



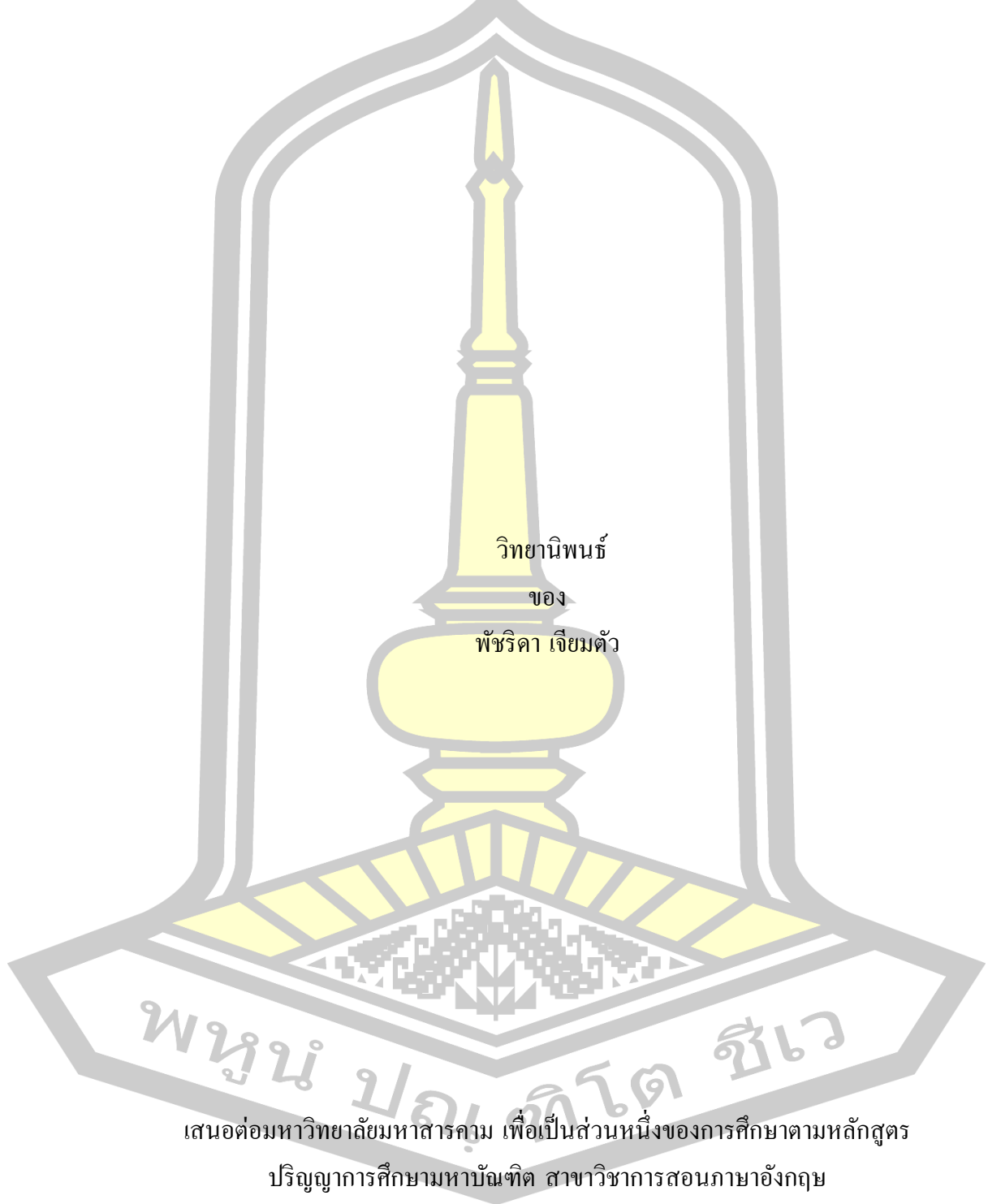
Teachers' Uses and Perceptions of Translanguaging in English Language Teaching in Thailand

Patcharida Jiamtua

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

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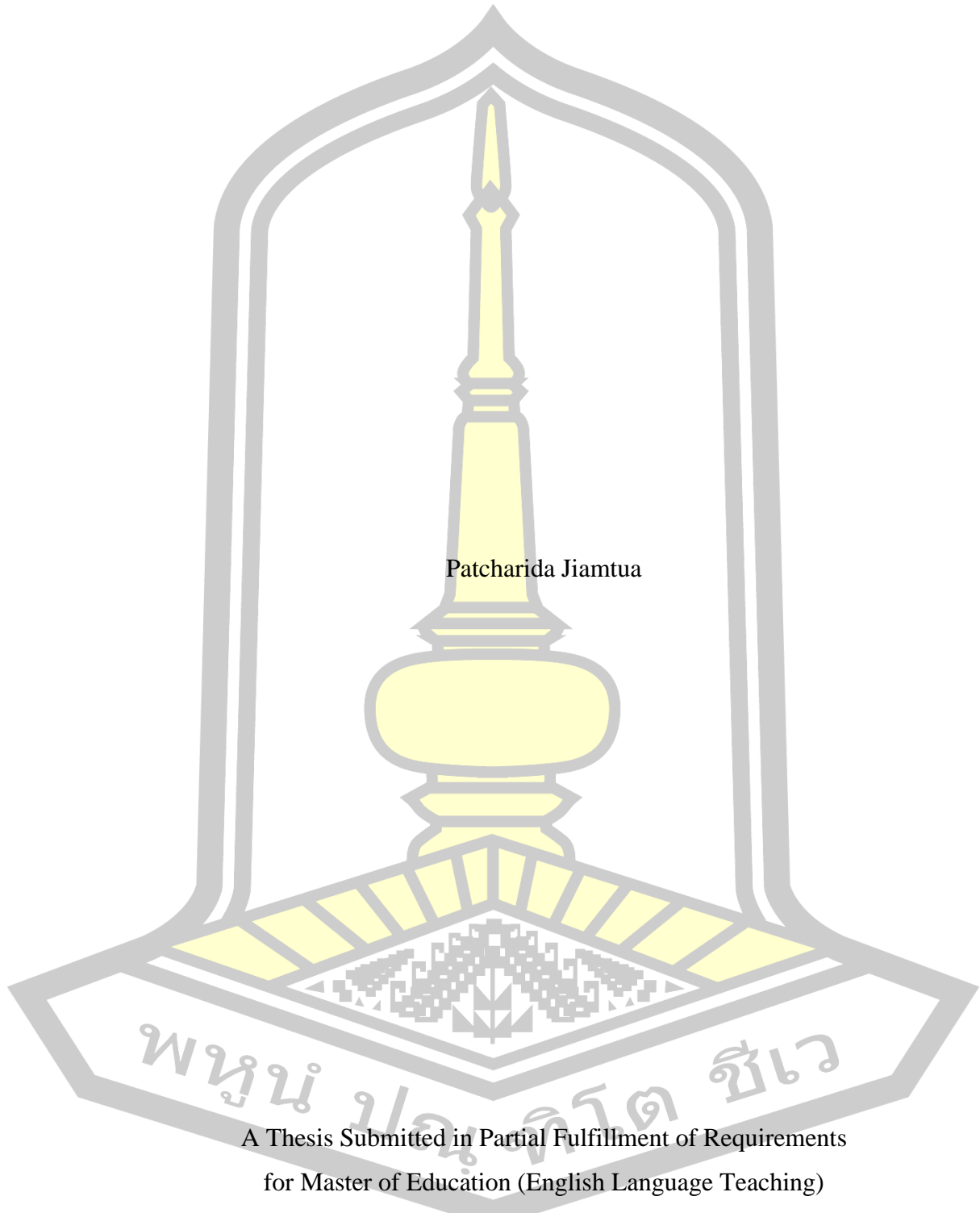


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ABSTRACT

This study examines how teachers in Thailand use and perceive translanguaging in English language teaching. Translanguaging, which combines students' native language (Thai and/or other languages) with the target language (English), has gained prominence for its potential to enhance language acquisition. Given the increasing recognition of translanguaging as an effective pedagogical approach, this study seeks to explore how Thai English teachers at the primary and secondary school levels (N=74) implement translanguaging in their classrooms. Participants were selected using convenience-random sampling, based on predetermined inclusion criteria. The study collected data through an online questionnaire, employing both quantitative and qualitative analysis techniques. Descriptive statistics were applied to the quantitative data, while qualitative content analysis was utilized to interpret open-ended responses. The quantitative results reveal that translanguaging is most frequently used by teachers for activities such as clarifying concepts during lessons (40.5%), explaining vocabulary and providing feedback (35.1%), and facilitating comprehension by integrating students' L1 with English (L2) (36.5%). From the qualitative results, while many teachers (55 teachers) acknowledge the advantages of translanguaging in enhancing students' understanding and engagement, some (15 teachers) express concerns about its potential to detract from the immersion-focused objectives of English language instruction. The findings emphasized the importance of a strategic and balanced approach to integrating translanguaging into language teaching. Moreover, the study advocates for the development of targeted professional development programs to support teachers in effectively incorporating translanguaging strategies, ensuring that they can enhance student learning outcomes while maintaining the integrity of English immersion goals in the Thai educational context.

Keyword : Translanguaging, Uses, Perceptions, Thai teachers, primary and secondary school levels, Thailand

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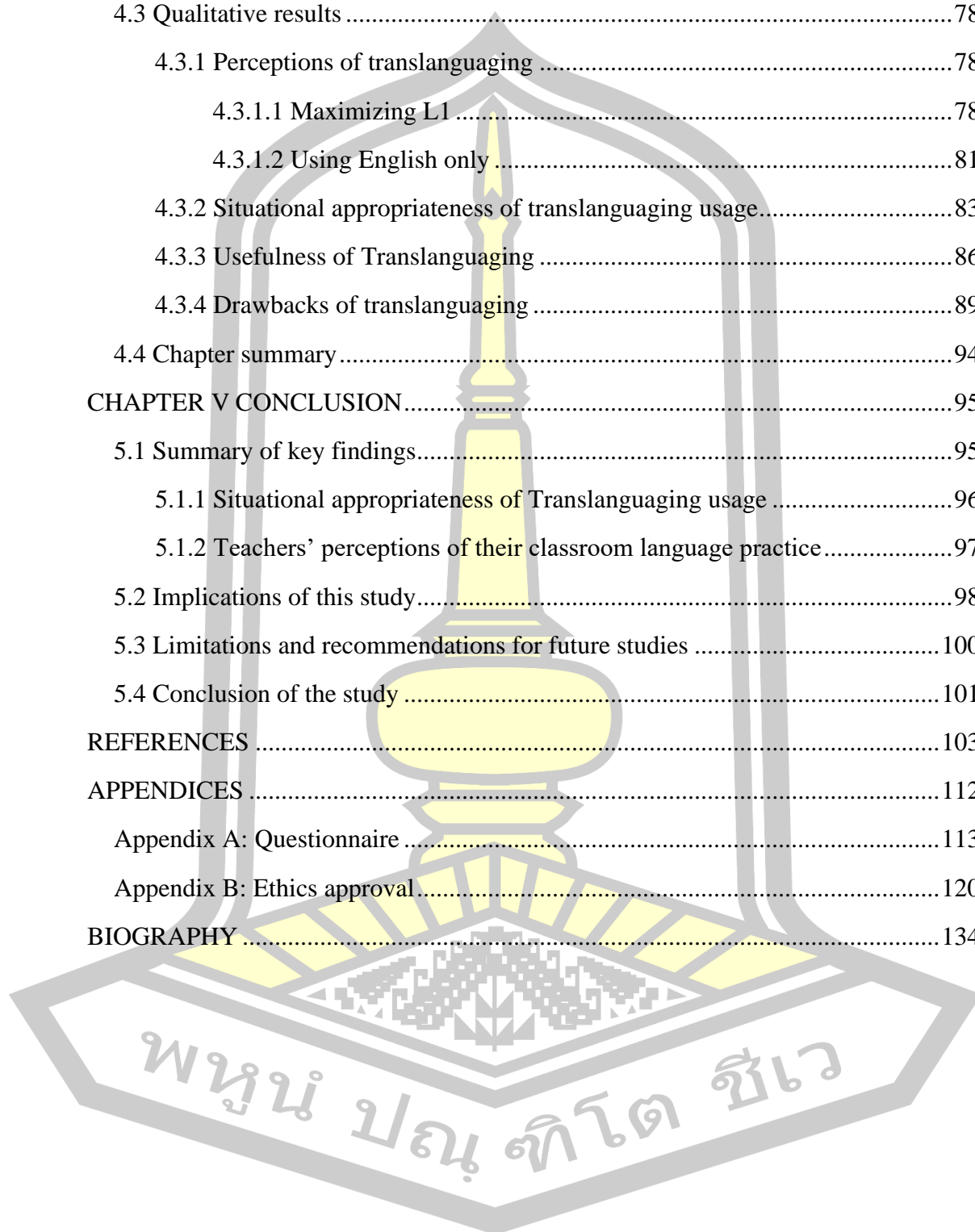
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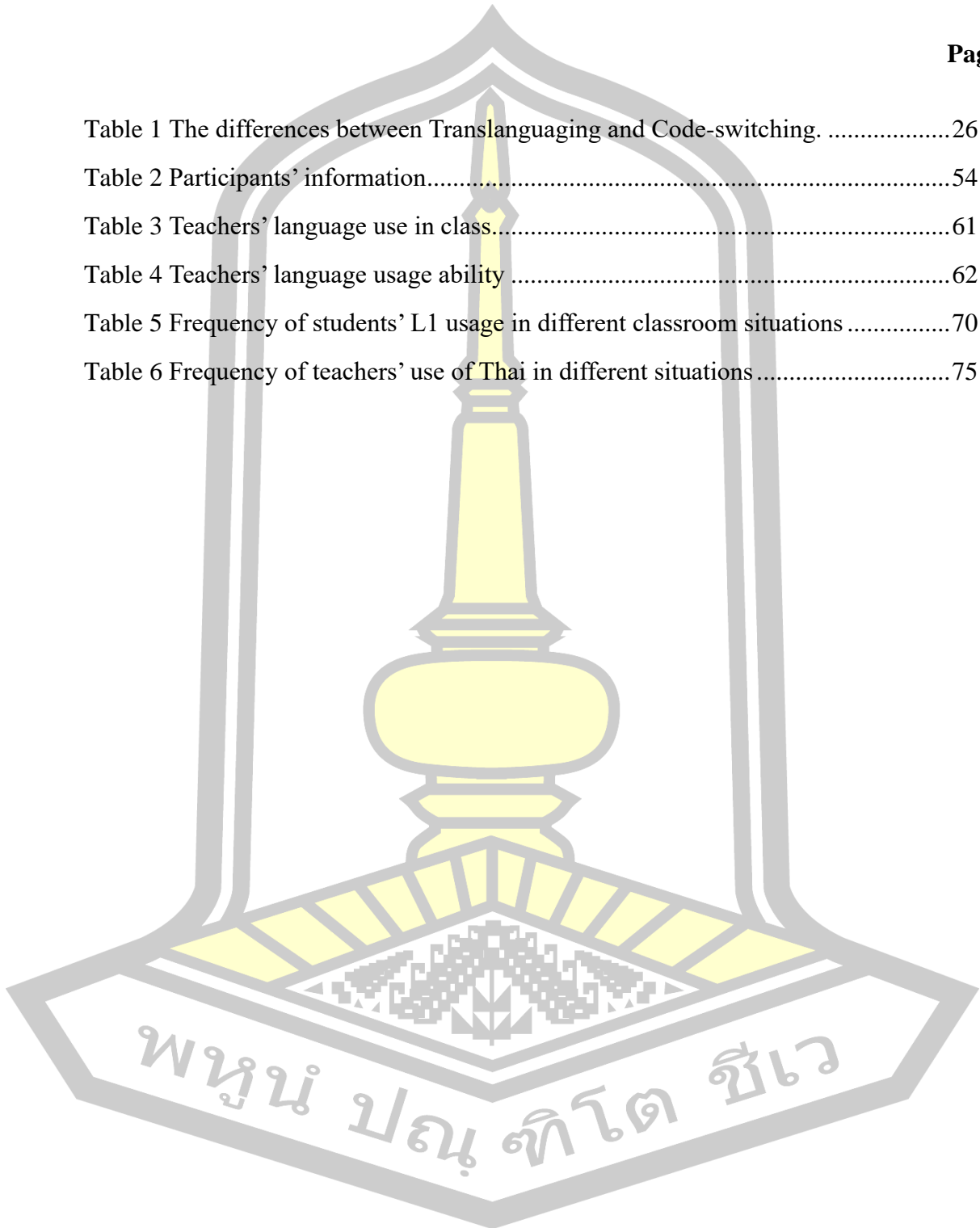
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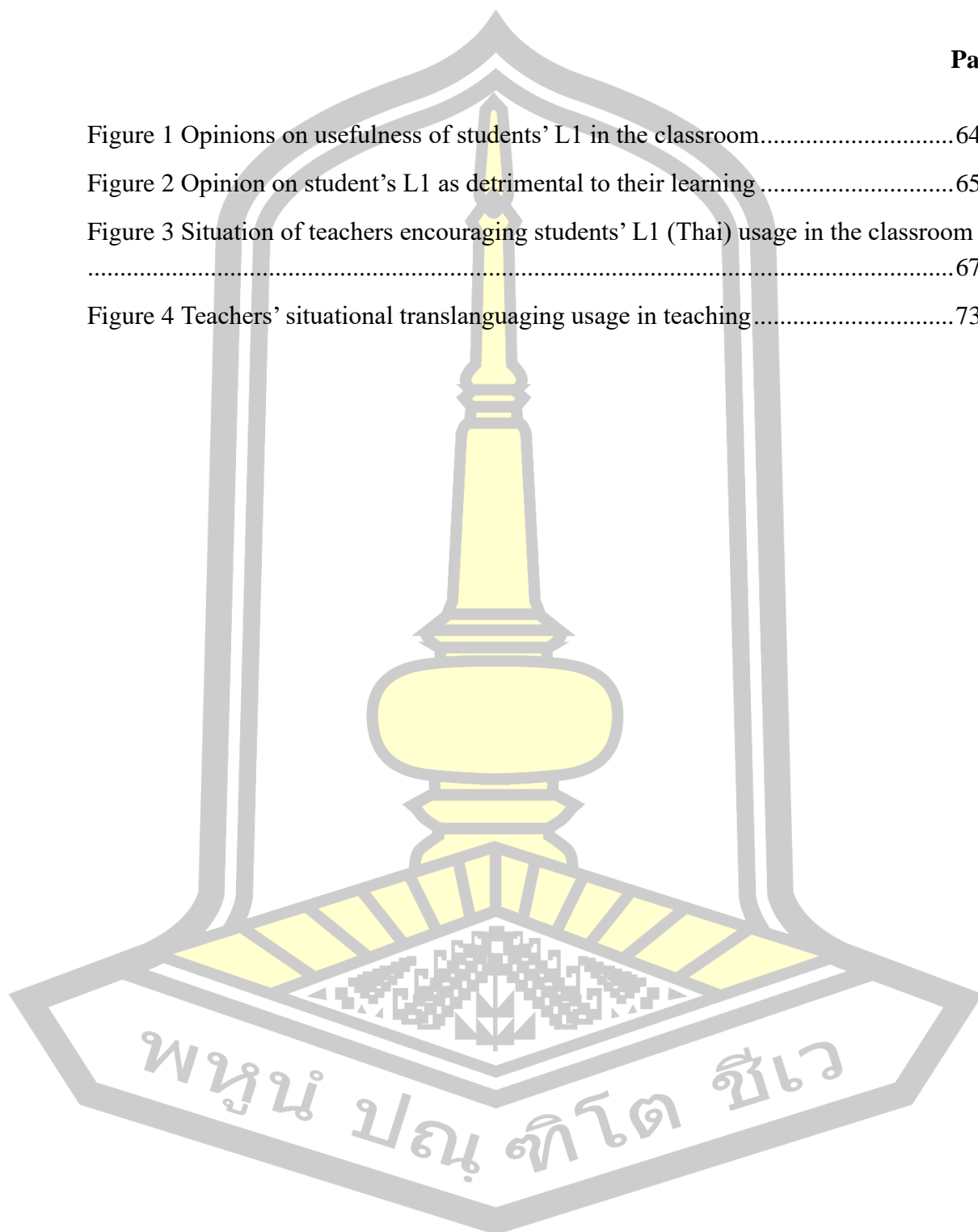
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CHAPTER I

INTRODUCTION

This chapter provides an overview of the background information for the current study. It starts with an exploration of the origin of the study (see 1.1), and then the background of the study (see 1.2), followed by an explanation of the purpose (see 1.3). The research questions are then outlined (see 1.4), along with an explanation of the justification of the study (see 1.5) as well as significance of the study (see 1.6). This is followed by a discussion of the scope of the study (see 1.7), which defines its boundaries. The chapter concludes with the clarification of key terms essential for understanding the study (see 1.8), and culminates with an outline of the structure of the thesis proposal (see 1.9).

1.1 Origin of the study

In an increasingly multilingual world, the concept of translanguaging has emerged as a powerful pedagogical approach that recognizes the dynamic and fluid language practices of multilingual speakers. Rather than viewing languages as separate, rigid systems, translanguaging encourages the strategic use of a learner's full linguistic repertoire to enhance meaning-making, identity expression, and learning outcomes (García & Wei, 2014). This approach is especially relevant in contexts where learners routinely switch between languages in their everyday lives—contexts such as Thailand.

Thailand presents a compelling setting for studying translanguaging due to its rich linguistic and cultural diversity. While Thai is the official language of instruction, many learners across the country grow up speaking additional languages and dialects, including regional variants like Northern Thai (Kam Mueang), Isan (Lao dialect), Malay in the south, and various indigenous and ethnic minority languages (Kosonen, 2013). Moreover, English is a compulsory subject in schools and is increasingly used in higher education and professional settings, particularly in response to ASEAN integration and globalization trends (Darasawang, 2007).

Therefore, Thailand is a suitable and significant context for this study. Classrooms in Thailand are not monolingual spaces—they are often multilingual in practice, even

when policies emphasize the use of standard Thai and English. Teachers and students navigate a reality where multiple languages intersect, and translanguaging naturally occurs as learners move between their home languages, Thai, and English. However, despite its prevalence, translanguaging is rarely formally recognized or intentionally implemented as a pedagogical tool in the Thai education system (Kirkpatrick & Liddicoat, 2017).

This study seeks to explore how English as a Foreign Language (EFL) teachers at both primary and secondary educational levels in Thailand utilize translanguaging in their teaching practices, as well as their perspectives on its role and importance in the classroom. The use of students' native languages in EFL classrooms has long been a subject of debate in English Language Teaching (ELT) worldwide. Many educators remain divided over whether, and to what extent, the learners' first language should be used in English instruction to facilitate communication, comprehension, and learner engagement (Wright, 2002).

Thailand's rich linguistic landscape and the tension between language policy and classroom realities make it a suitable and timely context for investigating translanguaging. This study aims to fill a critical gap by examining how translanguaging can support English language learning and how Thai EFL teachers perceive and enact it in practice. Ultimately, the findings will contribute to a broader understanding of how multilingual pedagogies can be adapted to local educational contexts in non-Western, multilingual societies. This study seeks to explore how English as a Foreign Language (EFL) teachers at both primary and secondary educational levels in Thailand utilize translanguaging in their teaching practices, as well as their perspectives on the role and importance of translanguaging in the classrooms. The use of students' native language in the EFL classroom has been heavily debated in ELT all over the world. There has been an issue between many language teachers as to whether students' native language should or should not be used and to what extent students' native language can be employed in English classes to facilitate communication.

Based on my teaching experiences and recent observations of Thai EFL teachers in English language teaching classrooms, the teachers have utilized their linguistic

resources from both English and Thai languages to help learners better understand what they are learning, and the utilization of students' native language serves as a supportive tool and offers suitable scaffolding in the process of language learning (Ambele, 2022). In Thai English classrooms, language instruction is influenced by a combination of national policies, market demands, and decentralization from the National Education Act of 1999, which allows schools to tailor their own curricula. This results in significant variation in classroom practices due to differing national standards, textbooks, and tests (Darasawang & Watson Todd, 2012). The diversity of English teaching methods is particularly noticeable in Thailand, where Thai is frequently used as the main language for education and communication due to the country's rich linguistic and cultural landscape. Given the varied linguistic backgrounds of learners, English is perceived as a foreign language. Consequently, integrating students' first language into English language instruction has become a compelling aspect of modern pedagogy. This approach, known as "translanguaging," involves using students' first language, English, as a tool to teach English effectively. Translanguaging is an increasingly popular activity worldwide, although it has received little attention in Thailand. In the context of English classrooms, avoiding the overuse of L1 can be challenging but is crucial for maximizing L2 acquisition. Due to the use of L1 in teaching English, there is a need to investigate the use of translanguaging in the classroom and explore the associated advantages and disadvantages. It is important to determine when it is most appropriate and beneficial for students to use translanguaging to maximize their learning outcomes.

1.2 Background to the study

The existing literature concerning the role of English language learners' utilization of their native language has focused on its contribution to developing proficiency in English, the target language. Within English language classrooms, there has been a growing trend towards promoting English-only practices, causing teachers to feel guilty about allowing students to use their native language while striving to acquire proficiency in English (Ambele, 2022; Cook, 2001; Moore, 2013). However, some studies argue for the importance and value of enabling students to utilize their native language to establish connections between their dominant language and the one they

are learning, thereby building upon their existing linguistic knowledge to become proficient communicators in English (Okoye, 2023). Cook, advocating for native language use in the classroom, suggests integrating students' native languages into teaching practices, viewing it as a natural process and encouraging teachers to maximize the use of the target language (English) rather than stigmatizing the use of the native language (Cook, 2001). Other scholars, like Cummins, have indicated that excluding or minimizing the use of students' native language may impede their ability to activate previously acquired structures and knowledge from their first language, hindering their development of English skills (Cummins, 2009). Cummins emphasizes that utilizing the native language not only aids in understanding grammatical structures but also facilitates vocabulary acquisition in English. Tian and Macaro (2012) conducted a study supporting this argument, demonstrating that students exposed to input in their native language during vocabulary acquisition benefited more compared to those receiving input solely in the target language, highlighting how students' native language can contribute to English language acquisition.

Another emerging concern is the presence of monolingual bias, which regards monolingual speakers as the model for language acquisition and expects multilingual learners to acquire proficiency similar to that of monolinguals (Khonjan, 2022). Cummins addresses this bias by explaining that English monolingual speakers have become the standard against which teachers attempt to instruct English language learners, overlooking the foundational support provided by students' native languages. He argues for a shift towards more bilingual-centered approaches in English instruction, such as translanguaging, which involves switching between languages in the classroom. Other scholars have scrutinized the standards in place for English language learners and identified potentially problematic aspects within them. For instance, García and Flores (2014) examined the Common Core State Standards, identifying conflicting forces within them: uniformity and diversity. Despite the diversity among students' linguistic backgrounds, the standards maintain uniform expectations, neglecting the needs of bilingual students and their potential to meet the standards. The authors advocate for the use of translanguaging in classrooms to

support bilingual and multilingual students in receiving an education equitable to that of their monolingual peers (May, 2014).

As indicated in the literature, numerous researchers in the field of language acquisition and English language teaching have advocated for the utilization of students' native language to facilitate proficiency in English (e.g. Ambele, 2022; Anouk et al., 2021; García & Li, 2020; Wang, 2019). However, there is a dearth of research addressing how Thai EFL teachers of English teachers in Thailand perceive this practice within an EFL context and whether they incorporate it in their classrooms. Unlike other studies that focus on the translanguaging practices and attitudes of both students and teachers in EMI classes/programs in Thailand, Khonjan (2023) specifically examined teachers' perceptions and practices of translanguaging in Thai EFL classrooms. The main purposes of the study are to investigate the perceptions of Thai EFL teachers in primary schools regarding translanguaging practices, and to explore the benefits and challenges of integrating the translanguaging approach into Thai English language classes. The study aims to examine how Thai EFL teachers in primary schools in the Northeast of Thailand perceive translanguaging pedagogy and to explore the benefits and challenges it presents for students' English language learning and teachers' effectiveness. The study employed a mixed-methods approach using a questionnaire and semi-structured interviews to triangulate results, ensuring a comprehensive understanding of teachers' perceptions and practices regarding translanguaging. It revealed that most Thai primary EFL teachers hold a positive view of using translanguaging for teaching and learning in English Medium Instruction (EMI) classes, with 83.67% incorporating translanguaging strategies in their classrooms. Teachers frequently utilized students' language resources, including both English and Thai, to assist learners in various classroom situations, thereby fostering interaction and participation among students.

Despite the English-only policy in EMI classes, teachers affirmed that translanguaging practices were beneficial for teaching and learning, advocating for their incorporation into classroom language use. The findings indicated that the translanguaging practices of Thai EFL teachers in primary schools in Northeast Thailand aligned with the study's objectives, showcasing a positive attitude towards incorporating students' L1 into English language learning. Overall, the findings

suggest that integrating translanguaging practices in Thai EFL classrooms can positively impact students' language learning experiences, teacher effectiveness, and classroom engagement, highlighting the significance of embracing multilingual approaches in language education (Khonjan, 2022; Khonjan & Ambele, 2023).

Moreover, Okoye (2023) studied translanguaging as a learning strategy in a Northeastern EFL classroom in Thailand. The study focuses on using translanguaging as a strategy in an English as a Foreign Language (EFL) classroom in a secondary school in Northeastern Thailand to enhance students' content knowledge and English language development. The study employed a mixed-method exploratory design, combining quantitative data analysis with qualitative content analysis to investigate the use of translanguaging in the EFL classroom. It explains the use of questionnaires, semi-structured interviews, and classroom observations as research instruments for collecting data on translanguaging practices.

The study revealed that, despite the English-only policy in EMI classes, students recognized the effectiveness of the translanguaging strategy for learning English language content and overall language development. Participants reported that although there are drawbacks to using the translanguaging approach, the benefits of incorporating students' native language (Thai) outweigh the limitations of an English-only approach. The findings suggested that integrating translanguaging in EMI classrooms could be a beneficial strategy to support students' language learning and promote a deeper understanding of English language materials. Overall, the research highlighted the positive impact of translanguaging as a learning strategy in the EFL classroom, emphasizing its role in facilitating language development and improving students' English proficiency levels. (Okoye 2023; Okoye & Ambele, 2023), as well as Thai students and native English teachers in Thailand (Xiao & Lertlitb, 2023)

Given the rapid demographic shifts and increasing linguistic diversity in English language classrooms in Thailand, this study focuses on Thai EFL teachers to examine their uses and perspectives on translanguaging within an evolving educational context. While previous studies have highlighted the benefits of incorporating students' native languages in developing English proficiency (Ambele, 2022; Cook, 2001; Cummins, 2009; Okoye, 2023), most of this research has been concentrated in

specific classroom contexts in the Northeastern region of Thailand (Khonjan & Ambele, 2023; Okoye & Ambele, 2023). However, limiting the scope to this region presents a narrow view that may not reflect the broader linguistic, cultural, and educational diversity found across other regions of Thailand.

Each region—Northern, Northeastern (Isan), Central, Eastern, Western, Southern Thailand—features distinct sociolinguistic dynamics, educational policies, and community attitudes toward language use. By including Thai EFL teachers from across the country, this study aims to generate a more comprehensive and representative understanding of translanguaging practices in the Thai EFL context. This broader scope allows for regional comparisons and uncovers how contextual factors such as local language varieties, administrative support, and classroom demographics may influence teachers' attitudes and pedagogical decisions regarding translanguaging.

Moreover, including participants from multiple regions helps to fill the geographical and academic gap in current research, which has largely overlooked the perspectives of Thai EFL teachers. Such inclusion not only enhances the generalizability of the findings but also contributes to the development of practical recommendations and language policies that are better aligned with the diverse realities of English language education across Thailand. Therefore, surveying Thai EFL teachers from various regions is essential to capturing the complexity and nuance of translanguaging in Thai classrooms today.

1.3 Purpose of the study

This research seeks to explore the current perceptions and practices related to translanguaging, which involves employing the students' native language within the English language classroom. In other words, the present study centers on how Thai primary and secondary school teachers in Thailand perceive the utilization and incorporation of translanguaging in English language classrooms.

1.4 Research questions

The research purposes were achieved by means of the following research questions:

1.4.1 When is it appropriate for Thai EFL primary and secondary school teachers in Thailand to use translanguaging in teaching?

1.4.2 What are Thai EFL teachers' perceptions of translanguaging in English language classroom?

1.5 Justification of the study

Studying translanguaging is an important role for English language teaching in nowadays because it helps improve language teaching, supports diverse languages, and makes education more inclusive. Understanding how people use translanguaging can shape better teaching methods, training for teachers, and language policies. It also adds to our knowledge about using multiple languages in education. One challenge with translanguaging in Thailand is ensuring balanced language use and proficiency development. Since Thai is the dominant language in the country, there might be a tendency for students to rely more on Thai than English in the classroom. Furthermore, there could be a concern that using multiple languages in the classroom could confuse students or detract from their focus on learning Thai. Additionally, there may be a perception that translanguaging is not aligned with traditional language teaching methods or educational norms. This proposed study aims to investigate when it is appropriate for English language instructors to utilize translanguaging in their teaching methods. This includes incorporating the students' first language within the English language classroom. Additionally, the study focuses on the perspectives Thai EFL teachers working in primary and secondary schools across Thailand regarding the integration and application of translanguaging in English language instruction.

Studying teachers' uses and perceptions of translanguaging in English language teaching in Thailand could provide valuable insights into education practices, language policies, and pedagogical strategies. It would shed light on how teachers leverage students' linguistic repertoires to enhance language learning and how they perceive the effectiveness of translanguaging in regular classroom.

1.6 Significance of the study

The focus of the current study in Thailand is to examine the perceptions of English as a Foreign Language (EFL) teachers, working in primary and secondary schools. The study aims to investigate their views on the use of translanguaging in the classroom. The anticipated findings of the study are expected to bring valuable benefits, such as raising awareness among EFL teachers about the use of multiple languages in the classroom. This includes using languages other than English as a means to foster the learners' identity and utilize them as valuable resources for learning the target language. These findings align with the current trends in global Englishes. In other words, the findings of this study are expected to provide support for the implementation of translanguaging pedagogy in the classroom, without any feelings of guilt. Additionally, the study aims to highlight the limitations of using the learners' first language (L1) in developing teaching strategies to cater to the needs of EFL learners. Furthermore, the findings may shed light on the disparities between current practices and the goals set by Thai ELT policy and curriculum.

1.7 Scope of the study

The current study involved Thai EFL teachers in regular classroom in primary and secondary schools across public subdistrict and district schools in Thailand. 74 teachers participated, including those who taught various subjects (such as English, Mathematics, Science, etc.) to a significant population of English language learners, particularly Thai speakers. All participating teachers held at least a Bachelor's degree in education or a related field and had a minimum of two years of teaching experience in primary and secondary schools.

The study utilized a survey to collect both quantitative and qualitative data. Quantitative data were gathered through multiple-choice and Likert-scale questions, while qualitative data were collected via open-ended responses. The qualitative data were used to clarify and support the quantitative findings, providing a more comprehensive perspective on the teachers' perceptions of translanguaging in English language teaching. Additionally, the study described their anticipated practices for using translanguaging in their classrooms.

1.8 Definition of key terms

1.8.1 Translanguaging

Li (2018) defined translanguaging is the process and practice of integrating various languages into a single system so that they are functionally, fluidly, and dynamically interconnected. Throughout a transaction, the knowing construction takes place by bringing back the full linguistic repertoire.

1.8.2 Bilinguals and multilinguals

Lanza (2004) and Pearson (2008) stated bilinguals are able to use language as a means of communication in a variety of contexts and are linguistically and cognitively competent in comprehending the pragmatics of linguistic features. They can also communicate clearly and precisely by using specific words and phrases. According to Clyne (2017), multilinguals have the same ability to switch between languages or varieties as bilinguals (in the case of bilingualism) and monolinguals (in the case of monolingualism). A multilingual individual is one who can speak in three or more languages.

1.8.3 Teachers in Thailand

In this study, "teachers in Thailand" refers to those who teach English as a Foreign Language (EFL) in Thailand. EFL teachers can be divided into two main categories: Thai EFL teachers Thai EFL teachers are native Thai EFL educators who specialize in teaching English as a foreign language in regular classroom at primary and secondary subdistrict and district public schools in Thailand.

1.8.4 Perceptions

Susman (2021) describes perception as a combination of feelings, thoughts, and behaviors directed toward an object, person, or occasion. Perception, which has a significant impact on behavior, can be shaped by experience or cultural ideas. In this thesis, the term "perceptions" refers to a collection of teachers' feelings, convictions, and behaviors regarding the translanguaging approach and its application in Thai English language classrooms, which appear to assess their level of support or opposition to the approach and its use in the classroom.

1.9 Thesis structure

This thesis is divided into five chapters:

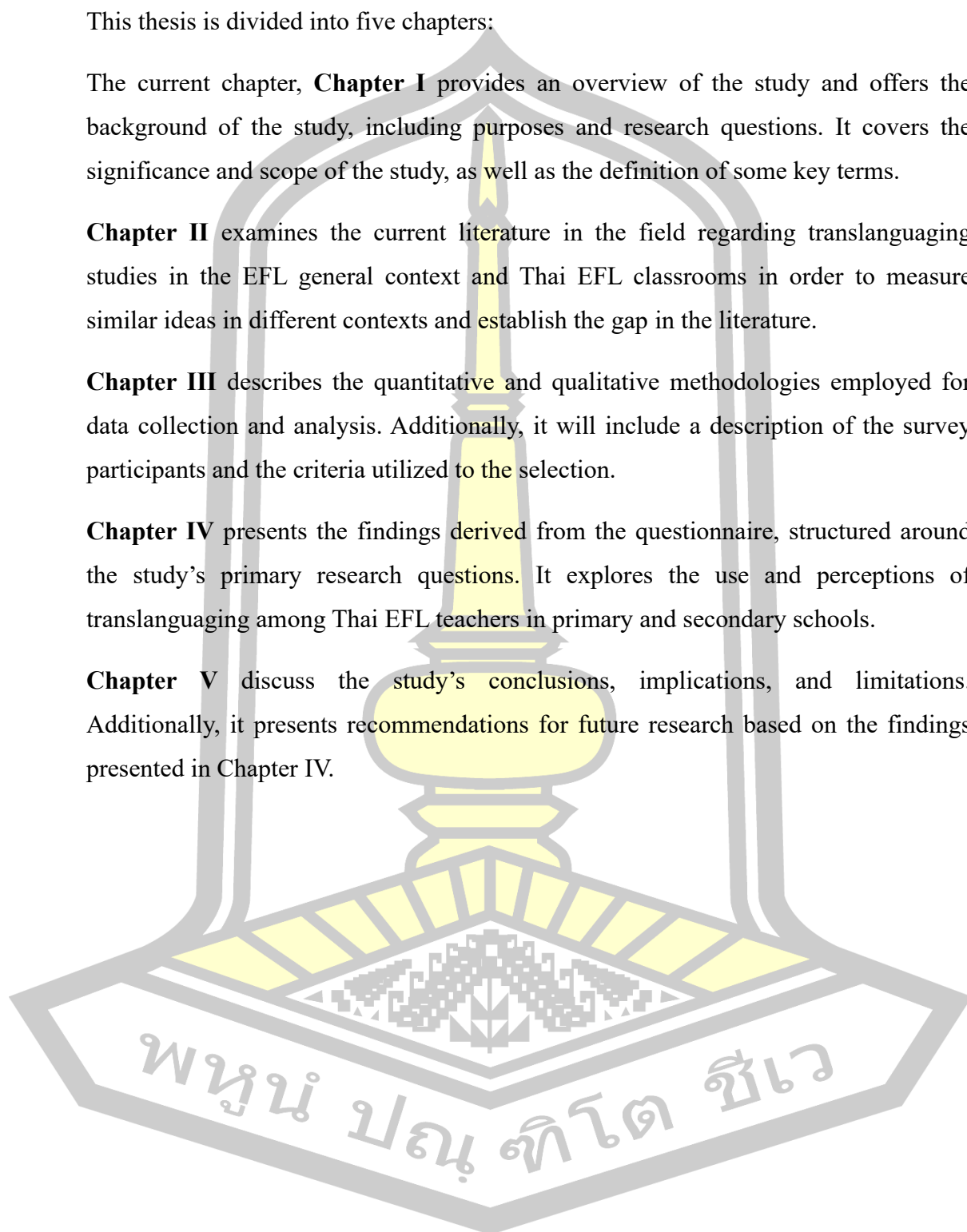
The current chapter, **Chapter I** provides an overview of the study and offers the background of the study, including purposes and research questions. It covers the significance and scope of the study, as well as the definition of some key terms.

Chapter II examines the current literature in the field regarding translanguaging studies in the EFL general context and Thai EFL classrooms in order to measure similar ideas in different contexts and establish the gap in the literature.

Chapter III describes the quantitative and qualitative methodologies employed for data collection and analysis. Additionally, it will include a description of the survey participants and the criteria utilized to the selection.

Chapter IV presents the findings derived from the questionnaire, structured around the study's primary research questions. It explores the use and perceptions of translanguaging among Thai EFL teachers in primary and secondary schools.

Chapter V discuss the study's conclusions, implications, and limitations. Additionally, it presents recommendations for future research based on the findings presented in Chapter IV.



CHAPTER II

LITERATURE REVIEW

This chapter presents a comprehensive review of research investigating the use of translanguaging in educational contexts and explores the language policies applied in Thai classrooms. The chapter begins by examining the Thai sociolinguistic landscape (see 2.1) and the state of English language teaching in Thailand (see 2.2). And Language education policy in Thailand. (see 2.3) It then addresses existing pedagogical approaches to language learning (see 2.4), with a detailed discussion on translanguaging (see 2.5). The discussion on translanguaging includes the differences between Translanguaging and Code-switching (see 2.5.1) and its implementation in the classroom (see 2.5.2) and the benefits it offers (see 2.5.3). Furthermore, the chapter examines the challenges associated with the implementation of translanguaging in classrooms (see 2.6), and it concludes by discussing the complexities faced by translanguaging research (see 2.7).

2.1 Sociolinguistic landscape of Thailand

Thailand, located in the heart of Southeast Asia, stands out as an Asian country renowned for its remarkable linguistic diversity, with a population estimated at around 60 million people (Hueber, 2019). According to Chutisilp (1984) and Hueber (2019), there are four regional varieties of the languages in Thailand. Thailand's linguistic diversity categorizes its languages into four distinct regional dialects: northern, northeastern, central, and southern.

Chirasombutti (2007) provided a comprehensive overview of the historical development and chronological evolution of languages in Thailand. During the Sukhothai period (1292–1536), Thai came into contact with Khmer, Pāli, and Sanskrit languages. Throughout the Ayutthaya period (1350–1781), Thai interacted with a broader range of languages, including Burmese, Tamil, Lao, Vietnamese, Chinese, Dutch, French, Japanese, Khmer, Malay, Javanese, Mon, Persian, Arabic, and Portuguese. Finally, during the Bangkok period (1782-present), Thai established connections with English, French, and Russian languages.

The official language of Thailand is the central Thai dialect, also known as the Bangkok dialect. It is important to highlight that the vast majority of Thai individuals, except for certain ethnic minority communities, primarily speak standard Thai as their native language. Due to its widespread use in classrooms across both government and private educational institutions nationwide, standard Thai has become the dominant variety in Thailand. Consequently, despite the country's linguistic cohesion and emphasis on a monolingual policy, numerous local dialects and languages have been marginalized in favor of the national official Thai language, as noted by Lee (2019), Huebner (2019).

English has emerged as the primary international and global language (Ambele & Boonsuk, 2020). Notably, the majority of English speakers worldwide are non-native speakers. Various English users, including Thais, predominantly utilize English as a lingua franca for intercultural interactions. The transition of English's roles and status to an International Language (EIL) or lingua franca (ELF) has been documented (Boonsuk & Ambele, 2021). This shift has consequently influenced pedagogical practices in English language classrooms.

The educational practices surrounding English instruction in Thailand are intricately linked to historical and socio-cultural determinants. This discussion is pertinent to the current study as it elucidates the recognition of English as a foreign language in Thailand. Despite the country's monolingual policy, English has gained widespread acceptance as a key medium for classroom instruction. This trend is observed not only in Thailand but also across ASEAN countries.

2.2 English language teaching in Thailand

The journey of English language learning as a foreign language in Thailand has been significant. In these classrooms, students acquire English by studying grammar and vocabulary and practising various words and phrases, as noted by Sukman and Mhunkongde (2021). Sukman and Mhunkongde (2021) suggested that English language instruction in foreign language classrooms emphasizes the study of sentence structure, verb forms, and the application of words and phrases. From this description, it appears that English education prioritizes enhancing students' communication abilities. In EFL language instruction, there is an emphasis on employing the direct

method and implementing the audio-lingual method, as noted by Uddin (2018). According to Phonhan (2016), the learning of English is mandatory for Thai students, particularly during their years of secondary education.

However, the majority of students in remote communities need an understanding of the significance of utilizing or acquiring English skills. Students who are not planning to pursue a college education or are already engaged in family businesses may need more motivation to learn a second language. Teaching English to such students can pose challenges. According to Baker and Jarunthawatchai (2017), many schools require English teachers to focus solely on instructing students in listening and speaking English in Thailand. The objective is for students to become proficient in listening to and speaking the language. While this approach can be effective, it may only be suitable in some contexts, such as with a group of students who have had no prior English instruction. In such cases, what would you do if you needed to thoroughly explain something or give instructions on how to complete a task? Thailand employs a learner-center approach to teaching English in classrooms where English is used as the medium of instruction. At times, instruction involves simultaneous use of both the native language and English, as described by Songirisak (2017).

Sukman and Mhunkongde (2021) and Phonhan (2016) contend that English language teachers in Thailand promote asking questions as a means to encourage active participation from all learners during the learning process. Phonham (2016) suggests that consistently sharing knowledge and actively utilizing English learned in class is a common practice. Moreover, similar to other ASEAN countries, English is extensively used in various activities within EFL secondary schools. Songirisak (2017) mentioned that teachers in English as a Medium of Instruction (EMI) classrooms in Thailand frequently employ rote memorization. This implies that English language teachers in Thailand typically adhere closely to textbooks, acting primarily as conduits for delivering lessons sourced from more formal materials. The author further implied that English grammar and conversation classes commonly utilize worksheets containing lists of rules, which students are frequently encouraged to memorize and even copy.

Moreover, Sukman and Mhunkongde (2021) contended that introducing students to essential Thai phrases that can be applied in the classroom can significantly enhance the teaching process. Teaching English to students in remote areas requires employing various translanguaging strategies to improve student motivation, interactional competence, metacognitive skills, and communicative proficiency, particularly in response to language policies opposed by educational policymakers. This necessitates a revision of the curriculum and the design of content learning.

Based on observation and a review of the literature, English language teaching and learning in Thailand is now adopting a global perspective and incorporating suitable local teaching and learning strategies. These include integrating students' real-world experiences into the classroom, employing brainstorming techniques, and providing students with a sense of accomplishment based on their advancements in English language proficiency. Furthermore, there is a shift towards utilizing both Thai and English languages to teach subjects beyond English.

2.3 Language education policy in Thailand

Thailand's language education policy exists within a complex and evolving educational framework shaped by both national objectives and global pressures. As English proficiency becomes increasingly tied to economic development and international competitiveness, the Thai government has integrated English language education into the Basic Education Core Curriculum B.E. 2551 (2008). English is a compulsory subject from Grade 1 onwards. However, despite these efforts, there remains a wide gap between policy intentions and classroom realities, due to variations in regional resources, teacher readiness, and school types.

In public (government) schools, Thai is the primary language of instruction, while English is taught for a few hours per week. Although national policy promotes communicative approaches, many teachers continue to rely on traditional methods such as grammar-translation, often due to limited English proficiency and lack of professional development. In these contexts, translanguaging frequently occurs in informal ways as teachers use Thai to clarify complex English content and support student understanding—despite a lack of formal recognition for this practice in policy documents.

In English Program (EP) and Mini-English Program (MEP) tracks offered in both public and private schools, there is more exposure to English, as core subjects like science and mathematics are taught in English. While these programs aim to foster bilingualism, they also face criticism for high tuition costs and limited accessibility for rural or underprivileged students. In practice, translanguaging is often necessary in EP and MEP classrooms, especially when students struggle with content delivered entirely in English. Teachers and students naturally switch between English and Thai to support comprehension and classroom engagement.

Private Thai schools have more autonomy in curriculum design and can enhance English language instruction beyond what is required by the national curriculum. Many incorporate CLIL (Content and Language Integrated Learning) elements or offer more hours of English instruction. While English is emphasized, Thai remains the dominant language of everyday communication. In these environments, translanguaging may occur more freely, particularly in informal learning moments, although official school language policies may still favor English-dominant instruction.

Bilingual schools are designed to offer balanced instruction in both Thai and English, often delivering 50% of the curriculum in each language. These schools explicitly aim for students to become fluent in both languages and are more open to multilingual pedagogies, including translanguaging. Here, students are encouraged to draw upon both linguistic resources to make sense of academic content and express themselves fluently across languages (Baker & Jarunthawatchai, 2017).

International schools in Thailand that follow foreign curricula such as British, American, or IB generally maintain English-only policies, using Thai only as a subject for compliance purposes, which limits opportunities for translanguaging in formal instruction (Hayes, 2010; Young, 2019).

Demonstration schools (Satit schools), affiliated with universities, serve as experimental and research-based environments. Many implement EP or bilingual tracks and often act as sites for innovative teaching approaches. These schools are more receptive to contemporary methodologies, including translanguaging, especially in teacher training programs where pedagogical flexibility is emphasized.

Vocational and technical schools include English as part of the curriculum, focusing on English for Specific Purposes (ESP) tailored to fields such as tourism, hospitality, or engineering. Instruction is typically conducted in Thai, with English used for key vocabulary or technical terms. In such contexts, translanguaging becomes a pragmatic strategy, allowing students to grasp technical content while gradually building field-specific English proficiency.

While Thailand's national policies underscore the importance of English proficiency, policy implementation remains fragmented, particularly due to decentralization, which allows schools to tailor curricula based on local needs. As a result, practices such as translanguaging emerge organically within classrooms as teachers adapt to the linguistic realities of their students. However, these strategies are often under-acknowledged in official policy frameworks. As Baker and Jarunthawatchai (2017) and Darasawang & Watson Todd (2012) argue, even well-crafted policies can be ineffective if not properly implemented, and this disconnect between policy and classroom practice is especially apparent in language education.

Ultimately, while there is no comprehensive national policy that formally supports translanguaging in Thai classrooms, its use is widespread—particularly in EFL and EMI settings where students and teachers naturally alternate between languages to enhance understanding. Recognizing and legitimizing these practices in policy could help bridge the gap between the theoretical goals of Thailand's language education policy and the everyday realities of its classrooms.

2.4 Existing pedagogical approaches to language learning

Teaching languages to bilingual and multilingual individuals poses numerous challenges in education. One of the concerns is the reliance on monolingual English speakers as the standard for proficiency, which places pressure on English language learners to conform to this standard. The pressure for bilingual and multilingual students to achieve proficiency in a monolingual context is termed "monolingual bias." This bias extends into educational settings, where English teachers are often expected to exclusively use English and refrain from incorporating elements of other languages (Cenoz & Gorter, 2017).

Various linguists have highlighted concerns and challenges arising from this perspective, including ethical and validity issues, as discussed by García and Li (2015). The primary ethical concern she pointed out involves the prioritization of English over the language learners' native languages. Cenoz and Gorter (2017) argued against regarding multilingual students as "imitation monolinguals," stressing that their language abilities are unique and should not be considered substandard. This classification of their language skills as inferior not only diminishes their cultural identities but also has detrimental emotional impacts on the students themselves, potentially undermining their self-perception as bilingual or multilingual individuals (García and Li, 2015). The validity concern pertains to assessment methods where bilingual and multilingual students are evaluated using standardized tests originally designed for monolingual students. This creates a validity issue as the assessment tool, designed for assessing proficiency in English and other content areas among monolingual students, is now being used to evaluate the same constructs but in a different group of participants, namely bilingual and multilingual students.

Forcing English onto students can lead to negative effects, including decreased motivation, reduced proficiency, and emotional difficulties, among other challenges. Adamson and Adamson-Fujimoto (2012) conducted a study examining the adverse effects of English-only policies. They gathered data from 240 students through questionnaires and audio recordings of various conversations, including interactions between student volunteers and mentors, among students, and between a student and mentor during an advisory meeting at a Japanese university. The language resource center, designed to support students in enhancing their English skills, enforced a policy mandating English-only communication within a designated area. The researchers found that students with lower proficiency and motivation decreased their utilization of the center, indicating that it failed to support its intended purpose of aiding students studying languages other than English by providing relevant content and assistance. This decline in participation underscores MacIntyre and Gregersen's (2016) argument that learning environments should be safe spaces where students can engage in language practice without fearing embarrassment. This involves allowing the use of students' native languages, as they may feel more confident expressing their

questions in a language, they are proficient in (García & Li, 2013). When students' native language is "banned," they may hesitate to speak or lose motivation, leading to reduced participation, which is crucial for language acquisition (Cummins, 2019). After the English-only rule in Adamson and Adamson-Fujimoto's study was lifted, both students and staff expressed relief. Students no longer had to struggle with avoiding their native language, and staff felt uncomfortable enforcing the restrictive policy. This situation highlights the risk educators face in diminishing learners' motivation to acquire English by expecting them to function and communicate as English-speaking monolinguals. The detrimental outcomes result from the insufficient utilization or devaluation of students' native languages. Implementing translanguaging can address this challenge by allowing students to use their native language alongside English, thereby fostering a more inclusive and effective language learning environment.

Certainly, beyond the negative impacts of monolingual approaches, certain forms of bilingual education can also pose challenges to language learners by emphasizing the separation of languages within the educational environment. The reasoning for enforcing this separation is to aid the learner in achieving a better understanding and absorption of the target language. Certain educators have believed that the simultaneous use of both languages could overwhelm and confuse language learners. According to Creese and Blackledge (2019), the utilization of both languages simultaneously in the classroom is still perceived negatively, and this practice is disapproved of in numerous educational institutions. Creese and Blackledge indicated that teachers who unintentionally or sporadically switch to another language experience a feeling of guilt, perceiving that they might impede their students' learning or deprive them of exposure to the target language.

Cenoz and Gorter (2017) introduced the "two solitudes" model, initially coined by Cummins (2008), to describe the segregation of the first language (L1) and second language (L2) in numerous language-learning contexts. The authors introduce the concept of "parallel monolingualism," termed by Heller (1999, as cited in Cenoz and Gorter, 2017), which suggests that each language remains distinct and advocates for their separate use for specific purposes. The authors highlighted various emotional

consequences associated with the decision to maintain language separation. Multilingual individuals who inadvertently switch between or blend languages may experience feelings of guilt or embarrassment regarding their code-switching. This emotional response can subsequently influence their sense of identity, which is particularly significant in the context of second language acquisition. Cummins promoted bilingual instructional strategies that enable cross-language transfer, introducing terminology that has since become widely used in the field by other researchers.

Creese and Blackledge (2010) conducted four interconnected case studies within the United Kingdom, involving two researchers working in two complementary schools each, resulting in a total of four diverse complementary schools: Gujarati, Turkish, Cantonese Mandarin, and Bengali. They conducted recordings and interviews with participants, identifying two main participants in each school for their study. In these communities, the pedagogy embraced a translanguaging approach, where teachers, administrators, and students were observed switching between English and the heritage language. The findings indicated that the boundaries between the two languages used (the heritage language and English) were fluid, with students demonstrating the ability to move seamlessly between them. The pedagogy highlighted the interconnectedness of languages rather than discouraging their use, enabling students to utilize whatever language skills they possessed to communicate within the community. The study also presented instances where bridging across languages was essential, utilizing all available linguistic resources. The authors emphasized the significance of this perspective, noting how the pedagogical approach in these schools facilitated a shift away from the underutilization of bilingual resources, a phenomenon cautioned against by Cummins. Translanguaging offers numerous advantages that are unattainable with separated or English-only approaches, such as optimizing language learners' resources. However, there remains a need for more research on the actual implementation of translanguaging in classrooms and teachers' attitudes towards allowing students to utilize both languages in class.

This research seeks to explore current perceptions and practices related to translanguaging, which involves using students' native languages within the English

language classroom. In other words, the study focuses on how Thai EFL primary and secondary school teachers in Thailand perceive the use and integration of translanguaging in English language classrooms.

2.5 Translanguaging

Languages serve as the foremost and most potent means of interaction among individuals globally, encapsulating and expressing the cultural essence of the speaker (Longzhen & Ambele, 2024). The concept of translanguaging is not new, as individuals have long used languages to articulate and shape their thoughts and emotions through verbal communication, writing, and reading. The practice of translanguaging has been extensively examined and documented over an extended period, particularly in social interactions and non-Western communities where multilingualism is more prevalent and esteemed (Ambele, 2020; Otheguy et al., 2015).

According to Otheguy et al. (2015, p. 281), translanguaging is defined as "the utilization of an individual's complete linguistic repertoire without strict adherence to the socially and politically prescribed confines of designated (typically national and state) languages." Li (2017) further elucidated that translanguaging is not only a practice but also a process. As a practice, it entails the dynamic and fluid interaction of multiple languages within a single system. Moreover, it functions as a process through which knowledge is generated by drawing upon the entirety of speakers' linguistic resources. Translanguaging asserts that languages are not confined by borders; rather, they are used in an interconnected, interchangeable, simultaneous, and strategic manner to facilitate communication and learning objectives. This perspective underscores the fluidity and adaptability of language use, highlighting how individuals navigate their linguistic repertoires to optimize understanding and expression.

The concept of translanguaging traces its origins back to the work of Cen Williams from 1994-1996, who first introduced the term 'trawsieithu' in Welsh. Subsequently, this term was translated into English as "translanguaging," as noted by Baker (2011). In the Welsh context, the concept of translanguaging initially referred to a pedagogical approach wherein the majority of learners in the classroom used the target language

(English) instead of their native language (Welsh). However, Cen Williams demonstrated that translanguaging can be advantageous for students, as it fosters a comfortable learning environment and enhances students' educational outcomes (Nagy, 2018; Garcia & Li, 2014). According to Slaughter and Cross (2021), within the framework of translanguaging, language is understood as a social practice that emphasizes the significance of examining how language is utilized among people. In this discussion, Otheguy et al. (2015) expanded on the concept of language sense, which encompasses two main aspects: firstly, language is linked to a social identity that is quantifiable and contributes to nation-building; secondly, language, in the mental and psycholinguistic sense, comprises unnamed entities, representing an individual speaker's linguistic repertoire. People utilize their linguistic abilities, including lexical and structural features, to facilitate communication by employing languages that are socially or socio-politically constructed (Fielding, 2020; Slaughter & Cross, 2021).

Significant research has been dedicated to the exploration of translanguaging from sociolinguistic and psycholinguistic perspectives, as evidenced by studies conducted by Cook and Bassetti (2011), Otheguy et al. (2015), Vogel and García (2017) and Ambele (2020). Translanguaging research investigates the language practices of monolinguals, bilinguals, and multilinguals by examining how individuals utilize linguistic features from multiple named languages within their repertoire, rather than adhering to traditional categorizations of language use. Translanguaging serves both monolingual and multilingual societies by offering individuals a platform to freely use, integrate, and connect with others through their linguistic resources in a manner that feels natural to them. This practice facilitates the creation of new knowledge and meaning, as individuals draw upon their entire linguistic repertoire to communicate and understand the world around them (Ambele & Watson Todd, 202; Khonjan & Ambele, 2023). By enabling seamless interaction between different languages, translanguaging enhances cognitive flexibility and cultural understanding, making it a valuable tool in diverse educational and social contexts.

The differentiation between translanguaging and code-switching remains relatively subtle. According to Creese and Blackledge (2015) and Chukwuemeka and Ambele

(2023), translanguaging and code-switching share similarities as they involve bilingual or multilingual speakers naturally transitioning or alternating between languages. Canagarajah (2015) suggested that "code-switching" emerged from the linguistic examination of bilingual speech, while "translanguaging" embodies a sociolinguistic viewpoint regarding language utilization. Additionally, code-switching is described as a "process that takes place between languages," whereas translanguaging occurs "across languages," challenging conventional boundaries between named languages (Li, 2018, p. 3). In translanguaging, languages are perceived not as separate entities but as components of a unified repertoire, reflecting the diverse linguistic resources accessible to the speakers. However, this does not imply that code-switching diminished in relevance within bilingual/multilingual research. Instead, it suggests that code-switching is an externally observed phenomenon, and it may be appropriate to utilize these terms when the named languages require independent explanation (Otheguy et al., 2015, 2018; Saraceni, 2015; Saraceni & Jacob, 2018; Ambele, 2022).

Translanguaging offers an internal viewpoint on speakers whose cognitive linguistic framework has developed through social interactions (Garcia & Li, 2015; Garcia, 2006). Essentially, when individuals engage in translanguaging, they typically employ these inherently distinct features in ways that align with the societal construct of 'language,' thereby underscoring the artificial nature of linguistic boundaries to foster innovative behaviours. This phenomenon is particularly noticeable when languages and cultures intersect (Ambele & Watson Todd, 2021). In translanguaging, individuals possessing the capacity to utilize resources from diverse languages demonstrate innovation, creativity, and critical thinking skills. They are proficient at mediating complex cognitive tasks and leveraging languages to enrich their understanding, acquire knowledge, comprehend information, and facilitate effective communication (Li, 2011; Otheguy et al., 2015). Ambele (2022) clarified that bilingualism is not simply the condition of a monolingual individual accessing resources from two separate languages. Rather, he proposed that bilingualism is a dynamic and intricate phenomenon that surpasses the idea of two independent languages, as it involves complex and interconnected practices. Considering this perspective, Vogel and García

(2017) demonstrated in their study involving bilingual speakers that translanguaging practices occur dynamically and fluidly within the language deployment of these individuals' linguistic repertoire. Omidire (2019) and Khonjan (2022) contended that translanguaging constitutes a valid pedagogical strategy that entails utilizing one language as a scaffold for fostering language development and learning in another. Supporting this assertion, Canagarajah (2015) described translanguaging as the capacity of multilingual speakers to fluidly transition between languages, considering the various languages comprising their repertoire as an integrated system. By way of explanation, translanguaging promotes language usage as an integrated system that bilinguals/multilinguals can adeptly navigate for communication purposes. Consequently, bilinguals/multilinguals may utilize their language resources to develop proficiency in every language within their repertoire rather than focusing solely on establishing proficiency in each language.

2.5.1 Translanguaging and Code-switching

The growing use of multiple languages has become a focal point for language researchers and educators. They are investigating a range of phenomena observed in multilingual speakers, who learn how and when to use their languages based on factors such as the participants in a conversation, the topic being discussed, and the social environment (Reyes, 2004). There is confusion when trying to differentiate between code-switching and translanguaging due to varying definitions of both terms. Distinguishing between them can be challenging because some scholars consider code-switching to be a component of translanguaging, while others emphasize distinct differences between the two concepts. However, what remains undisputed is that both involve the interaction of two different languages, whether through alternation, coexistence, or even blending (Costa, 2021). Code-switching is the older of the two concepts. The term was first introduced by Hans Vogt in 1954 in his review of Uriel Weinreich's influential work *Languages in Contact* (1953). It has been extensively discussed in academic literature for over fifty years. Starting in the 1970s, it began to attract increasing attention as a distinct field of study (Stell & Yakpo, 2015). Various theoretical frameworks have been proposed to explain code-switching, and it has been defined in multiple ways by scholars such as Blom and Gumperz (1972), Poplack

(1980), Myers-Scotton (1993, 2005), Auer (1998, 2005), McSwan (1999, 2014), and Macaro (2005), among others (as cited in Stell & Yakpo, 2015). According to Macaro (2005), code-switching is described as a situation where both a speaker and their conversational partner are proficient in multiple languages, and they choose to switch between these languages rather than restricting their conversation to just one. Intrasentential code-switching specifically refers to the act of changing from one language variant to another within the boundaries of a single clause, using only a single word or phrase. The concept of translanguaging was introduced by Cen Williams in his PhD thesis (1994a), where he coined the Welsh term "trawsieithu." It describes an educational approach used in bilingual secondary schools in Wales, where two languages are systematically and methodically employed within the same lesson. Translanguaging is widely practiced in multilingual communities and extends beyond the educational approach proposed by Williams in 1994. Learners utilize resources from their diverse linguistic abilities to meet their communication needs in both spoken and written forms (Portolés & Martí, 2017), influenced by various factors such as topic relevance, context, and interactive dynamics (García & Li, 2014). According to García and Wei (2014), translanguaging goes beyond a learning strategy and mere alternation of languages and modes. It is "the discursive norm of all bilinguals, as well as a pedagogical theory of learning and teaching" (García & Wei, 2014, as cited in Beres, 2015). Other interpretations of translanguaging include Canagarajah's definition (2011), which refers to the ability of multilingual speakers to shuttle between languages, viewing their diverse languages as a cohesive system. Similarly, Baker (2011, as cited in Nagy, 2018) defines translanguaging as the process through which meaning is created, experiences are shaped, and understanding and knowledge are gained by utilizing two languages. Translanguaging functions differently depending on the user's language proficiency. Bilingual speakers typically engage in translanguaging by freely switching between languages in a two-way, independent manner based on their interests in various communicative contexts. In contrast, emergent bilinguals, who are still developing proficiency in a new language, use a more restrained form of translanguaging. They rely on their native language (L1) both as a scaffold and a medium for thinking due to their ongoing dependence on

it while acquiring the new language. This type is categorized as a one-way, dependent form of translanguaging (García & Li, 2014, as cited in Nagy, 2018).

Despite frequent confusion between code-switching and translanguaging, many authors have made clear distinctions. According to Naomi Kano (2013), code-switching involves the simple act of shifting between codes or languages, whereas translanguaging involves shifts not only in languages but also in modes of communication, such as written and oral forms. Therefore, translanguaging is seen as a complex and dynamic process that encompasses code-switching, along with translation, and potentially a blending of both code-switching and translation. To better understand the differences between translanguaging and code-switching, the following table was shown as below.

Table 1 The differences between Translanguaging and Code-switching.

	Translanguaging	Code-switching
Focus	<input type="checkbox"/> Mind = an integrated whole , where the person does not really separate different languages they know or different modalities Translanguaging = Social + Cognitive	<input type="checkbox"/> How shifts in code signal shifts in topic, task, or the person being addressed * Code = a named language * Code-switching = Social + Linguistic
Involvement	<input type="checkbox"/> Written / Oral / Kinesthetic	<input type="checkbox"/> Language / Dialect / Register
Purposes / When to use	<input type="checkbox"/> to communicate with others <input type="checkbox"/> to draw meaning from multilingual, multimodal input	<input type="checkbox"/> Depending on contexts
Examples	<input type="checkbox"/> Apart from using students' L1 to explain the content, the teacher sometimes uses body language to help students understand the content in the class.	<input type="checkbox"/> I always speak Thai with my Thai friends. However, when a foreign friend joins the conversation, we switch to English.

Source: Auer (1998), García (2009), Li (2017)

2.5.2 Translanguaging in classroom

In multilingual classrooms—particularly in EFL settings like Thailand—translanguaging naturally emerges as a flexible and effective pedagogical strategy. Teachers often find themselves navigating between languages to ensure that their students not only understand English, but also feel supported and confident in their learning. Translanguaging is used involves the explanation of new or complex concepts. For example, when introducing unfamiliar vocabulary or abstract ideas in

subjects such as science or social studies, Thai EFL teachers often provide explanations or examples in Thai to ensure students grasp the content before switching back to English. This scaffolding approach has been shown to help students connect new knowledge to their existing linguistic and cognitive frameworks (Tian & Macaro, 2012; Cummins, 2009).

Grammar instruction is another context where translanguaging plays a vital role. Thai and English differ greatly in grammatical structures, such as the use of tenses or articles. Teachers often draw comparisons between the two languages, helping students understand how English grammar functions by referencing structures in Thai that they already know. This not only aids comprehension but also helps reduce confusion and builds grammatical awareness (Khonjan, 2023).

In moments of classroom management or behavioral redirection, teachers tend to rely on the students' L1 for efficiency. Giving instructions, correcting behavior, or setting expectations in Thai ensures clarity, especially in large classrooms or when dealing with young learners (García & Lin, 2017). In such cases, using English alone might lead to misunderstandings or disengagement, especially among lower-proficiency students. Translanguaging also thrives in collaborative learning environments. During group work or peer discussions, students often shift between Thai and English to negotiate meaning, ask for clarification, or offer explanations to one another. These spontaneous moments of bilingual interaction promote deeper understanding and peer support, especially when students are encouraged to use all their linguistic resources to express their ideas (Canagarajah, 2011; Okoye, 2023).

Translanguaging becomes particularly useful during assessment and reflection activities. Some teachers allow students to brainstorm or plan in Thai before writing in English, helping them organize their ideas more effectively. In oral assessments, students may briefly revert to Thai to clarify their thoughts before switching back to English. This fluid movement between languages does not hinder learning—it supports it by making space for cognitive and emotional processing (García & Wei, 2014; Cummins, 2009). In creative tasks like storytelling, role-plays, or presentations, students often weave between languages to construct narratives, express humor, or emphasize certain points. Teachers who embrace this practice report higher levels of

engagement and richer expressions of identity among their learners (Creese & Blackledge, 2010; Xiao & Lertlit, 2023). Moreover, translanguaging is also instrumental in creating an inclusive classroom environment. By allowing students to access their full linguistic repertoire, teachers validate their identities and cultural backgrounds, reducing anxiety and building confidence. This emotional dimension of translanguaging is particularly important in EFL contexts where learners may feel insecure about their English proficiency (Khonjan & Ambele, 2023). Translanguaging is not a fallback or sign of failure to teach English—it is a dynamic, intentional strategy used by teachers to enhance comprehension, participation, and equity. Whether explaining a new concept, encouraging a shy student, or managing classroom routines, translanguaging remains a powerful pedagogical tool in Thai EFL classrooms.

Classrooms, especially in contemporary society, serve as environments for the interaction of various languages (Ambele, 2023). In particular, interactions take place among native local languages, national languages, and foreign or second languages within classroom settings (Cenoz & Gorter, 2015; Levine, 2011). Expanding on this concept, language utilization in classrooms often aligns with Lambert's (1974, as cited in Vogel & García, 2017) "subtractive" or "additive" model. In mathematical terms, the "subtractive" model symbolizes a minus sign, suggesting that learning a second language involves replacing learners' minority languages in the classroom (such as local dialects) with the dominant language of the society (such as the national language). Conversely, the "additive" model is represented by a plus sign. Under this model, it is believed that people who are already proficient in one language maintain both languages in their repertoire when they add a second language (or learn a second language). Bilingual are considered dynamic and fluid in this model. The "additive" model aligns well with the arguments of translanguaging pedagogy, as recent studies have indicated that the "subtractive" claims (or monolingual approach) now present significant challenges for English learners, particularly in foreign language contexts (Tai & Li, 2021; Khonjan, 2022; Cenoz & Gorter, 2015; Vogel & García, 2017).

Translanguaging practices in the classroom offer numerous opportunities beyond the exclusive use of English, such as utilizing students' language resources effectively within the classroom. For instance, in a study conducted by Duarte (2019), translanguaging strategies were observed to offer flexible methods for employing multiple languages in communication to students and teachers in multilingual classrooms. A corresponding argument by García (2017) supports the idea that translanguaging pedagogy can enhance the interaction between students, teachers, and the curriculum. Acknowledging that students may possess linguistic knowledge that teachers may lack or can share with them, translanguaging thus calls for the establishment of a collaborative learning environment. For instance, Chukwuemeka's (2023) study revealed that translanguaging strategies offered students and teachers in multilingual classrooms versatile approaches to utilize multiple languages for communication. Translanguaging, as a language learning approach, plays a significant role in multilingual education. It serves as a mechanism that supports multilingual students in constructing meaning and making sense of classroom content, thereby facilitating their engagement in learning and enhancing their comprehension of the material taught. Additionally, it assists students in advancing their language learning by utilizing their native language, the target language, or both (Garcia et al., 2019; Heugh, 2018). In essence, translanguaging promotes and enables students to utilize their native language as a valuable linguistic asset, offering advantages and supporting their learning process as a strategy for navigating communicative interactions in English (Nambisan, 2014).

Numerous studies advocating for the integration of translanguaging in EFL and ESL classrooms emphasize the significance of utilizing the first language (L1) to support the learning of the second language (L2) and to enrich students' language learning experiences in the classroom. The efficacy of this approach in the classroom has been demonstrated by French (2020), who notes that translanguaging can serve as a scaffold for students collaborating, considering translanguaging through the lens of sociocultural theory. Furthermore, it enhances learners' fluency in English proficiency, particularly in writing, reduces anxiety, and effectively supports higher-order thinking about the concepts taught in the classroom. This is because the additional resources

help students recognize and acquire knowledge collectively. Daniel et al. (2017) explored the use of translanguaging in an English-only classroom setting with elementary teachers and emphasized the utility of scaffold translanguaging activities in facilitating student learning. This suggests that despite students having diverse language resources in their repertoire or coming from varied linguistic backgrounds with different linguistic abilities, scaffold translanguaging practices bring them together in a unified classroom environment to enhance learning. Consistent with these findings, Sahib (2019) found that teachers employ translanguaging in various situations throughout the teaching process, including: 1) initiating a lesson: This involves starting a new instructional session or introducing a new topic to students. Teachers may use translanguaging to provide context, activate prior knowledge, or establish connections between languages to scaffold understanding., 2) capturing students' attention: Translanguaging can be used to engage students by using familiar language elements that resonate with them. This might include using phrases, expressions, or examples in language students are comfortable with or find engaging., 3) clarifying content: When explaining concepts or content, teachers may use translanguaging to clarify complex ideas by switching between languages to find the most accessible explanation for students., 4) posing questions: Teachers might pose questions in one language and encourage responses in another, allowing students to express their understanding in the language they are most comfortable with or proficient in., 5) assigning tasks or giving commands: Instructions for tasks or commands can be given in a language that ensures clarity and comprehension, leveraging translanguaging to ensure students understand what is expected of them., 6) providing feedback: Feedback can be given in a language that best communicates specific areas for improvement or praise, helping students to understand and act upon the feedback effectively., and 7) concluding the class: At the end of a lesson, teachers might summarize key points or provide closure in a language that reinforces learning objectives and connects the lesson content to students' experiences.

Likewise, according to Nambisan (2014), teachers utilize translanguaging in the classroom for diverse purposes, including 1) offering praise to students: Teachers may use translanguaging to express praise in a language that students are comfortable with,

enhancing motivation and positive reinforcement., 2) fostering connections with students: Using students' native languages can help build rapport and create a supportive classroom atmosphere, promoting a sense of inclusion and belonging., 3) providing feedback to students: Feedback delivered in a language familiar to students can ensure clarity and comprehension, reinforcing learning objectives effectively., 4) assisting low proficiency students: Translanguaging allows teachers to provide explanations, instructions, and support in a language that students understand best, aiding comprehension and participation., 5) explaining concepts: Complex concepts can be explained more clearly using translanguaging, ensuring that all students grasp the material regardless of their language proficiency., 6) describing vocabulary: Translanguaging aids in explaining and reinforcing vocabulary meanings, supporting language development and comprehension., 7) swiftly clarifying during activities: During activities, teachers may switch languages to quickly clarify instructions or content, ensuring smooth transitions and understanding among students., 8) giving directions: Clear directions given in students' native languages can enhance task comprehension and completion, facilitating effective classroom management., and 9) managing the classroom: Translanguaging can help manage classroom behavior and dynamics by using languages familiar to students to set expectations and maintain discipline.

It is important to note that while teachers' translanguaging practices and perceptions have been studied extensively in various European contexts, there is a limited amount of literature on this topic in foreign contexts such as Thailand. For example, Yuwayapan (2019) conducted research centered on the perceptions and implementation of translanguaging among Turkish teachers within Turkey. The research investigated the intentions and potential conflicts surrounding the translanguaging practices and perceptions of five EFL teachers in Turkey. Grenner and Josson (2020) similarly examined the perceptions of translanguaging among grade 4-6 teachers in Sweden, where English serves as an additional language. Both studies by Yuwayapan (2019) and Grenner and Josson (2020) utilized questionnaires, interviews, and classroom observations. In Asian settings, Pinto (2020) explored the perceptions and implementation of translanguaging, focusing specifically on Chinese

teachers, and made rough use of an online survey. The findings from these investigations (Grenner & Josson, 2020; Pinto, 2020; Yuwayapan, 2019) indicate that translanguaging is recognized as a beneficial pedagogical approach that supports both teachers and students in effective learning. The studies also agree that translanguaging pedagogy effectively fosters a classroom atmosphere conducive to learning, facilitating student interactions and serving multiple purposes seamlessly, without hesitation or awkward interruptions. The research emphasized that both students and teachers generally felt at ease when employing translanguaging. Their favourable perceptions of translanguaging could be utilized to initiate discussions regarding its underlying ideological principles (Escobar, 2019). This validates the notion that permitting teachers and students to engage in translanguaging during lessons aids learners in comprehending the text more effectively, as they can freely deploy their full repertoire of resources in a manner that feels natural to them (Garcia, 2019; Vogel & García, 2017; Li, 2017; Garcia & Kleyn, 2016).

The contention has been that in a context such as Thailand, the argument suggests that translanguaging utilizes both the native language (L1) and the target language (L2) with the intention of purposefully aiding bi/multilingual students in their learning endeavours. This encompasses efforts to address disparities stemming from linguistic diversity, foster the development of student language resources, and bolster student understanding of concepts. Translanguaging strategies encompass the adaptable utilization of both L1 and L2, as well as their interchange, by the teacher to elucidate the meanings of words, expressions, structures, and rules (Garcia & Lin, 2016; Otheguy et al., 2015). In this study, the linguistic resources available to teachers from their repertoire are referred to as named languages in the classroom, such as English, Thai, or Isan. These socio-politically designated languages are utilized concurrently within a social context. In other words, teachers tend to strategically employ the languages they are proficient in to achieve their teaching objectives. However, they integrate languages within a single sentence, such as in the example "Would you like to have some drink mai?", where "Would you like to have some drink" is in English and "mai" is Thai. In this kind of class, one such student takes notes in Thai but actively participates in class discussions in English. Additionally, translanguaging is

utilized as a tool for collaborative learning and to enhance language acquisition in such contexts.

In this light, it is important to distinguish translanguaging from code-switching, as speakers may employ such constructions without necessarily being aware of the specific languages they are using. This distinction has significant pedagogical implications. If both teachers and learners are permitted to utilize their complete linguistic repertoire in the classroom, teaching and learning can occur without rigid adherence to a specific named language (Tai & Li, 2021; Garcia, 2019; Vogel & García, 2017; Li, 2017; Garcia & Kleyn, 2016). This approach supports a more inclusive and effective educational environment, leveraging the full range of linguistic resources available to students. Thus, the exploration of translanguaging within Thai English as a Foreign Language (EFL) context remains a relatively under-researched area. For example, Kampittayakul's (2018) researched on the impact of translanguaging on enhancing the interactional competence of Thai learners in dyadic English as a Foreign Language tutorial session. The study specifically focuses on listenership and translanguaging. Drawing on the concept of learners' interactional competence within Vygotsky's sociocultural theory, as grounded in the zone of proximal development (ZPD), the findings indicate that teachers who lack comprehension of learners' local languages and cultures encounter challenges in understanding and effectively communicating in the classroom. Consequently, this underscores the need for a pedagogical approach that embraces translanguaging. In another study by Ra and Baker (2021), the focus was on examining translanguaging language policies within English-medium instruction (EMI) programs in Thai higher education, particularly across three universities in Thailand. Through an analysis of Thai government language policy documents and university websites, the findings indicate that bilingual policies, incorporating both Thai and English, as well as the recognition of English as a *lingua franca* in Thailand, have become increasingly prominent in both government and higher education policies. Consequently, there is a growing argument for the implementation of translanguaging policies in higher education EMI programs in Thailand.

Research on translanguageing in Thailand highlights a notable absence of empirical studies examining translanguageing practices in the country, especially at the primary and secondary education levels, where translanguageing is frequently observed and utilized. Therefore, it is pertinent to gain an understanding of the narratives of Thai EFL primary and secondary school teachers regarding their translanguageing practices in Thai primary and secondary school classrooms. Given the research gap concerning translanguageing in Thai classrooms, it is essential to conduct an empirical study that explores the dynamics of translanguageing practices. This study focused on the perceptions and practices of Thai EFL primary and secondary school teachers.

2.5.3 Advantages of classroom Translanguageing

Having thoroughly explored the concept of translanguageing (see 2.5) and its application in the classroom (see 2.5.2), it has become evident that integrating translanguageing practices into the classroom is crucial as it enhances the learning experience for plurilingual students. Additionally, it encourages educators, students, and educational stakeholders to embrace diversity effectively within both monolingual and multilingual classroom environments. Translanguageing facilitates the flexible utilization of all designated languages and other resources to create meaning in the learning process. Its primary objective is to utilize instructional languages to aid learners in enhancing their proficiency in other languages, thereby fostering balanced development across their language repertoire (Tai & Li, 2021; Tai, 2020).

According to Lubliner and Grisham (2017, as cited in Yuvayapan, 2019), translanguageing serves as a potent pedagogical strategy by purposefully integrating various languages to enhance instruction. This approach involves the intentional integration of students' linguistic and cultural resources grounded in real-life contexts, enabling them to fluidly navigate between their native and target languages. Furthermore, Velasco and García (2014) emphasized the use of translanguageing pedagogy for developing biliteracy in young learners, particularly during the planning, drafting, and production phases of writing. Their study suggests that unless schools, especially those with bilingual and English-medium instruction programs, aim for students to develop a monolingual writing style, adopting a translanguageing approach offers the most promising opportunity.

Li (2018) argues that within a monolingual classroom context, translanguaging fosters the flexible utilization of learners' linguistic resources. This approach departs from the notion of strict language separation, which is now perceived as advantageous rather than detrimental (Cenoz, 2017). Yilmaz and Jong (2020) corroborate this perspective through their study on translanguaging as a means of crossing boundaries among Turkish-American youth. They found that translanguaging practices fostered relationships beyond monolingual linguistic settings, granting participants experiences and knowledge authority, aiding content learning and task completion, and enabling the development of a bilingual identity. Wang's (2019) research across 27 countries highlighted various pertinent aspects of translanguaging in EFL settings that language teachers should consider. The study found that translanguaging acknowledges students' involvement in addressing intricate issues of rapport within the classroom. Li (2016) introduced the idea of "post-multilingualism," advocating for the promotion of translanguaging practices while also ensuring the preservation of the identity and integrity of individual languages. In other words, translanguaging fosters the development of an identity for language learners who effectively utilize both their native language and cultural heritage alongside the target language and culture. It is important to recognize that translanguaging encompasses languages beyond English, thus providing a comprehensive approach to language learning and identity formation.

This translanguaging practice enables increased flexibility and interchangeability among languages (Tai & Li, 2021; Ambele & Watson Todd, 2021). Pacheco (2016) recommends that implementing translanguaging requires an understanding of students' proficiency in English. Nevertheless, Pacheco highlights that translanguaging pedagogies offer students the chance to demonstrate competence that might not be apparent in a monolingual classroom environment. Moreover, translanguaging provides avenues for students to acquire content knowledge through multiple languages. For instance, in her research, the teacher advocated for students to rephrase instead of directly translating using Spanish, Arabic, and English. This approach aimed to provide students with opportunities to clarify content and procedural information, question texts, and showcase comprehension. Norton (2014) highlighted the importance of acknowledging and applying translanguaging

pedagogical methods as they foster the growth and conceptualization of language learners' identities.

Tai and Li (2021) emphasize the importance of translanguaging as a pedagogical approach aimed at expanding students' communicative skills, overcoming language barriers in academic contexts, and addressing linguistic insecurities in English Medium of Instruction classrooms. This approach helps students navigate the curriculum and institutional pressures that often prioritize monolingual English standards. They also highlighted that translanguaging serves as a method to fill students' knowledge gaps, encourage their participation, spark their interest in the subject matter, and reduce the social distance between teachers and students. García (2015) highlights translanguaging spaces as social environments shaped by individuals where language resources are intentionally and innovatively employed. This perspective underscores Tai and Li (2020) view of translanguaging as a collaborative learning environment, encouraging both teachers and students to mutually learn and participate in constructing knowledge together. Coyaco and Lee's (2009) research explored the experiences of English-dominant emergent bilingual students. They highlighted how establishing such an environment helps in breaking down language barriers in their dual immersion Spanish/English classroom. The teacher's acknowledgement of the learner's request to help translate parts of the Spanish text contributed to fostering a translanguaging environment in the classroom. In this case, the teacher recognized the differing Spanish proficiencies among the students, with student 1 having limited proficiency and student 2 possessing more advanced skills. The teacher then facilitated their interaction to aid in the academic task of understanding mathematical directions. Coyaco and Lee (2009) ultimately concluded that translanguaging pedagogies prove to be highly effective in enhancing students' academic performance. Additionally, employing the students' first language (L1) facilitates rapid clarification of meanings during activities and aids in describing vocabulary, particularly benefiting students with lower proficiency levels. Consequently, integrated translanguaging can expedite the clarification of lesson content, enhance classroom management, and promote interaction among students.

These benefits serve as motivations for teachers to utilize translanguaging in their classrooms, as it enables them to assess students' comprehension effectively (García, 2015; Greggio & Gil, 2007; McMillan & Rivers, 2011; Qian et al., 2009; García & Johnson, 2017). Following the introduction of new material in the target language, instructors utilize translanguaging techniques by incorporating resources from the student's native language (L1) to ensure that they comprehend the material and understand the discussion. After presenting new content in the target language, this approach aids learners in avoiding misunderstandings. It ensures they have a thorough understanding of the subject matter before progressing to the next part of the topic. Similarly, when educators are introducing new vocabulary, it proves advantageous for them to utilize the students' native language to facilitate comprehension. This aids students in understanding meanings and helps them comprehend the subject matter they are learning (García, 2015). Describing it in the native language offers language learners the greatest opportunity for comprehension, reducing ambiguity (Nambisan, 2014). McMillan and Rivers (2011) also observed that promoting the use of students' native languages allows them to participate in peer review more effectively, as this process could be significantly hindered and less successful when learners are limited to using the target language for providing feedback. Therefore, García and Johnson (2017) supported instructional approaches that deliberately integrate the use of the learners' native language. For example, he proposed transitioning between the target language and the native language when providing feedback on assignments or explaining a concept to ensure students' comprehension.

The evidence examined indicates the significant relevance of translanguaging pedagogy within classroom settings. In bilingual or multilingual environments, translanguaging extends beyond just the first language (L1) to encompass all available languages spoken by individuals, emphasizing the complete linguistic repertoire of speakers. Translanguaging pedagogy can benefit students' proficiency in all the languages they use. In other words, translanguaging appears to align effectively with bi/multilingual learners by encouraging the flexible utilization of multiple interconnected languages within a single system, functioning dynamically and fluidly (Li, 2017).

2.5.4 Relevant studies on classroom Translanguaging

Recent research on translanguaging has highlighted various factors motivating teachers to employ this practice in the classroom and has discussed its advantages for learners. Teachers choose to utilize translanguaging as a method to assess comprehension (Hornberger & Link, 2016; Greggio & Gil, 2007; McMillan & Rivers, 2011; Qian et al., 2009). Following the introduction of new content in the target language, instructors use translanguaging to switch to the student's native language to verify their understanding of the material. This practice aims to ensure that students have fully comprehended the subject matter before progressing to another aspect of the topic. The benefits for students include preventing them from falling behind in class and alleviating the feeling of being "lost," which some students may experience when overwhelmed by the material being covered (Hornberger & Link, 2016).

Another motivation for teachers to employ translanguaging is to elucidate intricate concepts, vocabulary, and grammatical features or structures (Hornberger & Link, 2016; Greggio & Gil, 2007; McMillan & Rivers, 2011; Tian & Macaro, 2012). When introducing new vocabulary terms, it is advantageous for instructors to code-switch into the student's native language to provide more comprehensible definitions. This approach aids students in understanding the meanings of the terms and facilitates their comprehension of the learning material (Hornberger & Link, 2016). When it comes to grammatical features and structures, leveraging the students' native language can be beneficial in numerous ways. Students must grasp the grammar of the target language, and explaining it in their native language can offer the greatest opportunity for comprehension among language learners. This method ensures that students have a solid understanding of both the content and the linguistic structures of the target language.

Furthermore, discussing and explaining grammar often involves a significant amount of metalanguage, such as terms related to parts of speech and punctuation. Using the target language to explain these terms might lead to confusion among some students, so employing the students' native language can be advantageous for their learning. García and Johnson (2017), strong advocates for promoting the appropriate use of the native language in the classroom, argue that translanguaging is a natural practice that

enables students to establish connections between their native language (L1) and the target language (L2). According to the study conducted by Creese and Blackledge (2015), students expressed that their instructor's utilization of translanguaging to their native language was beneficial as they endeavored to comprehend more challenging grammatical concepts. In the cases of vocabulary and grammatical features, it is beneficial for students to have the opportunity to utilize their linguistic resources to help them. The vocabulary and grammar structures of their native language can act as valuable foundations for acquiring these features in the target language.

Apart from contending that translanguaging is a natural practice, García (2015) also advocated for reintegrating language learners' native languages into the classroom. A number of research highlighted the L1 avoidance in the classroom (García, 2015; García & Kleifgen, 2018; Nguyen, 2022). García (2015) argued that this avoidance is nearly impossible to achieve and proposed a more constructive approach of maximizing the use of the second language (L2) in the classroom, refraining from portraying the native language (L1) as a negative influence. He contended that, similar to nature, the L1 will naturally reemerge in the classroom, so it is crucial not to resist it but instead to find constructive ways to encourage L2 use. García and Lin (2017) and Ambele (2022) also recommended instructional approaches that intentionally incorporate the native language (L1). For instance, they proposed transitioning from the second language (L2) to the native language (L1) to review previously covered points or to present a rule that the instructor wants to ensure students comprehend. This approach also normalizes translanguaging as a regular activity in the second language (L2) classroom and motivates students to participate in the practice. García and Lin (2017) also provided methods for leveraging the native language (L1) positively in language instruction. They urged teachers to take into account efficiency, learning, naturalness, and external relevance when determining whether to incorporate the native language (L1) in an activity. Some instances of L1 use include explaining the meaning of a perplexing word or phrase, clarifying grammar points, organizing tasks, offering praise, and managing discipline. In each of these cases, the L1 ensures that students comprehend the communicated information. García et al. (2017) concluded by addressing appropriate student use of native

languages (L1s) in the classroom, which may include incorporating L1 as part of the main learning activity (e.g., utilizing translation as a teaching technique) and during certain classroom activities (such as code-switching during a group discussion).

Further advocates for the utilization of the student's native language (L1) in the classroom to enhance clarity in providing feedback and instructions include García and Lin (2016) and McMillan and Rivers (2011). Allowing unrestricted use of a language familiar to students provides teachers with a wider range of registers or vocabulary to utilize during feedback, ensuring more effective input for students. McMillan and Rivers (2011) also highlighted that allowing students to utilize their native languages facilitates peer review, which would be considerably restricted and less effective if language learners were constrained to using the L2 exclusively when providing feedback. The utilization of the native language (L1) in this manner is also beneficial when providing instructions for activities (Ahmad, 2009; Greggio & Gil, 2007; Creese & Blackledge, 2015; Chukwuemeka, 2023), guaranteeing that students have a higher likelihood of remaining on task if they comprehend the directions more clearly.

While many reasons for L1 use are connected to students' language acquisition or understanding, there are additional advantages that L1 use can offer. For instance, Qian et al. (2009) and Khonjan (2022) discovered that teachers frequently switch to the students' native language (L1) when praising them, positively influencing students' identities and encouraging them as they navigate the challenge of learning a new language. By switching to the native language (L1), teachers can guarantee that students comprehend the praise directed at them, thereby potentially boosting morale among classmates. Participants in McMillan and Rivers' (2011) study provided feedback suggesting that using the native language (L1) in the classroom also assists the teacher in establishing rapport with students, fostering a positive learning atmosphere that facilitates the students' language acquisition.

Although there are certainly arguments supporting the use of the native language (L1) in the classroom, there are also opposing viewpoints to consider. McMillan and Rivers presented an extensive perspective on various primary reasons why teachers opt not to use the native language (L1) when teaching English, primarily revolving around the

notion that time dedicated to speaking the L1 should be devoted to speaking and practicing the target language instead. While it certainly is crucial to utilize class time effectively for English practice, it is also vital to take into account the advantageous uses of transanguaging discussed earlier in the classroom. Despite several arguments against transanguaging put forward by participants in McMillan and Rivers' study, each was countered by a benefit identified in the collected studies. McMillan and Rivers' study was distinctive among similar research in its focus on teachers' perspectives regarding both the use of students' native language (L1) in the classroom and students' perceptions of L1 use, offering a comprehensive understanding of attitudes toward transanguaging. McMillan and Rivers' study was enlightening and distinct, but it aligned seamlessly with the rest of the studies as all of them focused on English as a Foreign Language (EFL) context. While it is not unexpected, as EFL contexts typically involve a shared native language between teachers and students, it would be advantageous to investigate and contrast, employing methodologies akin to McMillan and Rivers (2011), when and how teachers in an English as a Second Language (ESL) context opt for transanguaging, both personally and when promoting its use among their students in the classroom. The present study endeavors to establish a crucial groundwork for investigating resources and training opportunities for EFL teachers who are in pursuit of insights into the incorporation of native language (L1) use in second language (L2) classrooms.

2.6 Challenges of classroom Transanguaging implementation

Transanguaging is increasingly embraced as a pedagogical approach and yields positive outcomes in multilingual classrooms. However, a notable challenge associated with transanguaging is the proficiency of teachers in their students' native language. Teachers who are less skilled in their students' L1 may hesitate to encourage language switching or to permit students to use their native language during class (McMillan & Rivers, 2011). Khaisaeng (2020) highlighted that the absence of proficiency in students' mother tongue among teachers could hinder the effective implementation of transanguaging.

Another challenge in implementing transanguaging is exemplified by a teacher who felt guilty when using students' native language in instruction. It is essential to

determine if this sentiment is prevalent and, if so, to address it by ensuring that teachers are exposed to literature that emphasizes the significant benefits of translanguaging during their education. This exposure would enable instructors to gain insights into both the advantages and drawbacks of translanguaging, allowing them to make informed decisions in their classrooms (Creese & Blackledge, 2010).

Velasco and García (2014) noted that translanguaging poses another challenge as it extends beyond being merely a discourse or pedagogical method for bilingual or multilingual individuals. It also encompasses how developing bilinguals regulate themselves and enhance their learning. The research conducted on elementary school students' translanguaging techniques highlights the intricate nature of their multilingual language use. Teachers can leverage translanguaging strategies by enabling the recursive writing process to interact among the students' languages. This argument aligns with the conclusions drawn by Yuvayapan (2019) in their study of translanguaging in Swedish classrooms. Some participants expressed the belief that utilizing students' L1 could hinder meeting the knowledge requirements outlined in Swedish documents, which advocate for the exclusive use of English. Despite the positive attitudes towards translanguaging observed among the participants in Yuvayapan's (2019) study, there remain more theories explaining the utilization and enhancement of learners' linguistic competence through this practice. In addition to the challenges mentioned, there is also the issue of maintaining consistency in translanguaging practices across different educational contexts and levels. This consistency is crucial for ensuring that students receive uniform support in utilizing their linguistic resources for learning. Research on translanguaging practices in Thai classrooms still needs to be conducted, particularly regarding the specific implementation and utilization of translanguaging strategies.

Furthermore, there is a prevailing bias towards monolingual curriculum approaches, which compartmentalize languages, especially in English as a Foreign Language (EFL) classroom. While translanguaging may have its limitations in classroom application, it has demonstrated satisfactory outcomes (see 2.4.2). Hence, there is a growing call to shift towards a more bilingual-centered approach, moving away from

monolingual biases and embracing the benefits of students' language resources to optimize L2 acquisition in the classroom (Cook, 2001; Nambisan, 2014).

2.7 Complication facing Translanguaging research

The review of literature on translanguaging demonstrates that it is increasingly recognized and promoted as an effective approach to supporting language learners' education. Despite the available literature in the field, there is ample opportunity for further investigation. Research needs to explore whether English as a Foreign Language (EFL) teachers in English as a Second Language (ESL) contexts are acquainted with translanguaging, their perspectives on its practice, and the terminology they employ to describe it, considering the diverse range of terms found in the literature.

An initial step in filling the existing gap in the literature is to survey to understand the attitudes of English language teachers in ESL/EFL contexts regarding the integration of translanguaging into their classrooms. Before progressing towards integrating translanguaging into English teaching, it is crucial to grasp the perspective of instructors. As previously mentioned, Creese and Blackledge (2010) illustrated a case where a teacher felt guilty when unintentionally using the students' native language. It is essential to ascertain whether this perspective is still prevalent. If it is, it may be crucial to guarantee that teacher education includes access to literature detailing the advantages and disadvantages of translanguaging. This would enable instructors to learn about the benefits and drawbacks and make informed decisions in their classrooms.

Regarding the literature, numerous studies and articles explore the theoretical foundation of translanguaging and advocate for its inclusion in language teaching. However, there is a dearth of research that provides practical guidance for educators on how to initiate the incorporation of this practice into their teaching methods. In the absence of literature or training resources tailored for educators, it is challenging to foresee the widespread adoption of translanguaging. However, with the availability of such articles, teachers keen on integrating translanguaging may receive practical guidance on how to implement it effectively in their classrooms.

Another challenge impeding the incorporation of translanguaging into classrooms is the diverse terminology used to describe the practice of utilizing and nurturing learners' native languages. The available literature on the topic is dispersed among various terms, making it challenging to access the full range of research without conducting multiple searches to obtain a comprehensive understanding of the topic. This challenge compounds the limitation mentioned above because teachers who are aware of this practice and seek more information may conduct a search using one of the terms (such as code meshing, code-switching, or other variations of translanguaging) and receive a restricted set of results if they are not familiar with the various terms used to describe this practice. To encourage educators of language learners to adopt this approach, it is crucial to ensure that the literature is readily accessible for their review.

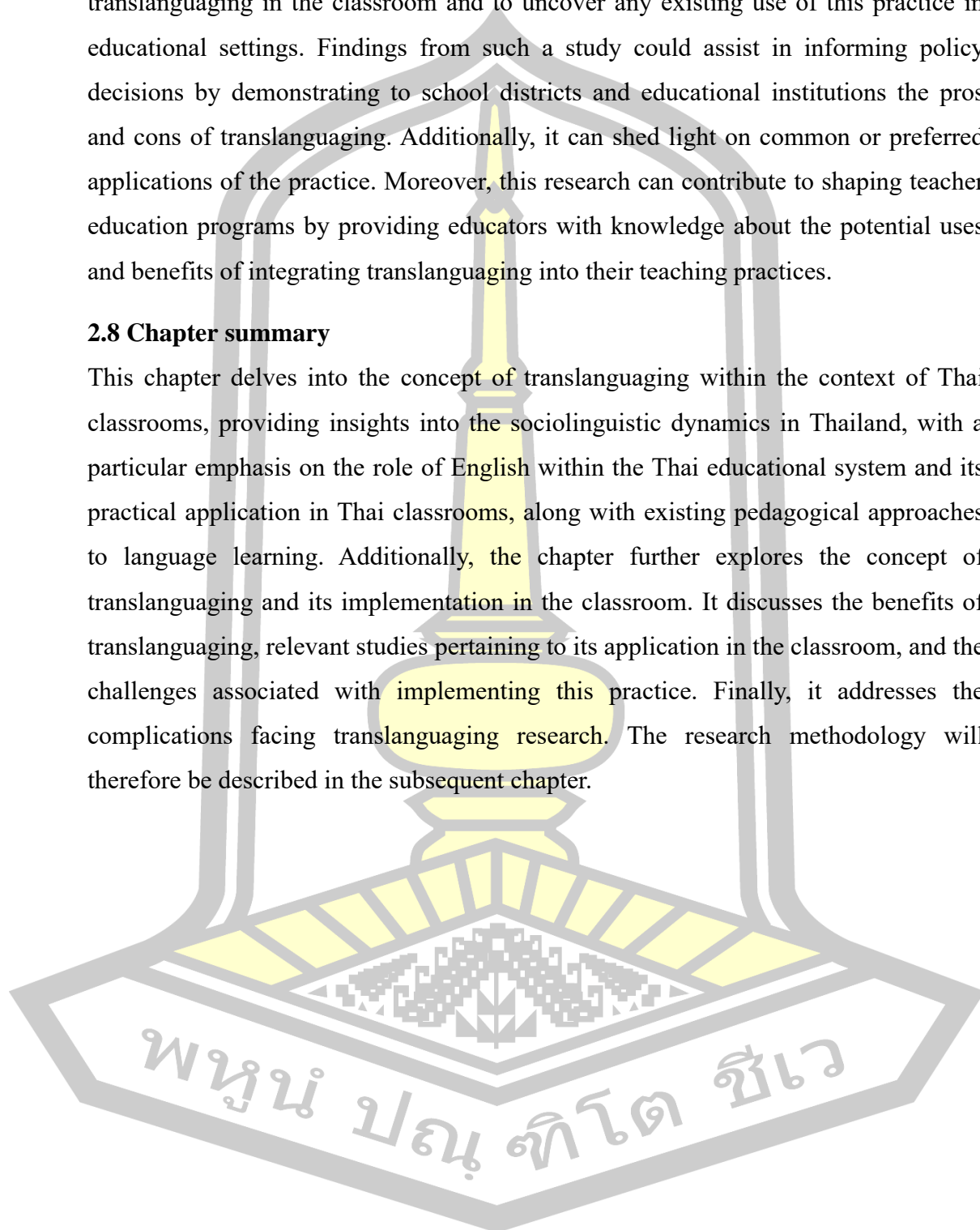
According to Garcia and Flores (2014), translanguaging, when comprehensively understood and appropriately implemented in schools, has the potential to improve cognitive, language, and literacy skills. Despite its potential benefits, it is crucial to ensure that translanguaging is correctly comprehended and effectively implemented. Further research in the field is necessary to facilitate this, allowing English language learners to fully utilize the benefits it offers. While there is a wealth of published material discussing the utilization of translanguaging in English as a Foreign Language (EFL) context, a suitable step adopted here involve replicating the study conducted by McMillan and Rivers (2011), albeit with modifications to suit the realities of the current context within which this research is undertaken. This study aimed to investigate teachers' perspectives on first language (L1) use in the classroom within a foreign Language (EFL) context in Thailand schools. The research questions guiding the study are outlined below:

1. When is it appropriate for English language teachers to use translanguaging in teaching?
2. What are Thai EFL teachers primary and secondary school teachers' perceptions of translanguaging in English language classroom in Thailand?

The present study aims to offer insights into current teacher attitudes toward translanguaging in the classroom and to uncover any existing use of this practice in educational settings. Findings from such a study could assist in informing policy decisions by demonstrating to school districts and educational institutions the pros and cons of translanguaging. Additionally, it can shed light on common or preferred applications of the practice. Moreover, this research can contribute to shaping teacher education programs by providing educators with knowledge about the potential uses and benefits of integrating translanguaging into their teaching practices.

2.8 Chapter summary

This chapter delves into the concept of translanguaging within the context of Thai classrooms, providing insights into the sociolinguistic dynamics in Thailand, with a particular emphasis on the role of English within the Thai educational system and its practical application in Thai classrooms, along with existing pedagogical approaches to language learning. Additionally, the chapter further explores the concept of translanguaging and its implementation in the classroom. It discusses the benefits of translanguaging, relevant studies pertaining to its application in the classroom, and the challenges associated with implementing this practice. Finally, it addresses the complications facing translanguaging research. The research methodology will therefore be described in the subsequent chapter.



CHAPTER III

RESEARCH METHODOLOGY

This chapter provides a detailed overview of the research methodology employed in this study. It outlines the methods used to conduct the research (see 3.1), including the criteria for selecting participants, the instruments utilized, and the ethical considerations upheld throughout the data collection and analysis process. Additionally, this chapter describes the procedures for gathering data (see 3.3) and the analytical techniques applied to interpret the findings (see 3.6). Finally, it discusses the steps taken to ensure the reliability and trustworthiness of the study, as well as the researcher's position within the research framework.

3.1 Rational for method selection

The data for this study were collected through a survey, gathered via electronic methods using online platforms such as Line, Facebook, etc. as the delivery platform. The survey was sent to teachers who teach in regular classrooms across Thailand. The researcher chose a survey because it was commonly used in similar studies, it was easy for teachers to participate, and it ensured participant anonymity. This study followed the approach of prior research (McMillan & Rivers, 2011), where a survey proved effective in collecting data related to research questions similar to those guiding the current study. Mackey and Gass (2005) defined surveys and questionnaires, referencing Brown (2001), as "written tools that present respondents with a series of questions or statements. Respondents react by either writing out their answers or selecting from existing options" (Brown, 2001, p. 6). Surveys were widely adopted for collecting information on attitudes and opinions from a substantial group of participants. Surveys empowered participants to self-report information about themselves (Gass & Mackey, 2007; Rea & Parker, 2014). This method was chosen partly due to its established track record for similar purposes, demonstrating its effectiveness in gathering the types of information that this study aims to collect and analyze concerning the perceptions and practices of the participating teachers.

3.1.1 Advantages of the survey

Mackey and Gass (2005) demonstrated that this method provides a convenient distribution process, offering increased flexibility in collecting data. Surveys can be efficiently disseminated to teachers across various schools by sending them via email to the principals, who can then forward them to their teachers with approval for participation. With the objective of involving teachers from diverse regions across Thailand, it was crucial to identify a method that would simplify the process for participants to receive the survey and submit their responses. The simplicity of the participant recruitment process allowed the researcher to potentially engage participants from many schools across Thailand, surpassing what would have been achievable through face-to-face recruitment and data collection. The selection of this data collection method was driven by its convenience for participants. They had the flexibility to complete the survey at their convenience, fitting it into their schedules and preferred locations (Gass & Mackey, 2011; Rea & Parker, 2005). There was no obligation for them to allocate time from their schedules for an interview, and they had the option to participate during any brief periods of availability. This lessened the burden on the participants, which was especially crucial for teachers managing various time-consuming tasks. Employing a survey approach may consequently boost both the participant count and the response rate.

Another advantage of utilizing a survey is the ability to collect data anonymously (Rea & Parker, 2005). Given that the survey inquired about teachers' attitudes and practices related to a controversial language teaching technique, teachers might be reluctant to share information that reveals a viewpoint differing from the prevailing perspective within their school. Employing an anonymous survey enables the researcher to safeguard the participants' identities, and it was demonstrated to encourage more candid responses (Babbie, 1990). With an anonymous survey, responses could not be linked to specific schools or traced back to individual participants, offering them the freedom to express honest views and discuss sensitive points they might have been hesitant to address in an interview.

3.1.2 Disadvantages of the survey

Drawbacks associated with utilizing surveys for data collection included low participation rates, vague responses, and incomplete answers (Rea & Parker, 2005). Despite the potential for higher participation rates with concise surveys compared to alternative collection methods, participation was voluntary, and there were no repercussions for non-participation. The present study offered teachers an incentive to participate in the survey, offering the chance to win one of three gift cards through a random drawing. It should be noted that this incentive was only guaranteed for some participants. Furthermore, in this study, obtaining permission from the principals was crucial for recruiting participants. If the principals deemed the survey unnecessary or irrelevant, they might have chosen not to distribute it to the teachers. Despite being a limitation that would have affected the study regardless of the chosen data collection method, preventing interested teachers from participating in the survey, it is important to acknowledge its presence in this study.

Unclear or incomplete responses can pose a difficulty in utilizing surveys for data collection. Open-ended questions may result in more clarity or answers. To address this issue, Likert-scale items were incorporated to gather information about participants' perceptions toward the use of translanguaging, a focal point of the study. The Likert scale questions enable teachers to utilize their personal experiences in evaluating the significance of attitudes and practices (Richards et al., 2012). This enables teachers to express their perspectives on translanguaging as a practice and indicate the frequency at which they (and, when applicable, their students) employ it in the classroom. Surveys could be disadvantaged by incomplete responses stemming from factors like participants' low motivation, misunderstanding questions, or unintentional skips, which led to user errors. Rea and Parker (2005) highlighted that with interviewer participation, participants could receive clarification for unclear questions, and investigators can elucidate answers. Utilizing these responses offered additional context for ambiguous answers to lengthy questions and helped address any gaps in the responses to Likert items. Moreover, it was crucial to note that, in any survey, conducting a pilot test for the questions was essential to prevent ambiguity in the phrasing of the items. Dörnyei (2007) emphasized the significance of conducting

pilot tests, stating that such tests on surveys or questionnaires (like the one employed in this research) were essential to guarantee that the survey items adequately covered all the variables under study. Despite the fact that the survey questions were created to gather information resembling a study conducted previously by McMillan and Rivers (2011), the survey employed in that study was inaccessible, and the one utilized in the present study was not subjected to a pilot test due to time constraints.

Despite certain drawbacks, the survey method remained convenient and well-suited for this study. As the primary research tool, it offered key advantages for a nationwide investigation. It enabled broad geographic coverage and included diverse Thai EFL teachers from all six regions, resulting in data that was more representative of the country's educational landscape. Additionally, the survey was both time- and cost-efficient, allowing for the rapid collection of responses that would have been challenging to gather through interviews or classroom observations, especially in remote areas.

3.2 Description of the survey in this study

The survey used in this study is informed by the works of McMillan and Rivers (2011) and Khonjan (2022). Specifically, McMillan and Rivers' study on translanguaging in English classrooms in Iowa was adopted due to its relevance to language practices in multilingual educational settings. Likewise, Khonjan's research, which focused on English teachers in northeast Thailand, was incorporated because of its contextual alignment with the current study. Adopting both studies was particularly beneficial, as they provide complementary perspectives—one from a broader international context and the other from the local Thai context. In addition, the current survey included custom-designed questions aimed at gathering information on class demographics, teachers' experiences with students' native languages, their perceptions regarding the use of students' L1 in class, and specific situations where they chose to use students' L1 (see Appendix A).

The first section of the survey in this study consisted of 22 questions, including both multiple-choice and short-answer types, aimed at gathering details about teachers' demographic information. This section covers aspects such as whether they taught in a regular classroom the number of students they instructed, and their years of teaching experience. The survey then included various Likert scale questions to evaluate the importance teachers place on using translanguaging in the classroom, offering insights into their perceptions. Additionally, it investigated the frequency with which teachers utilized translanguaging in their classrooms, providing an examination of their actual practices in this regard. Closed-ended items refer to questions in which the researcher provides predetermined answer options. Participants then select the response that most accurately reflects their attitudes or practices (Mackey & Gass, 2005). The decision to use Likert scale questions was based on their ability to offer consistent choices to participants. This uniformity facilitated comparisons across responses and had demonstrated effectiveness in studies focused on gathering attitudinal information about a specific subject (Rea & Parker, 2005). Rea and Parker highlighted that a predefined list of options contributes to the clarity of the question for participants. Given the absence of a follow-up interview to provide clarification, ensuring the survey question's clarity was crucial, and closed-ended questions facilitated this for the principal investigator.

Open-ended questions allow participants to respond in any way they choose (Mackey & Gass, 2005). While these items might generate less predictable answers, they could provide more insightful data about the investigated topic (Gass & Mackey, 2011). These types of questions were incorporated as a follow-up to encourage teachers to elaborate on their responses or provide explanations for the ratings they assigned to the items listed in the Likert scale questions. The open-ended responses aim to gather the information that might not be captured in the preceding closed-ended questions (Rea & Parker, 2005). These responses could complement the quantitative results obtained from the Likert scale items through triangulation, which involves using qualitative findings to validate quantitative results (Cresswell, 2014; Cresswell & Plano Clark, 2011).

3.2.1 Questionnaire validations

Validating a questionnaire for a study investigating teachers' perceptions and utilization of translanguaging in regular classroom in sub-district and district public schools in Thailand involves several steps to ensure both reliability and validity.

Cronbach's alpha was used to assess reliability, specifically to quantify how reliably a score summarizes information from multiple items in questionnaires (Christmann & Van Aelst, 2006). Developed by Lee Cronbach in 1951, Cronbach's alpha is a method used to evaluate the reliability of items on a Likert scale. It provides a measure of the internal consistency of a scale or test, represented by a value between 0 and 1 (Cronbach, 1951). This method was particularly suitable for items where responses were rated on a scale. Cronbach's alpha was widely used to assess reliability, such as in gauging how dependable a score was in summarizing information from multiple items in surveys. It measured the internal consistency reliability of the questionnaire items, which referred to how consistently the items measured the same construct or concept. To assess the validity of a questionnaire, including its content validity, construct validity, and criterion-related validity, additional steps were required.

In this study, pilot testing was conducted with a small sample of target respondents to gather feedback on the clarity, relevance, and comprehensibility of the questions. The following steps were undertaken: 1. Conducting Pilot Testing: Prepare the questionnaire based on the initial conceptualization to cover all relevant dimensions (e.g., native language, number of students, teaching experience). 2. Contacting Potential Participants: Explain the purpose of the study to potential participants. 3. Gathering Feedback: Document participants' suggestions for improvements or modifications. 5. Revising the Questionnaire: Remove or modify questions perceived as irrelevant or unclear, and adjust response options or scales based on participant suggestions. Pilot testing is a crucial step in questionnaire validation, providing valuable insights into the clarity, relevance, and comprehensibility of the instrument before broader implementation. By systematically gathering and analyzing feedback from experienced teachers, researchers can ensure that the questionnaire effectively captures the intended constructs and generates reliable data.

Expert checking, also known as expert validation or expert review, was a crucial step in the development and validation of questionnaires or research instruments. It involved seeking feedback and validation from subject matter experts who possessed relevant knowledge and experience in the field related to the questionnaire's content. The expert checking process involved the following steps: 1. Select Experts: Experts were chosen based on their knowledge, experience, and credentials relevant to the subject matter covered by the questionnaire. The purpose of the study was introduced, and the role of the experts in reviewing and validating the questionnaire was explained. 2. Prepare the Questionnaire: A draft version of the questionnaire was developed and shared with the selected experts. This was done through email, online platforms, or in-person meetings. Specific guidelines or criteria were provided for the experts to consider during their review. 3. Analyze Feedback and Revise the Questionnaire: All feedback received from the experts was collected, considering both qualitative data (e.g., comments, suggestions) and quantitative data (e.g., ratings on clarity scales). The questionnaire was revised based on the expert feedback to address identified issues and improve its quality.

3.3 Procedure

Two distinct surveys were formulated, each containing identical questions. These surveys were categorized into two groups, specifically designed for primary school teachers and secondary school teachers. This division was implemented to differentiate between the two groups of teachers, aimed to explore whether the results could be influenced by variations in teaching contexts between the primary and secondary levels of schooling within these two groups of teachers. In primary schools, students typically stayed with one or two teachers throughout the day, while in secondary schools, students transitioned between multiple classes. This difference might have influenced how teachers perceived or responded to the survey questions. Through the separation of surveys, the principal investigator could also determine whether perceptions toward translanguaging differed between the two educational contexts.

In adherence to the requirements of the Institutional Review Board (IRB), the investigator initially reached out to principals and/or language program contacts via

email, supplemented by follow-up phone calls, when necessary, to request their participation in the study. The contact information for the principals and program contacts were obtained from publicly accessible school district directories on the Internet. The researcher requested permission to invite teachers at the school to participate and include the study link in the initial email. The principal had the option to directly send the link to potential participants at their school. In order to minimize the effort required by the contacts for survey distribution, the researcher supplied a draft of a message that the principals could choose to send to potential participants.

The survey's structure was designed to preserve participant anonymity; therefore, participating teachers were not required to disclose the name of their teaching institution. However, they were asked to provide details such as the number of years of teaching experience, the daily count of students they taught, and other demographic information. When interpreting the results of this study, it was crucial to keep in mind that the specific location within Thailand where the participants taught could not be discerned. This was because the responses could not be linked to the practices or attitudes of teachers at any particular school or district throughout the country.

3.4 Context and Setting

In this study, the primary focus is to investigate teachers' perceptions and utilization of translanguaging within regular classrooms at primary and secondary public school in Thailand. 74 teachers participated, including those who taught English subject. All participating teachers held at least a Bachelor's degree in education or a related field and had a minimum of two years of teaching experience in primary and secondary schools.

3.5 Participants

As the study aims to examine teachers' perceptions regarding the utilization of students' first language (L1) in the classroom, the participants were Thai 74 teachers—who taught in regular classrooms in public schools across different regions of Thailand. Following the data collection process, a total of 106 responses were obtained, of which 74 respondents were teachers who met the established inclusion criteria. The researcher employed three key criteria to select participants, ensuring their relevance and suitability for the study. Participants had to be educators teaching

in regular classrooms in public schools in Thailand. Additionally, eligible participants, Thai EFL teachers, had to hold at least a Bachelor's degree in education or a related field to ensure a foundational understanding of pedagogical principles. Furthermore, participants were required to have a minimum of two years of teaching experience at the primary or secondary school level to demonstrate familiarity with instructional methodologies and classroom dynamics. These criteria were significant as the study aimed to investigate the utilization of translanguaging in regular classrooms at the primary and secondary school levels, where opportunities for the implementation of translanguaging could involve both students and teachers in the classroom.

Table 2 Participants' information

Information	Category	Frequency	Percentage (%)
Gender	Male	23	31.1
	Female	51	68.9
	Total	74	100
Region	Northern	12	16.22
	Northeastern	24	32.43
	Central	15	20.27
	Eastern	11	14.86
	Western	7	9.46
	Southern	5	6.76
	Total	74	100
School	A primary school	55	74.3
	A secondary school	19	25.7
	Total	74	100
Teaching experience	2-3 years	29	39.2
	More than 3 years	45	60.8
	Total	74	100

The study involved a total of 74 participants. The majority were female, accounting for 68.9% of the group, while males made up 31.1%. In terms of regional distribution, participants came from various parts of the country, with the largest proportion (32.43%) hailing from the Northeastern region. This was followed by participants

from the Central region (20.27%), the Northern region (16.22%), the Eastern region (14.86%), the Western region (9.46%), and the Southern region (6.76%).

Most of the participants (74.3%) were teaching at primary schools, while the remaining 25.7% were from secondary schools. Regarding their teaching experience, a significant number of participants (60.8%) had more than three years of experience, whereas 39.2% had between two to three years of teaching experience.

3.6 Data analysis

To analyze the data, the responses were examined based on each survey question item. Surveys were employed for data collection and provided insights in both quantitative and qualitative aspects. In this study, the researcher predominantly employed quantitative methods to address the research questions guiding the study. However, qualitative analysis of open-ended responses was utilized to complement and reinforce the findings derived from the quantitative analysis of Likert responses. This approach, known as triangulation, enhances the interpretation of data (Cresswell, 2014; Cresswell & Clark, 2011).

3.6.1 Quantitative Data Analysis

This study primarily utilized quantitative methods for data collection to address the research questions guiding both the research and analysis. Quantitative methods involve the analysis of data in numerical terms (Mackey & Gass, 2005). Likert scale questions were employed to gather data related to the first research question, which assesses teachers' perceptions regarding the use of translanguaging in the classroom. The second research question was center on determining when teachers consider it suitable or significant to employ translanguaging in the classroom. Similar to the first research question, Likert scale questions were predominantly utilized to collect data. These questions gauged perceptions and the frequency of first language (L1) use in the classroom, encompassing both teacher and student perspectives. The responses provided insights into the frequency of translanguaging use in the participants' classrooms.

Quantitative analysis was employed to assess responses regarding perceptions, aiming to identify the proportion of teachers with positive or negative views on translanguaging practices in the classroom. The Likert scale items addressing the

different potential uses of translanguaging in the classroom were assessed quantitatively to establish the frequency with which participants permit or engage in each practice within the provided intervals (never, seldom, sometimes, often, or usually). The Likert scale items addressing the perspectives of the participants were also quantitatively analyzed to determine the number of teachers who consider the listed uses of translanguaging as unimportant, important, or very important. The qualitative results were utilized for triangulation, reinforcing and confirming the trends and findings observed in the quantitative analysis of responses. Additionally, an analysis was conducted to compare participants' responses regarding translanguaging practice (frequency) with their responses about attitudes. This comparison aimed to identify patterns of potential matches or mismatches, as such matches or mismatches have been demonstrated to provide explanatory insights (e.g., Cho, 2008).

Quantitative information was gathered from demographic questions, which included inquiries about the participant's years of teaching experience, the daily count of students they teach, and the number of students with Thai as their first language (L1). The results from these inquiries did not directly relate to the research questions; rather, they were gathered to provide additional details about the participants. Additionally, quantitative methods were applied to analyze a portion of the data from the Likert scale questions. This analysis revealed the count and percentage of participants who selected a specific ordinal category regarding the frequency of translanguaging use in the classroom. The frequency was rated on a Likert scale, capturing self-reported data on the teachers' preferences and behaviors related to translanguaging.

3.6.2 Qualitative Data Analysis

This survey sought qualitative data by gathering open-ended responses on teachers' perceptions toward translanguaging. Qualitative results are typically more descriptive and interpretive than numerical or statistical (Mackey & Gass, 2005). The open-ended questions provided participants with greater flexibility in their responses, encouraging honest answers without constraints such as having to choose from a predefined set of options. Participants had the opportunity to provide personal responses, which they

subsequently categorized using Likert scale options to indicate attitudes and the frequency of first language (L1) use in the classroom, encompassing both teacher and student perspectives. These responses provided insights into the frequency of translanguaging use in the participants' classrooms. Qualitative content analysis was employed to provide support or explanations for the choices participants made in the Likert scale questions through the examination of open-ended responses.

The responses provided by the participants were qualitatively analyzed using qualitative content analysis (Sevilmis & Yildiz, 2021). In other words, qualitative content analysis was used to analyze the qualitative data. In the analysis, prosodic features were disregarded in the study as the focus was solely on the content of the participants' responses. Emerging themes were extracted from the content analysis after applying a 'top-down coding' or deductive approach (coding based on pre-conceived codes) and a 'bottom-up coding' or inductive approach (coding emerging from the data), as outlined by Creswell and Plano-Clark (2007), given their relevance to the study. According to Lewis and Silver (2007, p.262-267), three steps are involved in the coding process: (i) "making the text manageable," (ii) "hearing what was said," and (iii) "developing a theory." Therefore, after coding the data, relationships were identified, and relevant themes of similar content then were merged into broader categories. However, themes considered irrelevant to the overall goal of the study was discarded. Thereafter, the analysis was interpreted based on the translanguaging framework employed by García (2009) and Lopez et al. (2017). These scholars classified translanguaging into two applicable principles relevant to the present study's overall objectives. The first principle states that translanguaging provides opportunities for bilinguals to utilize their entire linguistic repertoires, while the second principle argues that translanguaging provides opportunities for student-to-student or student-to-teacher interactions in order to create a translanguaging space for interactive classroom lessons (Lopez et al., 2017; Kohler, 2015; Canagarajah, 2011; García, 2009).

3.6.3 Triangulation

Triangulation is the use of both quantitative and qualitative approaches to present coherent information on the subject under investigation (Cresswell, 2014; Cresswell & Plano Clark, 2011). It enables the researcher to integrate both qualitative and quantitative methods into a unified phase, providing a more comprehensive understanding of the topic (Mackey & Gass, 2005; Richards et al., 2012). In this research, triangulation employed qualitative responses to reinforce the conclusions drawn from quantitative responses. According to Johnson (1992), the use of triangulation minimizes investigator bias. It improves the reliability of study findings by incorporating qualitative (open-ended) responses to complement the data obtained from quantitative (closed-ended) responses, ensuring that the researcher gains a more thorough comprehension of the attitudes and practices of the participating teachers regarding translanguaging. The qualitative responses provide participants with the opportunity to clarify the reasoning behind their choices in the closed-ended items.

Moreover, it offers them a platform to provide any information that may have yet to be addressed in the closed-ended items. This supplementary information grants the researcher a more comprehensive insight into participants' attitudes and practices concerning translanguaging. It also facilitates clarification of responses that could be ambiguous, not applicable, or misunderstood.

3.7 Chapter Summary

This chapter offers a comprehensive explanation of the research methodology, including the methods, participant selection criteria, instruments, and ethical considerations during data collection and analysis. Furthermore, the chapter explains the process of data collection and the methods that were used for data analysis. Finally, this section clarifies how this research establishes reliability, trustworthiness, and the researcher's position through this study.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the questionnaire data analysis, divided into two main parts corresponding to the study's primary research questions. Before the results are presented, this chapter begins by first presenting the participants' background information data (see 4.1), followed by the first part highlights the results concerning the teachers' uses of translanguaging practices in the classroom (see 4.2), while the second part addresses the teachers' perspectives on their translanguaging practices and how they integrate translanguaging into Thai EFL classrooms in Thailand (see 4.3).

4.1 Background information

The demographic information of the 74 Thai EFL teachers who participated in this study from a larger number of teachers currently teaching English in regular classrooms at public schools across various regions of Thailand. In terms of gender, the majority of the participants were female (68.9%), while male teachers accounted for 31.1%.

Participants represented a wide range of geographical regions, contributing to the diversity of educational contexts captured in the study. The largest group of teachers came from the Northeastern region (32.4%), followed by the Central region (20.2%), Northern region (16.2%), Eastern region (14.8%), Western region (9.5%), and Southern region (6.7%). This broad regional representation supports a more comprehensive understanding of how translanguaging practices may vary across different sociolinguistic and institutional settings in Thailand.

With regard to the level of instruction, the majority of participants (74.3%) were teaching at the primary school level, while 25.7% were teaching at the secondary level. The strong representation of primary-level educators is particularly relevant to this study, as translanguaging strategies are often especially beneficial in early language development and foundational stages of second language acquisition.

In terms of teaching experience, 60.8% of the participants had more than three years of experience, while 39.2% had between two and three years. This indicates that most

of the participants were experienced practitioners who are likely to offer informed perspectives on pedagogical practices and classroom language use.

In addition to demographic data, the study also gathered information about the language used by teachers in the classroom, as well as their English language proficiency, which are key elements in understanding the approach to translanguaging. It also examined the extent to which teachers can effectively support students in using both their first language (L1) and English (L2). The language choices made by teachers in the classroom reflect their teaching strategies, especially when they choose to use the students' mother tongue to enhance comprehension and foster engagement in learning.

Furthermore, the study also considered the teachers' level of English proficiency to assess their potential to serve as models of target language use and their ability to manage bilingual or multilingual communication in the classroom. Teachers' English proficiency impacts their confidence in teaching, their choice of materials or activities in the classroom, and the frequency with which they use English in the teaching process. These factors play a significant role in interpreting teachers' views on translanguaging, as well as their actual language use behaviors in the classroom.

4.1.1 Teachers' language use in class

Among the 74 Thai EFL teachers who are teaching in regular classrooms at district and subdistrict public schools across Thailand, who took part in the online questionnaire survey, most participants had a teaching experience more than 1 years. Furthermore, 66.2% of them alternatively use English and Thai to teach in their classrooms. Meanwhile, 29.7% of teachers incorporated resources from Thai. The analysis of data from the 74 Thai EFL teachers reveals significant insights into how translanguaging is employed in regular classroom settings. The results shed light on the practical applications of translanguaging, highlighting how teachers use both English (L2) and Thai (L1) as complementary tools to enhance learning (see Table 3).

Table 3 Teachers' language use in class

Language Use	Frequency	Percentage (%)
Thai	22	29.7
English	3	4.1
Both Thai and English	49	66.2
Total	74	100.0

Table 3 presents the primary language use in English classrooms. The majority of teachers (66.2%) reported using both Thai and English, reflecting a bilingual teaching approach. However, in many cases, Thai tends to be the dominant language used more than English. Additionally, 29.7% of teachers indicated that they use Thai as the primary language of instruction, while only 4.1% reported using English as the main language. These findings suggest that Thai continues to play a significant role in English classrooms, and most teachers still rely on students' first language to enhance the effectiveness of their teaching and learning processes.

Table 3 shows that 66.2% of Thai EFL teachers use translanguaging to create a bridge between Thai and English to support students' comprehension and engagement. This practice aligns with research highlighting the benefits of leveraging students' linguistic resources to improve understanding in multilingual classroom (Gacia & Li, 2014; Hornberger & Link, 2012). The preference for both Thai and English over only English could be seen as response to the linguistic diversity in Thai classroom. By incorporating Thai, teachers can bridge the gap between student's prior knowledge and new concepts introduced in English, which often a foreign language for many learners (Cummin, 2007). Only 4.1% of teachers in this study solely use English, suggesting that an English-only policy may not be feasible or effective for most teachers in these contexts. This aligns with the notion that rigid monolingual approaches may limit students' ability to fully grasp the material (Creese & Blackledge, 2010).

Furthermore, 29.7% of teachers chose to use Thai as the primary language of instruction rather than English. This may be due to students' lower English proficiency or teachers' beliefs about the important role of the first language in education. This group of teachers may prioritize immediate comprehension over

English language immersion, especially if student' English skill are at a beginning level (Canagarajah, 2011).

Overall, this data suggests that translanguaging is a dominant strategy among Thai EFL teachers, enabling them to adapt instruction to the linguistic realities of their classroom. Such practices with results from other multilingual context, where teachers find that drawing on students' first languages aid learning outcome and builds a more inclusive classroom environment (Garcia & Lin. 2016).

4.1.2 Teachers' language usage ability

The majority of the participants worked in regular classrooms at district and subdistrict public schools across Thailand, which had 10 or more students in each class. According to the data, the students' first language is 100% Thai, and the primary language used by teachers in the classroom is as follows: 66.2% use both Thai and English, 29.7% primarily use Thai, and only 4.1% use English as the main language of instruction.

Table 4 Teachers' language usage ability

Teachers' proficiency in English	Frequency	Percent (%)
Only know few basic words and phrase.	4	5.4
Be able to have limited on everyday topics.	12	16.2
Be able to discuss a variety of topics	15	20.3
No problem communicating with native speakers.	43	58.1
Total	74	100.0

According to the data presented in Table 4 about teachers' language usage ability in English, most participants (58.1%) reported that they do not have problem communicating with English speaker while 20.3% of the teacher reported that they are able to discuss a variety of topics without too much trouble. Furthermore, 16.2% of respondents revealed that teachers had ability limited on everyday topics. While only 5.4% reported that they only know few basic words and phrase.

4.2 Quantitative findings

In the questionnaire survey, participants were asked to provide supportive responses and rate the frequency of utilizing students' linguistic repertoire in the English classroom on a 5-point Likert scale. This response simply represented the teachers' rationality of their translanguageing practice as to how they use students' first language and how they promote the use of both English and Thai in the classroom. The results discussed here separately address items 15-18 from the online questionnaire, as these questions focus on teachers' language use and translanguageing practices in the classroom, (answering research question 1.) Each of the items in 15-18 present a situations in which the respondents evaluated their frequency on a scale ranging from 1 to 5 using the 5-point Likert scale: 1) never, which means that the EFL teacher never employs translanguageing practice in the classroom; 2) seldom, which means that the EFL teacher recognizes themselves as not frequently employing translanguageing; 3) sometimes, which means that the EFL teacher adopts the translanguageing strategy in their classroom alternatively; 4) often, which means that the EFL teacher consistently employs the translanguageing strategy in their classes regularly; and 5) usually, which means that the EFL teacher consistently employs the translanguageing strategy in their classroom.

4.2.1 Item 15: Usefulness of students' L1 in the classroom

Figure 1 presents teachers' opinions on the usefulness of translanguageing, which refers to using students' first language (L1) alongside English in the classroom. The results overwhelmingly show that most teachers view translanguageing as beneficial for learning. Based on the responses from the 74 teachers in the questionnaire, 91.9% of teachers believe that using students' L1 is beneficial in the classroom. This suggests that the majority see translanguageing as a helpful strategy for supporting students' understanding, reducing learning barriers, and improving engagement. Only 8.1% of teachers view it is not beneficial, indicating that a small minority prefer an English-only approach.

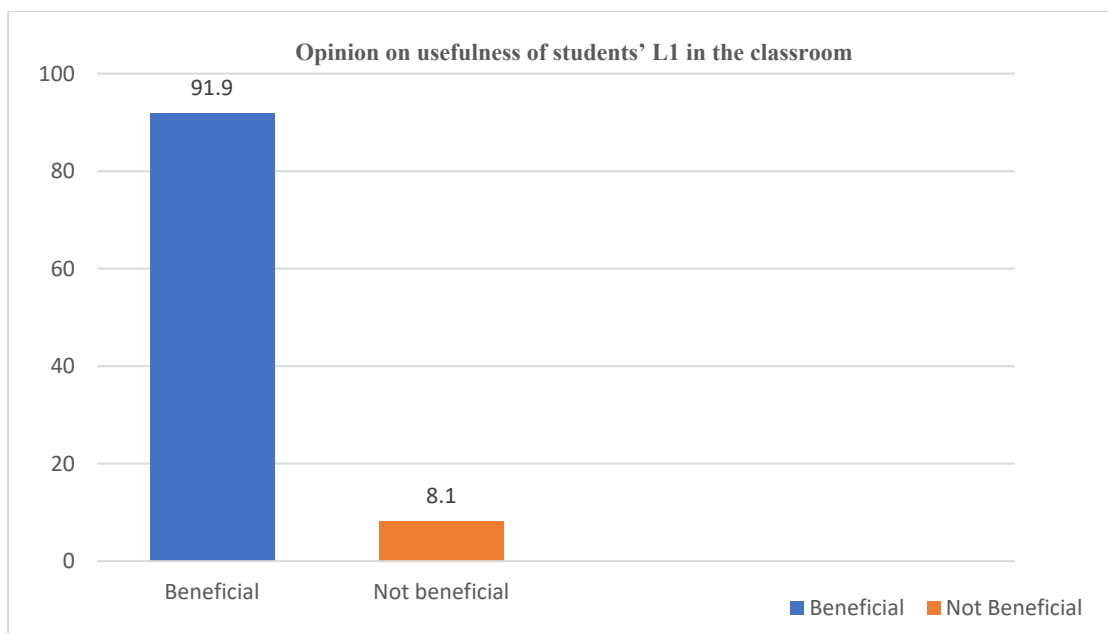


Figure 1 Opinions on usefulness of students' L1 in the classroom

The findings from Figure 1 demonstrate that the vast majority (91.9%) of teachers view the use of students' L1 (first language) as beneficial in the classroom. This high percentage underscores the perception that incorporating students' first language can support learning by enhancing comprehension. Research shows that, translanguaging—where students use both their L1 and the target language—helps to build cognitive connections and deepen understanding (Garcia & Li, 2014).

The remaining 8.1% of teachers believe that the use of L1 is not beneficial, implying a preference for an English-only approach. This perspective may be rooted in traditional language teaching models, such as the Direct Method, which emphasize immersion in the target language to promote fluency (Richards & Rodgers, 2014). However, studies have increasingly challenged this perspective, highlighting that the strategic use of L1 can act as a scaffold for language learning, especially for beginner and intermediate learners (Cook, 2001).

These findings highlight the need for teacher training programs that encourage a balanced approach to language use in the classroom. Such programs should help teachers understand when and how to incorporate students' L1 effectively to maximize learning outcomes without compromising the target language environment.

4.2.2 Item 16: Using student's L1 as detrimental to learning

Figure 2 presents the opinions of respondents on whether using a student's first language is detrimental to their English language learning.

The data reveal a clear division of opinion, with a majority (63.5%) of respondents disagree with this statement, suggesting that they do not see the use of the L1 as a hindrance to English language acquisition. Conversely, a smaller proportion (36.5%) of respondents believe that using a student's L1 negatively impacts their English learning.

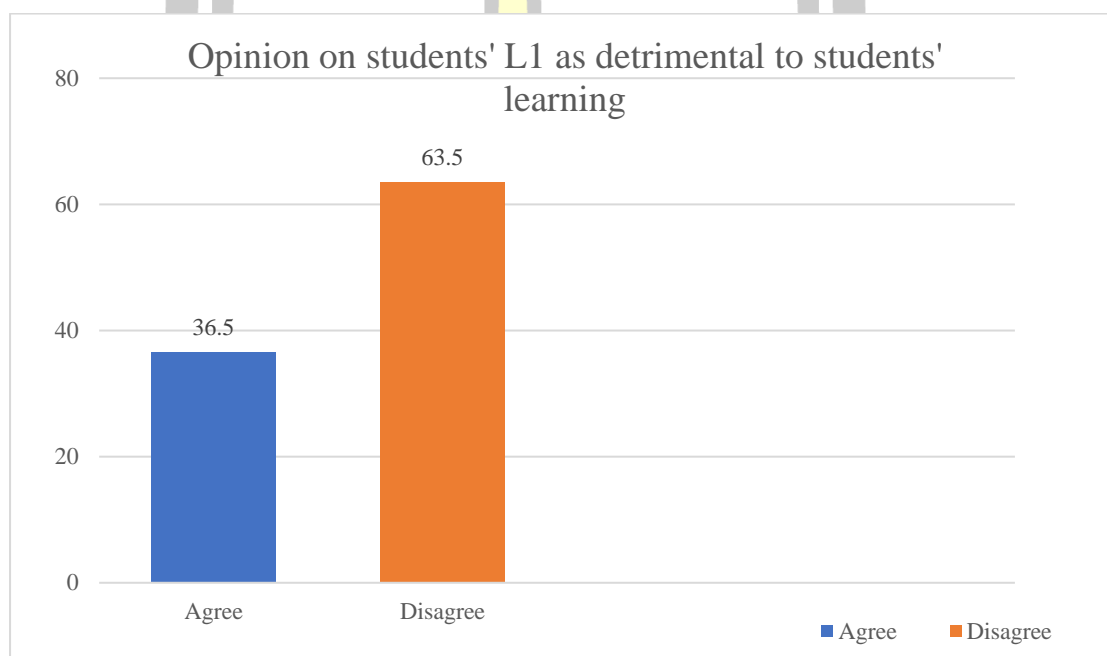


Figure 2 Opinion on student's L1 as detrimental to their learning

The findings presented in Figure 2 reveal that a significant majority of respondents (63.5%) disagree with the notion that using a student's first language (L1) is detrimental to their English learning. This suggests that most educators recognize the value of incorporating students' L1 as a supportive resource rather than perceiving it as a hindrance. This view aligns with contemporary research in second language acquisition, which highlights that strategic use of L1 can facilitate cognitive scaffolding, help clarify complex concepts, and lower students' affective filters, thus promoting language learning (Cummins, 2007).

In contrast, 36.5% of respondents believe that the use of L1 may negatively impact students' English acquisition. This belief may be rooted in traditional language teaching ideologies, such as the monolingual approach, which posits that exclusive use of the target language fosters greater immersion and fluency (Krashen, 1985). However, recent studies challenge this assumption, arguing that rigid exclusion of L1 can lead to increased cognitive load and frustration, particularly for lower-proficiency learners (Ambele, 2022; Cook, 2001).

The differing opinions among teachers underscore the need for ongoing professional development that emphasizes best practices in language instruction, including how to judiciously integrate L1 in the classroom. Research has shown that a balanced approach, where L1 is used as a strategic tool rather than a constant crutch, can lead to more effective language acquisition outcomes (Boonsuk & Ambele, 2024; Garcia & Li, 2014).

These findings highlight the importance of fostering an inclusive and evidence-based language pedagogy that recognizes the benefits of bilingual strategies while maintaining a strong focus on English proficiency development.

4.2.3 Item 17: Supporting translanguaging usage the classroom

Figure 2 presents data on various situations in which teachers encourage the use of students' native language (Thai) in the classroom. The results indicate different as in situations across multiple purposes. Teachers usually enabled participation by lower proficiency students (47.3%) had the highest level of encouragement, suggesting that teachers view the use of Thai as a supportive tool for students struggling with English. Brainstorming during class activities (41.9%) and explaining problems not related to content (39.2%) were also commonly encouraged, indicating that teachers allow students to use Thai for collaborative and logistical communication. Providing assistance to peers during activities (37.8%) and responding to teachers' questions (36.5%) were moderately encouraged, showing that Thai is used as a facilitative language for comprehension and peer interaction. Discussing content or activities in small groups (35.1%) was slightly less encouraged, implying that some emphasis is placed on using English in group discussions. Asking for permission (29.7%) had the

lowest level of encouragement, which may suggest that teachers expect students to use English for simple classroom interactions.

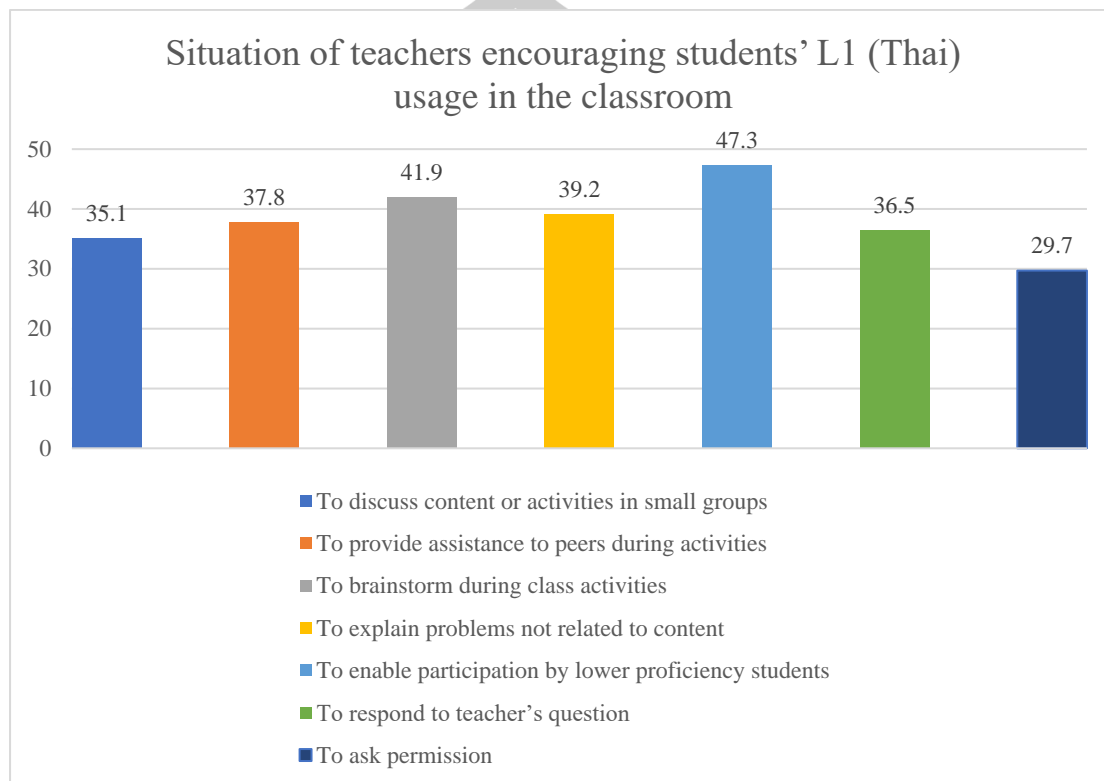


Figure 3 Situation of teachers encouraging students' L1 (Thai) usage in the classroom

The data from Figure 3 presents the different contexts in which teachers allow or encourage the use of students' first language (L1), Thai, within English classrooms. The data reflects how L1 is strategically integrated to support learning, aligning with the concept of translanguaging, which emphasizes the purposeful use of multiple languages to facilitate understanding and participation.

The most frequent situation where teachers encouraged L1 use was to enable participation by lower proficiency students (47.3%). This suggests that translanguaging is used as an inclusive strategy, allowing students who struggle with English to still engage with the content and classroom activities. This aligns with García's (2009) notion of translanguaging as a way to democratize classroom participation. Following that, to brainstorm during class activities (41.9%) and to explain problems not related to content (39.2%) were also common situations. This reflects how L1 serves both academic and social functions. Brainstorming in L1

allows students to generate ideas freely without the barrier of language, fostering creativity and critical thinking. Using L1 for non-content-related issues shows its value in maintaining classroom management and communication efficiency.

The use of Thai was also encouraged to provide assistance to peers during activities (37.8%) and to discuss content or activities in small groups (35.1%). These scenarios reflect the collaborative nature of learning where L1 supports peer scaffolding and comprehension within group work. It reinforces the social aspect of translanguaging as a collaborative learning tool. Interestingly, a smaller percentage of teachers (29.7%) encouraged L1 to ask permission, indicating that while L1 is commonly used for learning-related tasks, teachers may still promote the use of English for basic classroom communication in an effort to reinforce immersion.

In contrast, only 36.5% used L1 to respond to teachers' questions, which may suggest that some teachers still expect English responses, possibly due to curriculum demands or as this data shows how Thai teachers are actually applying it in their everyday teaching.

The most common reason teachers allowed the use of Thai was to support students with lower English proficiency. This supports García's (2009) idea that translanguaging promotes fairness in education by allowing all students to take part, no matter their language skills. Rather than seeing Thai as a barrier, teachers use it purposefully to help students understand lessons, join classroom activities, and feel more confident. In this way, translanguaging is not just for language support but also for creating an inclusive classroom.

The data also shows that teachers often allowed Thai during brainstorming and group work. These situations demonstrate the cognitive benefits of translanguaging. When students can think and discuss in their stronger language, they are more likely to come up with thoughtful ideas and have deeper conversations. In these moments, translanguaging becomes a planned teaching strategy that encourages critical thinking, not just a backup plan.

In small group discussions, students often switch between Thai and English to explain ideas or help classmates. This supports Canagarajah's (2011) view that translanguaging reflects real communication in daily life. These language shifts are natural and based on what the students need, showing that classrooms are flexible and multilingual spaces. Teachers also allow Thai for practical reasons, like asking for permission or dealing with behavior. This shows that while teachers want students to use English, they also understand that using Thai can keep the class running smoothly. It reflects their ability to balance policy expectations with the reality of teaching.

Overall, the data supports the idea that Thai is not discouraged in English classrooms, but rather used selectively and purposefully — a practice that aligns well with the translanguaging pedagogy discussed in literature. Teachers appear to value the role of students' L1 as a bridge to deeper engagement, comprehension, and inclusion, especially for those with lower English proficiency. This reflects a growing awareness that strategic use of L1 can enhance, rather than hinder, second language acquisition.

In many classrooms, the use of students' native language (Thai) is a topic of debate. While some educators believe that an English-only approach fosters better language acquisition, others recognize the value of Thai as a tool for comprehension, collaboration, and participation. The data from this study reveal how teachers balance these perspectives by strategically encouraging Thai in specific classroom situations. (See. Table 5)

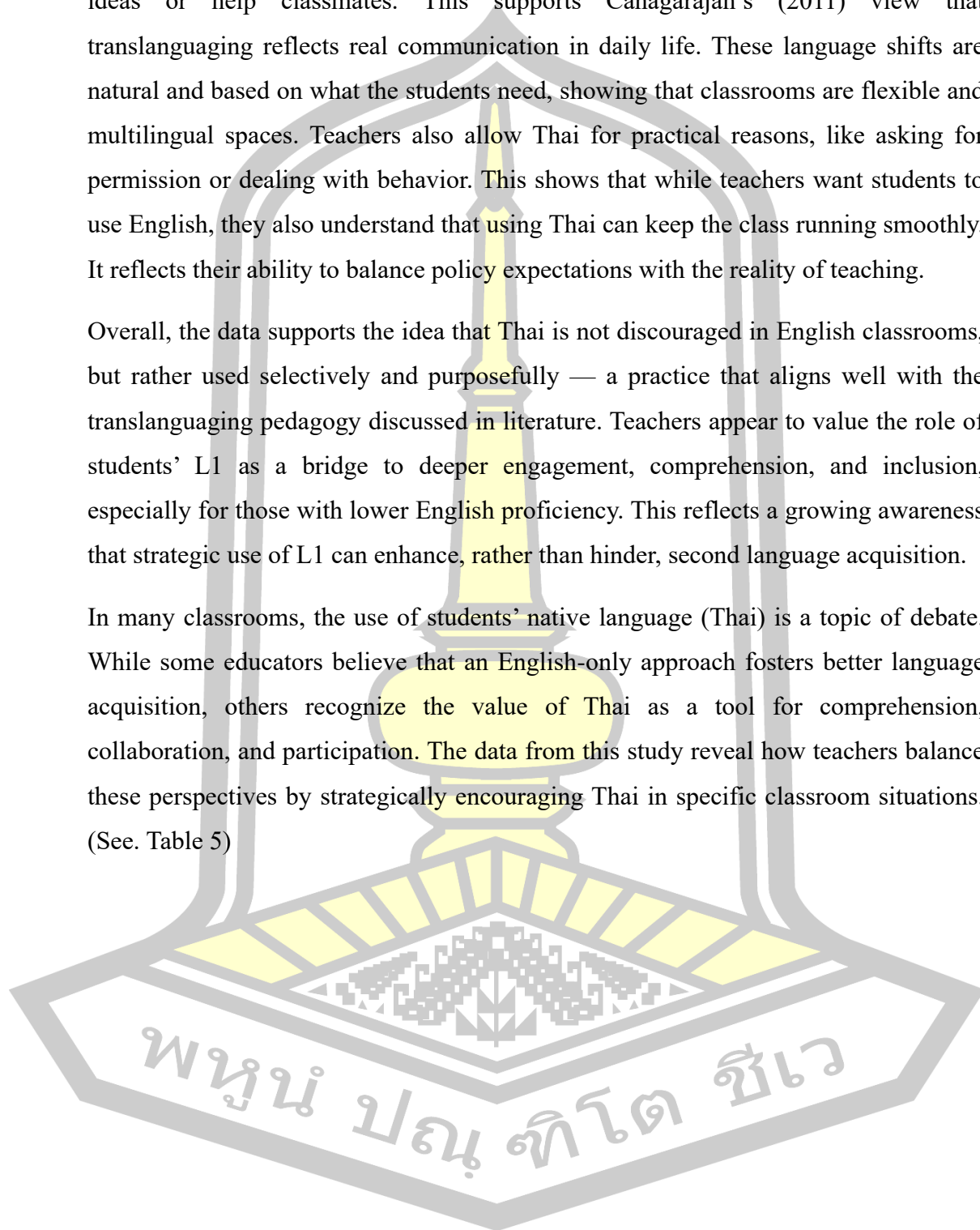


Table 5 Frequency of students' L1 usage in different classroom situations

Classroom situations	Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Usually (%)	Total (%)
To discuss content or activities in small groups	1.4	9.5	24.3	29.7	35.1	100.0
To provide assistance to peers during activities	2.7	9.5	18.9	31.1	37.8	100.0
To brainstorm during class activities	0	10.8	23.0	24.3	41.9	100.0
To explain problems not related to content	2.7	10.8	20.3	27.0	39.2	100.0
To enable participation by lower proficiency students	1.4	8.1	14.9	28.4	47.3	100.0
To respond to teacher's question	4.1	14.9	27.0	17.6	36.5	100.0
To ask permission	5.4	24.3	23.0	17.6	29.7	100.0

The data presented in Table 5 highlight the frequency of teachers employing students' native language (Thai) in various classroom situations. The findings reveal a strategic and situation-specific use of translanguaging, underscoring its pedagogical benefits and limitations.

A significant proportion of teachers "often" or "usually" encourage students to use Thai to enable participation by lower-proficiency students (47.3%), highlighting an inclusive approach that facilitates engagement for all learners. This finding aligns with Garcia and Li (2014), who emphasize translanguaging as a means to bridge communication gaps and promote classroom inclusivity.

Teachers also frequently allow Thai use when explaining problems unrelated to content, with 39.2% "usually" using this strategy. This finding suggests that teachers recognize the need for efficient communication in addressing logistical concerns, allowing more time for learning (Creese & Blackledge, 2010). Interestingly, brainstorming during class activities received a high frequency of L1 encouragement, with 41.9% "usually" permitting Thai. This demonstrates that teachers acknowledge

the cognitive benefits of idea generation in a familiar language, a practice supported by Swain and Lapkin (2000), who found that brainstorming in L1 fosters more complex cognitive processing. To discuss content or activities in small groups (35.1% "usually") and provide assistance to peers during activities (37.8% "usually") also saw significant L1 encouragement. These findings indicate that teachers value peer collaboration and group discussions as essential learning strategies, recognizing that the use of Thai can enhance communication and comprehension. This aligns with previous research suggesting that allowing students to utilize their first language fosters peer interaction and facilitates comprehension, ultimately supporting their language acquisition process (McMillan & Rivers, 2011)

However, L1 use in teacher-directed interactions, such as responding to teachers' questions (36.5% "usually") or asking permission (29.7% "usually"), occurs less frequently. These findings may reflect a desire to maintain an English-rich environment during direct teacher-student interactions while being flexible in more collaborative or problem-solving contexts.

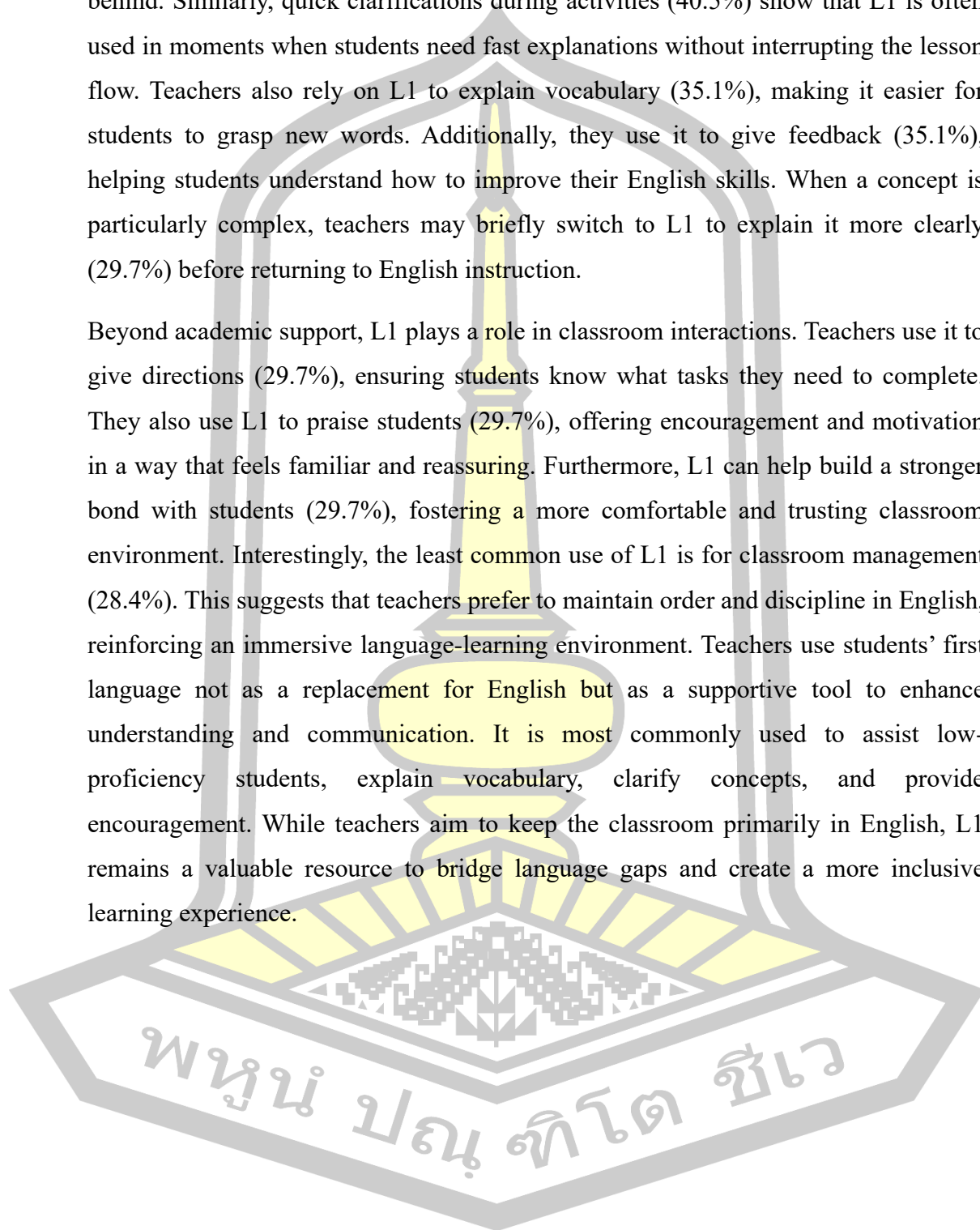
Overall, these findings paint a picture of a balanced and flexible teaching approach. Teachers recognize the benefits of Thai in promoting understanding and participation, especially for collaborative work and lower-proficiency students. At the same time, they maintain an English-speaking environment in teacher-led interactions, ensuring that students develop confidence in using English. Rather than strictly enforcing an English-only rule, teachers strategically integrate Thai as a bridge to deeper learning, making the classroom a space where both languages play complementary roles. These findings align with García and Li (2013), stating that allowing the use of students' first language make students feel more confident expressing their questions in a language they are proficient in.

4.2.4 Item 18: Teachers' situational translanguaging usage in teaching

In an English language classroom, teachers sometimes use students' first language (L1) as a helpful tool to support learning. While the goal is to encourage English use, L1 can be an effective way to clarify concepts, provide support, and create a more comfortable learning environment. The most usually use of L1 is to help low-proficiency students (45.9%). When students struggle to understand English, teachers

may use their first language to explain difficult ideas, ensuring that no one is left behind. Similarly, quick clarifications during activities (40.5%) show that L1 is often used in moments when students need fast explanations without interrupting the lesson flow. Teachers also rely on L1 to explain vocabulary (35.1%), making it easier for students to grasp new words. Additionally, they use it to give feedback (35.1%), helping students understand how to improve their English skills. When a concept is particularly complex, teachers may briefly switch to L1 to explain it more clearly (29.7%) before returning to English instruction.

Beyond academic support, L1 plays a role in classroom interactions. Teachers use it to give directions (29.7%), ensuring students know what tasks they need to complete. They also use L1 to praise students (29.7%), offering encouragement and motivation in a way that feels familiar and reassuring. Furthermore, L1 can help build a stronger bond with students (29.7%), fostering a more comfortable and trusting classroom environment. Interestingly, the least common use of L1 is for classroom management (28.4%). This suggests that teachers prefer to maintain order and discipline in English, reinforcing an immersive language-learning environment. Teachers use students' first language not as a replacement for English but as a supportive tool to enhance understanding and communication. It is most commonly used to assist low-proficiency students, explain vocabulary, clarify concepts, and provide encouragement. While teachers aim to keep the classroom primarily in English, L1 remains a valuable resource to bridge language gaps and create a more inclusive learning experience.



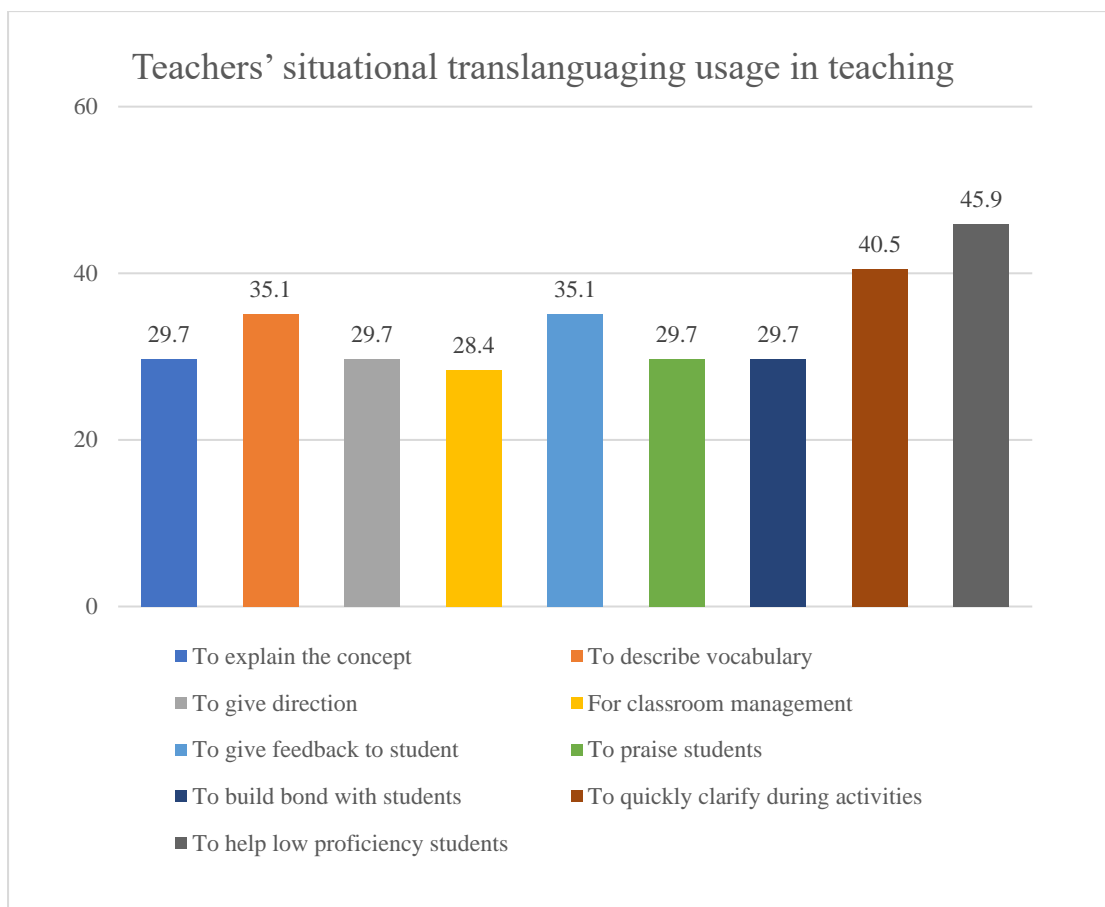


Figure 4 Teachers' situational translinguaging usage in teaching

The findings reveal various situations where teachers use students' first language (L1) strategically to support English learning. The highest percentage (45.9%) of teachers use L1 to support low-proficiency students. This finding is consistent with Cummins (2017), who observed that lower-proficiency learners benefit significantly when teachers scaffold instruction using L1, as it builds confidence and bridges the gap between prior knowledge and new English concepts.

Similarly, 40.5% use it to quickly clarify concepts during activities and explain complex ideas. This is particularly crucial in language classrooms where complex grammar or cultural nuances can hinder understanding when only English is used (García & Li, 2014). Translinguaging was used by 35.1% of teachers to use L1 to give feedback. García et al. (2019) argued that feedback in a student's first language is more easily understood supported this notion, suggesting that translinguaging during feedback sessions allows teachers to provide more nuanced and supportive guidance.

29.7% of teachers use L1 to build bonds with students and praise them. According to Khonjan and Ambele (2022), using L1 helps create a positive and inclusive classroom atmosphere, allowing students to feel recognized and valued. Cook (2015) also emphasized the socio-emotional benefits of translanguaging, noting that it builds stronger teacher-student connections. Moreover, teachers use L1 as a tool to make complex ideas more accessible to students, ensuring understanding, especially for beginners. This aligns with research suggesting that L1 aids comprehension of abstract or unfamiliar material (Cook, 2001).

About 28.4% of teachers reported using L1 for classroom management, confirming the findings of Li and Lin (2016), who highlighted the importance of using L1 to convey urgent instructions clearly and reduce misunderstandings in classroom dynamics.

The findings reinforce a growing consensus in educational research that translanguaging is a valuable pedagogical tool in English language teaching. Teachers who strategically use students' L1 foster better comprehension, emotional engagement, and classroom management. This practice aligns with contemporary theories advocating for a more inclusive approach to multilingual education (Ambele, 2023; García & Li, 2014).

Table 5 provides insights into the frequency and context of teachers' use of Thai (students' first language) in various classroom situations. It highlights how Thai complements English (L2) as a tool for effective teaching and learning. This table not only underscores the functional role of translanguaging but also showcases how Thai is used strategically to enhance different aspects of classroom instruction.

พหุ ประถมศึกษา

Table 6 Frequency of teachers' use of Thai in different situations

Classroom Situations	Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Usually (%)	Total (%)
To explain concepts	1.4	6.8	25.7	36.5	29.7	100.0
To describe vocabulary	0.0	10.8	29.7	24.3	35.1	100.0
To give directions	1.4	8.1	28.4	32.4	29.7	100.0
For classroom management	1.4	9.5	31.1	29.7	28.4	100.0
To give feedback to students	1.4	9.5	27.0	27.0	35.1	100.0
To praise students	9.5	16.2	32.4	12.2	29.7	100.0
To build rapport with students	4.1	9.5	24.3	32.4	29.7	100.0
To clarify instructions during activities	1.4	9.5	25.7	23.0	40.5	100.0
To assist low-proficiency students	1.4	8.1	32.4	25.7	45.9	100.0

For tasks like explaining concepts, 36.5% of teachers often use Thai, and 29.7% usually use it. This means most teachers incorporate Thai to help students better understand complex lessons before returning to English. When teaching vocabulary, a similar pattern appears. About 35.1% of teachers usually use Thai, and 24.3% often use Thai. Using Thai helps students understand new or difficult words more easily, supporting their learning. Teachers also frequently use Thai when giving directions. Around 32.4% often switch to Thai to ensure students clearly understand what to do. This helps prevent confusion, especially for tasks or classroom activities. In terms of classroom management (organizing the class or handling behavior), 31.1% of teachers sometimes use Thai, and 29.7% often use it. Thai helps keep students focused and ensures everyone is on the same page. When giving feedback to students about their work, 35.1% of teachers usually use Thai. Feedback is key to learning, and using Thai makes sure students fully understand the teacher's comments. However, when praising students, teachers use Thai less often. Only 12.2% frequently use Thai, but 32.4% sometimes use. Praising students in English can be a way to encourage language use while celebrating their success. Building relationships with students, or building bonds, often involves using Thai. Around 32.4% of teachers often use Thai, with 29.7% using it regularly. Using students' first language helps teachers connect

with them and make them feel comfortable. When quickly clarifying instructions during activities, Thai is used frequently. In fact, 40.5% of teachers usually use Thai for this purpose. Using Thai in these moments ensures students understand quickly without slowing down the lesson. Finally, when helping low-proficiency students, teachers rely heavily on Thai. About 45.9% usually use Thai. This helps students who struggle with English to better understand the lessons and not fall behind.

Overall, the table 5 shows that teachers often use a mix of Thai and English in the classroom. While English is important, teachers use Thai to make sure all students understand the lessons, especially when things get complicated or when working with students who have lower English skills.

The data presented in Table 5 provides valuable insights into how Thai teachers of English as a Foreign Language incorporate both Thai (L1) and English (L2) in their classrooms. The frequency and situational usage of Thai highlight the strategic and thoughtful approach teachers take to support student learning. By blending both languages, teachers aim to facilitate comprehension, enhance engagement, and ensure that all students, regardless of proficiency level, can access the lesson content effectively. These findings align with previous research indicating that translanguaging fosters student participation and interaction while promoting an inclusive learning environment (Khonjan & Ambele, 2023).

One of the most notable findings is the frequent use of Thai when explaining complex concepts or vocabulary. A significant portion of teachers (36.5% often and 29.7% usually) choose to use Thai for explanations, particularly when discussing abstract or difficult ideas. This strategy aligns with research by García and Li (2014), who assert that using L1 for explanations offers cognitive scaffolding that helps students understand difficult concepts by relating them to their existing knowledge base. This is especially crucial for EFL learners, who may struggle to grasp new ideas or vocabulary when they are presented solely in English. By switching to Thai, teachers can provide clarity and prevent students from becoming overwhelmed, ensuring that the lesson remains accessible and that learners are not left behind. Moreover, Cook (2001) further supports the idea that L1 use aids comprehension, suggesting that L1

serves as a tool for learners to bridge gaps in understanding, thus enhancing their overall learning experience.

The data also reveals the importance of using Thai in teaching vocabulary. Over 35% of teachers usually use Thai to explain new words, with another 24.3% using it frequently. This approach supports students in making connections between unfamiliar English words and their meanings in Thai, enhancing their ability to retain new vocabulary (Cook, 2001). When students are introduced to new terms through their first language, they are better able to internalize and understand the words, which helps them apply the vocabulary in different contexts. Similarly, Cenoz and Gorter (2017) suggest that multilingual practices, such as translanguaging, provide cognitive benefits by allowing students to leverage their entire linguistic repertoire, which aids in vocabulary acquisition and retention.

The role of Thai in relationship building is also significant, with 32.4% of teachers often using it to connect with their students. Building rapport is crucial for creating a positive and supportive classroom environment, and using L1 helps teachers relate to students on a personal level. When students feel comfortable and valued, they are more likely to engage with the content and take risks in using English. This emotional connection fosters a sense of security, which is essential for language learning, particularly for students who may feel anxious about speaking English (Nooyod & Ambele, 2024). As Tai and Li (2021) argue, translanguaging also supports a more inclusive classroom dynamic, where all students feel acknowledged and motivated to participate.

Finally, the data shows that Thai is frequently used for quick clarifications during activities, with 40.5% of teachers reporting that they often switch to Thai in these situations. This helps to keep the lesson moving smoothly, ensuring that students do not become confused or stuck during tasks. In fast-paced classroom environments, efficiency is key, and the ability to clarify instructions in Thai ensures that students can stay focused and understand what is expected of them without interrupting the flow of the lesson. This is consistent with the findings of García and Li (2014), who

highlight that translanguaging helps maintain momentum in the classroom by allowing for quick, effective communication.

In conclusion, the data emphasizes the essential role that Thai plays in supporting EFL teaching in Thailand. While English remains the primary language of instruction, teachers effectively use Thai to ensure comprehension, foster engagement, and build relationships with students. The strategic use of L1 in situations like explaining complex concepts, giving directions, and providing feedback ensures that all students can access the lesson content, regardless of their English proficiency level. This balanced approach to language use supports students' language development and creates a more inclusive and effective learning environment, one that values both L1 and L2 as complementary tools in the language learning process. These findings align with research highlighting the benefits of translanguaging in fostering student interaction, facilitating language development, and improving classroom engagement (Khonjan, 2022; Khonjan & Ambele, 2023; García & Lin, 2016).

4.3 Qualitative results

This section addresses the second research question, which explores the perceptions of translanguaging and its incorporation in English Language Teaching among Thai EFL teachers. Out of the 74 teachers who completed the questionnaire survey, the results and discussions in this section present teachers' perceptions of translanguaging in English language teaching based on four key themes derived from the data analysis: (1) perceptions of translanguaging; (2) situational appropriateness of translanguaging; (3) usefulness of translanguaging; and (4) drawbacks of translanguaging.

4.3.1 Perceptions of translanguaging

4.3.1.1 Maximizing L1

Several studies have examined perceptions on translanguaging in English classrooms within both multilingual and monolingual settings. According to Khonjan and Ambele (2022), investigated teachers' perceptions and views on language practices in Thai EFL classrooms that prominently enforced an English-only policy revealed significant challenges. The findings revealed that many teachers felt their students had

only a basic English vocabulary, limited to a few key words and phrases. This understanding led to the conclusion that incorporating students' first language (L1), Thai, could be helpful in supporting their learning. Similarly, Garcia and Kleyn (2016) emphasized that translanguaging practice allow learners to draw on their full linguistic repertoire, which can lead to improved comprehension and participation. The findings of Chukwuemeka and Ambele (2023) also showed that teachers recognized their students' proficiency levels in both languages and understood the impact of the classroom language policy.

Excerpts 1-6, presents participants' perceptions of translanguaging. These excerpts reflect teachers' perspectives on using students' L1 (Thai) in English language teaching, especially for creating a supportive atmosphere for students with low proficiency in English.

Positive perceptions of translanguaging	
Excerpt 1	Using students' native language in the classroom can enhance learning by clarifying complex concepts, reducing anxiety, and supporting cognitive development. It helps students understand material better and feel more comfortable. However, it's important to balance this with ample practice in English to build language skills" (Participant 6).
Excerpt 2	It would be great if we could teach in English for the whole class, however, there are limitations especially when it comes to students who have lower English skills, they will feel left behind, lose interest, and have no interaction in the class easily. Thus, I think it would still be important to apply both Thai and English in class" (Participant 14).
Excerpt 3	Do not restrict the use of the mother tongue alongside English learning; instead, integrate both languages to make students feel that it is easy to understand and enjoyable to learn, as if it is a part of their own language" (Participant 41).
Excerpt 4	Using both languages in the classroom allows for clearer explanations" (Participant 43).

Excerpt 5	In teaching English in a regular classroom, the teacher should focus on using English as much as possible. However, many students still find English difficult to learn or understand. The teacher must help students open their minds to learning the language first. Sometimes, using the mother tongue can help make learning activities easier. Once the students are open to learning, the teacher can then gradually develop other skills” (Participant 66).
Excerpt 6	Using both the mother tongue and English together will make students more interested in learning. If any student doesn't understand English at all, they may become bored. However, if the teacher integrates English while using the mother tongue, students will be more receptive and interested in learning English” (Participant 69).

The excerpts collectively emphasize the nuanced benefits of incorporating both Thai (L1) and English (L2) in classroom, showcasing the value of a balanced approach. These insights echo broader research on the role of translanguaging in language education. Tai and Li (2021) argue that translanguaging fosters a more inclusive learning environment by bridging gaps between learners with varying levels of proficiency. By allowing students to draw on their full linguistic repertoire, translanguaging not only aid comprehension but also enhances engagement and motivation. (García, 2015; Greggio & Gil, 2007; McMillan & Rivers, 2011; Qian et al, 2009: García & Johnson, 2017)

Excerpts 1-6 (e.g., Participants 6, 14, 41, 43, 66, and 69) advocate for a balanced approach to using L1 in the classroom. They highlight that integrating Thai helps clarify complex concepts, reduce student anxiety, and foster a more engaging and inclusive learning environment. Research supports these claims, as García and Wei (2014) suggest that translanguaging allows students to leverage their entire linguistic repertoire, improving their ability to grasp abstract concepts. Additionally, Cummins (2009) argues that using L1 strategically can provide cognitive benefits by supporting students' higher-order thinking and content learning. The excerpts collectively advocate for a balanced use of Thai and English in the classroom to support effective learning. Excerpt 1 (Participant 6) emphasizes that using students' first language can improve comprehension and comfort for students, while also highlighting the

importance of English practice. García and Li (2014) have similarly emphasized that translanguaging offers cognitive scaffolding, enabling learners to access prior knowledge and connect new concepts to familiar linguistic frameworks. This process is particularly effective for abstract or complex topics, which might otherwise overwhelm learners when taught exclusively in English. Excerpt 4 (Participant 43) similarly opposes limiting the first language, arguing that combining both languages makes learning more accessible and enjoyable. Together, these perspectives align with Tai and Li's (2021) findings on translanguaging, which facilitates the flexible use of multiple languages and resources to enhance meaning-making in the learning process. Translanguaging not only supports language development but also fosters a collaborative environment where teachers and students actively participate in constructing knowledge, thereby promoting balanced language growth (Nooyod & Ambele, 2024).

4.3.1.2 Using English only

Despite the limitations of an English-only approach, teachers expressed a commitment to supporting both content and language learning, noting that a translanguaging approach (using both L1 and L2) was effective and practical in their classrooms (Excerpt 7-10). Furthermore, Creese and Blackledge (2010) argue that translanguaging fosters dynamic bilingual practices that align with the needs of diverse classroom context. Moreover, the results reflect a recent trend in Thai classrooms, where both Thai and English are increasingly present and used (Boonsuk & Ambele, 2024). This bilingual environment strengthens the role of both languages as tools for communication, aiding students in acquiring knowledge and constructing meaning (Swain & Deters, 2007; Li, 2011; Otheguy et al., 2019). However, the data from some teachers reflect an opposing view that prioritize maximizing English only as seen in Excerpt 7-10.

Negative perceptions of translanguaging	
Excerpt 7	In English classroom, students should use more English instead of their own native language as much as they can to be familiar with it. Then they would be confident to express their English skills as well” (Participant 49).

Excerpt 8	When learning English, English should be used as much as possible. However, if it doesn't work, the mother tongue can be used. The key is for students to understand, and the language choice should depend on the context” (Participant 60).
Excerpt 9	Using the mother tongue in the classroom is not wrong, but it depends on how much the teacher uses English or the native language with the students. It all depends on the teaching techniques and approach of each teacher, and the goals they have for the students. Personally, I believe that if the teacher continues to use the mother tongue as the main language of instruction, it will be difficult for students to use English in the classroom” (Participant 65).
Excerpt 10	Supporting Comprehension and Learning Incorporating students’ native language, especially in the early stages of learning, can significantly support comprehension. It allows students to grasp complex ideas, engage with abstract concepts, and feel more confident as they tackle challenging material. This is particularly important in subjects like math, science, and social studies, where understanding key terms and concepts is crucial to success. When students are able to understand lessons in their native language, they can later transfer that understanding to English” (Participant 70).

While many participants highlight the benefits of L1 use, others, from excerpt 7-9 and excerpt 5 (e.g., Participants 49, 60, 65, and 66) stress the importance of maximizing English exposure to develop fluency. Excerpt 7 (Participant 49) suggests that students should use English as much as possible to build confidence in their language skills, a perspective echoed by McMillan and Rivers (2011), who argue that an English-rich environment enhances language acquisition. Similarly, Excerpt 9 (Participant 65) warns against excessive reliance on L1, as it may hinder students’ ability to use English in real-life communication. This concern aligns with Turnbull (2001), who asserts that while L1 can be beneficial, overuse may reduce students’ opportunities to engage meaningfully with the target language.

Excerpt 10 (Participant 70) suggests that an English-only approach may alienate students with lower proficiency, advocating instead for a bilingual strategy to engage all students. This concern is supported by Cheese and Blackledge (2010), who advocate for bilingual strategy that allows students to participate more actively,

regardless of their English proficiency level. A bilingual approach can democratize the classroom, fostering inclusivity and ensuring that all learners feel valued and supported.

The excerpts and supporting research underline the importance of balanced, strategic approach to translanguaging in the classroom. By leveraging both L1 and L2 effectively, teachers can create a dynamic learning environment that supports comprehension, engagement, and long-term language development. This balanced approach not only addresses the diverse needs of students but also aligns with the principles of communicative and inclusive language teaching.

4.3.2 Situational appropriateness of translanguaging usage

In classrooms, situational appropriateness use of translanguaging can support English language learning by allowing teachers to strategically incorporate Thai alongside English, enhancing comprehension and engagement. Teachers choose translanguaging as a strategy to assess students' comprehension (Hornberger & Link, 2016; Greggio & Gil, 2007; McMillan & Rivers, 2011; Qian et al., 2009). Following the introduction of new content in the target language. Teachers apply translanguaging by incorporating the student's first language to verify their understanding of the material. When discussing and explaining grammar, teachers often use a lot of special language, like terms for parts of speech and punctuation. Using the target language to explain these terms can confuse some students, so using their first language can help them understand better. García and Johnson (2017), who strongly support using students' L1 in the classroom, argue that translanguaging is a natural way for students to link their first language (L1) with the language they are learning (L2). When it comes to vocabulary and grammar, it's helpful for students to use their language skills. The vocabulary and grammatical structures from their L1 can serve as a strong foundation for learning these aspects in the target language.

The data in Excerpts 11-20, present the perceptions of the situational appropriateness of translanguaging. These excerpts reflect teachers' perspectives on using students' mother tongue (Thai) in English language instruction, especially for students who have low proficiency in English. Each excerpt provides a unique viewpoint on the role

of the mother tongue in enhancing comprehension and learning effectiveness as follows;

Positive perceptions of translanguaging	
Excerpt 11	Personally, I believe that for students with limited English proficiency, using their mother tongue, especially when explaining instructions and concepts like grammar, allows them to gain a deeper, more meaningful understanding. It adds more dimension than using only English' (Participant 1).
Excerpt 12	Using both the native language and English is helpful when students are new to English and need support with complex concepts. I can explain key ideas in the native language first and then transition to English, building a strong foundation and ensuring students keep up with the subject" (Participant 6).
Excerpt 13	When explaining the meanings of words or sentences, both Thai and English should be used together" (Participant 2).
Excerpt 14	Students can use both native and target language effectively when they have to complete a target language task. They may talk to each other in their native language sometimes, but the task will engage them to use the target language" (Participant 51).
Excerpt 15	When I have to explain the content, I'll use English to explain first and encourage the students to answer the questions in English, but if they don't understand, I'll use Thai language to explain more" (Participant 64).
Excerpt 16	Speaking English and finishing the sentence, then using Thai to affirm and reassure students of what they've heard" (Participant 14).
Excerpt 17	Using simple English language, such as asking for permission, responding, or using small communication phrases, alongside teaching" (Participant 17).
Excerpt 18	Using simple English language, such as asking for permission, responding, or using small communication phrases, alongside teaching" (Participant 17).
Excerpt 19	Use native language when something is really important that students must not misunderstand. If teachers just only want to praise or give some feedback, native language is not necessary" (Participant 25).
Excerpt 20	When students are asking for permission to do something, they can use both English and their own native language as well lesson" (Participant 49).

The excerpts illustrate various teaching strategies, such as using the mother tongue primarily to clarify grammatical concepts and to explain vocabulary meanings. This approach aligns with research on teachers' translanguaging practices, where translanguaging is employed to clarify complex concepts, vocabulary, and grammatical structures (Hornberger & Link, 2016; Greggio & Gil, 2007; McMillan & Rivers, 2011; Tian & Macaro, 2012). Instructors switching to the students' first language for new vocabulary can provide clearer definitions, enhancing students' comprehension of terms and facilitating their understanding of the material (Hornberger & Link, 2016).

A recurring theme in the excerpts is the role of the mother tongue in clarifying complex concepts. Excerpt 11 (Participant 1) emphasizes that using Thai when explaining grammar and instructions enables students to develop a "deeper, more meaningful understanding," reinforcing findings from García and Wei (2014), who argue that translanguaging can enhance conceptual learning by bridging linguistic gaps. Similarly, Excerpt 12 (Participant 6) supports the use of both languages for foundational understanding, a strategy endorsed by Cummins (2007), who suggests that bilingual instruction aids in cognitive and linguistic transfer.

Excerpt 12 (Participant 6) further supports the benefits of translanguaging by showing that, even in English-focused instruction, selective use of Thai helps ensure clarity when needed. This occasional use of L1, especially for task instructions, has been shown to keep students more focused and engaged, as they are more likely to understand directions accurately (Ahmad, 2009; Greggio & Gil, 2007; Creese & Blackledge, 2015; Chukwuemeka, 2023).

Excerpt 13-15 (Participants 2, 14, and 20) advocate for a multilingual approach in explaining meanings, affirming understanding, and reinforcing content when necessary. These practices align with Cook's (2001) view that judicious use of the L1 in L2 instruction can be beneficial without impeding English acquisition. Excerpt 16 (Participant 17) further refines this approach by suggesting that the students' L1 should be reserved for critical moments when misunderstandings could hinder learning, a perspective that aligns with Turnbull and Dailey-O'Cain's (2009) argument for a principled use of the L1 in language teaching.

Additionally, excerpts 15, 16, 18, and 19 (Participants 20, 17, 49 and 51) focus on using both languages for functional communication, particularly in greetings, social interactions, and task-based learning. This perspective aligns with Ellis (2008), who notes that controlled L1 use can support communicative competence without reducing exposure to the target language. Participant 19 further highlights how translanguaging occurs naturally in student collaboration, reflecting García's (2009) assertion that students fluidly navigate between languages to support each other's learning.

In summary, the excerpts support the argument that translanguaging, when used strategically, enhances comprehension, engagement, and learning outcomes. The teachers' perspectives reflect contemporary research advocating for a flexible, student-centered approach to language use in multilingual classrooms (García & Lin, 2017).

4.3.3 Usefulness of Translanguaging

As a pedagogical principle, translanguaging encourages the flexible use of all languages, along with other resources for constructing meaning in learning. Its primary goal is to utilize instructional languages to support learners in developing their additional languages, thereby fostering balanced growth across the languages within their repertoire (Tai & Li, 2021; Tai, 2020). According to Lubliner and Grisham (2017, as cited in Yuvayapan, 2019), translanguaging is an effective instructional method that purposefully integrates multiple languages to enhance teaching. It intentionally incorporates students' linguistic and cultural backgrounds in a realistic way, allowing students to transition smoothly between their native and additional languages. In other words, translanguaging helps students build an identity as language learners who draw on both their native language and cultural heritage as well as the target language and culture. It is important to note that translanguaging includes languages beyond just English, allowing for more flexibility and interchangeability between languages (Tai & Li, 2021; Ambele & Watson Todd, 2021). Pacheco (2016) argues that implementing translanguaging requires an understanding of students' English proficiency.

Additionally, Pacheco highlighted that translanguaging approaches give students the chance to demonstrate abilities that might otherwise go unrecognized in a monolingual classroom setting. These benefits serve as motivations to incorporate translanguaging in their classrooms, as it allows them to effectively gauge students' understanding (García, 2015; Greggio & Gil, 2007; McMillan & Rivers, 2011; Qian et al., 2009; García & Johnson, 2017). After introducing new material in the target language, teachers use translanguaging techniques by drawing on resources from the student's native language (L1) to confirm comprehension of the material and discussion. This approach helps students avoid misunderstandings after new content is presented in the target language, ensuring they have a solid grasp of the subject before moving on to the next section. Similarly, when teachers introduce new vocabulary, using students' first language can enhance understanding. This helps students grasp meanings and better understand the material they are studying (García, 2015). From the participants' responses in the open-ended questionnaire, the results align with the previous research findings as follows (see Excerpts 21-30).

Positive perceptions of translanguaging	
Excerpt 21	In teaching English, for certain topics that are new and complex for students, Thai can be beneficial for explanations to help them build understanding. Once students grasp the content, English is gradually incorporated into the lesson to enhance their vocabulary acquisition and language absorption (Participant 2).
Excerpt 22	Teaching English grammar is hard if we use only English. So, to help students understand, we should explain the grammar rules in Thai first. After that, we can use both Thai and English together. This helps students learn English step by step. Students should also try making their own sentences in English to practice. (Participant 3).
Excerpt 23	When you need to explain something that requires more detail and understanding, sometimes you have to use Thai to help them understand better” (Participant 4).
Excerpt 24	It helps explain difficult ideas, remember new words, and encourage students to join in. It also helps with understanding instructions and connects better with students’ backgrounds” (Participant 6).

Excerpt 25	Designing learning activities where students can analyze information, solve problems, and present their findings together by gathering data in both their native language and English enhances the diversity of information received, making the learning process more effective” (Participant 10).
Excerpt 26	Students have faced the problem of L2’s unfamiliarity. So, the use of mother tongue is sometimes beneficial for the learning progress” (Participant 13).
Excerpt 27	Applying Thai and English in the classroom with kids with different English abilities and background knowledge would be more beneficial so that the students with low proficiency could understand what the teachers are saying and catch up with it” (Participant 14).
Excerpt 28	Using English and Thai in teaching and learning would help students gain confidence in using the language and better adapt to a linguistically and culturally diverse environment” (Participant 15).
Excerpt 29	The advantage is that if the teacher communicates in English, students will be exposed to a non-native language, allowing them to absorb its structure and develop greater skills. Additionally, using their native language for clarification helps ensure better understanding” (Participant 20).
Excerpt 30	Most of my students' mother tongue is Malay, and many words are borrowed from English. This greatly helps them in memorizing vocabulary. For example, "bicycle" in Malay is "basikal," and "slippers" in Malay is "selipar." (Participant 41).

Excerpts 21-24 (Participants 2-4 and 6) highlight how teachers view Thai as beneficial for introducing complex topics and explaining difficult concepts. Participants 2 and 3 suggest that Thai should be used initially to aid understanding, after which English is gradually introduced to promote vocabulary acquisition. This aligns with Cummins’ (2007) Interdependence Hypothesis, which states that literacy skills in L1 support L2 development. Similarly, Cook (2001) argues that limited and purposeful use of L1 in L2 classrooms can reduce cognitive overload, enabling students to better process new linguistic input.

Excerpts 25 and 28 (Participant 10 and 15) discuss translanguaging in terms of fostering participation, collaborative learning, and confidence. Excerpt 25 (Participant 10) highlights how bilingual learning activities improve problem-solving

and content retention, reflecting García and Lin's (2017) argument that translanguaging can serve as a cognitive tool for meaning-making. Excerpt 28 (Participant 15) further supports this by stating that bilingual instruction helps students adapt to linguistically diverse settings, reinforcing Macaro's (2014) claim that judicious use of L1 lowers anxiety and fosters communicative confidence.

Excerpts 29 and 30 (Participant 20 and 41) emphasize a balance between English exposure and L1 support. Participant 20 notes that using English for instruction immerses students in the target language, but L1 can be used for clarification, ensuring understanding. This is consistent with Turnbull and Dailey-O'Cain's (2009) advocacy for a principled approach to L1 use, where the target language remains the primary medium of instruction while L1 is leveraged strategically.

Excerpt 30 (Participant 41) presents a unique perspective, noting that Malay, as the students' mother tongue, shares borrowed vocabulary with English. This suggests that cognate recognition can facilitate vocabulary acquisition, as argued by Odlin (1989), who states that lexical similarities between L1 and L2 can ease learning.

From Excerpts 21-30 English is introduced to supplement the material, ensuring that students grasp the overall scope of the lesson. This approach also allows students to gradually learn and absorb more English vocabulary. Moreover, applying both Thai and English in the classroom is beneficial for students with different levels of English proficiency and background knowledge. It especially helps low-proficiency students better understand. Besides, incorporating Thai and English for teaching builds students' confidence in the language and improves their abilities in environments rich in linguistic and cultural diversity. This aligns with Khonjan and Ambele (2022). incorporating both L1 and L2 in the classroom fosters a supportive environment for students with limited L2 skills, lowers their anxiety about speaking in the target language, and aids in building new knowledge.

4.3.4 Drawbacks of translanguaging

McMillan and Rivers (2011) argue that prioritizing the use of the target language (L2) during classroom instruction maximizes learners' exposure to English, which is critical in contexts where students have limited opportunities to use or hear English

outside of class. They believe that using L1 can detract from valuable time that could otherwise be spent engaging in English-only activities, such as discussions, vocabulary practice, and listening exercises. This perspective is grounded in the notion that immersion in the target language is key to developing fluency and confidence

However, while this viewpoint highlights the importance of maximizing L2 usage, it overlooks the potential benefits of integrating L1 strategically into instruction. Recent studies emphasize that translanguaging allows students to use their full linguistic repertoire to make sense of new concepts, bridge gaps in understanding, and engage more deeply with the material (Cenoz & Gorter, 2020). For instance, explanations of complex grammar rules, abstract concepts, or cultural nuances can sometimes be more effectively communicated in L1, saving time and avoiding confusion (Li, 2018).

The integration of translanguaging in English as a Foreign Language classroom has garnered increasing attention as teachers explore ways to enhance student learning. Translanguaging, the practice of strategically using both target language (L2) and native language (L1) in teaching, offers a flexible approach to bridging linguistic gaps and facilitating comprehension. However, as with any pedagogical strategy translanguaging comes with its share of challenges, particularly when it is overused or implemented without clear objectives.

Although there are compelling reasons to support the use of the native language (L1) in the classroom, there are also opposing perspectives that need to be addressed. McMillan and Rivers (2011) offer a thorough analysis of the key reasons why some teachers refrain from using L1 in English instruction. Their argument primarily focuses on the belief that time spent speaking L1 could be better allocated to practicing and using the target language instead. While maximizing class time for English practice is undoubtedly important, it's also crucial to acknowledge the positive aspects of translanguaging in the learning process.

The participants in Excerpts 31-40, the perceptions toward translanguaging, or the use of both English and the students' first language, suggest that English should be used

more than Thai, maintaining a balance and avoiding an excessive reliance on the students' first language (see Excerpts 31-40).

Negative perceptions of translanguaging	
Excerpt 31	Learning in an English subject, if conducted solely in Thai, will not allow students to develop listening and speaking skills in English. This makes it difficult for them to become familiar with and effectively learn the language. On the other hand, if the teaching is conducted entirely in English, students may still struggle because they might not understand what is being said. Additionally, with only 2 hours of lessons per week, the learning process may not be continuous. Therefore, it is necessary to use both Thai and English to explain concepts during teaching to facilitate better learning (Participant 2).
Excerpt 32	Using native language in an English class when it is needed is acceptable, but teachers have to make sure that they are not using too much native language. When teachers use too much native language in unnecessary situations, students will not try to listen or understand what the teachers are talking. Students would wait for the translation from teachers only. With that, learning language will not be successful (Participant 25).
Excerpt 33	It can confuse students, reduce their English practice, and make them depend too much on their native language. This can lead to a lack of clear understanding and uneven learning results (Participant 6).
Excerpt 34	Thai language does not have voiced sounds unlike the English. Due to this, students may get confused and pronounce the words incorrectly (Participant 13).
Excerpt 35	If we use Thai (the mother tongue) too much, it will prevent students from learning and they will only wait for the translation (Participant 38).
Excerpt 36	If we use the native language more than English in class, The students do not have a chance to practice their listening and speaking skills (Participant 65).
Excerpt 37	Using Thai may make students not practice speaking English, making them unable to communicate fluently (Participant 15).
Excerpt 38	In some situations where both the mother tongue and English are used together, there may be confusion in translation from English to the mother tongue, such as with specialized vocabulary in fields like medicine or programming, leading to a lack of understanding for the learners (Participant 10).

Excerpt 39	Some groups of students still write Thai pronunciation next to English vocabulary to help with pronunciation. The negative effect of this is that students cannot remember the vocabulary because when they read, they are reading Thai rather than learning the English words (Participant 19).
Excerpt 40	The sentence structure of English is different from the students' mother tongue (both Thai and Malay), which causes confusion when they try to arrange words in sentences (Participant 41).

Several participants emphasize the importance of maintaining a balance between English and Thai to ensure effective language acquisition. Excerpt 31 (Participant 2) highlights that an English-only approach may cause comprehension difficulties, while excessive Thai use may prevent students from developing listening and speaking skills. This view aligns with Cummin (2007) suggests that exposure to the target language is necessary for linguistic and cognitive benefits. Similarly, Excerpt 32 (Participant 25) warns that overusing Thai leads to passive learning, where students rely on translations rather than actively engaging in English.

Many excerpts express concerns about the negative impact of excessive L1 use on students' English development. Excerpt 33 - 37 (Participants 6, 13, 38,65 and 15) argue that frequent use of Thai may reduce English practice, leading to dependency on translations and limited improvement in communication skills. These concerns echo Macaro's (2001) stance, which cautions against L1 overuse in foreign language classrooms as it may hinder L2 exposure and acquisition.

Excerpt 38 (Participant 10) highlights that translanguaging may not always be effective in specialized fields like medicine or programming, where direct translations do not always exist or may create misunderstandings. This supports Schweers' (1999) findings, which suggest that while L1 can be a useful tool for general comprehension, it may not always be effective in technical or domain-specific language learning.

Excerpt 39 (Participant 19) highlights a common learning strategy among Thai students, where they write Thai phonetic approximations next to English words to aid pronunciation. While this may provide short-term support, it can negatively impact long-term vocabulary retention and spelling accuracy. This aligns with Swan and

Smith (2001), who caution that relying on L1 phonetics can lead to mispronunciation and orthographic errors in L2 learning. This practice may also slow down students' ability to recognize words as English lexical items, reinforcing Cook's (2008) theory that learners need to internalize L2 word forms separately from their L1 phonological system.

Excerpt 41 (Participant 41) highlights how word order and syntactic differences between English, Thai, and Malay can create confusion when students construct sentences. Thai, for example, follows a Subject-Verb-Object (SVO) structure similar to English but lacks tense marking and differs in modifier placement (Cook, 2016). Malay also follows SVO but differs in the use of affixes and aspect markers (Sneddon, 2003). These differences can lead to negative transfer (Odlin, 1989), where students apply L1 syntactic rules to L2, resulting in errors in word order and sentence construction. Lado's (1957) Contrastive Analysis Hypothesis supports this idea, suggesting that learners struggle with L2 structures that differ significantly from their L1. Additionally, Ellis (2008) notes that structural differences between languages can lead to interlanguage errors, particularly in the early stages of language learning.

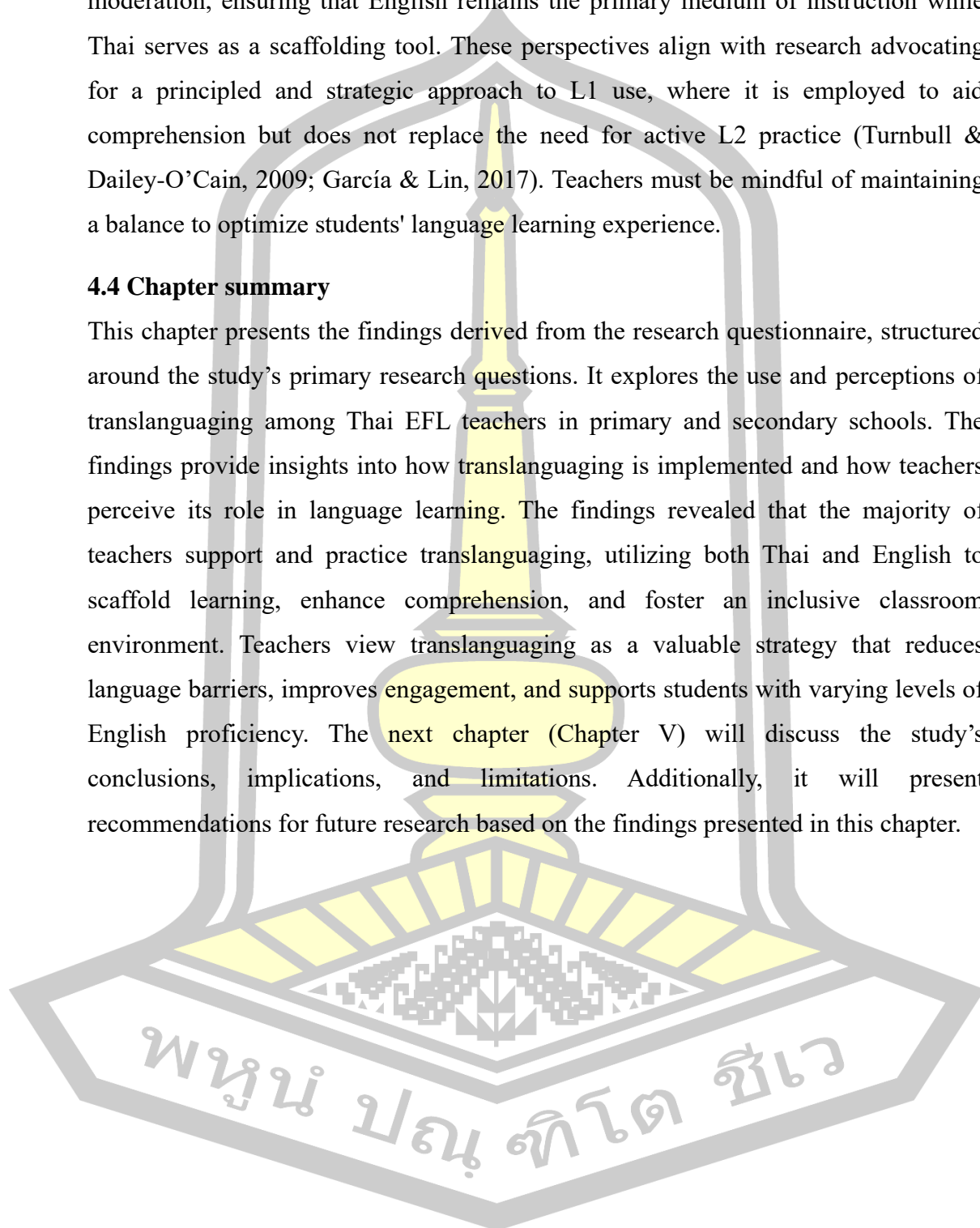
From excerpts 31-40, the students have fewer opportunities to practice English skill such as, listening and speaking skills than to use their L1, especially in English-only situations. This aligns with McMillan and Rivers's (2011) study translinguaging might create dependency on L1, which could make students rely on their L1 as a crutch rather than actively engaging with English. When students become accustomed to having explanations or instructions in their L1, they may struggle with English-only situations in exams, workplaces, or real-life scenarios, potentially delaying language acquisition.

One of the most cited disadvantages of translinguaging is its potential to create dependency on L1. When students consistently rely on L1 explanations or translations, they may struggle to process information independently in English. This issue becomes particularly evident during English-only scenarios, such as standardized tests, job interviews, or interactions in international settings. Nation (2003) cautions that such dependency may delay the development of listening and speaking skills, which are crucial for real-world communication.

The excerpts collectively reinforce the idea that translanguaging should be used in moderation, ensuring that English remains the primary medium of instruction while Thai serves as a scaffolding tool. These perspectives align with research advocating for a principled and strategic approach to L1 use, where it is employed to aid comprehension but does not replace the need for active L2 practice (Turnbull & Dailey-O’Cain, 2009; García & Lin, 2017). Teachers must be mindful of maintaining a balance to optimize students' language learning experience.

4.4 Chapter summary

This chapter presents the findings derived from the research questionnaire, structured around the study’s primary research questions. It explores the use and perceptions of translanguaging among Thai EFL teachers in primary and secondary schools. The findings provide insights into how translanguaging is implemented and how teachers perceive its role in language learning. The findings revealed that the majority of teachers support and practice translanguaging, utilizing both Thai and English to scaffold learning, enhance comprehension, and foster an inclusive classroom environment. Teachers view translanguaging as a valuable strategy that reduces language barriers, improves engagement, and supports students with varying levels of English proficiency. The next chapter (Chapter V) will discuss the study’s conclusions, implications, and limitations. Additionally, it will present recommendations for future research based on the findings presented in this chapter.



CHAPTER V

CONCLUSION

The previous chapter (Chapter IV) presented the findings of this study, which were obtained through the quantitative and qualitative data analysis. These results were analyzed in relation to the study's objectives and within the framework of translanguaging, as outlined by Cenoz and Gorter (2021), García (2009), and Lopez et al. (2017). This chapter (Chapter V) begins with a summary of the study's key conclusions (See 5.1), followed by a discussion on the implications for English language teaching and learning, along with potential directions for future research (See 5.2), the examination of the study's limitations (See. 5.3) and conclusion of the study (See 5.4)

5.1 Summary of key findings

The use of students' first language (L1) in EFL settings remains a debated issue, with varying opinions on its benefits and limitations. In Thailand, classroom practices differ due to national policies, market demands, and curriculum decentralization under the National Education Act of 1999. As a result, Thai is frequently used alongside English (L2) for instruction. While translanguaging can enhance comprehension and provide scaffolding, excessive reliance on L1 may hinder L2 acquisition. Despite its growing global recognition, translanguaging remains underexplored in Thailand. This research seeks to explore current perceptions and practices related to translanguaging, which involves incorporating students' native language within the English language classroom. It examines how Thai EFL teachers at the primary and secondary levels in Thailand use translanguaging in their classrooms and their perspectives on its role in language instruction. The research purposes were addressed through the following research questions. First, the study explored when it is appropriate for English language teachers to use translanguaging in their instruction. Additionally, it examined the perceptions of Thai and teachers at the primary and secondary levels in Thailand regarding the use of translanguaging in the English language classroom. This study involved 107 Thai teachers from regular classroom from subdistrict and district public primary and secondary schools in Thailand. They taught various subjects and had at least a Bachelor's degree and two years of teaching experience. A

survey collected both quantitative (multiple-choice and Likert-scale questions) and qualitative (open-ended responses) data. The qualitative responses helped explain the numerical findings, offering deeper insights into teachers' perceptions of translanguaging.

5.1.1 Situational appropriateness of Translanguaging usage

The findings reveal various contexts in which Thai EFL teachers strategically use translanguaging to enhance English learning. The most frequent use of L1 (45.9%) is to support low-proficiency students, a practice consistent with Cummins (2017), who argued that scaffolding in L1 helps bridge prior knowledge with new English concepts. Additionally, 40.5% of teachers use translanguaging to quickly clarify concepts and explain complex ideas, reinforcing García and Li's (2014) assertion that L1 helps in overcoming linguistic barriers in classrooms. Similarly, 35.1% of teachers incorporate L1 in providing feedback, a strategy supported by García et al. (2019), who emphasized that feedback in a familiar language allows for better comprehension and effective guidance. Translanguaging also plays a role in fostering classroom relationships, with 29.7% of teachers using L1 to build bonds and praise students, aligning with the study by Khonjan and Ambele (2022), which highlight the socio-emotional benefits of L1 use in inclusive classrooms. Cook (2015) similarly notes that translanguaging strengthens teacher-student connections. Furthermore, 28.4% of teachers use translanguaging for classroom management, confirming Li and Lin's (2016) findings on the importance of L1 in delivering clear instructions and reducing misunderstandings. The research aligns with García and Johnson (2017), who advocate for translanguaging as an instructional strategy that enhances student comprehension and engagement. These findings reinforce a broader academic consensus that translanguaging serves as an essential pedagogical tool, enhancing comprehension, emotional engagement, and classroom efficiency. The study supports contemporary theories that advocate for an inclusive, multilingual approach in EFL education (Ambele, 2023; García & Li, 2014).

In summary, the findings highlight the crucial role of Thai in enhancing EFL instruction in Thailand. Although English is the primary medium of teaching, educators strategically incorporate Thai to improve comprehension, encourage student engagement, and strengthen teacher-student relationships. Using L1 purposefully—

such as for clarifying complex ideas, giving instructions, and offering feedback—ensures that all students, regardless of their English proficiency, can fully grasp the lesson content. This balanced use of both L1 and L2 fosters language development and promotes a more inclusive and effective learning environment, recognizing the complementary role of both languages in the language acquisition process.

5.1.2 Teachers' perceptions of their classroom language practice

The open-ended responses from teachers provide deeper insight into their perceptions of translanguaging in Thai EFL classrooms. 55 teachers (74.32%) view the strategic use of students' first language (L1) as an essential tool for enhancing comprehension, facilitating engagement, and fostering a supportive learning environment. They emphasize that while English should be the primary medium of instruction, using Thai selectively—especially for explaining complex concepts, giving instructions, and supporting low-proficiency students—ensures more effective learning.

45 teachers (60.81%) emphasized that translanguaging helps bridge the gap between students' prior knowledge and new English concepts. One participant noted that using Thai for complex explanations ensures that students fully grasp the material before transitioning back to English (Participant 2). Another respondent mentioned that a balanced use of Thai and English prevents students from feeling lost, which is crucial for sustaining engagement in the classroom (Participant 14). This supports the argument by García and Kleyn (2016), who highlight that translanguaging enables students to leverage their full linguistic repertoire to enhance comprehension.

Teachers also recognize the socio-emotional benefits of translanguaging, stating that incorporating Thai into lessons fosters stronger teacher-student relationships and boosts students' confidence in using English. According to one respondent, “Using Thai makes students feel more comfortable and motivated to participate, which helps reduce their anxiety about speaking English” (Participant 41). Research by Cook (2015) also emphasizes that translanguaging contributes to a more inclusive and supportive learning environment.

Despite these benefits, 15 teachers (20.27%) expressed concerns about excessive reliance on L1, fearing that it could limit students' exposure to English and slow their fluency development. One teacher remarked, “If we use Thai too much, students might depend on it and struggle with English communication” (Participant 25). This

perspective aligns with McMillan and Rivers (2011), who argue that prioritizing English maximizes learners' exposure and opportunities for practice.

Overall, the findings suggest that teachers' perceptions of using translanguaging in the classroom reveal a mix of neutral, positive, and negative views. Thai EFL teachers recognize the need for a balance between using students' first language (L1) and English (L2) in the classroom. They do not strictly limit language use but instead adopt a flexible and balanced approach to translanguaging. Some teachers perceive this approach as a helpful and flexible tool, supporting students' learning by using both L1 and L2 when necessary. This positive perception highlights the value of translanguaging for scaffolding learning, managing classroom interactions, and building student confidence. However, other teachers may have more neutral or even negative views, concerned about the potential for over-reliance on L1 or the impact on maintaining English as the primary medium of instruction. These mixed perceptions underscore the importance of professional development programs that help teachers adopt a balanced approach to translanguaging. Such programs should equip teachers with effective strategies for using both L1 and L2 in a way that enhances learning outcomes while also supporting students' English language development, without undermining their proficiency in English.

5.2 Implications of this study

The findings of this study offer valuable insights into the role of translanguaging in Thai EFL classrooms, shedding light on its practical, pedagogical, and policy-related implications. At its core, this research underscores the idea that when used strategically, students' first language (L1) can be a powerful tool in enhancing comprehension, fostering engagement, and creating a more supportive learning environment.

One of the most significant implications of this study is its impact on teaching practices. Many Thai EFL teachers already recognize the benefits of translanguaging, particularly in scaffolding learning and making English more accessible to students with lower proficiency. This suggests that rather than enforcing a strict English-only policy, educators should be encouraged to adopt a flexible, student-centered approach that leverages Thai as a bridge to understanding complex English concepts. However, the key lies in moderation—teachers must strike a balance between supporting

students through L1 use and ensuring ample exposure to English for language development.

Beyond the classroom, these findings also have broader implications for language policy. While many institutions emphasize English immersion, this study challenges the notion that exclusive English use is always the most effective method. Instead, policymakers should consider a more nuanced approach that allows for the strategic use of L1 while still prioritizing English as the primary medium of instruction. This would give teachers the freedom to integrate translanguaging in ways that enhance learning rather than hinder it. Schools and educational authorities might benefit from revisiting rigid English-only policies and replacing them with guidelines that encourage effective bilingual support.

Moreover, the study highlights the need for professional development and teacher training. Many teachers support translanguaging but may not always have the tools or training to implement it effectively. If teachers are to use students' L1 strategically—rather than relying on it excessively—then targeted workshops and training programs should be introduced to help them develop best practices. These sessions could focus on when and how to incorporate Thai in a way that maximizes student comprehension without diminishing their English exposure. Additionally, such training could help address concerns from teachers who fear that too much L1 use might create dependency rather than independence in English learning.

Lastly, this study opens the door for future research and educational innovation. While teachers' perspectives are valuable, further studies could explore how translanguaging directly impacts student outcomes, confidence, and long-term language development. Research that includes students' voices, classroom observations, and even comparative studies between classrooms that use different levels of translanguaging could provide deeper insights into best practices.

In essence, this study reinforces the idea that translanguaging, when used strategically, is not a barrier but a bridge to English learning. Its implications stretch beyond individual classrooms, influencing teaching methodologies, institutional policies, and teacher training programs. By embracing a balanced and informed approach to translanguaging, educators and policymakers alike can create more inclusive and effective learning environments for EFL students in Thailand.

5.3 Limitations and recommendations for future studies

While this study provides meaningful insights into the role of translanguaging in Thai EFL classrooms, it is not without its limitations. These constraints highlight areas where further exploration is needed to deepen our understanding of how translanguaging truly impacts language learning.

One key limitation lies in the scope and generalizability of the findings. This study focuses on a specific group of EFL teachers, whose experiences and perspectives may not fully capture the diversity of teaching contexts across the country. Schools in urban areas, for instance, may have different attitudes and policies toward translanguaging compared to rural schools, where students might have fewer opportunities for English exposure outside the classroom. As a result, while the findings offer valuable insights, they may not be universally applicable to all Thai EFL settings or other international contexts.

Another important consideration is the reliance on self-reported data. Teachers' responses provide rich qualitative insights into their beliefs and practices, but they also come with the risk of personal bias. Teachers may present their views in a way that aligns with what they believe to be best practice, rather than reflecting their actual day-to-day teaching methods. Since the study does not include classroom observations, it is difficult to determine whether teachers' stated approaches to translanguaging align with their real instructional behaviors.

Moreover, this study focuses primarily on teachers' perspectives, leaving out students' voices. While teachers play a crucial role in shaping language instruction, students are the ones directly affected by translanguaging practices. Their experiences, preferences, and challenges remain unexplored, making it unclear whether translanguaging enhances their confidence and comprehension as much as teachers perceive it does. Understanding students' viewpoints could provide a more balanced perspective on how translanguaging impacts engagement and language acquisition.

Additionally, the study explores perceptions rather than measurable outcomes. While many teachers believe that translanguaging supports student learning, there is no concrete data within this study to determine its direct impact on students' English proficiency or fluency. Future research could incorporate assessments or longitudinal

studies to track students' progress in classrooms where transanguaging is actively practiced.

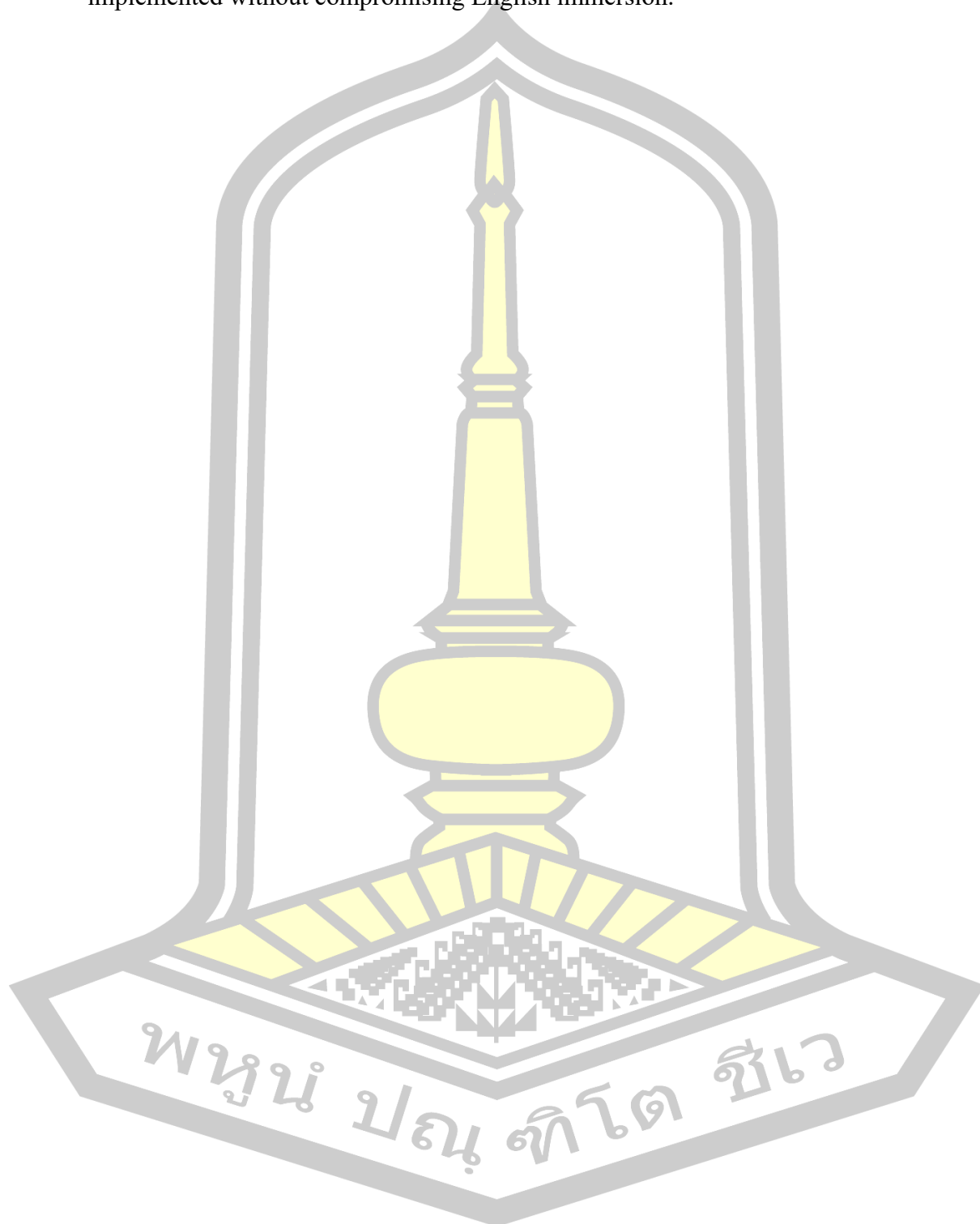
Finally, the study does not account for institutional and policy constraints that may shape teachers' ability to implement transanguaging strategies. Some schools may enforce strict English-only policies, limiting teachers' flexibility in using Thai as a support tool. Standardized tests and high-stakes assessments, which often emphasize English immersion, may also discourage teachers from using transanguaging, even if they recognize its benefits. Exploring how such policies influence teaching practices would add depth to the discussion.

Despite these limitations, this study provides an important starting point for understanding the role of transanguaging in Thai EFL classrooms. It sheds light on teachers' perspectives and highlights the potential benefits and challenges of integrating students' first language into English instruction. Additionally, further research that includes student voices, classroom observations, and empirical data on learning outcomes will be essential to gaining a more complete picture of transanguaging's role in language education.

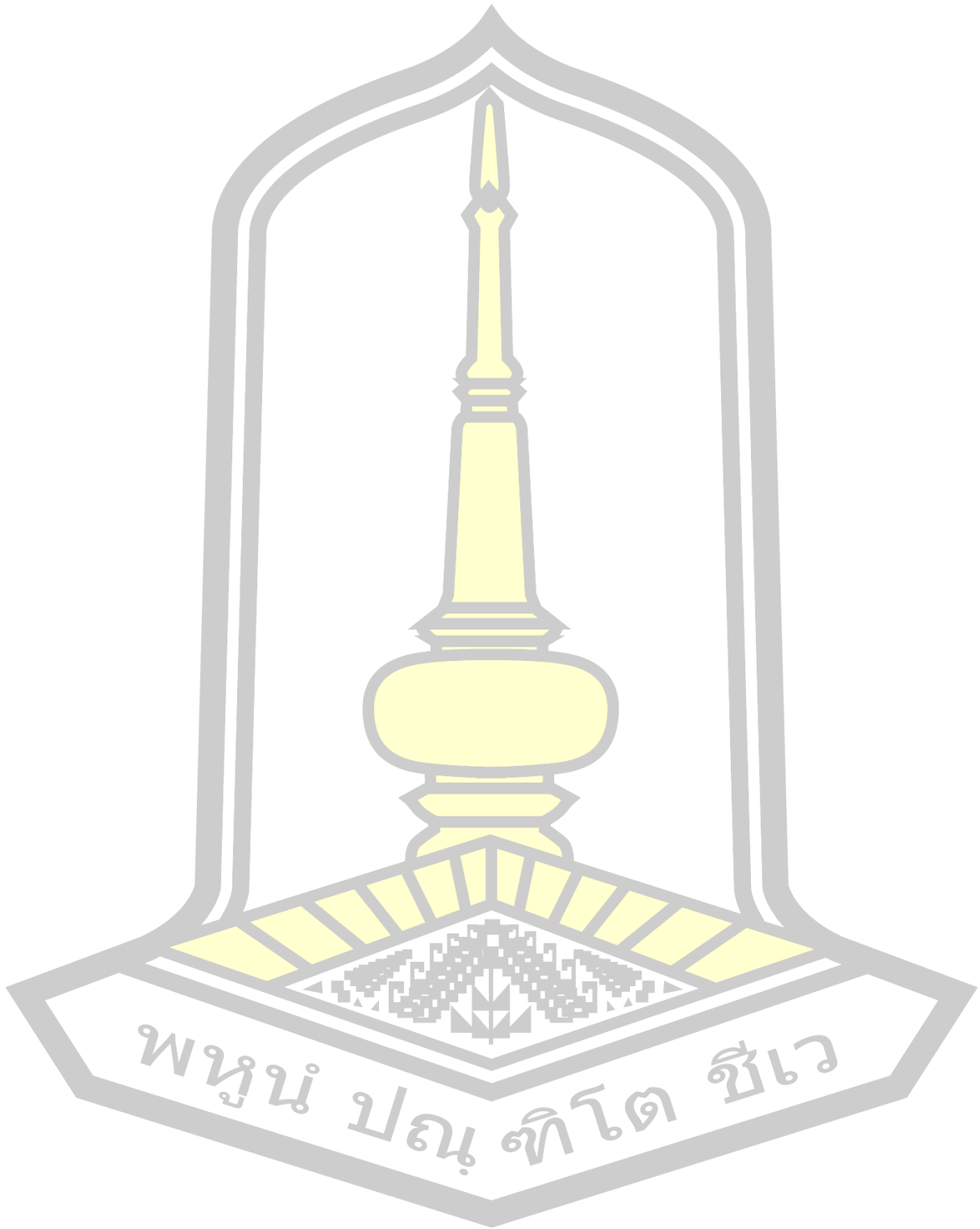
5.4 Conclusion of the study

This study investigated the use of transanguaging in Thai EFL classrooms, examining how Thai primary and secondary school teachers incorporate students' first language (L1) into English instruction. It also explored teachers' perceptions of transanguaging. The findings indicate that transanguaging is widely used as a pedagogical strategy to enhance comprehension, facilitate student engagement, and provide linguistic support, particularly for low-proficiency learners. Teachers acknowledged that using Thai alongside English helps bridge the gap between students' prior knowledge and new learning concepts, making English instruction more accessible and effective. Moreover, transanguaging fosters a positive classroom environment by reducing students' anxiety and strengthening teacher-student relationships. Despite these advantages, some concerns remain. A few teachers expressed hesitation regarding excessive reliance on Thai, fearing that it might limit students' exposure to English and hinder their overall language acquisition. This

highlights the need for a balanced approach, where translanguaging is strategically implemented without compromising English immersion.



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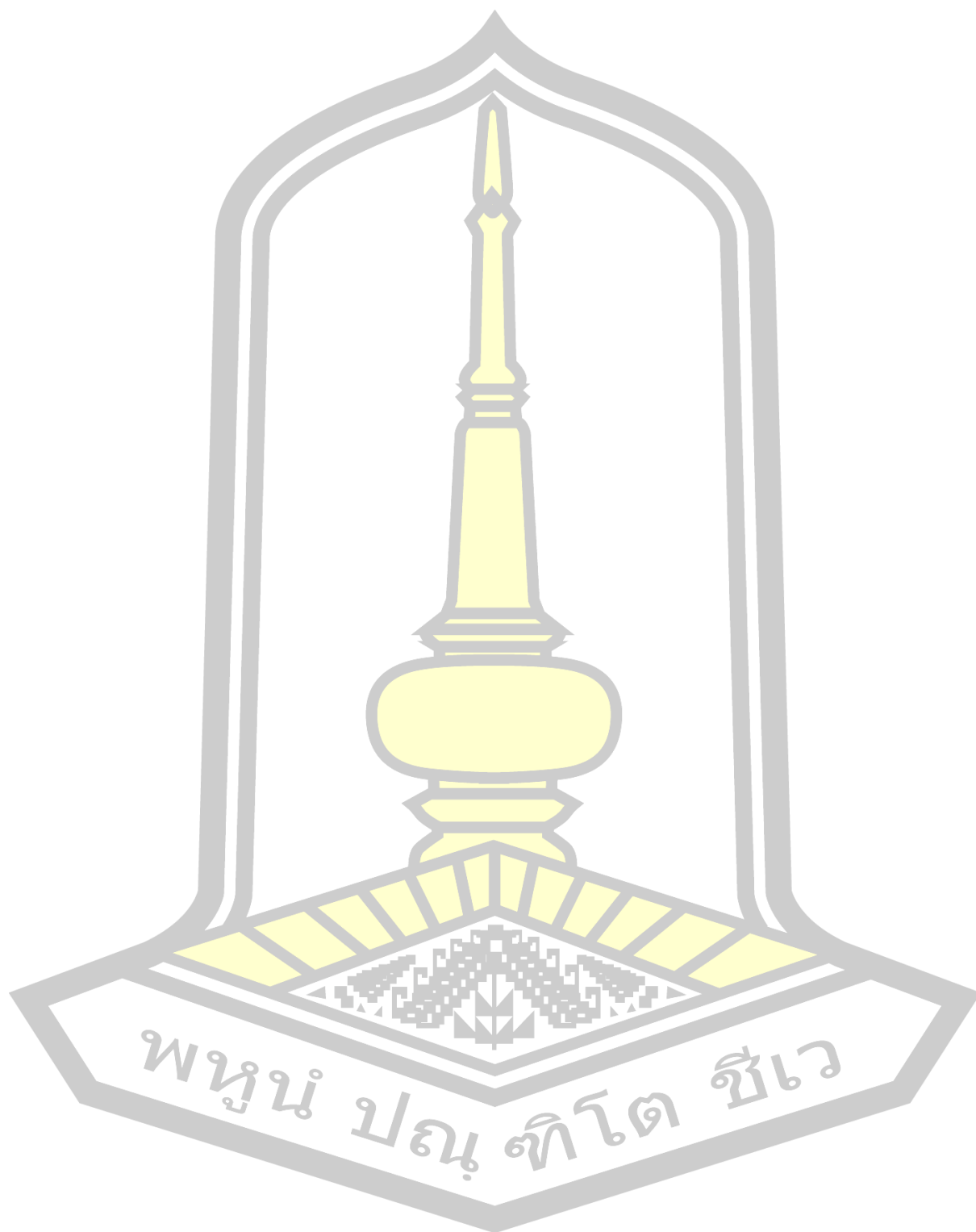
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APPENDICES



Appendix A: Questionnaire

Questionnaire

The survey is a part of Master thesis and now you are invited to participate in my survey on 'Teachers' Uses and Perceptions of Translanguaging in English Language Teaching in Thailand.

- In this survey you will be ask to complete questions about your class and language practices in your classroom . It will take approximately 10-15 minutes to complete the questionnaire. If you have any questions or need more information about about the survey. Please contact

Patcharida Jiamtua any time at 061-171-9913 by E-mail: patcharidajm@gmail.com or Line ID: patch_qq or Facebook: Oum Patcharida.

- Thank you very much for your valuable time and big support.

คำชี้แจงทั่วไป

เรียน ท่านผู้ตอบแบบสอบถาม

- 1.แบบสอบถามฉบับนี้สร้างขึ้นเพื่อวัตถุประสงค์ทางการศึกษาวิจัยเท่านั้น
- 2.กรุณาตอบแบบสอบถามทุกข้อ ตามความเป็นจริง ที่ตรงกับความคิดเห็น ความรู้สึก และพฤติกรรมของท่านจริงๆ เพื่อผลงานวิจัยที่ถูกต้องและชัดเจน และการพัฒนาต่อไปในอนาคต
- 3.ทุกคำตอบของท่านมีคุณค่ามาก และส่งผลต่องานวิจัยโดยตรง ซึ่งข้อมูลทั้งหมดที่ได้จากแบบสอบถามฉบับนี้จะถูกเก็บ เป็นความลับ ไม่มีผลกระทบต่อผู้ทำแบบสอบถามและองค์การแต่อย่างใด

* ระบุว่าเป็นคำถามที่จำเป็น

Part A: Background information

Questions marked with a * are required.

- 1 Name and Surname (ชื่อ-สกุล)

- 2 Phone number (เบอร์โทรศัพท์)

- 3 Contact information (ช่องทางการติดต่อ)

Line ID (ไอดีไลน์) / Facebook (เฟสบุ๊ค) / Email (อีเมลล์)

4 **Question 1** Which region of Thailand do you teach? (ท่านสอนอยู่ที่ภาคใดของประเทศไทย?) *

ทำเครื่องหมายเพียงหนึ่งช่อง

- Northern (ภาคเหนือ)
- Northeastern (ภาคตะวันออกเฉียงเหนือ)
- Central (ภาคกลาง)
- Eastern (ภาคตะวันออก)
- Western (ภาคตะวันตก)
- Southern (ภาคใต้)
- อื่นๆ: _____

5 **Question 2** What is your educational qualification? (วุฒิการศึกษาของท่านคืออะไร?) *

ทำเครื่องหมายเพียงหนึ่งช่อง

- Bachelor of education (ศึกษาศาสตร์/ครุศาสตร์บัณฑิต)
- Bachelor of Arts (ศิลปศาสตร์บัณฑิต)
- อื่นๆ: _____

6 **Question 3** What is your major? (วิชาเอกของท่านคือวิชาอะไร?) *

ทำเครื่องหมายเพียงหนึ่งช่อง

- English (วิชาภาษาอังกฤษ)
- Mathematics (วิชาคณิตศาสตร์)
- Science (วิชาวิทยาศาสตร์)
- Social studies (วิชาสังคมศึกษา)
- อื่นๆ: _____

7 **Question 4** What subject do you teach? (ท่านสอนวิชาอะไร?) *

ทำเครื่องหมายเพียงหนึ่งช่อง

- English (วิชาภาษาอังกฤษ)
- Mathematics (วิชาคณิตศาสตร์)
- Science (วิชาวิทยาศาสตร์)
- Social studies (วิชาสังคมศึกษา)
- อื่นๆ: _____

- 8 **Question 5** Do you work in a primary or secondary school? (คุณทำงาน ในโรงเรียนประถมศึกษาหรือมัธยมศึกษา) *

ทำเครื่องหมายเพียงหนึ่งช่อง

- A primary school (โรงเรียนระดับประถมศึกษา)
- A secondary school (โรงเรียนระดับมัธยมศึกษา)
- อื่นๆ: _____

- 9 **Question 6** Do you work in a public or private school? (คุณทำงาน ในโรงเรียนรัฐบาลหรือโรงเรียนเอกชน) *

ทำเครื่องหมายเพียงหนึ่งช่อง

- A public school (โรงเรียนรัฐบาล)
- A private school (โรงเรียนเอกชน)
- อื่นๆ: _____

- 10 **Question 7** Do you work in regular or English program classroom? (คุณสอน ในห้องเรียนปกติหรือห้องเรียนโปรแกรมภาษาอังกฤษ) *

ทำเครื่องหมายเพียงหนึ่งช่อง

- Regular classroom (ห้องเรียนธรรมดา)
- English program classroom (EP)
- อื่นๆ: _____

- 11 **Question 8** How long have you been teaching (years)? ท่านมีประสบการณ์ในการสอนภาษาอังกฤษมานานเท่าไร (ปี)? *

ทำเครื่องหมายเพียงหนึ่งช่อง

- Less than 1 year (น้อยกว่า 1 ปี)
- 1 year (1 ปี)
- 2 years (2 ปี)
- 3 years (3 ปี)
- More than 3 years (มากกว่า 3 ปี)
- อื่นๆ: _____

- 12 **Question 9** What is your native language? (ภาษาแม่ของท่านคือภาษาใด) *

ทำเครื่องหมายเพียงหนึ่งช่อง

- Thai (ภาษาไทย)
 English (ภาษาอังกฤษ)
 อื่นๆ: _____

- 13 **Question 10** Please rate your proficiency in Thai on the following 4 point scale. กรุณาให้คะแนนความสามารถทางภาษาไทยของคุณตามตัวเลือก 4 ข้อต่อไปนี้ (เลือก 1 ข้อ) *

ทำเครื่องหมายเพียงหนึ่งช่อง

- I only know few basic words and phrases. (ฉันรู้คำศัพท์และวลีพื้นฐานเพียงไม่กี่คำเท่านั้น)
 I am able to have limited conversation on everyday topics. (ฉันสามารถสนทนาในหัวข้อต่างๆ ในชีวิตประจำวันได้อย่างจำกัด)
 I am able to discuss a variety of topics without too much trouble. (ฉันสามารถพูดคุยเกี่ยวกับหัวข้อต่างๆ ได้โดยไม่มีปัญหา)
 I have no problem communicating with native-speakers (Thai) on wild range of topics. (ฉันไม่มีปัญหาในการสื่อสารกับเจ้าของภาษา (ไทย) ในหัวข้อต่างๆ ที่หลากหลาย)

- 14 **Question 11** How many students do you teach in a day? (คุณสอนนักเรียนทั้งหมดกี่คนในหนึ่งวัน?) *

ทำเครื่องหมายเพียงหนึ่งช่อง

- 10 or above (10 คนหรือมากกว่า)
 20 or above (20 คนหรือมากกว่า)
 30 or above (30 คนหรือมากกว่า)
 40 or above (40 คนหรือมากกว่า)

- 15 **Question 12** How many of your students are native Thai speakers? (จำนวนนักเรียนที่พูดภาษาไทยเป็นภาษาแม่) *

- 16 **Question 13** What is the primary language of instruction in your class? (ภาษาหลักในการสอนในชั้นเรียนของคุณคืออะไร?) *

ทำเครื่องหมายเพียงหนึ่งช่อง

- Thai
 English
 Both Thai and English
 อื่นๆ: _____

- 17 **Question 14** Do you believe the use of the students' native language is beneficial in the English language classroom? (คุณคิดว่าการใช้ภาษาแม่ของนักเรียน ในชั้นเรียนภาษาอังกฤษมีประโยชน์หรือไม่?) *

ทำเครื่องหมายเพียงหนึ่งช่อง

Yes

No

- 18 **Question 15** Do you believe the use of the students' native language is detrimental in the English language classroom? (คุณคิดว่าการใช้ภาษาแม่ของนักเรียน ในชั้นเรียนภาษาอังกฤษส่งผลเสียหรือไม่?) *

ทำเครื่องหมายเพียงหนึ่งช่อง

Yes

No

Part B: Uses and perceptions of Translanguaging

- 19 **Question 16** How often do you observe or encourage use of students' native language (Thai) in the classroom for the following purposes? (ท่านสังเกตเห็นและส่งเสริมการใช้ภาษาแม่ของนักเรียน ในชั้นเรียนของท่านเพื่อจุดประสงค์ต่างๆดังต่อไปนี้ บ่อยแค่ไหน?) *

ทำเครื่องหมายแถวละหนึ่งช่องเท่านั้น

	Never	Seldom	Sometimes	Often	Usually
To discuss content or activities in small groups (เพื่ออภิเษียง ในเนื้อหาต่างๆ หรือเพื่อร่วมกันทำกิจกรรมกลุ่มเล็กๆ)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To provide assistance to peers during activities (เพื่อช่วยเหลือเพื่อนร่วมกลุ่มขณะทำกิจกรรม)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To brainstorm during class activities (เพื่อระดมสมองระหว่างการทำกิจกรรม ในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To explain problems not related to content (เพื่ออธิบายปัญหาที่ไม่เกี่ยวข้องกับเนื้อหาในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To enable participation by lower proficiency students (เพื่อช่วยให้แก่นักเรียนที่มีความถนัดด้านภาษาอังกฤษน้อยมีส่วนร่วม ในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To respond to teacher's question (เพื่อตอบคำถามของครู)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To ask permission (เพื่อขออนุญาต)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 20 **Question 17** How often do you observe or encourage use of students' English language in the classroom* for the following purposes? (ท่านสังเกตเห็นและส่งเสริมการใช้ภาษาอังกฤษของนักเรียน ในชั้นเรียนของท่านเพื่อจุดประสงค์ต่างๆต่อไปนี้ บ่อยแค่ไหน?)

ทำเครื่องหมายเฉพาะหนึ่งช่องเท่านั้น

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

- 21 **Question 18** How often do you use student's native (Thai) language in the classroom for the following situations? (ท่านใช้ภาษาแม่ของนักเรียน (ภาษาไทย) ในชั้นเรียนของท่านในบริบทต่อไปนี้ บ่อยแค่ไหน?)

ทำเครื่องหมายเฉพาะหนึ่งช่องเท่านั้น

	Never	Seldom	Sometimes	Often	Usually
To explain concept (เพื่ออธิบายความคิดรวบยอด)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To describe vocabulary (เพื่ออธิบายคำศัพท์)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To give directions (เพื่อชี้แจงคำสั่ง)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For classroom management (เพื่อจัดการชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To give feedback to students (เพื่อให้คำแนะนำแก่นักเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To praise students (เพื่อชื่นชมนักเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To build bond with students (เพื่อสร้างสัมพันธ์กับนักเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To quickly clarify during activities (เพื่อชี้แจงอย่างรวดเร็วระหว่างการทำกิจกรรม)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To help low proficiency students (เพื่อช่วยเหลือนักเรียนที่มีความถนัดด้านภาษาอังกฤษน้อย)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part C: Open-ended questions

- 22 **Question 19** From your perspective, please describe situations where incorporating both students' native language and English **could be beneficial** to the teachings and leaning process. (จากมุมมองของคุณ โปรดอธิบายสถานการณ์ที่รวมทั้งภาษาแม่ของนักเรียนและภาษาอังกฤษอาจเป็นประโยชน์ต่อการสอนและกระบวนการเรียนรู้) *

- 23 **Question 20** From your perspective, please describe situations where incorporating both students' native language and English **could be detrimental** in the teachings and leaning process.(จากมุมมองของคุณ โปรดอธิบายสถานการณ์ที่รวมทั้งภาษาแม่ของนักเรียนและภาษาอังกฤษอาจเป็นผลเสียต่อการสอนและกระบวนการเรียนรู้) *

- 24 **Question 21** From your perspective Please describe a situation in which both the student's native language and English are **appropriate** for the teaching and leaning process.(จากมุมมองของท่าน โปรดอธิบายสถานการณ์ที่รวมทั้งภาษาแม่ของนักเรียนและภาษาอังกฤษที่เหมาะสมต่อการสอนและกระบวนการเรียนรู้) *

- 25 **Question 22** Would you like to share your information about your perception of the use students' native language in the classroom? (ท่านมีข้อมูลอื่นๆที่ท่านต้องการแบ่งปันเกี่ยวกับความคิดเห็นของท่านเกี่ยวกับการใช้ภาษาแม่ของนักเรียน ในชั้นเรียนหรือไม่?) *

Appendix B: Ethics approval



MAHASARAKHAM UNIVERSITY ETHICS COMMITTEE FOR RESEARCH INVOLVING HUMAN SUBJECTS

Certificate of Approval

Approval number: 661-598/2024

Title : Teachers' Uses and Perceptions of Translanguaging in English Language Teaching in Thailand.

Principal Investigator : Miss. Patcharida Jiamtua

Responsible Department : Faculty of Humanities and Social sciences

Research site : City public schools across different regions of 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, Mahasarakham 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.

Ratree S.

(Assistant Professor Ratree Sawangjit)

Chairman

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



คณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัยมหาสารคาม

เอกสารรับรองโครงการวิจัย

เลขที่การรับรอง : 661-598/2567

ชื่อโครงการวิจัย (ภาษาไทย) การใช้และความเข้าใจของครูต่อวิธีการสอนแบบการถ่ายโอนภาษา
ในการสอนรายวิชาภาษาอังกฤษในประเทศไทย

ชื่อโครงการวิจัย (ภาษาอังกฤษ) Teachers' Uses and Perceptions of Translanguaging in English
Language Teaching in Thailand.

ผู้วิจัย : นางสาวพัชริดา เจียมตัว

หน่วยงานที่รับผิดชอบ : คณะมนุษยศาสตร์และสังคมศาสตร์

สถานที่ทำการวิจัย : โรงเรียนเทศบาลทั่วภูมิภาคต่างๆ ของประเทศไทย

ประเภทการพิจารณาแบบ : แบบเร่งรัด

วันที่รับรอง : 31 ตุลาคม 2567

วันหมดอายุ : 30 ตุลาคม 2568

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

.....*ภรณ์ สว่างจิตร์*.....

(ผู้ช่วยศาสตราจารย์ เกษีขจรหญิงรัตรี สว่างจิตร์)

ประธานคณะกรรมการจริยธรรมการวิจัยในคน

มหาวิทยาลัยมหาสารคาม

ทั้งนี้ การรับรองนี้มีเงื่อนไขดังที่ระบุไว้ด้านหลังทุกข้อ (ดูด้านหลังของเอกสารรับรองโครงการวิจัย)

๒๗/๕๙๘

แบบแสดงความยินยอมให้ทำการวิจัยจากอาสาสมัคร

(สำหรับอาสาสมัครอายุ 18 ปีขึ้นไป)

เอกสารแสดงความยินยอมอาสาสมัครวิจัยที่ได้รับการบอกกล่าว

ข้าพเจ้า (นาย/ นาง/ นางสาว).....นามสกุล.....อายุ.....ปี
อาศัยอยู่บ้านเลขที่.....ถนน..... แขวง/ตำบล..... เขต/อำเภอ.....
จังหวัด..... รหัสไปรษณีย์..... โทรศัพท์

ได้รับฟังคำอธิบายจากนางสาวพัชริดา เจียมตัว เกี่ยวกับการเป็นอาสาสมัครในโครงการวิจัยเรื่อง “การใช้และความเข้าใจ
ของครูต่อวิธีการสอนแบบการถ่ายโอนภาษาในการสอนรายวิชาภาษาอังกฤษในประเทศไทย: Teachers’ Uses
and Perceptions of Translanguaging in English Language Teaching in Thailand”

ก่อนที่จะลงนามในเอกสารแสดงความยินยอมให้ทำการวิจัยนี้ ผู้วิจัยได้อธิบายให้ข้าพเจ้าทราบถึงวัตถุประสงค์ของ
การวิจัย วิธีการวิจัย รวมทั้งประโยชน์และผลกระทบที่อาจเกิดขึ้นจากการวิจัยอย่างละเอียดตลอดจนใช้เวลาในการ
ซักถามข้อสงสัยต่างๆ จนเข้าใจ

ผู้วิจัยได้ขอความร่วมมือจากข้าพเจ้าโดยขอให้.....ตอนแบบสอบถาม ซึ่งใช้เวลาประมาณ 10-15 นาที

เพื่อนำข้อมูลที่ได้ไป ศึกษาเกี่ยวกับการใช้และความเข้าใจของครูต่อวิธีการสอนแบบการถ่ายโอนภาษาในการสอนรายวิชา
ภาษาอังกฤษในประเทศไทย หลังจากนั้นผู้วิจัยจะทำลายแบบสอบถาม.....ข้อมูล.....หลังจากการเผยแพร่วิจัยทันที ผู้วิจัย
อาจมีความจำเป็นต้องแสดงข้อมูลและอภิปรายผลแก่สาธารณะโดยผู้วิจัยจะเก็บรักษาข้อมูลของข้าพเจ้าไว้เป็น
ความลับและไม่ระบุชื่อหรือข้อมูลส่วนตัวเป็นรายบุคคลต่อสาธารณะ โดยจะนำเสนอเฉพาะในภาพรวมของผลการวิจัย
และใช้ประโยชน์ทางวิชาการเท่านั้น

ข้าพเจ้าเข้าร่วมโครงการวิจัยนี้ด้วยความสมัครใจและข้าพเจ้าสามารถถอนตัวจากการเป็นอาสาสมัครโครงการวิจัยนี้
เมื่อใดก็ได้ถ้าข้าพเจ้าต้องการโดยไม่มีผลกระทบใดๆ ทั้งสิ้น

ข้าพเจ้าสามารถติดต่อหัวหน้าโครงการวิจัย นางสาวพัชริดา เจียมตัว ได้ที่ 96 หมู่ 4 ตำบลกุดคำ อำเภอกุฉินารายณ์
จังหวัดกาฬสินธุ์ โทรศัพท์ 061-171-9913

ข้าพเจ้าได้อ่านข้อความข้างต้นแล้วและได้ลงนามในเอกสารแสดงความยินยอมนี้ด้วยความเต็มใจ

(ลงนาม).....อาสาสมัคร

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วันที่.....เดือน.....พ.ศ.....

(ลงนาม).....พยาน (กรณีที่อ่านคำชี้แจงให้อาสาสมัครฟัง)

()

วันที่.....เดือน.....พ.ศ.....



เอกสารชี้แจงสำหรับอาสาสมัครที่ตอบแบบสอบถาม
(สำหรับการตอบแบบสอบถาม 18 ปีขึ้นไป)

เรียน ผู้ตอบแบบสอบถามทุกท่าน

เนื่องด้วยข้าพเจ้า นางสาวพัชรดา เจียมตัว นิติระดับปริญญาโท หลักสูตรการศึกษามหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษ คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม กำลังดำเนินการวิจัย เรื่อง “การใช้และความเข้าใจของครูต่อวิธีการสอนแบบการถ่ายโอนภาษาในการสอนรายวิชาภาษาอังกฤษในประเทศไทย (Teachers' Uses and Perceptions of Translanguaging in English Language Teaching in Thailand)” โดยมีวัตถุประสงค์ของการวิจัยเพื่อศึกษาการใช้และความเข้าใจของครูต่อวิธีการสอนแบบการถ่ายโอนภาษาในการสอนรายวิชาภาษาอังกฤษในประเทศไทย ประโยชน์ที่ท่านจะได้รับจากการวิจัยนี้คือ ได้ทราบถึงการใช้และความเข้าใจของครูต่อวิธีการสอนแบบการถ่ายโอนภาษาในการสอนรายวิชาภาษาอังกฤษในประเทศไทย ท่านอาจจะไม่ได้รับประโยชน์โดยตรงจากการเข้าร่วมโครงการวิจัยนี้ แต่ข้อมูลที่ได้จะมีประโยชน์ต่อแวดวงวิชาการและสถาบันการศึกษาต่างนำไปใช้ประกอบการเรียนการสอน

หากท่านตัดสินใจเข้าร่วมการวิจัยแล้ว ผู้วิจัยจะขอให้ท่านตอบแบบสอบถามในประเด็นเกี่ยวกับการใช้และความเข้าใจของครูต่อวิธีการสอนแบบการถ่ายโอนภาษาในการสอนรายวิชาภาษาอังกฤษในประเทศไทย ซึ่งประกอบด้วยคำถาม จำนวน 25 ข้อ โดยใช้เวลาในการตอบแบบสอบถามประมาณ 45 นาที และจะขอรับแบบสอบถามคืนโดยผู้วิจัยจะดำเนินการไปเก็บรวบรวมข้อมูลด้วยตนเอง

หากท่านรู้สึกอึดอัด หรือรู้สึกไม่สบายใจกับบางคำถาม ท่านมีสิทธิ์ที่จะไม่ตอบคำถามเหล่านั้นได้ รวมถึงท่านมีสิทธิ์ถอนตัวออกจากโครงการนี้เมื่อใดก็ได้ โดยไม่ต้องแจ้งให้ทราบล่วงหน้า และการไม่เข้าร่วมวิจัยหรือถอนตัวออกจากโครงการวิจัยนี้ จะไม่มีผลกระทบต่อกระบวนการเรียนการสอนของท่าน โดยผู้วิจัยจะดำเนินการเก็บรวบรวมข้อมูลในช่วงเวลาที่อาสาสมัครว่างและสะดวกมากที่สุด

ข้อมูลในการตอบแบบสอบถามของท่านจะถูกเก็บรักษาไว้ ไม่เปิดเผยต่อสาธารณะเป็นรายบุคคล และจะรายงานผลการวิจัยในภาพรวมเท่านั้น และจะดำเนินการทำลายข้อมูลที่เกี่ยวข้องภายหลังเสร็จสิ้นการวิจัย การวิจัยครั้งนี้ท่านจะไม่ได้รับค่าตอบแทนและไม่เสียค่าใช้จ่ายใดๆ ทั้งสิ้น

หากท่านมีข้อสงสัยเกี่ยวกับงานวิจัย โปรดติดต่อได้ที่ นางสาวพัชรดา เจียมตัว สังกัดภาควิชาภาษา ตะวันตกและภาษาศาสตร์ คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม และหมายเลขโทรศัพท์มือถือที่สามารถติดต่อได้ของผู้วิจัย หมายเลข 0611719913

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

ขอขอบพระคุณอย่างสูง

พัชรดา เจียมตัว
(นางสาวพัชรดา เจียมตัว)
ผู้วิจัย



ECMSU01-05.04

เอกสารชี้แจงผู้เข้าร่วมการวิจัย (สำหรับการสัมภาษณ์)
(สำหรับการตอบแบบสอบถาม 18 ปีขึ้นไป)

เรียน

เนื่องด้วยข้าพเจ้า นางสาวพัชริดา เจียมมัตว์ นิสิตระดับปริญญาโท หลักสูตรการศึกษามหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษ คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม กำลังดำเนินการวิจัย เรื่อง “การใช้และความเข้าใจของครูต่อวิธีการสอนแบบการถ่ายโอนภาษาในการสอนรายวิชาภาษาอังกฤษในประเทศไทย (Teachers' Uses and Perceptions of Translanguaging in English Language Teaching in Thailand)” โดยมีวัตถุประสงค์ของการวิจัยเพื่อศึกษาการใช้และความเข้าใจของครูต่อวิธีการสอนแบบการถ่ายโอนภาษาในการสอนรายวิชาภาษาอังกฤษในประเทศไทย ประโยชน์ที่ท่านจะได้รับจากการวิจัยนี้คือ ได้ทราบถึงการใช้และความเข้าใจของครูต่อวิธีการสอนแบบการถ่ายโอนภาษาในการสอนรายวิชาภาษาอังกฤษในประเทศไทย ท่านอาจจะไม่ได้รับประโยชน์โดยตรงจากการเข้าร่วมโครงการวิจัยนี้ แต่ข้อมูลที่ได้จะมีประโยชน์ต่อแวดวงวิชาการและสถาบันการศึกษาต่างนำไปใช้ประกอบการเรียนการสอน

หากท่านตัดสินใจเข้าร่วมการวิจัยแล้ว ผู้วิจัยจะขอสัมภาษณ์ในประเด็นเกี่ยวกับการใช้และความเข้าใจของครูต่อวิธีการสอนแบบการถ่ายโอนภาษาในการสอนรายวิชาภาษาอังกฤษในประเทศไทย ซึ่งประกอบด้วยคำถาม มีทั้งหมดจำนวน 4 ข้อ ซึ่งจะใช้เวลาในการสัมภาษณ์ประมาณ 20-30 นาที โดยจะขอสัมภาษณ์ที่โรงเรียนหรือสถานที่ที่อาสาสมัครว่างและสะดวกมากที่สุด

ข้อมูลที่ได้จากการสัมภาษณ์ ผู้วิจัยจะขออนุญาตบันทึกเสียง ถ่ายภาพและบันทึกวิดีโอ และจะดำเนินการทำลายข้อมูลภายหลังเสร็จสิ้นการวิจัย

หากท่านรู้สึกอึดอัด หรือรู้สึกไม่สบายใจกับบางคำถาม ท่านมีสิทธิ์ที่จะไม่ตอบคำถามเหล่านั้นได้ รวมถึงท่านมีสิทธิ์ถอนตัวออกจากโครงการนี้เมื่อใดก็ได้ โดยไม่ต้องแจ้งให้ทราบล่วงหน้า และการไม่เข้าร่วมวิจัยหรือถอนตัวออกจากโครงการวิจัยนี้ จะไม่มีผลกระทบต่อกระบวนการเรียนการสอนของท่าน โดยผู้วิจัยจะดำเนินการเก็บรวบรวมข้อมูลในช่วงเวลาที่อาสาสมัครว่างและสะดวกมากที่สุด

ข้อมูลในการตอบแบบสอบถามของท่านจะถูกเก็บรักษาไว้ ไม่เปิดเผยต่อสาธารณะเป็นรายบุคคล แต่จะรายงานผลการวิจัยในภาพรวมเท่านั้น และจะดำเนินการทำลายข้อมูลที่เกี่ยวข้องภายหลังเสร็จสิ้นการวิจัย

การวิจัยครั้งนี้ท่านจะไม่ได้รับค่าตอบแทนและไม่เสียค่าใช้จ่ายใดๆ ทั้งสิ้น

หากท่านมีข้อสงสัยเกี่ยวกับงานวิจัย โปรดติดต่อได้ที่ นางสาวพัชริดา เจียมมัตว์ สังกัดภาควิชาภาษาตะวันตกและภาษาศาสตร์ คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม และหมายเลขโทรศัพท์มือถือที่สามารถติดต่อได้ของผู้วิจัย หมายเลข 0611719913

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

ขอขอบพระคุณอย่างสูง

พัชริดา เจียมมัตว์
(นางสาวพัชริดา เจียมมัตว์)
ผู้วิจัย



ECMSU01-06.03

แบบแสดงความยินยอมให้ทำการวิจัยจากอาสาสมัคร
(สำหรับอาสาสมัครอายุ 18 ปีขึ้นไป)

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

ได้อ่านคำชี้แจง/รับฟังคำอธิบายจาก นางสาวพัชริดา เจียมตัว นิสิตระดับปริญญาโท หลักสูตรการศึกษา
มหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษ คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม
เกี่ยวกับการเป็นอาสาสมัครในโครงการวิจัยเรื่อง “การใช้และความเข้าใจของครูต่อวิธีการสอนแบบการถ่าย
โอนภาษาในการสอนรายวิชาภาษาอังกฤษในประเทศไทย” โดยข้อความที่อธิบายประกอบด้วย รายละเอียด
ทั้งหมดเกี่ยวกับที่มาและจุดมุ่งหมายในการทำวิจัย, รายละเอียดของขั้นตอนต่างๆ ที่ข้าพเจ้าต้องปฏิบัติและได้รับ
การปฏิบัติ, ประโยชน์ที่ข้าพเจ้าจะได้รับจากการวิจัย และความเสียหายที่อาจเกิดขึ้นจากการเข้าร่วมการวิจัย
รวมทั้งแนวทางป้องกันและแก้ไขหากเกิดอันตราย โดยได้อ่าน/รับฟังคำอธิบายข้อความในเอกสารชี้แจงสำหรับ
อาสาสมัครที่ตอบแบบสอบถามและให้สัมภาษณ์โดยตลอด อีกทั้งยังได้รับคำอธิบายและการตอบข้อสงสัยจาก
หัวหน้าโครงการวิจัยเป็นที่เรียบร้อยแล้ว

ตลอดจนการรับรองจากผู้วิจัยที่จะเก็บรักษาข้อมูลของข้าพเจ้าไว้เป็นความลับ และไม่ระบุชื่อหรือข้อมูล
ส่วนตัวเป็นรายบุคคลต่อสาธารณชน โดยผลการวิจัยจะนำเสนอในลักษณะภาพรวมที่เป็นการสรุปผลการวิจัยเพื่อ
ประโยชน์ทางวิชาการเท่านั้น

“ในการเข้าร่วมเป็นอาสาสมัครของโครงการวิจัยครั้งนี้ ข้าพเจ้าเข้าร่วมด้วยความสมัครใจ” และข้าพเจ้า
สามารถถอนตัวจากการศึกษานี้เมื่อใดก็ได้ ถ้าข้าพเจ้าปรารถนา โดยจะไม่มีผลกระทบและไม่เสียสิทธิใดๆ ในการ
เรียนที่ข้าพเจ้าจะได้รับต่อไปในอนาคต

ข้าพเจ้าเข้าใจข้อความในเอกสารชี้แจงอาสาสมัคร และแบบแสดงความยินยอมนี้โดยตลอดแล้วจึงลงลายมือชื่อไว้
ณ ที่นี้

ลงชื่อ.....อาสาสมัคร
(.....)
วันที่.....

ลงชื่อ.....พยาน (กรณีที่อ่านคำชี้แจงให้อาสาสมัครฟัง)
(.....)
วันที่.....

ลงชื่อ.....พัชริดา เจียมตัว.....ผู้ขอความยินยอม
(นางสาวพัชริดา เจียมตัว)
วันที่.....



Appendix: Questionnaire Protocol

Questionnaire

The survey is a part of Master thesis and now you are invited to participate in my survey on Teachers' Uses and Perceptions of Translanguaging in English Language Teaching in Thailand.

- In this survey you will be ask to complete questions about your class and language practices in your classroom . It will take approximately 10-15 minutes to complete the questionnaire. If you have any questions or need more information about about the survey. Please contact

Patcharida Jiamtua any time at 061-171-9913 by E-mail: patcharidajm@gmail.com or Line ID: patch_qq or Facebook: Oum Patcharida.

- Thank you very much for your valuable time and big support.

คำชี้แจงทั่วไป

เรียน ท่านผู้ตอบแบบสอบถาม

- 1.แบบสอบถามฉบับนี้สร้างขึ้นเพื่อวัตถุประสงค์ทางการศึกษาวิจัยเท่านั้น
- 2.กรุณาตอบแบบสอบถามทุกข้อ ตามความเป็นจริง ที่ตรงกับความคิดเห็น ความรู้สึก และพฤติกรรมของท่านจริงๆ เพื่อผลงานวิจัยที่ถูกต้องและชัดเจน และการพัฒนาต่อไปในอนาคต
- 3.ทุกคำตอบของท่านมีคุณค่ามาก และส่งผลต่องานวิจัย โดยตรง ซึ่งข้อมูลทั้งหมดที่ได้จากแบบสอบถามฉบับนี้จะถูกเก็บ เป็นความลับ ไม่มีผลกระทบต่อผู้ทำแบบสอบถามและองค์การแต่อย่างใด

* ระบุว่าเป็นคำถามที่จำเป็น

Part A: Background information

Questions marked with a * are required.

1 Name and Surname (ชื่อ-สกุล)

2 Phone number (เบอร์โทรศัพท์)

3 Contact information (ช่องทางการติดต่อ)
Line ID (ไอดีไลน์) / Facebook (เฟสบุ๊ค) / Email (อีเมลล์)



4 **Question 1** Which region of Thailand do you teach? (ท่านสอนอยู่ที่ภาคใดของประเทศไทย?) *

ทำเครื่องหมายเพียงหนึ่งช่อง

- Northern (ภาคเหนือ)
- Northeastern (ภาคตะวันออกเฉียงเหนือ)
- Central (ภาคกลาง)
- Eastern (ภาคตะวันออก)
- Western (ภาคตะวันตก)
- Southern (ภาคใต้)
- อื่นๆ: _____

5 **Question 2** What is your educational qualification? (วุฒิการศึกษาของท่านคืออะไร?) *

ทำเครื่องหมายเพียงหนึ่งช่อง

- Bachelor of education (ศึกษาศาสตร์/ครุศาสตร์บัณฑิต)
- Bachelor of Arts (ศิลปศาสตรบัณฑิต)
- อื่นๆ: _____

6 **Question 3** What is your major? (วิชาเอกของท่านคือวิชาอะไร?) *

ทำเครื่องหมายเพียงหนึ่งช่อง

- English (วิชาภาษาอังกฤษ)
- Mathematics (วิชาคณิตศาสตร์)
- Science (วิชาวิทยาศาสตร์)
- Social studies (วิชาสังคมศึกษา)
- อื่นๆ: _____

7 **Question 4** What subject do you teach? (ท่านสอนวิชาอะไร?) *

ทำเครื่องหมายเพียงหนึ่งช่อง

- English (วิชาภาษาอังกฤษ)
- Mathematics (วิชาคณิตศาสตร์)
- Science (วิชาวิทยาศาสตร์)
- Social studies (วิชาสังคมศึกษา)
- อื่นๆ: _____



- 8 **Question 5** Do you work in a primary or secondary school? (คุณทำงานในโรงเรียนประถมศึกษาหรือมัธยมศึกษา) *

ทำเครื่องหมายเพียงหนึ่งช่อง

- A primary school (โรงเรียนระดับประถมศึกษา)
- A secondary school (โรงเรียนระดับมัธยมศึกษา)
- อื่นๆ: _____

- 9 **Question 6** Do you work in a public or private school? (คุณทำงานในโรงเรียนรัฐบาลหรือโรงเรียนเอกชน) *

ทำเครื่องหมายเพียงหนึ่งช่อง

- A public school (โรงเรียนรัฐบาล)
- A private school (โรงเรียนเอกชน)
- อื่นๆ: _____

- 10 **Question 7** Do you work in regular or English program classroom? (คุณสอนในห้องเรียนปกติหรือห้องเรียนโปรแกรมภาษาอังกฤษ) *

ทำเครื่องหมายเพียงหนึ่งช่อง

- Regular classroom (ห้องเรียนธรรมดา)
- English program classroom (EP)
- อื่นๆ: _____

- 11 **Question 8** How long have you been teaching (years)? ท่านมีประสบการณ์ในการสอนภาษาอังกฤษมานานเท่าไร (ปี)? *

ทำเครื่องหมายเพียงหนึ่งช่อง

- Less than 1 year (น้อยกว่า 1 ปี)
- 1 year (1 ปี)
- 2 years (2 ปี)
- 3 years (3 ปี)
- More than 3 years (มากกว่า 3 ปี)
- อื่นๆ: _____



12 **Question 9** What is your native language? (ภาษาแม่ของท่านคือภาษาไทย) *

ทำเครื่องหมายเพียงหนึ่งช่อง

- Thai (ภาษาไทย)
 English (ภาษาอังกฤษ)
 อื่นๆ: _____

13 **Question 10** Please rate your proficiency in Thai on the following 4 point scale. กรุณาให้คะแนนความสามารถทางภาษาไทยของคุณตามตัวเลือก 4 ข้อต่อไปนี้ (เลือก 1 ข้อ) *

ทำเครื่องหมายเพียงหนึ่งช่อง

- I only know few basic words and phrases. (ฉันรู้คำศัพท์และวลีพื้นฐานเพียงไม่กี่คำเท่านั้น)
 I am able to have limited conversation on everyday topics. (ฉันสามารถสนทนาในหัวข้อต่างๆ ในชีวิตประจำวันได้อย่างจำกัด)
 I am able to discuss a variety of topics without too much trouble. (ฉันสามารถพูดคุยเกี่ยวกับหัวข้อต่างๆ ได้โดยไม่มีปัญหา)
 I have no problem communicating with native-speakers (Thai) on wild range of topics. (ฉันไม่มีปัญหาในการสื่อสารกับเจ้าของภาษา (ไทย) ในหัวข้อต่างๆ ที่หลากหลาย)

14 **Question 11** How many students do you teach in a day? (คุณสอนนักเรียนทั้งหมดกี่คนในหนึ่งวัน?) *

ทำเครื่องหมายเพียงหนึ่งช่อง

- 10 or above (10 คนหรือมากกว่า)
 20 or above (20 คนหรือมากกว่า)
 30 or above (30 คนหรือมากกว่า)
 40 or above (40 คนหรือมากกว่า)

15 **Question 12** How many of your students are native Thai speakers? (จำนวนนักเรียนที่พูดภาษาไทยเป็นภาษาแม่)

16 **Question 13** What is the primary language of instruction in your class? (ภาษาหลักในการสอนในชั้นเรียนของคุณคืออะไร?)

ทำเครื่องหมายเพียงหนึ่งช่อง

- Thai
 English
 Both Thai and English
 อื่นๆ: _____



- 17 **Question 14** Do you believe the use of the students' native language is beneficial in the English language classroom? (คุณคิดว่าการใช้ภาษาแม่ของนักเรียนในชั้นเรียนภาษาอังกฤษมีประโยชน์หรือไม่?)

ทำเครื่องหมายเพียงหนึ่งช่อง

- Yes
 No

- 18 **Question 15** Do you believe the use of the students' native language is detrimental in the English language classroom? (คุณคิดว่าการใช้ภาษาแม่ของนักเรียนในชั้นเรียนภาษาอังกฤษส่งผลเสียหรือไม่?)

ทำเครื่องหมายเพียงหนึ่งช่อง

- Yes
 No

Part B: Uses and perceptions of Translanguaging

- 19 **Question 16** How often do you observe or encourage use of students' native language (Thai) in the classroom for the following purposes? (ท่านสังเกตเห็นและส่งเสริมการใช้ภาษาแม่ของนักเรียนในชั้นเรียนของท่านเพื่อจุดประสงค์ต่างๆดังต่อไปนี้ บ่อยแค่ไหน?)

ทำเครื่องหมายเฉพาะหนึ่งช่องเท่านั้น

	Never	Seldom	Sometimes	Often	Usually
To discuss content or activities in small groups (เพื่ออภิปรายในเนื้อหาต่างๆ หรือเพื่อร่วมกันทำกิจกรรมกลุ่มเล็กๆ)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To provide assistance to peers during activities (เพื่อช่วยเหลือเพื่อนร่วมกลุ่มขณะทำกิจกรรม)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To brainstorm during class activities (เพื่อระดมสมองระหว่างการทำกิจกรรมในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To explain problems not related to content (เพื่ออธิบายปัญหาที่ไม่เกี่ยวข้องกับเนื้อหาในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To enable participation by lower proficiency students (เพื่อช่วยให้นักเรียนที่มีความถนัดด้านภาษาอังกฤษน้อยมีส่วนร่วมในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To respond to teacher's question (เพื่อตอบคำถามของครู)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To ask permission (เพื่อขออนุญาต)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 20 Question 17 How often do you observe or encourage use of students' English language in the classroom* for the following purposes? (ท่านสังเกตเห็นและส่งเสริมการใช้ภาษาอังกฤษของนักเรียนในชั้นเรียนของท่านเพื่อจุดประสงค์ต่างๆต่อไปนี้ บ่อยแค่ไหน?)

ห้าระดับความถี่และระดับของค่า

	Never	Seldom	Sometimes	Often	Usually
To discuss content or activities in small groups (เพื่ออภิปรายในเนื้อหาต่างๆหรือเพื่อร่วมทำกิจกรรมในกลุ่มเล็ก)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To provide assistance to peers during activities (เพื่อช่วยเหลือเพื่อนร่วมกลุ่มและทำกิจกรรมในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To brainstorm during class activities (เพื่อระดมสมองระหว่างการทำกิจกรรมในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To explain problems not related to content (เพื่ออธิบายปัญหาที่ไม่เกี่ยวข้องกับเนื้อหาในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To enable participation by lower proficiency students (เพื่อช่วยให้นักเรียนที่มีความถนัดด้านภาษาอังกฤษอ่อนมีส่วนร่วมในชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To respond to teacher's question (เพื่อตอบคำถามของครู)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To ask permission (เพื่อขออนุญาต)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 21 Question 18 How often do you use student's native (Thai) language in the classroom for the following situations? (ท่านใช้ภาษาแม่ของนักเรียน (ภาษาไทย) ในชั้นเรียนของท่านในบริบทต่อไปนี้ บ่อยแค่ไหน?)

ห้าระดับความถี่และระดับของค่า

	Never	Seldom	Sometimes	Often	Usually
To explain concept (เพื่ออธิบายแนวคิดรวบยอด)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To describe vocabulary (เพื่ออธิบายคำศัพท์)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To give directions (เพื่อชี้แจงคำสั่ง)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For classroom management (เพื่อจัดการชั้นเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To give feedback to students (เพื่อให้คำแนะนำแก่นักเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To praise students (เพื่อชื่นชมนักเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To build bond with students (เพื่อสร้างสัมพันธภาพกับนักเรียน)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To quickly clarify during activities (เพื่อชี้แจงอย่างรวดเร็วระหว่างการทำกิจกรรม)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To help low proficiency students (เพื่อช่วยเหลือนักเรียนที่มีความถนัดด้านภาษาอังกฤษน้อย)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Part C: Open-ended questions

- 22 **Question 19** From your perspective, please describe situations where incorporating both students' native language and English **could be beneficial** to the teachings and leaning process. (จากมุมมองของคุณ โปรดอธิบายสถานการณ์ที่รวมทั้งภาษาแม่ของนักเรียนและภาษาอังกฤษอาจเป็นประโยชน์ต่อการสอนและกระบวนการเรียนรู้)

- 23 **Question 20** From your perspective, please describe situations where incorporating both students' native language and English **could be detrimental** in the teachings and leaning process. (จากมุมมองของคุณ โปรดอธิบายสถานการณ์ที่รวมทั้งภาษาแม่ของนักเรียนและภาษาอังกฤษอาจเป็นผลเสียต่อการสอนและกระบวนการเรียนรู้)

- 24 **Question 21** From your perspective Please describe a situation in which both the student's native language and English are **appropriate** for the teaching and leaning process. (จากมุมมองของท่าน โปรดอธิบายสถานการณ์ที่รวมทั้งภาษาแม่ของนักเรียนและภาษาอังกฤษที่เหมาะสมต่อการสอนและกระบวนการเรียนรู้)

- 25 **Question 22** Would you like to share your information about your perception of the use students' native language in the classroom? (ท่านมีข้อมูลอื่นๆที่ท่านต้องการแบ่งปันเกี่ยวกับความคิดเห็นของท่านเกี่ยวกับการใช้ภาษาแม่ของนักเรียนในชั้นเรียนหรือไม่?)





BIOGRAPHY

NAME	Patcharida Jiamtua
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