helped create a dynamic and engaging learning environment while maintaining classroom discipline. These findings resonated with Creese and Blackledge's (2010) research, which highlighted the role of translanguaging in maintaining order and supporting classroom dynamics, as also noted by Conteh (2018), Galante (2020), García and Lin (2017), Kleyn and García (2019).

The findings revealed that teachers adapted their use of students' first languages (standard Thai and Isan) to address specific challenges and create inclusive learning environments. For Grade 7, the teacher strategically used standard Thai to clarify vocabulary and regain students' attention, while Isan was employed to reprimand and manage behavior. For Grade 10, the teacher incorporated Thai expressions for politeness and used Isan humor to create a relaxed and motivating classroom atmosphere. For Grade 12, the teacher relied on standard Thai for detailed

explanations and to redirect distracted students, using both Thai and Isan to make the lessons accessible to students with lower English proficiency.

### 5.1.3 Support for engagement and classroom management

Pedagogical translanguaging also played a significant role in fostering engagement and managing behavior. Teachers reported that using L1 to address classroom disruptions or refocus attention helped maintain a productive learning environment (Ambele & Nuemaihom, 2024). This approach aligned with Rahmawansyah (2019), who found that L1 supported classroom management and student comprehension, particularly in contexts where students struggle with limited vocabulary.

The findings illustrated the multifaceted role of pedagogical translanguaging in secondary education. By strategically integrating students' L1 into English classrooms, teachers enhanced language acquisition, supported content comprehension, and maintained classroom order (Carstens, 2016; Cenoz & Gorter, 2022; García & Seltzer, 2016; Nooyod & Ambele, 2024). These results demonstrated the value of adapting translanguaging practices to the needs of diverse linguistic and cultural contexts, highlighting areas for further research on its implementation in secondary education.

Moreover, this study's findings enriched theoretical frameworks on translanguaging, particularly those of García (2009), Cenoz and Gorter (2021), and López et al. (2017). García's concept of *dynamic bilingualism* emphasizes learners' ability to fluidly draw on their linguistic repertoire to support language acquisition. This was evident in Teacher B's use of Thai politeness markers and Isan humor to create an inclusive and engaging learning environment, as well as Teacher C's integration of standard Thai and Isan to make lessons accessible for students with varying English proficiency. These practices reflected Cenoz and Gorter's (2021) idea of *multilingual ecologies*, where different languages interacted to optimize learning.

The findings also aligned with López et al.'s (2017) perspective on translanguaging as a tool for equity and inclusion. Teacher A's use of standard Thai to explain vocabulary ensured equitable access for students struggling with English, while Teacher C's strategy of blending languages supported students with lower proficiency, promoting

active participation. Such practices underscored the potential of pedagogical translanguaging to address linguistic barriers and foster inclusive learning environments (Galante, 2020; García, 2009; García and Wei, 2014; Littlewood & Yu, 2011; Lopez et al., 2017).

Additionally, the study highlighted the role of translanguaging in managing classroom dynamics, expanding on García's (2009) argument that it fostered agency and identity. Teachers used L1 and regional languages, such as Isan, to reprimand and redirect distracted students, illustrating how translanguaging can support both instructional and disciplinary needs (Creese & Blackledge, 2010). These findings extended the existing frameworks, showcasing translanguaging's multifunctional role in multilingual, non-Western educational contexts.

## **5.2 Practical and theoretical implications**

The majority of students in this study found pedagogical translanguaging to be highly beneficial, particularly the use of familiar languages—standard Thai and Isan—in enhancing their comprehension of lesson content. This multilingual approach not only facilitated understanding but also created a more motivating and relaxed classroom environment (Ambele & Nuemaihom, 2024; García & Wei, 2014; Littlewood & Yu, 2011). Students noted that incorporating their first languages reduced anxiety, helping them feel more comfortable and confident, especially those with lower English proficiency. By using both their L1 and English, students were better able to engage in the learning process and grasp content more effectively. This aligned with findings by Nooyod and Ambele (2024), who observed that translanguaging allowed learners to draw on their broader language skills for communication (Miao & Ambele, 2023; Moody et al., 2019).

While most students appreciated the use of their L1, some suggested that English should remain the primary language of instruction. They emphasized the need for a balanced approach, where translanguaging complemented English without dominating the lesson (Lopez et al., 2017). These students highlighted the limited opportunities for English exposure outside the classroom, suggesting that a strategic mix of L1 and L2 use would best support their learning by extending their English exposure.

To implement effective pedagogical translanguaging, teachers could adopt strategies that balance L1 and L2 use. For example, Teacher A might use standard Thai to clarify difficult vocabulary during a Grade 7 lesson, ensuring all students, particularly those with lower proficiency, understand key terms. This strategy allowed for meaningful engagement with the material while maintaining exposure to English (Cenoz & Gorter, 2021, 2022; Leonet, Cenoz & Gorter, 2020). Humor and familiar expressions in Thai and Isan can also foster a more relaxed atmosphere, as seen in Teacher B's use of Thai humor in Grade 10 grammar lessons, which helped reduce student anxiety and promoted engagement (Galante, 2020; García & Wei, 2014).

In advanced classrooms, such as Grade 12, Teacher C could use Thai to explain complex reading passages before transitioning back to English for discussion and vocabulary practice. This ensured students comprehended key concepts while still receiving ample exposure to the target language (Ambele, 2022; Cenoz & Gorter, 2022; García & Seltzer, 2016). Such balanced approaches maintained meaningful English use while supporting students' understanding.

Pedagogical translanguaging also aided classroom management and student participation. For example, Teacher A could use standard Thai to redirect distracted Grade 7 students, maintaining classroom order without interrupting the flow of the lesson (Chaisiri, 2022; Creese & Blackledge, 2010). Allowing students to use both English and their L1 during group work further encouraged participation, particularly for those struggling with English, as it provided them with a safe space to express their thoughts (García & Wei, 2014; Promnath & Tayjasant, 2016; Sangprem & Grampper, 2015).

Despite its benefits, the implementation of pedagogical translanguaging faces challenges. Some stakeholders may resist using students' L1, viewing it as an obstacle to English immersion (Fang & Liu, 2020; Karabassova & San Isidro, 2023). Additionally, teachers may struggle to balance translanguaging with the need for sufficient exposure to English (Sahan et al., 2021). To address these challenges, teachers can strategically incorporate translanguaging, using L1 to clarify difficult concepts without diminishing English exposure. Professional development and clear guidelines can help teachers gain confidence in implementing translanguaging

effectively, ensuring both languages are used to enhance learning (Boonsuk & Ambele, 2021; Otheguy et al., 2019; Swain & Deters, 2007; Wei, 2018). Creating a collaborative environment where teachers share experiences can also build greater acceptance and understanding of translanguaging in language education (Cenoz & Gorter, 2022; García & Seltzer, 2016).

### **5.3 Study limitations and areas for future research**

Given the numerous benefits of integrating pedagogical translanguaging, especially in skill-based subjects like English (Cenoz & Gorter, 2022; Lin & He, 2017; Lin & Lo, 2017), this study highlights several key directions for future research within the Thai context. One critical area is exploring learners' experiences at different proficiency levels, particularly in classrooms where multiple languages are used or where translanguaging is absent in English instruction. Investigating its effects on language acquisition and classroom dynamics across proficiency levels could provide valuable insights (Boonsuk & Ambele, 2021; Otheguy et al., 2019; Swain & Deters, 2007; Wei, 2018). Moreover, examining national curricula and school policies is essential to understand how they either support or limit the effective use of translanguaging in English language teaching (Cenoz & Gorter, 2022; García & Seltzer, 2016).

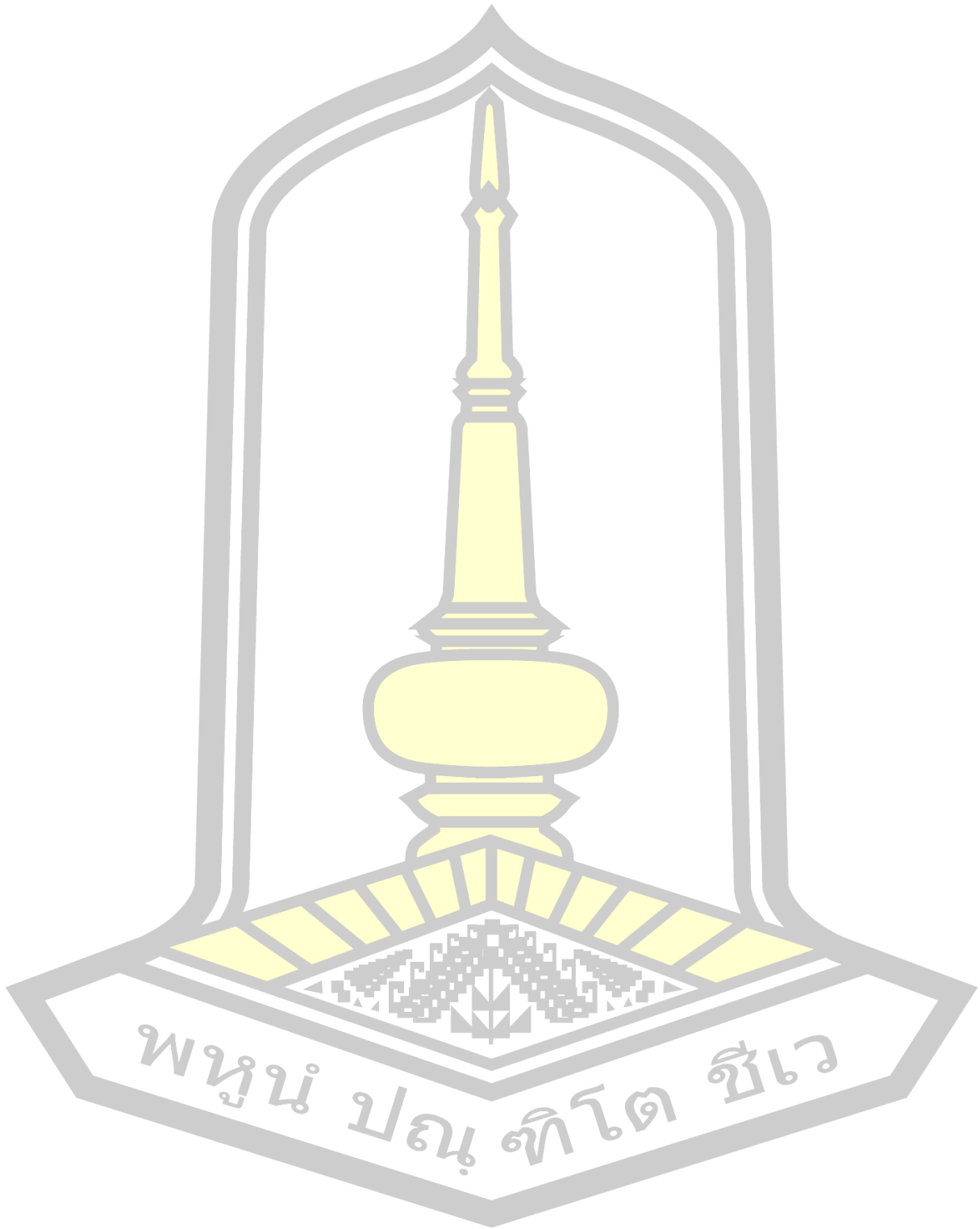
The study's findings underscore the importance of pedagogical translanguaging in second language acquisition. Both L2 instructors and learners are encouraged to adopt translanguaging practices to enhance learning outcomes. Moving away from an English-only approach—traditionally emphasized in English as a Foreign Language (EFL) settings—can create a more supportive learning environment. Integrating students' first languages fosters a holistic approach to language instruction, aligning with the recommendations of Ambele and Nuemaihom (2024), Ambele and Watson Todd (2022), Canagarajah (2018), García and Otheguy (2020), Miao and Ambele (2023), and Moody et al. (2019).

However, the study's limitations must be considered. Conducted in a Thai secondary school with a focus on standard Thai and Isan, the findings may not be generalizable across all EFL classrooms in Thailand, especially those with different linguistic or cultural dynamics. Future research should address these limitations by using longitudinal methods to explore the long-term impact of translanguaging on language

acquisition and student engagement. Comparative studies across diverse contexts, such as urban versus rural schools or multilingual versus monolingual classrooms, could provide further insights into how translanguaging adapts to various educational settings. Expanding the scope and methodologies of research will offer a more comprehensive understanding of translanguaging's role in language education.



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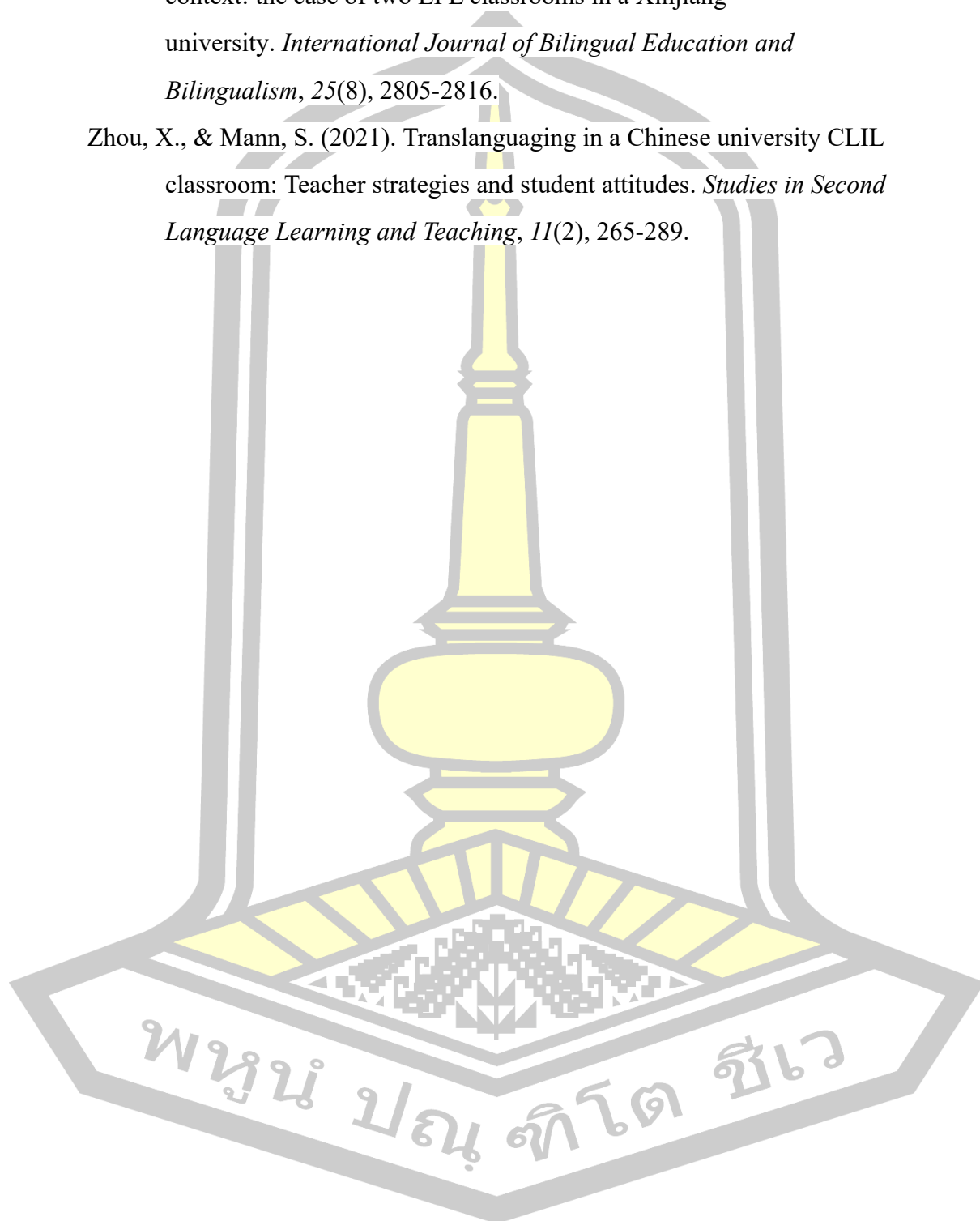
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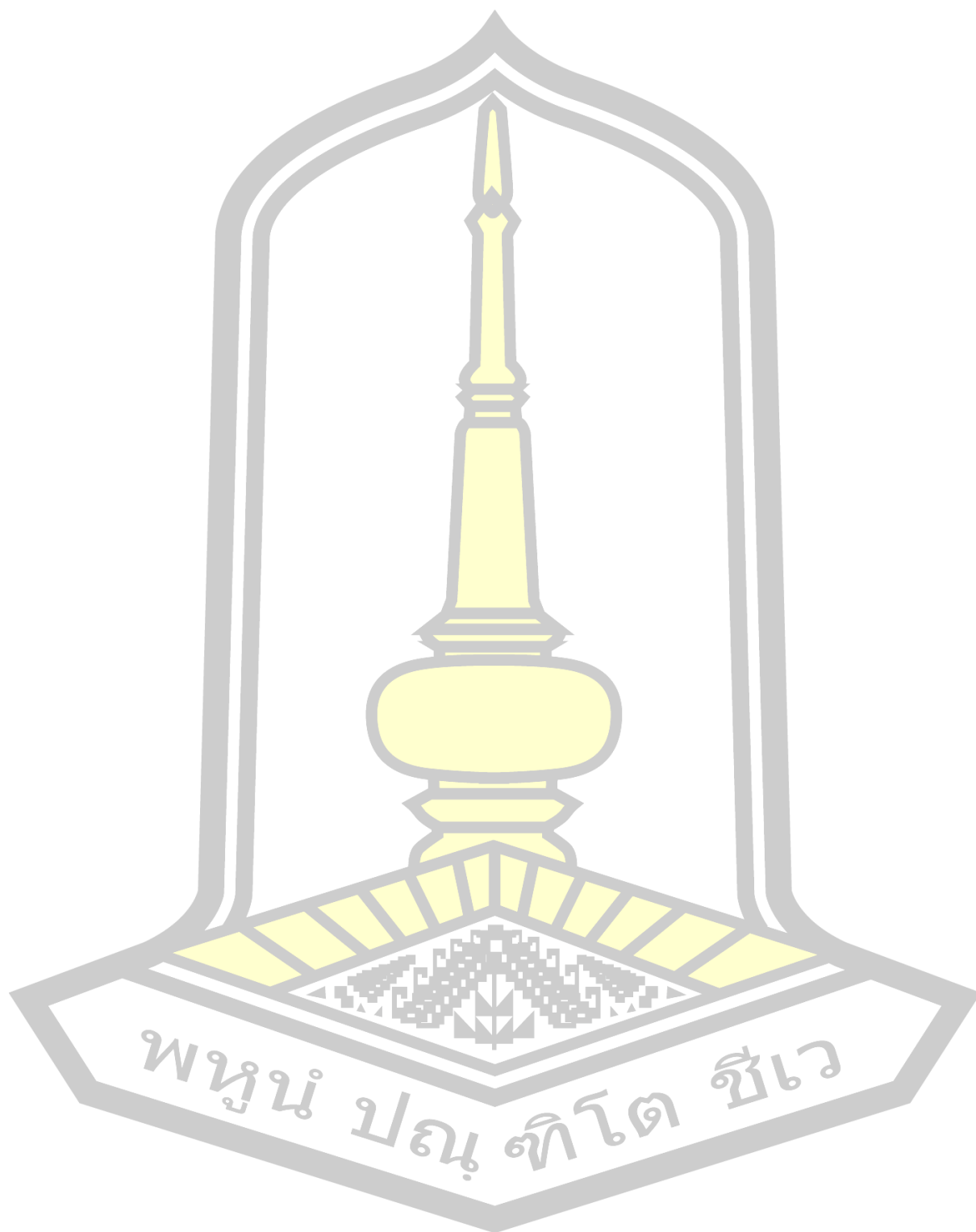
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APPENDICES



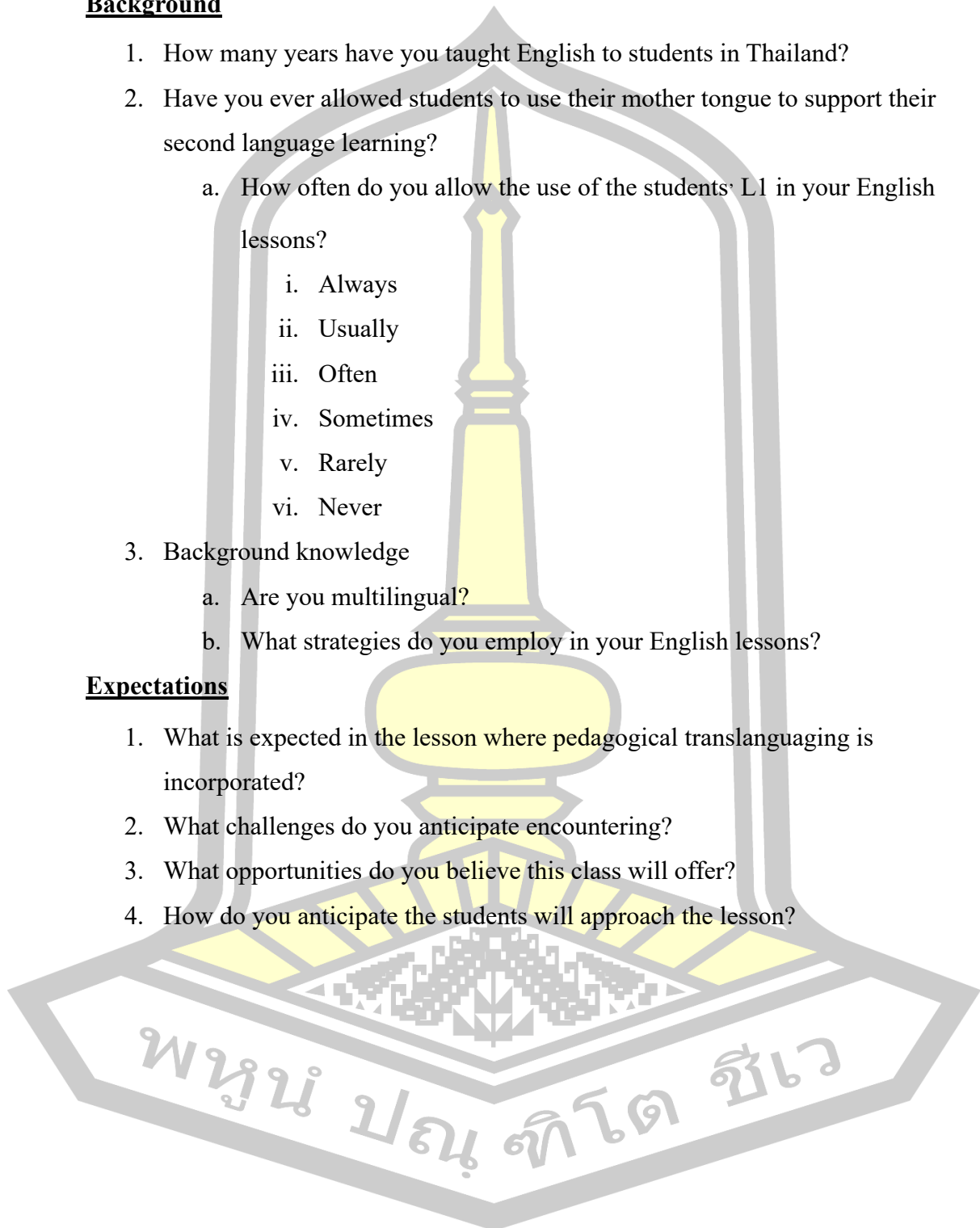
## Appendix A: Pre-observation interview with the teachers

### Background

1. How many years have you taught English to students in Thailand?
2. Have you ever allowed students to use their mother tongue to support their second language learning?
  - a. How often do you allow the use of the students' L1 in your English lessons?
    - i. Always
    - ii. Usually
    - iii. Often
    - iv. Sometimes
    - v. Rarely
    - vi. Never
3. Background knowledge
  - a. Are you multilingual?
  - b. What strategies do you employ in your English lessons?

### Expectations

1. What is expected in the lesson where pedagogical translanguaging is incorporated?
2. What challenges do you anticipate encountering?
3. What opportunities do you believe this class will offer?
4. How do you anticipate the students will approach the lesson?



## **Appendix B: Post-observation interviews with students**

### **Background**

1. In what languages are you proficient for communication?
2. What is your mother-tongue/native language?

### **Perceptions**

1. What are your thoughts on the lesson incorporating pedagogical translanguaging?
  - a. Follow-up question
    - i. Have you perceived it as advantageous, demanding, uninteresting, etc.?
2. How do you perceive employing your mother-tongue/native language in the lesson?
  - a. Follow-up questions
    - i. What is your perspective on the utility or difficulty of employing your mother tongue/native language?
    - ii. Which aspect do you consider to be the most beneficial or the most challenging?
3. How do you think about the task in the English lesson?
  - a. Follow-up questions
    - i. Have you observed that utilizing individuals' resources during tasks can enhance English language learning?

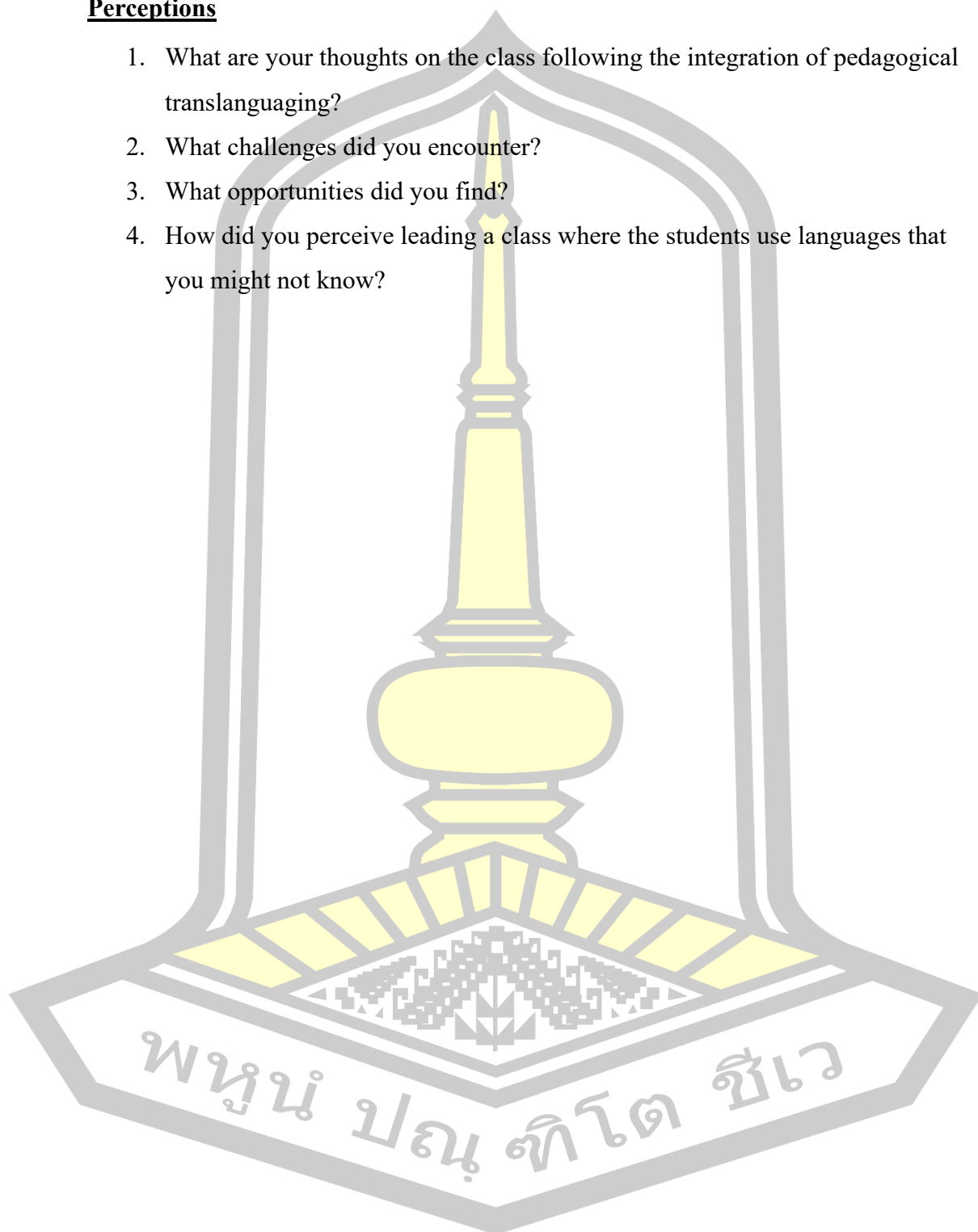
### **Others**

1. What are your reflections on the prospect of incorporating the mother tongue/native language in future English lessons?
  - a. What positive and negative aspects do you anticipate in that?
2. Is there anything further you would like to add?

## Appendix C: Post-observation interview with the teachers

### Perceptions

1. What are your thoughts on the class following the integration of pedagogical translanguaging?
2. What challenges did you encounter?
3. What opportunities did you find?
4. How did you perceive leading a class where the students use languages that you might not know?



## Appendix D: Consent Form

### Participant Details:

Full name: \_\_\_\_\_  
 Email Address: \_\_\_\_\_  
 Phone Number: \_\_\_\_\_

### Study Information:

Project Title: Pedagogical translanguaging in English Classrooms: Teachers' and Students' Experiences in a Thai Secondary School  
 Study Period: \_\_\_\_\_  
 Interview Date and Time: \_\_\_\_\_

### Research Details:

Full name: Mr. Apiwit Pawapootanon  
 Email Address: [Apiwitpawapootanon@gmail.com](mailto:Apiwitpawapootanon@gmail.com)  
 Phone Number: +66 9-454-15951

### Consent for Participation

I, \_\_\_\_\_, willingly consent to participate in the research project titled "Pedagogical translanguaging in English Classrooms: Teachers' and Students' Experiences in a Thai Secondary School" being conducted by Mr. Apiwit Pawapootanon.

### Purpose of the Interview:

I, \_\_\_\_\_, understand that the purpose of this research projects is (1) to explore the firsthand experiences of English language teachers and students in a school setting where pedagogical translanguaging is embraced as an instructional approach, and (2) to investigate the specific pedagogical translanguaging strategies employed by teachers to facilitate students' English language learning.

### Nature of Participant:

I, \_\_\_\_\_, understand that my participation in this research study will involve the researcher observing three English classrooms where pedagogical translanguaging is incorporated with video recording. Additionally, I understand that the study will include selecting three English teachers and six students from each classroom for video-stimulated recall interviews. I acknowledge that I have been selected to participate and willingly consent to take part in this research.

### Risks and Benefits:

I, \_\_\_\_\_, acknowledge that the potential risks associated with participating in this study include the time commitment required for giving interviews. However, I also understand that the potential benefits of participating in this study include contributing to the development of new knowledge for English teachers. This research may help educators implement a multilingual approach, specifically pedagogical translanguaging, to enhance both teaching and learning in their English classrooms.

#### Participant

Signature: \_\_\_\_\_


Date: \_\_\_\_\_

#### Researcher

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix E: Ethics approval



**MAHASARAKHAM UNIVERSITY ETHICS COMMITTEE FOR  
RESEARCH INVOLVING HUMAN SUBJECTS**

**Certificate of Approval**

Approval number: 675-604/2024

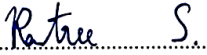
Title : Pedagogical Translanguaging in English Classrooms: Teachers' and Students' Experiences in a Thai Secondary School.

Principal Investigator : Mr. Apiwit Pawapootanon  
Responsible Department : Faculty of Education  
Research site : A secondary school in northeastern Thailand

Review Method : Expedited Review

Date of Manufacture : 31 October 2024                      Expire : 30 October 2025

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.



.....Ratre S.....  
(Assistant Professor Ratre S Sawangjit)  
Chairman

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

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.



คณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัยมหาสารคาม

เอกสารรับรองโครงการวิจัย

เลขที่การรับรอง : 675-604/2567

ชื่อโครงการวิจัย (ภาษาไทย) วิธีการสอนแบบการถ่ายโอนภาษาในห้องเรียนภาษาอังกฤษ: ประสบการณ์  
ของครูและนักเรียนโรงเรียนมัธยมศึกษาในประเทศไทย  
ชื่อโครงการวิจัย (ภาษาอังกฤษ) Pedagogical Translanguaging in English Classrooms: Teachers' and  
Students' Experiences in a Thai Secondary School.

ผู้วิจัย : นายอภิวิชญ์ ภวภูตานนท์

หน่วยงานที่รับผิดชอบ : คณะมนุษยศาสตร์และสังคมศาสตร์

สถานที่ทำการวิจัย : โรงเรียนมัธยมแห่งหนึ่งในภาคตะวันออกเฉียงเหนือของประเทศไทย

ประเภทการพิจารณาแบบ : แบบเร่งรัด

วันที่รับรอง : 31 ตุลาคม 2567

วันหมดอายุ : 30 ตุลาคม 2568

ข้อเสนอการวิจัยนี้ ได้รับการพิจารณาและให้ความเห็นชอบจากคณะกรรมการจริยธรรมการวิจัยในคน  
มหาวิทยาลัยมหาสารคามแล้ว และอนุมัติในด้านจริยธรรมให้ดำเนินการศึกษาวิจัยเรื่องข้างต้นได้ บนพื้นฐาน  
ของโครงการงานวิจัยที่คณะกรรมการฯ ได้รับและพิจารณา เมื่อเสร็จสิ้นโครงการแล้วให้ผู้วิจัยส่งแบบฟอร์ม  
การปิดโครงการและรายงานผลการดำเนินงานมายังคณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัย  
มหาสารคาม หรือหากมีการเปลี่ยนแปลงใดๆ ในโครงการวิจัย ผู้วิจัยจักต้องยื่นขอรับการพิจารณาใหม่

..... กตริ์ ..... ส.ท.จ.ต.ร.....

(ผู้ช่วยศาสตราจารย์ เกษัชกรหญิงรัตรี สว่างจิตร์)

ประธานคณะกรรมการจริยธรรมการวิจัยในคน

มหาวิทยาลัยมหาสารคาม

ทั้งนี้ การรับรองนี้มีเงื่อนไขดังที่ระบุไว้ด้านหลังทุกข้อ (ดูด้านหลังของเอกสารรับรองโครงการวิจัย)

นักวิจัยทุกท่านที่ผ่านการรับรองจริยธรรมการวิจัยต้องปฏิบัติดังต่อไปนี้

1. ดำเนินการวิจัยตามที่ระบุไว้ในโครงการวิจัยอย่างเคร่งครัด
2. ใช้เอกสารแนะนำอาสาสมัคร ใบยินยอม (และเอกสารเชิญเข้าร่วมวิจัยหรือใบโฆษณาถ้ามี) แบบสัมภาษณ์ และหรือ แบบสอบถาม เฉพาะที่มีตราประทับของคณะกรรมการจริยธรรมในคน มหาวิทยาลัยมหาสารคาม เท่านั้น และส่งสำเนาเอกสารดังกล่าวที่ใช้กับผู้เข้าร่วมวิจัยจริงรายแรกมาที่คณะกรรมการจริยธรรมการวิจัยในคน 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)



คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม  
ร่วมกับ  
ศูนย์จริยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยขอนแก่น

ขอขอบเกียรติบัตรฉบับนี้ให้ไว้เพื่อแสดงว่า

**อภิวิชญ์ ภาภูตานนท์**

เป็นผู้ผ่านการอบรม

“จริยธรรมการวิจัยในมนุษย์” หลักสูตร Social Science and Behavioral Research  
ณ ห้องประชุมแม่น้ำของ มหาวิทยาลัยมหาสารคาม ในวันที่ 14 มกราคม 2567

ให้ไว้ ณ 14 มกราคม 2567 หมดอายุ วันที่ 31 มกราคม 2572

*Only/อน*

(รองศาสตราจารย์ ดร. นิตยา วรณภิกตร์)  
คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์  
มหาวิทยาลัยมหาสารคาม

*Amo Papan*

(ผู้ช่วยศาสตราจารย์ ดร. อภิรักษ์ ชัดชุ่มแสง)  
ประธานคณะกรรมการวิจัยในมนุษย์ มหาวิทยาลัยขอนแก่น ประจำชุดที่ 3  
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## BIOGRAPHY

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