Translanguaging as a Learning Strategy in a Northeastern EFL Classroom in Thailand

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A Thesis Submitted in Partial Fulfillment of Requirements for
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ABSTRACT

Thai English as a foreign language (EFL) EFL learners are increasingly using their L1 (Thai) and target language (English) in English as a medium of instruction (EMI) classes to boost their target language development and assist in understanding learning contents. Despite this classroom translanguaging practice, empirical research on the issue in Thailand is still insufficient. As a result, this study examined the classroom translanguaging practices and perceptions of Thai EFL learners in Northeast Thailand. Convenient and purposeful sampling methods were used to choose participants (N = 36) from a classroom in a secondary school level to participate in the study. An online questionnaire and a semi-structured interview were used to collect data. The questionnaire data was analyzed using descriptive statistics (e.g., mean and percentage), whereas the interview data was analyzed using qualitative content analysis. The results showed that despite the strict English-only monolingual policy mandated for EMI classes, the learners agreed that the translanguaging strategy is effective for their learning of English language contents, as well as their language development; and thus, should be incorporated into EMI classroom practice. The students also reported that, while there are drawbacks with adopting the translanguaging approach, there are more benefits to using students' native language (Thai) than just using the English-only approach. The implications of this practice and recommendation for future studies are also discussed.

Keyword : Translanguaging, Learning strategy, English as a medium of instruction, Attitude, English as a Foreign Language

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Chukwuemekarichardson Okoye

TABLE OF CONTENTS

Page

List of Tables

Page

List of Figures

Page

CHAPTER ONE

INTRODUCTION

This chapter provides an overview of the current study's background. The chapter starts with the origin of the study (see 1.1) discussion of the study's background (see 1.2), followed by translanguaging definition (see 1.3), purpose of the study (see 1.4). In addition, the research questions (see 1.5) and justification for the study (see 1.6) are presented, follow by the significance of the study (see 1.7) and scope of the study (see 1.8). The chapter ends with the operationalization of relevant terms in order to aid in the understanding of the current study (see 1.9), and the thesis structure (see 1.10).

1.1 Origin of the study

The monolingual curriculum (English-only) still predominates the teaching/learning practices in English language classrooms in a way that has the capacity to enhance or demotivate the students' English language learning, based on the researcher observations and experience living in Thailand and teaching English in the EMI classes since 2019. The researcher observed and found that Thai EFL teachers are using socio-politically named linguistic resources (English and Thai) in English medium instruction classroom while the school authority gave strict order to use English only as the medium of instruction.

According to Han (2018) and Methitham (2014), English is the only medium of instruction, learning, and scaffolding in EMI classrooms. The sole purpose of this Thai EMI classroom is for teachers to use English-only to teach students. The issues investigated in this study should be used to evaluate the importance of striking a balance between named languages (English and Thai) as the primary teaching and learning languages in bilingual EMI classrooms. Despite the fact that translanguaging strategy appears to be widely used in Thai English language classrooms, contrary to Thai Education's language policy for EMI classes, the researcher sort to investigate the effect of this strategy in a bilingual classroom in northeast Thailand.

Furthermore, recent research on perspectives of Thai learners' translanguaging practices in the EMI classroom still varies and largely scarce (Ambele, 2022; Kampittayakul, 2018; Khaisaeng et al., 2019). The purpose of the current study is to

better understand the impacts of translanguaging practice in this classroom and Thai EFL students' attitudes regarding its implementation, as well as the difficulties and advantages of using this strategy. By recommending the incorporation of the translanguaging pedagogical strategy as an effective strategy for encouraging and supporting Thai students' English language communicative and metacognitive development in a secondary school level, this research aims to provide additional insights on this phenomenon.

1.2 Background of the study

Teaching/learning the English language is becoming an important aspect in every culture or economy most especially in country where English is a second language (South East Asia, the Middle East, and Africa) due to the increasing global use of English in communication in different transactions and other international activities, including scholarly pursuits, professional development, and, most importantly, international relations. Ooi and Aziz, (2021) suggested that the use of the English language and the teaching of the English language as a foreign language in countries with other major languages is increasingly important due to the many positives associated with it. An estimated 375 million people globally learn English as a foreign language and are either multilingual or bilingual (Fang & Ren, 2018). According to Alsaawi, (2019), countries especially in South East Asia, the Middle East, and Africa have either adopted the language as a first, second or foreign language. Many institutions of educational learning have taken a keen interest in the act of teaching the English language to accommodate their sociocultural identities and adapt the global Englishes perspective of languages.

In the process of learning English as a foreign language, many English teachers and schools have adopted various strategies in the teaching/learning process. Teachers have continually practiced various standards and even classic English language teaching (ELT) methodology in EFL (English as a Foreign Language) to teach the target language (Ooi and Aziz, 2021Learning the English language as a foreign language has moved away from the classic approach which focuses on analyzing the language such as a grammar-translation method to modern approaches such as communicative language teaching (Yuzlu and Dikilitas, 2021).

The change from language analysis to language utility ideology, which emphasizes the ability to use two languages in contrast to the monolingual norms, has been advocated by a various teaching stakeholders and experts based on the shift from the traditional communicative form of teaching to the modern conversational form of language learning (Ambele, 2022). This change is because classrooms might be the only place whereby EFL students could be exposed to the basic target language. Lopez, Tartan, and Guzman – Orth, (2017) opined that one of the newer modes of teaching the English language as a foreign language in EFL classrooms focuses on the use of translanguaging.

1.3 Translanguaging definition

Garcia & Wei (2014) and Garcia & Kleyn (2016) stated that the prefix "trans-" in translanguaging refers to transcending between and beyond socially constructed or identified language borders. It also goes beyond educational frameworks and methods that exclusively teach one language at a time. By considering bilingual students to have a single linguistic system that society refers to as two or more named languages, it engages students' multiple meaning-making systems together.

Furthermore, Garcia & Wei (2014) posit that, "trans-" also denotes transdisciplinary. Translanguaging strategies are used not only in language classes but also in topics like math, science, and social studies, among others. Last but not least, the prefix "trans-" in translanguaging also denotes transformational (Garcia & Wei, 2014). Using translanguaging, learners can change their subjectivities, or their perception of who they are.

The native language of students and their bi/multilingual linguistic practices are not considered as obstacles to learning but rather as resources. Students are therefore considered to be those who bring resources from home. Translanguaging looks at their strengths, such as their native languages and bilingualism, rather than their weaknesses, such as their poor proficiency in school languages.

Moreover, Garcia (2012) stated that the "languaging" in translanguaging is a verb, not a noun. It is not a fixed product, but rather performance, practice, and a continuing process of using languages. Students are not supposed to learn a new code; instead,

they are supposed to learn a new way of being in the world and use new linguistic features while doing so. Translanguaging both shapes and is shaped by context.

According to Carroll and van den Hoven (2016), translanguaging has gained popularity as a strategy that promotes the use of learners' L1 as a supportive linguistically and academically scaffolding for teaching and learning that helps learners learn a foreign language (such as English) and enhancing teaching/learning content knowledge.

According to Baker (2001), Hojeij (2019), and Rahman et al., (2021) translanguaging has four educational benefits: (I.) It may encourage a more thorough grasp of the issue. (II.) It may aid in the weaker language's development. (III.) It may facilitate home-school links and cooperation. (IV.) It may facilitate the integration of native speakers and language learners.

In the process of employing translanguaging and related methods in teaching second language, teachers and students have not been exempted from the challenges of teaching and learning. Palmer and Martnez (2013) found that teachers believe they can integrate every piece of linguistic knowledge that students have from their native language into the second or target language, which is unrealistic and a waste of instructional time. Wortham (2006) adds that teachers are left saying that the teaching practice is not practical despite the fact that they do not simply understand the procedure and cannot simply keep time.

According to a study by Garcia and Lin (2016), the absence of a defined bi/multilingual policy suggests that teachers and schools lack rules for how to use and support a variety of community languages in the classroom. Teachers do code-switch, but they are not trained to do so appropriately for educational purposes. It is also challenging for teacher educators to train teachers in effective approaches for teaching in bi/multilingual contexts due to a lack of explicit policy. Garcia and Lin (2016) further oberved that, where the opportunity for translanguaging is alive, the challenges lie in the implementation of the policy, as there is not a definite guidance for the teachers to use translanguaging practices in schools.

According to Cummins (2008), a qualified teacher would recognize that students are not prepared to utilize a language other than their own in a classroom situation. According to Helot (2014), some cultures were not prepared to learn using a language other than their mother tongue.

Translanguaging has been adopted as a linguistically bilingual practice and a pedagogical approach that could effectively be used in teaching and learning a foreign language (Prilutskaya, 2021). It can also be used as a transformative bilingual practice that does not consider the socially and politically defined language, labels, or boundaries. Champlin, (2016) further argued that using translanguaging in teaching the English language as a foreign language has played important roles in the promotion and normalization of the concept Danping, (2019) posited that the use of translanguaging in many institutions has served as a foundational element that has helped in the creation of various theoretical applications in a multilingual pedagogical stance that accepts the various types of both linguistic and semiotic inventions for both teachers and students to adequately learn the in the classroom. Canagarajah, (2011) further argued that the use of the full linguistic repertoire of a teacher in teaching in an EFL classroom has been studied and the result of the different studies showed the efficacy of this pedagogical process.

Despite several research showing difficulties with translanguaging pedagogy, there are not enough contextual studies to highlight the difficulties that teachers and students in various learning environments encounter. Based on the importance of the translanguaging strategy, the current study focuses on investigating the use of translanguaging as a learning strategy in an English as a foreign language (EMI) classroom in a Northeastern Thai secondary school to determine how translanguaging enhances students learning content knowledge and English language development (communicative and metacognitive competency) in the EMI school setting.

1.4 Purpose of the study

English language learning is broadening, and the language's application in numerous facets of daily life is gradually becoming more significant. The world is becoming a multicultural society, and the English language is being used constantly. To achieve efficiency in teaching/learning in bilingual contexts, English as a foreign language

should be taught using innovative and interactive approaches. This is where translanguaging comes into play. Translanguaging is an important learning strategy that could be used effectively when learning English or any other languages (Ooi and Aziz, 2021). Based on this observation. The current study investigated the effect of translanguaging strategy practices on (English) learning content comprehension and language development among Thai grade ten students in an EMI classroom. Furthermore, the study looked into the students' attitudes toward the use and adoption of translanguaging learning strategy in Thai EMI secondary schools, as well as its drawbacks.

1.5 Research questions

Based on the purpose of the study, the following research questions were derived:

RQ1: How does translanguaging enhance Thai secondary school students' content learning and language development in an EMI classroom?

RQ2: What are the students' attitudes towards translanguaging as an EFL teaching/learning method in the classroom?

1.6 Justification of the study

According to Wiriyachitra (2002) study which summarized the challenges faced by English language teachers and students in Thailand, particularly in primary and secondary schools. Some of the issues include: English language teaching and learning methods, teachers' heavy teaching loads, inadequately equipped classrooms and education technology, and teachers' insufficient English language skills and cultural knowledge.

Noopong (2002) further posited that, other issues facing students who wanted to speak English fluently included challenging interference from Thai language, lack of opportunity to use English in their daily lives, challenging English lessons, being passive learners, being too shy to speak English with classmates, being poorly-motivated and lack of responsibility for their own learning.

Furthermore, a variety of factors influence how students learn a language, and the effectiveness of students' learning processes is heavily influenced by these aspects.

They encompass a wide range of additional aspects related to language learners and learning. In order to learn a language, students attempt to utilize a variety of learning strategies (Shen, 1989; Lewis & McCook, 2002).

In addition to the quality of the teachers, Colbert, Brown, Choi, and Thomas (2008) also found that the motivation of the students, the curricula and textbooks, the teaching, learning, and assessment methods, and other supportive factors like teaching aids, class sizes, and time allocation all contributed to the challenges in English language education in Thailand.

It would be appropriate to investigate and comprehend how learners learn a second or foreign language, how they interact with peers, teacher-learner collaborations, understanding of English teaching/learning content, and target language development strategy. As a result, researchers have attempted to conduct researches to better define and fully understand learners' language learning strategies. In light of this, the "think-aloud" protocol technique was developed, which requires students to speak aloud while completing assignments (Ericsson & Simon, 1980).

As previously mentioned, despite the fact that translanguaging practices are frequently employed in Thai EMI (English as a medium of instruction) classrooms, translanguaging research in Thailand is still relatively limited (Ambele, 2022; Kampittayakul, 2018; Khonjan, 2021). The translanguaging study conducted by Kampittayakul, (2018) focuses on teaching Thai reading (in Thai and other languages of the students) to ethnic students in the Northeast region of Thailand, whereas the study conducted by Khojan, (2021) focuses on teachers' perceptions and practices of translanguaging in Thai EFL classrooms in the Northeast region of Thailand. As a result, the need for this research direction with focus on Thai EFL (English as a foreign language) learners in the EMI (English as a medium of instruction) classroom and their translanguaging classroom practices (using both their native language and English as an English language learning strategy) is required.

Moreover, most translanguaging research has been qualitative and interpretative (e.g., Nambisan, 2014; Yuvayapan, 2019; Greener & Jonsson, 2020; Pinto, 2020), with relatively few studies exploring translanguaging using a quantitative method and/or a

mixed method approach (e.g., Ambele & Watson Todd, 2021). To add rigor to existing translanguaging methodology and provide greater insight into translanguaging research, the current study used a mixed qualitative and quantitative method design to investigate Thai EFL learners' translanguaging strategy and attitude in the EMI classroom, specifically whether using their L1 improves their L2 content learning understanding and L2 development. According to Ambele and Watson Todd, (2021, p. 6), "a quantitative approach in a largely qualitative area can help to generate significant information." Furthermore, these previous studies focused more on primary and higher institutions contexts, with translanguaging research in the secondary school settings still relatively scarce.

1.7 Significance of the study

The current study looked into Thai EFL learners' perspectives of translanguaging practice in the EMI classroom in a northeastern secondary school, as well as how it impacts on students' English content learning understanding and target language development. The research took up a mixed method exploratory design because majority of the study on translanguaging are mostly qualitative or quantitative in nature. The investigative research used a questionnaire to collect the quantitative data and a semi-structured interview to collect the qualitative data. The quantitative data were analyzed using descriptive analytical tool to analyze the frequency, mean and percentage of translanguaging occurrences in the EMI classroom while the qualitative data was analyzed using qualitative content analyses.

The findings are expected to provide significant benefits, such as increasing explicit awareness of using all available languages available other than English to teach in the EMI classroom and also l earners' cultural identities and language resources should be utilized when learning a foreign language in bilingual context that is consistent with global Englishes trends. The results from the study could help the Thai educational policymakers to evaluate the translanguaging approach in the EMI classroom and make informed decisions about the various approaches which could be adopted in EFL classrooms. Furthermore, the results should provide information regarding the learning contents, teaching methods, assessment, and attitude report: all of which will

add up to the suggestions to improve the identified deficiencies in Thai secondary school English language education.

Another significant aspect of this study is that it could contribute to a rethink of our practices as teachers to adjust the teaching approach in ELF settings. As such, the findings of the study may be of assistance to other ELF schools in understanding the deficiencies in their curriculum and teaching methods.

To put it another way, the findings of this study would make it easier to implement translanguaging pedagogy in EFL secondary school (EMI) classrooms. Furthermore, it would show the benefits of using learners' L1 (Thai) to improve students' English learning content knowledge and English language development in order to meet the needs of learners in EFL contexts. Moreover, it would demonstrate how current practices in Thai EMI classrooms differ from Thai ELT policy and pedagogy goals.

1.8 Scope of the study

As stated in Section 1.1, Thai EMI learners have been observed to utilize both Thai, and English languages as a second language learning strategy to better understand the English learning content and second language development. For the reasons stated above, this research context is limited to the Northeast of Thailand and exclusively Thai EFL secondary school students in this region. The study used a mixed-method approach to evaluate the findings, including classroom observation, a questionnaire, and a semi-structured interview. Furthermore, the duration of the research classroom session was between 4-5 weeks. Moreover, during the conceptualization stage of this research, a pilot study with Thai EFL secondary school English learners in Northeast Thailand was conducted in order to ascertain the learners translanguaging practices in the EMI classrooms, and the results were overwhelmingly positive.

1.9 Definition of key terms

Attitude: According to Newhouse (1990 p:28), there are four things that attitudes are related to: (1) a target, (2) an action, (3) a time reference, (4) and a situational reference. Because an attitude is a positive or negative feeling, it needs to relate to a target, and, when an attitude is the readiness for response, there will be an action that requires a reference. In general, attitudes appear to be the result of life experiences

rather than being connected to any predetermined program, yet repeated exposure to a certain stimulus improves an attitude toward an object.

English as a Medium of Instruction (EMI): According to Julie Dearden (2015), EMI refers to the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English.

Learning Content: Learning contents are tools used in instruction and learning to help students meet their learning goals. They also contain information about the tasks and topics that serve as the foundation for the lessons being taught. In an educational setting, the syllabus—which outlines the subjects that must be taught as well as learning objectives—determines the content. For instance, information in a textbook educates learners about a particular topic (Ball, Deborah & Thames, Mark & Phelps, Geoffrey, 2008).

English as a Foreign Language (EFL): The study of English by non-native speakers in contexts where English is not the dominant language is referred to as English as a Foreign Language (Nordquist, 2020)

Learning strategy: Based on this study, learning strategies have been broadly defined as procedures that facilitate learning tasks (Chamot, 2005). Such strategies are most often conscious and goal-driven.

Participants: In this research, the participants are 36 Thai English as a Foreign Language learners from the rural Northeastern part of Thailand.

Translanguaging: Operationalized in this study as the deployment of a speaker's full linguistic repertoire, without regard for watchful adherence to the socially and politically defined boundaries of named languages (Garcia and Otheguy, 2015).

1.10 Thesis structure

This thesis is divided into five chapters:

Chapter one – The present chapter, Chapter 1, provides an overview of the study's background, purpose, and justification, including the study's significance, scope, and research questions, as well as the definition of some key terms.

Chapter two – This chapter focuses on the review of literature that is related to the major variables of the study. To identify the gap in the research and argue for the significance of the study, the current study reviewed literatures on translanguaging studies and language use in EFL contexts in general and Thai EFL classrooms in particular. The chapter analyzed the concept of translanguaging as a learning strategy, code-switching, English language learning in Thai EFL classrooms, and translanguaging in Thai EFL classrooms.

Chapter three – The quantitative and qualitative approaches, as well as the instruments, data collection, and data analysis procedures that were employed in the study, are discussed in detail in this chapter. It also provides a summary of the survey participants as well as the criteria for participants selection.

Chapter four – This chapter presents the current study's results, and illustrated the current study's quantitative and qualitative findings. This chapter also includes statistics and analyses from Thai EFL secondary school students' perspectives on classroom translanguaging.

Chapter five – The chapter provides a detailed discussion of the research findings in relation to the research aims and objectives. The implications and recommendations for further research are also discussed in this chapter.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

This chapter discusses related research on the use of translanguaging in an educational context and elaborated on translanguaging in the Thai EFL classroom. The chapter begins with a discussion of English language learning in Thai EFL classrooms (see 2.1), types of English language learning programs in Thailand (see 2.2), Language Learning Strategy (see 2.3), translanguaging as a learning strategy (see 2.4), Translanguaging (see 2.5) and Translanguaging teaching strategy (see 2.6) were also discussed, as well as a presentation of Translanguaging and Code-switching (see 2.7), Translanguaging in Thai EFL classroom (see 2.8), and the chapter summary (see 2.9).

2.1 English language teaching/learning in Thai EFL classroom

English as a foreign language learning in Thailand has come a long way. English as a foreign language is learned in these classrooms through the use of grammar vocabulary and the use of words and phrases (Sukman and Mhunkongde, 2021). Sukman and Mhunkongde, (2021) posited that learning of English language in English as a foreign language classroom focuses on the studying of sentence structure, verb conjugation, and the uses of words and phrases. Based on the explanation above, English learning has focused on giving more emphasis on the development of the communication skills of students. EFL language teaching focused on the use of the direct method and the adoption of the audio-lingual method (Uddin, 2018). Phonhan, (2016) stated that the study of the English language is compulsory for Thai students, especially at the secondary level of education.

However, majority of students in remote communities do not understand the value of using or learning English. The majority of students do not intend to attend college or who already have a family business may be uninterested in learning a second language. It can be challenging to teach English to such students. Chin (2005) further opined that most schools mandate English teachers to exclusively teach students in listening and speaking in the English language only. The goal is for students to get comfortable listening and speaking the language. Although it is a good tactic but it may not work in this kind of context. Consider a group of students who have never

received any English instruction. What do you do when you need to thoroughly explain something or want to provide someone instructions on how to perform a task?

Thailand makes use of learners' countered approach to learning in English as medium of instruction classrooms. In some instances, the English language is taught by using both the native language and the English language at the same time (Songirisak, 2017).

In the process of teaching the English language in EFL classrooms in Thailand, Sukman and Mhunkongde, (2021) and Phonhan, (2016) argued that teachers of the English language encourage the act of asking questions which signifies the need for active participation of all learners in the process of learning. According to Phonham, (2016), sharing knowledge and actively using the English language which has been learned in class is always consistent. Furthermore, just like in other ASEAN countries, the English language is used in almost all the activities which are carried out in the EFL secondary school. Songirisak, (2017) also stated that teachers in EMI classrooms make use of the rote memorization method which means that teachers of the English language in Thailand do not often stray away from the books and the teachers are just the instrument in which English lessons are passed down from a more formal source. The author further implied that English grammar and conversation lessons often make use of worksheets that have a list of rules which students are often pushed to memorize and even copy. Based on this strategy, most Thai learners in EMI classrooms do not have the opportunity to interact with the language learning contents, which often limit them to make the English language their own or even learning it individually. Furthermore, Sukman and Mhunkongde (2021) argued that the teaching process can be greatly aided by familiarizing students with fundamental Thai phrases that can be used in class. In order to increase student motivation, interactional competence, metacognitive ability, and communicative proficiency while countering the language policy opposed by educational policymakers, teaching English to learners in remote areas thus necessitates a number of translanguaging strategies. This calls for a change in the curriculum and content learning design.

In accordance with the researcher's observations, Thai EFL teaching and learning are now approached from a global perspective through the use of appropriate glocal teaching/learning strategies such as bringing the students' world into the classroom, using brainstorming, and giving students a sense of achievement based on how much they have learned and how far they have progressed based on English language proficiency. In addition, the integration and use of both (Thai and English) languages to teach contents other than English.

2.2 Types of English language learning programs in Thailand

English only program (EP)

Historically, English was considered a language of nobility and a social status marker, and its use was limited to the elite. Thai commoners' exposure to English was very limited because most Thai children in rural areas rarely had the opportunity to attend school, despite the fact that basic education was compulsory (Trakulkasemsuk, 2018).

English has been classified as a foreign language in the Thai educational system (EFL). The application of the EFL concept leads to unconscious conformity to native-speaker (NS) norms. According to Cook (1999), the NS model is still firmly established in ELT and second language acquisition research (SLA), and achievement in English language learning is compared with NS competence. As a result, it is unavoidable that Thai students' students prefer and value native-like English proficiency, and the assumption can be made that in order to be considered proficient in English, some number of Thai students prefer native-like English ability. Thus, the rise to English-only program fostered in Thai education. An English-only educational program is when policy, curriculum, school management and teachers decide that only English is to be spoken and used in an EFL class environment (Trakulkasemsuk, 2018).

Learning a language, regardless of which language you want to learn, is never an easy task. Immersion in the environment in such a way that the student begins to think in the language is the best way to learn. Tangible benefits of an EFL learners learning in an English-only environment are: (1) Students can learn to express themselves in

English, (2) English-only EFL classes are easier to manage, (3) students might develop better problem-solving skills, (4) students may have improved listening skills.

These schools are mostly called international school in Thailand, found in urban areas, and almost all or majority of the teachers are NS. The teacher expects students to refrain from using any other English language in their communication. The goal of an English-only program is to give students more opportunities to work through learning the English language and to give them more practice when they are forced to only speak English.

Mini English Program (MEP)

Recently, the English language is quite essential in Thai education due to globalization. Every school requires English as a core subject, and it is taught from the kindergarten level to the university level. However, majority of Thai students still have problems with English. Due to these issues, the Mini English Program (MEP), which has been adopted in the top schools in each province was established by the Ministry of Education in an effort to address the issue. According to the Ministry of Education, the MEP began in 2003 with students in secondary schools (An Introduction to Mini English Program, 2003).

The top school in each province was given the task of implementing this English-only curriculum by the minister of education. MEP has been established in each of Thailand's four regions since the 2003–2004 academic year. It was created to help Thai students' English language skills. This program nowadays is used to teach secondary school level students. Either Thai teaches math, Science and English in English language or foreign teachers, however, all other subjects are taught in Thai.

According to the Office of the Education Council Secretariat Ministry of Education (2017), the MEP schools must demonstrate its commitment to students' ability and skill development in the following ways: 1) Skills and ability to use Thai language for communication and study in listening, speaking, reading and writing. 2) The ability to use English for communication and study in listening, speaking, reading and writing. 3) Skills and the ability to study independently and learn from experiments. 4) Skills and ability to think in various forms such as analytical thinking, scientific thinking,

creative thinking and critical thinking, and so on. 5) Skills and ability to work and compete with foreigners. 6) Skills and ability to apply ICT in learning and living. 7) Skills and ability of being a public-minded, determined and indomitable person and ability to confront problems and threats.

To increase students' background knowledge, these developments are used only in the classroom by teachers supporting using translanguaging strategies or supplementing extracurricular activities to build learners' background knowledge (Sukhon Sinthaphanon, 2017). The Core Curriculum of Basic Education 2008 is in line with changing social conditions, economic challenges, and scientific developments. Consequently, enhancing student ability to compete and cooperate in a sustainable global society—which results in tremendous importance—will meet the needs of Thai society and meet educational needs (Ministry of Education, 2009). the main focus of MEP is to forster students to have the ability to communicate and access information globally without boundaries by utilizing English to access a range of information and to adapt in the global world without limits.

Three key objectives drive the MEP. The first objective of this curriculum is to foster a more positive attitude toward learning English. Second, MEP students have the ability to speak English properly when interacting with people from other cultures. Ultimately, MEP students can tackle challenges they encounter in daily life and improve their logical thinking by utilizing English. The MEP curriculum adheres to the standard school curricula. English-language textbooks for math, science, and English are imported and chosen to go with the curriculum. The MEP board is also comprised of a school director, teacher advisers, and a parent representation. They are in charge of coming up with, creating, and promoting the program. Teachers in the MEP are mostly foreign language teachers and majority of native Thai teachers who has a qualified degree in the English language teaching field.

As a result of the school's recognition of the significance of using English for communication, learning, and effectively fostering students' ability to become global citizens, Mini English Programs are systems to assist learning by scheduling English as the second language of communication. Also, MEP gives students the knowledge and skills to learn and use English as a tool to access information, keep up with the

times, and improve themselves in order to be more competitive and help the transition to Thailand 4.0. Mini English Program curriculum focuses on the personal development of all students learning to international standards. Contrarily the MEP program is limited to only students with wealthy background due to the cost of attending the program.

Thai Program

According to Suwilai Premsrirat, a professor and researcher at Mahidol University, " Thailand considers itself to be essentially monolingual. Suwilai Premsrirat stated that “if one were to inquire at the Education Ministry, about the number of languages spoken in Thailand” the answer would probably be over ten languages. Obviously, the person asked must be thinking of the different versions of Thai spoken in the four regions, the several Chinese dialects, as well as the ethnic languages of the North and West, such Hmong and Karen.

Contrary to popular belief, Thailand has a much wider variety of languages. Mahidol University performed a language-mapping effort in the 1990s with assistance from the Cultural Ministry, showing where approximately 70 different languages were spoken in Thailand. According to the map, which can be accessed at www.ethnologue.com/map/TH n, 69 different languages are spoken in Thailand, excluding Chinese dialects such Teochiew, Hokkien, and Hainanese, to mention a few.

A new national-language strategy created by the Royal Institute of Thailand was adopted on February 7, 2010, by the then-prime minister Abhisit Vejjajiva and the prime minster Yingluck Shinawatra. This new policy affirms Thai's status as the country's official tongue and states that everyone should be able to speak it well in order to improve communication and unity within the country. Also, the policy calls for a stronger emphasis on Mandarin, English, and neighboring languages.

The former education minister Chaturon Chaisang asserted that there is substantial empirical data in the Thai context that shows students who enroll in the Thai-program began school in their mother tongue as the primary language of instruction and initial literacy, enjoy learning more and perform better. Based on this, students will be able

to successfully transition into Thai, the national language of the country, and then English, the language of the rest of the world. There is no doubt that the participants in this program are more culturally democratic. The Teachers and students in this program are basically the native indigenes of the community with exceptions to some students who were born and raised in a centralized Thai speaking areas. The Thai program higher education system equips its students with the language and cultural flexibility needed to thrive in the Asean Economic Community.

Thai- program schools are affordable for most families making them a popular option for individuals with traditional perspectives. Their children will obtain a solid grounding in their own language and develop a knowledge and respect for their culture and heritage. However, there are fewer teachers who are English native speakers and the classes frequently have a huge student population. Apart from been the long-established and well-known schools' program in Thailand, there is a lack of prestige in the Thai-program compared with the alternatives.

2.3 Language learning strategy

Language learning is a global phenomenon that is adapted and used globally. Hardan,(2013) defined language learning strategy as the continuous approaches, steps, and often behaviors that are used by language learners and tutors to help in the process of acquisition of the language, storage of the language, recall of the language, and the effective use of the new information which have been gotten in the learning process. The author further implied that language learning strategies are adopted and used to adequately enhance and also facilitate the acquisition of language. Habok and Magyar, (2018) posited that Language learning strategies are activities, steps, and technical know-how which are used by learners to enhance their learning.

This further implied that the actions and steps which are mostly applied include the act of seeking out the conversation partner in which the target language used to giving oneself the needed encouragement and motivation, which could be used in tackling the difficult language. Language learning strategies (LLS) is a special thought-out plan that individuals make use of to adequately comprehend, learn and also retain new information based on the target language (Lee and Heinz, 2016) The strategies are

focused on acquiring the knowledge and other steps which could be effectively used to understand the learning contents and the target language.

The definition provided by Kussin, et. Al., (2018) is focused on language learning behaviors. Language learning strategies focus on learning and regulating the meaning of a foreign language, cognitive theory, and effective views. The cognitive theory could be seen as the learner's strategic knowledge of language learning while the affective focuses on the learner's motivation and overall attitude.

Finally, based on the definition of language learning strategies, Hardan, (2013) posited that language learning is specific actions, behaviors, steps, or techniques which are frequently used by students to effectively seek improvement in their progress in L2 development skills. The progress is focused on the internalization, storage retrieval, and effective use of the new language which has been gotten.

There has been a significant shift in the field of language learning and teaching over the last twenty years, with the emphasis on learners and learning rather than on teachers and teaching. In parallel with this new shift of interest, how learners process new information and what strategies they use to understand, learn, or remember the information has been the primary concern of researchers working in the field of foreign language learning. Learners adopt and learn foreign languages with the use of two broad language learning strategies discussed below.

Metacognitive learning strategies

Cognitive learning strategies focus on the steps which are used by learning toward problem-solving (Su, 2018). The learning strategies focus on the direct analysis of the study or learning materials, and the transformation and synthesis of the materials which are used for learning. Cognitive learning strategies are classified six categories and they include classification/verification strategy, guessing/inductive inferencing strategy, deductive reasoning strategy, practicing strategy, memorization strategy, and monitoring strategy (Sun and Li, 2019). Hardan, (2013) implied that these strategies are often adopted to help oversee, regulate, or self-direct language learning based on metacognitive language learning strategies. In this learning strategy processes such as

planning, prioritization, goal setting, and management of self are effectively adopted in the process of foreign language learning.

Communication Strategies

Communicative learning strategies are based on the processes of learners participating in a conversation and the ability to effectively get the meaning of something to the speaker (Lee and Heinz, 2016). Sun and Li, (2019) also suggested that the learning strategy focuses on the classification of what is intended by the speaker. Based on these language learning strategies, Hardan, (2013) opined that the communication strategies are adopted by speakers when they are faced with various forms of difficulties which is because their "communicative ends outrun their means of communication". The author also implied that the communicative strategy is also used when a speaker is confronted with the inability to fully understand a co-speaker in the communicative process.

The definition below is combined from earlier definitions of language learning strategies: Language learning strategies are deliberate actions, procedures, and methods that students use in language-related tasks to enhance their proficiency (in this case; metacognitive and communicative competence) in the use of input and output in English. It is impossible for language teachers to eliminate variances in students' language learning strategies and depend solely on the policy concepts of learning strategies which helps to illustrate a major problem in language learning strategy. it is a teachers' responsibility to find out what works well for their students. for the purpose of this study the researcher looks into how translanguaging as a learning strategy could improve Thai EFL secondary school students metacognitive and communicative proficiency in an EMI classroom.

This research emphasizes the importance of language learning strategies for foreign language learning and the role of teachers/learners in language learning strategy education in Thailand . In addition, the study demonstrates the integration of translanguaging in language learning strategies in Thai secondary school EFL classroom to improve students' metacognitive and communicative competence.

2.4 Translanguaging as a learning strategy

Based on recent studies, only a handful of researchers and researchers have explored the use of translanguaging teaching strategy practice in the EFL classroom, the response of students, and the awareness of teachers and their respective attitudes towards the use of the method in an EMI context. Based on the many recent findings from various researchers, the need for further research to address whether teachers and students in EFL contexts are familiar with translanguaging. Translanguaging has been found to help language learning in a different way unlike what is seen in the traditional learning approach to EMI. According to Lopez et.al., (2017) translanguaging as an EFL, learning method does not inhibit the learning of the language but proves the opposite. This means that through translanguaging, teachers teach students how to demonstrate the possibility of creating the students' repertoires through scaffolding during learner-learner interaction. From another point of view, Dampling, (2019) posited that translanguaging is used as a tool for meaning-making in the classroom. The findings of the study carried out by these scholars showed that there is an abundance of teacher and student translanguaging occurrences which can play an important role in understanding different L2 notions.

Furthermore, and based on an analysis of language attitudes in the field of classroom translanguaging, Yuzlu et. al., (2021) focus on providing various insights into the attitudes of teachers towards their and students translanguaging in an ESL classroom and to uncover information regarding any use of these practices. The results suggest that teachers hold this practice to be of extreme importance in a language learning environment. Furthermore, the author found out that there is an imbalance between teachers' attitudes towards translanguaging and the practice in the classroom. Many other approaches and studies have found that the use of translanguaging is efficient in helping students to perform better and more efficiently.

2.5 Translanguaging

Defining the concept of Translanguaging, Kampittayakul ,(2018) opined that the concept refers to a strategy that bilingual people, or those who know two languages, use for meaning-making, knowledge gaining, and sense-making of their bilingual worlds through the daily use of two languages (García, 2009). It blurs the separating

line between the two languages and integrates them into one linguistic system, thus establishing the translanguaging space. The concept is focused on how bilingual individuals or in some cases, multilingual people make use of the different languages they are proficient in to communicate and interact. Furthermore, the concept is a pedagogical approach that focuses on the use of more than one language in a learning environment (Rajendram,2021). It could be said to be how bilingual speakers use their different resources to relate to and make sense of the world in which they find themselves.

From another perspective, Ooi and Aziz, (2021) argued that it is the process whereby a multilingual or bilingual person makes use of their total linguistic repertoire in their communication process instead of narrowing their language competencies with just the use of just a single language. It focuses fluidity of using language and not the strict separation of language. The concept could be a way in which a teacher teaches in a classroom. According to Garcia, (2016), translanguaging aims at bringing a level of change by disrupting the traditional learning processes and beliefs and giving bilingual speakers the ability to make full use of their language repertoire in their communication process. The author further inferred that the concept was created to break down superficial boundaries which have been created by colonialism and is the role of educators to deal with these boundaries.

From a historical perspective, the use of translanguaging was seen as an approach in bilingualism where individuals alternate between language modes. In this day and age, the concept of translanguaging has evolved and it refers to how bilinguals flexibly use their entire linguistic repertoires. The concept goes beyond traditional notions of bilingualism, and its strong proposition of second-language teaching and learning as its driving force is built on a heteroglossic conception of bilingualism which is the ability to flexibly operate between languages available to students (Lopez et. al., 2017).

The purpose of translanguaging could be seen from four perspectives under the umbrella of social justice and they include: (a) Supporting students as they engage with and comprehend complex context and text, (b) Providing opportunities for students to develop linguistic practices for academic contexts, (c) Making space for

students' bilingualism and ways of knowing, and (d) Supporting students' bilingual identities and socio-economic development.

2.6 Translanguaging teaching strategy

The concept of making use of translanguaging as a teaching strategy focuses on the use of multiple languages in a classroom. Ooi and Aziz, (2021) inferred that in some cases, a particular language can be adopted to start an interaction in class and other languages are quickly used in the interaction process. Lopez et. al., (2017) argued that the use of translanguaging can help in increasing the level at which learning can be maximized, optimized, and made effective. The author wrote that teachers can use translanguaging in education to promote a deeper understanding of the subject matter and to help students improve their written and oral communication skills in all languages by allowing dynamic shifts from one language to the other for educational purposes. The need of making use of the translanguaging approach to learning especially in an EFL classroom is focused on increasing the learning situation in a classroom and helping students to express themselves in any language they can since they are still in the learning situation.

One of the central aspects of making use of translanguaging in learning is the ability of the teachers to observe and use the translanuaging Corrientes which is the flow of students' bilingual practices (Champlin, 2016). The learning strategy focuses on the strengths of the students and their learning styles. The use of translanguaging should be a fluid process but in certain scenarios, teachers in these classrooms can intentionally guide students to make use of all their learning linguistic abilities and repertoire (Wang, 2019). The goal is for students to be comfortable in making use of their full language skills and this can only be achieved when students are provided with the various means and opportunities to explore and make use of their languages without any barriers.

In a translanguaging classroom, Garcia, (2016) opined that translanguaging can be adopted through the use of translanguaging documentation, translanguaging rings, and translanguaging transformative spaces. The various concepts were explained below;

Translanguaging documentation

The use of translanguaging documentation components in teaching focuses on the provision of teachers with the opportunity to gather enough evidence which can be adopted to help assess the linguistic abilities of students and their academic development processes. Garcia ,(2016) posited that with the aid of this tool, teachers in different classrooms can recognize the creative and dynamic minds of students based on how they learn and apply the language. This different information can help in informing which goes a long way in modifying classroom instructions.

Translanguaging rings

Translanguaging rings are another instructional strategy that can help teachers build on students' home languages to enhance their different learning experiences. The use of translanguaging rings can help students understand the connectivity which can be seen between languages and commonalities can be discussed between the different languages of students in the classroom. Garcia, (2016) suggested that the use of translanguaging rings can be used to identify cognates which when defined are words that have similar spelling, pronunciation a meaning, especially during a reading lesson situation in the classroom.

Translanguaging transformative spaces

Finally, the creation of translanguaging spaces provides a platform where students can be themselves and most importantly, speak the way they do when they are outside the classroom. Garcia, (2016) inferred that these spaces provide a platform for learners to evolve and be themselves and at the same time, they are learning and evolving.

2.7 Translanguaging and code-switching

Translanguaging was initially equated with code-switching (Ambele, 2020; Garcia, 2009). However, at a later stage, the two concepts were distinguished in theory and practice. Theoretically, translanguaging assumes a heteroglossic view in which bilinguals use their entire linguistic repertoire to make meaning.

Code-switching expresses a monologic view in which bilinguals switch between two language systems (Garcia and Wei, 2014). Moreover, translanguaging is rooted in Cummins' (1979) theory of 'interdependence', which states that translanguaging is a

pedagogy which supports the use of L1 in the process of mastery of the L2 and enhances learner's second language development (Garcia and Wei, 2014). Code-switching is considered to be a product of L1 interference, which is usually seen as detrimental to second language teaching and learning (Alhawary, 2018).

In practice, translanguaging has been established as a pedagogical strategy in language learning and teaching. Code-switching, on the other hand, signals switching back and forth between languages in all kinds of situational contexts (Ambele and Watson Todd, 2021; Nagy, 2017), which is "rarely institutionally endorsed or pedagogically underpinned" (Creese and Blackledge, 2010 and 2015).

In the classroom, code-switching is seen as "embarrassing", "fraught with dilemmas", "feeling guilt" and "a waste of our bilingual resources" as the languages "contaminate" each other (Creese and Blackledge, 2010). Instead, translanguaging is seen as a more flexible pedagogical approach to learning and teaching, where 'ideas can be more easily communicated, understood and shared' (Lewis et. al., 2012). Moreover, the concept of translanguaging has recently attracted the attention of educators in North America, Africa, Asia, and Europe. As a result, the concept has expanded from "pedagogical practices to everyday cognitive processing, from classroom instruction to all contexts of a bilingual's life" (Lewis et. al., 2012). With this in mind, the term translanguaging has been expanded to include how bilinguals make sense of their world through the use of the two languages in a bilingual community, "when properly interpreted and practiced in school, as a means of enhancing students' cognitive, linguistic, and literacy skills" (Lewis et. al., 2012).

Garcia, (2011) distinguishes between code-switching, translation, and translanguaging because, unlike code-switching and translation, translanguaging "is not merely a means to support scaffold instruction, to make sense of learning and language; rather, translanguaging is part of the metadiscursive regimes that students should perform in the twenty-first century. With this in mind, bilingual teachers and students should view their natural translanguaging practice as a valuable (rather than a shameful) tool and use utilize it as an effective learning and teaching method in bilingual classrooms (Boosuk and Ambele, 2021; Garcia, 2009)

2.8 Translanguaging in Thai EFL classroom

The use of the translanguaging learning approach in Thailand has evolved over some time due to the need, use, and growth of English language propagation in the country. Ambele, (2022) found that the majority of Thai university-level EFL teachers were generally in favor of using native speakers to teach L2 materials. Additionally, the author claimed that in Thai EFL classrooms where English is the language of instruction, it is purportedly difficult to entirely disregard the language learners L1. Kamolwan, (2021) posited that translanguaging usage as a multilingual learning approach in EFL classrooms in Thailand is like most other countries in ASEAN. They make use of the major Thai languages when teaching but at the same time make use of the English language when they refer to an English vocabulary. In Thailand and their EFL classrooms, the use of task-based learning is also adopted when making use of the translanguaging teaching approach. Kampittayakul, (2018) opined that in the EFL classroom in Thailand, learners are asked by teachers to perform a task that resembles various real-life situations through the use of the English Language. To further contribute to the assertions of Kamolwan, (2021), Kampittayakul, (2018) argued that Teachers in Thai EFL classrooms make use of Thai as the central LMI and the English language is therefore used when words in English are being used. The author further argued that the English language is also used in read-aloud situations and in instances where English language rules are being referred to when teaching.

According to Kampittayakul, (2018) in certain situations, especially in EFL classrooms which are used as tutorial schools, the teachers in this classroom are prone to always make use of the English Language in most interactions with their Thai learners and in some cases whereby misunderstanding the lessons which are being taught is about to happen, the use of Thai only language is used. The aim of making use of both Thai and English language (predominantly English language) is for the learner to be adequately be exposed to the English Language environment. Kampittayakul, (2018) suggested that the most important reason behind the combination of both English Language and other Thai languages is for the learner to acquire the target language in a way whereby the learner makes use of the language as a new LMI (Language as a medium of instruction). Liu, (2021) suggested that based

on the inter used of different languages in the classroom, the learner is allowed to fully interact with their teachers with the use of the English Language, and learners when they feel inadequate and resort to speaking their local languages, they are not in any way reprimanded. The process is aimed at facilitating interaction in the classroom and also helps slow learners and all learners to be part of the learning process.

In various EFL classrooms in Thailand, there is a blurriness when it comes to the use of languages. Both learners and teachers are allowed to translanguage at any time. This helps in creating a permeable wall between the usage of different languages. It creates a welcoming space for all students with the sole aim of easy expression of self and being comfortable when it comes to communication. Liu, (2021) and Kampittayakul, (2018) posited that there is a constant increase in translanguaging space in various EFL classrooms in Thai because of the many positives attached to the use of such spaces.

2.8 Chapter summary

This chapter addressed translanguaging in the Thai EFL classroom by presenting a sociolinguistic landscape of Thailand that demonstrated the role of English in the Thai education system, English practice in Thailand, and the imbalance between Thai language policy and classroom practice. In addition, translanguaging as a teaching strategy and as a learning strategy in Thai EFL classrooms was discussed. Finally, the strengths and implications of multilingualism in the implementation of this practice were discussed. The next chapter will discuss the research methodology.

CHAPTER THREE
RESEARCH METHODOLOGY

This chapter discusses the study quantitative and qualitative data collection. The study method used to examine how translanguaging could improve the content learning of Thai secondary school students in the language classroom and their attitudes toward translanguaging as an EFL teaching and learning strategy is discussed. The first section of this chapter introduces the research design (3.1), Piloting of the study (3.2) and 3.3 Context of the study. It is followed by a presentation of the participants (3.4), Research instruments (3.5), Data collections and procedure (3.6), Data analysis (3.7). This chapter also covers Ethical considerations and limitations of the study (3.8) as well as the Chapter Summary (3.9).

3.1 Research design

In the social sciences, the mixed method research design is common. In mixed-methods study design, the quantitative phase of data collecting and analysis comes after the qualitative phase (Fetters, Curry, and Creswell, 2013). A mixed-methods research design, according to Davies (2020), consists of a survey of a group of people followed by a small number of open-ended questions to explain the survey results. Mixed methods research is based on the idea that mixing multiple data sources provides a better knowledge of a study issue than a single approach (Guest and Fleming, 2015). To reach findings, quantitative research methodologies focus on the measurement of variables. The quantitative research method collects and statistically analyzes data (Apuke, 2017; Watson Todd, 2016; Williams, 2011). According to Kabir, (2018) quantitative procedures have the advantage of being less costly to implement and standardized, allowing for simple comparisons and often quantifying the degree of the effect. As a result, data collection methods have a significant impact on evaluation since they provide information regarding learners' perceptions of their well-being.

Qualitative tools such as observations, surveys, open-ended questions, and face-to-face interviews, on the other hand, are as significant in generating rich and meaningful data. As a result, combining these two approaches in a single study tends to produce a balanced and insightful outcome of the topic under investigation. The

research was conducted using a mixed-methods approach. The quantitative approach was used as the primary method of analysis, with qualitative methods incorporated to get further understanding. A mixed-methods approach, according to Creswell and Plano Clark (2011), provides greater knowledge of research challenges than one strategy alone. This allows the researcher to have a better understanding of the problem under research. This research adopts a mixed study design, whereby two tools were utilized for data collection.

3.2 Piloting of the study

A pilot study is a small-scale test of the methods and procedures that will be employed on a larger scale (Junyoung, 2017). Rather than testing hypotheses about an intervention's effects, pilot studies are intended to determine the feasibility and acceptability of a method that will be utilized in a larger study. As a result, researchers won't be able to answer the question "Does this intervention work?" in a pilot study. Instead, gather data to assist individuals in determining whether or not it is possible. Pilot studies allow study researchers to adopt good clinical practices to improve the rigor and reproducibility of their research, in addition to giving vital feasibility data as indicated above (Lowe, 2019). Documentation and informed consent procedures, data collection techniques, regulatory reporting protocols, and monitoring procedures are all part of this process. Pilot studies are used to answer the following simple questions: "Can the full-scale study be done as intended, or should some component(s) be changed or removed? (Junyoung, 2019).

This pilot studies also aimed to evaluate the amount of difficulty and translation inaccuracy in the questionnaire (an online Google form). The link was forwarded to the English department, which approved the translation after double-checking it. All the grade 10 students in the school were asked to take their time and complete the questionnaire at their convenience once the link was posted to an open group. We received close to 100 responses. Additionally, a professional Thai translator were consulted to provide a back translation of the questionnaire and interview questions to eliminate any translation errors.

The objective of this study pilot was to establish the scope of the study and determine the level of Thai EFL learners' classroom language practices. Furthermore, it was

planned to examine the number of grades ten (Mathayom 4) learners who study in an EMI classroom and interact in translanguaging in the secondary schools, in order to establish where translanguaging activity is frequently observed. The online survey was divided into two rounds: the first round received more than 40 responses, and the second round was sent to the same group of respondents, who answered additional questions and received 36 responses. The findings from 42 EMI classroom participants found that the majority of them (95 percent) study in the EMI classroom from grade 7 to grade 10 (M1 - M4). However, 5 percent of the 42 students studied in MEP from grade 7 (M1) switched from MEP to EMI in grade 10 (grade 10), thus they are more fluent in English than the others in the class. The items inquired about the language, they use to understand learning contents and language enhancement in EMI classrooms. The findings revealed that 92.5 percent of 42 respondents use Thai and English in the classroom as a coping strategy. The remaining 7.5 percent is for students use Thai, English, and a local dialect (Essan). 2.5 percent is for the two students who use English as their only language learning strategy in the classroom.

The second survey investigated why students integrate Thai and English in the English classroom, as well as the percentage of time they spend doing so. The following aspects demonstrated the results: Item 10, asks how important it is for students to use languages other than English when learning English content and language learning. The majority of responders (95%) perceive this approach as important and beneficial. Their responses to the survey about why they used Thai and English in the classroom can be divided into three categories: 1.) Using both languages reduce speaking anxiety and encourages low-language learners to participate. 2.) To improve students' comprehension of English learning content and provide a clear understanding of what they learn. 3.) Due to the level of student's English language proficiency. The main research study used the results of the pilot study to evaluate the internal consistency of the various scales of the questionnaire, the difficulty level, error eliminations, and student engagement.

3.3 Context of the study

The school is situated in a region in northeastern Thailand. Each academic year, the school's overall enrollment hovers around 1,800. The researcher was the co-instructor

of the lessons that builds on translnguaging, which took place in the summer of 2023 and lasted for five weeks. There were 36 students in the class (20 males and 16 females). The participants of this study were studying in an English as a medium of Instruction (EMI) classroom which emphasis on language separation policy but the reverse was the case in this classroom. Only few had studied in the Mini English Program (MEP) at grade seven to nine level. This school provides a variety of language learning programs. Currently, 25% of students are designated as language learners in the Mini English Program (MEP) and 75% of students are identified as basic English language learners (translanguaging is the only language learning/teaching strategy used). Except for the O-net exams, all classroom instruction and learning are conducted in Thai and English. Thus, translanguaging occurs frequently in this classroom setting. This particular context (Thailand) was chosen since the researcher lives and studies in Thailand and has observed the language uses in this Thai EMI classroom. The EFL secondary school was selected for the researcher's convenience, and the classroom was chosen specifically to meet the research aims. The goal of employing convenient research technique was to obtain in-depth data that is readily available to the researcher. In addition, the researcher looked into the effect of translanguaging as a learning strategy in this EFL context.

3.4 Participants

3.4.1 Participants' background information

This section presents the demographic characteristics of the 36 Thai secondary school English as a foreign language (EFL) learner who participated in the study. It should be noted that all the participants are Thai EFL learners, studying in a classroom where English is used as a medium of instruction. According to Table 1, 55% of the students were females while 45% were males. Also, the students ages range from 15-17 which match with their study class (Grade 10). Lastly, all the student are Thai native speakers who are only learning in and through English as the medium of instruction.

Table 1: Participants' demographic information

Participants	**Gender (sex)**	**Age Range**	**Grade**	**Native language**	**Province**
36 students	Male (55%)	16 and 17	Grade 10 (Mathayom 4)	Thai	Northeast
	Female (45%)	16 and 17			

The class has 36 students in total, with males making up the majority of the group. There are 16 female students and 20 male students in total. To reflect the diversity of gender in the classroom, the sample does, however, include both sexes. Two criteria were used to choose the student participants in this study. First, the participant's consent had to have been expressed through the declaration of the consent form. Second, from those who agreed to the interview, 10 students were chosen for the interview.

However, the researcher participated in the students' instructions during the classes that utilize the translanguaging strategy because the researcher wanted to learn about other experiences in the classroom and to choose students who had varying degrees of activity—low, moderate, and high. The researcher attempts to ensure a variety of criticisms and experiences by doing this, which are frequently referred to as a negative example. Furthermore, an effort was made to interview students in both English and native languages to avoid having difficulty related to the language to increase the validity of the study.

Although it would be ideal to incorporate the entire population, in most circumstances this is not feasible due to the population's finite size. As a result, purposive and convenience sampling sample methods was used in this study. Only EFL participants from a secondary school in northeast Thailand were included in this study. The researcher observed the classroom and use convenient and purposive sampling techniques in the pilot study as well as the main study to sample the number of secondary levels EFL students who used translanguaging in the classroom, and the study region was chosen as a result of the convenience. The participants were thirty-

six grade ten English language learners in a Northeastern secondary EFL classroom in Thailand.

Iiker et.al (2016) opined that Convenience sampling (also known as Haphazard Sampling or Accidental Sampling) is a type of nonprobability or nonrandom sampling in which members of the target population are included in the study if they meet certain practical criteria, such as easy accessibility, geographic proximity, availability at a specific time, or willingness to participate. It's also known as research subjects for population studies that are easily available to the researcher. Ilker & Rukayya, (2016) further stated that Data collection is critical in research since it is used to aid in the understanding of a theoretical framework. Data collection methods, as well as who provided the data, must be carefully evaluated, especially since no amount of analysis will compensate for incorrectly collected data. The deliberate selection of a participant based on their traits is known as purposeful sampling or judgment sampling. It's a non-random strategy that doesn't require any assumptions or a specific number of participants. The researcher determines what data is required and then seeks out individuals who could offer it based on their knowledge or experience. It is commonly used to find and select the most relevant data examples to maximize limited resources.

This necessitates the identification and selection of individuals or groups of individuals who are knowledgeable and experienced on a given topic. In addition to knowledge and experience, emphasize the value of availability and willingness to participate, as well as the ability to explain, discuss, and reflect on events and ideas. Although a total population sample of 36 Thai EFL secondary school students were used, the number of students data were determined after a preliminary review of the data set. In general, three key factors were used to choose participants for this study: (1) The researcher is familiar with the languages used by the students in this EFL classroom (e.g., English, Thai, and Isan dialect); (2) The researcher works and lives in Northeast Thailand, where he teaches the English language to secondary school students; and (3) This grade 10 students are not MEPs, so they are appropriate for the TL research hypothesis.

3.5 Research instruments

Although there were classroom observations, two main research instruments were used for data collection and this includes the use of questionnaire (quantitative method) and interview (qualitative method). After the classroom observations on lessons that builds on translanguaging approach, the participants rated the structured questions in the questionnaire through an online platform to provide in-depth answers which cannot be gotten from students during the classroom sessions. The first instrument used was the questionnaire. The questionnaire contained open-ended questions which were adopted from Khonjan (2021) and modified to suit the level of the students. The adoption and modification of the questionnaire are based on the objectives of the study. For the adoption justification, the research instruments were selected based on the need to gain an improved understanding of the impact of translanguaging as a learning strategy and the attitude of learners towards the translanguaging learning approach.

The research instrument that was used consisted of three different parts and they include; Classroom observations: Demographic characteristics of respondents – This is focused on the collection of participant profiles and this includes the sex of participants, their ages, class, etc. Questionnaire – This included open-ended questions.

Semi - structured Interview – The research interview section was carried out based on the need to increase the knowledge of the adoption of the translanguaging approach as a learning strategy.

In this study, observation allows researchers to observe and understand how students interact during lessons that use translanguaging as a resource. This also served as a tool for selecting interview participants and adding additional questions to the questionnaire and interview guide.

The two observation sequences were carried out primarily for two reasons. First, to gather information about the students, their dynamics, and insights into a classroom that is entirely based on translanguaging as a learning approach. Second, it was utilized as a tool to select (ten) interview participants. Initially, observation was not

intended to be used as a data collection tool, but rather as a contextual method. Nonetheless, given that useful findings may emerge, observations have been included in the data collection process in the study.

3.5.1 Questionnaire (see Appendix 1)

According to Ambele and Watson Todd, (2018), the advantages of using a questionnaire survey are that it will provide a sample that is representative of the population under study, and the sample sizes can be used to generate data that can be used to conclude the entire population. A questionnaire survey is also a low-cost technique to find out what people do, think, and want. Closed-ended questions, on the other hand, may restrict participants' ability to consider various options, whereas open-ended questions allow respondents to express themselves without interference from the researcher (Ambele & Watson Todd, 2018). This lends credence to the current study's use of an open-ended questionnaire. The questionnaire was adopted from Khonjan's, (2014) study and adapted to fit the context and level of understanding of the translanguaging of the participants in the present study.

The questionnaire was sent to the participants through an online platform (Google form) and it takes ten to fifteen minutes to complete. It is divided into three sections: Items 1-9 provide general information about the learners' age, gender, English language proficiency level, and native language; items 10-16 review the literature on the importance, frequency, and support for learners' content learning and attitudes toward translanguaging in the classroom; and items 17-20 are open-ended questions which the participants expressed their general insight into TL learning strategy. As a result, the questionnaire questions were translated for better understanding of the secondary school students' translanguaging practices in a Thai context. The questionnaires included 1) demographic information in the form of multiple-choice and short-answer questions, 2) items that examine learners' perceptions of the benefits and drawbacks of translanguaging practice, and 3) open-ended questions which participants expressed their personal opinions on the TL learning strategy. To fulfill the context and avoid ambiguity, this questionnaire was translated into Thai. However, once the questionnaires have been translated, they were sent to experts for

back-translation check to determine the accuracy of the meaning between the source and target statements.

3.5.2 Semi-structured Interview (see Appendix 2)

The study adopted the use of structured interviews. It should be noted that there are three forms of research interview and these are based on the need and objectives of the research (Bolderston, 2012). The forms of the interviews are unstructured, semi-truck, turned, and structured interviews. The adoption of a semi-structured interview in this study is based on the need to have a more coherent crop of answers which are based on the already carefully refined questions which have been created. Bolderston, (2012) stated that adopting a semi-structured interview type in a research process increases the reliability of answers which will be gotten and help in limiting the possibility of answers straying from the objectives of the study. Making use of interviews is a qualitative research approach that gives the researcher the ability to gather coherent data which are rich, more detailed, and provide better and more in-depth information based on the research study.

In this study, ten students were interviewed with the help of a Thai teacher who employ translanguaging approach in her EMI classroom. They answer carefully designed questions that are focused on the impact of the use of translanguaging learning strategy in an EFL classroom. The semi-structured interview provided, gave the students opportunity to give quality answers based on the questions asked. Watts, (2018) stated that the use of semi-structured interviews in education research and learning strategy helps in getting in-depth and diverse knowledge based on a phenomenon. The author further implied that the adoption of the semi-structured gives room for exploration and also helps in providing definite answers and conclusions.

The four interview questions were coined out from the questions in the questionnaire and the addition of more questions to provide an avenue where vast answers were provided.

3.6 Data collections and procedure

The first step in the data collection process was to request ethical approval from the chosen secondary school. The process started with the selection of potential participants from the selected context and school. Second, to ensure the privacy and confidentiality of the participants data, the researcher provided the participants with consent paperwork as well as information about the study's methodology (all participant names were ethically pseudonymized in this study). Finally, the classroom observation contents, the survey questionnaire and the interview questions were translated into Thai and sent to a professional translator for back-translation. The survey questionnaire was sent online to thirty-six grade 10 English Language Learners and the interview of 10 students among the 36 students was conducted onsite in a Northeastern secondary EFL classroom in Thailand. With this analysis, this study collected data using a variety of techniques. This gave the researcher a thorough understanding of the students' reactions to the lesson that incorporates translanguaging as a resource.

By utilizing these research techniques, the researcher was able to validate the study findings and give it some credibility. After two weeks of the typical Thai EFL classroom observations, a translated questionnaire was sent to the participants through an online platform. The interview was conducted after two weeks of the free-flow TL teaching and learning strategy to ascertain the participants' experiences with the learned content. The study took place in continuous and regular classrooms in the hopes that once comparable actions are taken consistently, they develop into routines in which all participants are aware of what is likely to happen next, resulting in a lesson that is organic and undisturbed (van, 1988, p. 10; see also Emilia, 2005, p. 77). To reflect a diversified collection of thoroughly contextualized data, including both teacher-led and student-led TL practices, TL research encourages a holistic study approach.

The study data collections followed Wang, 2019; Garcia & Wei, 2014; Rubenstein, 2020 by gathering data from many sources, including classroom observation (a phase of teaching the five topics that builds on TL strategy). The several data collection methods to be used in this study, includes gathering data through participant

observation, a questionnaire and semi-structured interview. The classroom observations covered five topics that builds on translanguaging as a resource through the course of ten meetings (each lasting 50 minutes). From the second through the tenth meetings, data for this project were collected. Given that no observation is value-free or theory-free, the researchers was supported by a co-teacher (Thai-English teacher), to observe the session (Van, 1988). The three steps research methodology followed in this study are as follows: Data collection is not done in the initial stage. However, it is included since the lesson's preparation, which uses a translanguaging strategy, is a thorough and significant step in this study. The other 2 steps are the procedures for gathering the actual data. The following are examples of the data collection steps: Step 1: Classroom observations, Step 2: online questionnaire, and Step 3: conducting the semi-structured interviews.

3.7 Data analysis

The quantitative data from the questionnaire were analyzed using quantitative descriptive statistics (SPSS 24.0) like frequency, percentages, and mean using the translanguaging framework analysis. The quantitative descriptive analysis tool is frequently used for quantitative research methods, particularly to build the justification of social science study in an analytical approach (Priyanka, 2020). The advantages quantitative descriptive statistics include its practicality, relative ease of use, and familiarity with many applied linguistics consultants.

The qualitative data from the interview were analyzed using qualitative content analysis. The term qualitative content analysis (QCA) has many definitions, numerous experts have attempted to define the term. In all the definitions There is a mention of an integrated view of speech or text and their specific circumstances, which enables academics to understand the social reality in a qualitative but scientific way. QCA is defined by Patton, (2002) as any qualitative data reduction and sense-making effort that takes a large volume of qualitative material and strives to identify fundamental characteristics and meanings. According to Hsieh & Shannon, (2005), QCA is a research approach for subjective interpretation of text data content through a systematic classification process of coding and finding themes or patterns. Mayring, (2000) defines QCA as an empirical, methodologically controlled analysis of texts

within their context of communication, using content analytic criteria and a step-by-step model. Furthermore, QCA is defined by Berelson, (1952) as a strategy for categorizing written or oral data into identifiable categories having related meanings, and these categories represent either explicit or inferred communication. This is a research technique for objective, systematic, and qualitative text description and analysis of implicit content (Potter and Levine Donnerstein, 1999). According to Schreier, (2012), qualitative content analysis is appropriate for data that requires some interpretation.

QCA is regarded by educational researchers as a comprehensive method of evaluating text data. According to Hsieh and Shannon, (2005), there are three ways to qualitative content analysis based on the degree of engagement of hypothesis testing: a) conventional qualitative content analysis, b) direct content analysis, and c) summative content analysis. The three approaches can be combined in a single study, or the researcher can choose any one of the three approaches.

The qualitative content analysis of the interview result in this study were based on the TL framework. The researchers divided the bilingual practices into two categories, both of which are crucial to the overall goals of the study. The first idea holds that translanguaging allows bilinguals and multilinguals to use their entire linguistic repertoire, whereas the second holds that translanguaging allows students or teachers to interact in order to create a translanguaging space for interactive classroom teaching/learning (Alexis et. al., 2017; Kohler, 2015; Canagarajah, 2011; Garcia, 2009). The findings established the effectiveness of TL in Thai EFL secondary schools.

3.8 Ethical considerations and limitations

As a researcher investigating the participants' classroom language practices, numerous elements of research ethics were acknowledged. Kvale and Brinkmann (2009) outlined four categories to consider while conducting observations and interviews: informed consent, confidentiality, potential consequences, and the role of the researcher. Ethical considerations were focused on in the process of data collection. This is crucial based on the idea that the population and sample of the study are from the vulnerable group. Based on the said information, in the process of data collection,

the researcher focused on making use of various elements of research ethics which include the use of informed consent, participant confidentiality, privacy, anonymity, the right to withdraw from the research at any time without coercion, and respects for persons (Parveen and Showkat, 2017). With the use of informed consent, the consent of the participants was sorted before taking part in the research process. All participants were given equal treatment during the study. Furthermore, the benefits of the participants were maximized and minimization of any form of harm were also provided to the participant. The study focused on the protection of the data collected and the information collected from participants. The participants were properly informed that they have the right to privacy and anonymity at all times. The names of the participants and the school were not used in the entire course of the research process. This study, however, has limitations. First, as a result of some students' answers being very ambiguous, close-ended questions were used due to the students public speaking anxiety. Some of the reasons for the students' evasive responses could be attributed to a combination of collecting audio recordings and my position as a teacher in the school. Another drawback, which is related to the ambiguous responses, is the use of closed-ended questions, which may be seen as leading. Second, due to unforeseen personal challenges, a significant amount of time was spent transcribing, translating the interviews and coding them for analysis.

3.9 Chapter Summary

This chapter analyses the methodology that was used in this study, the criteria for selecting participants, the instruments, and the ethical issues regarding data collection and analysis. The data collection procedure and methods of data analysis that was used to evaluate the data were also presented. The study's findings will be discussed in Chapter 4.

CHAPTER 4
FINDINGS

The procedure and methodology used to analyze the data for this study were presented and discussed in the previous chapter, Chapter three, and the results presented in this chapter are based on the two main research questions of the study. Before the findings are presented, this chapter begins with a presentation of the participants' background information (see 4.1), Nature of the learner's classroom (see 4.2). Thereafter, the questionnaire findings (see 4.3) and the interview findings (see 4.4) will be presented.

4.1. Learners' content learning and English language development in the classroom

Figure 1 depicts a summary of item 14 in the questionnaire. The results revealed that the learners employed translanguaging strategy in their classrooms to enhance their content learning and English language development through different TL strategies.

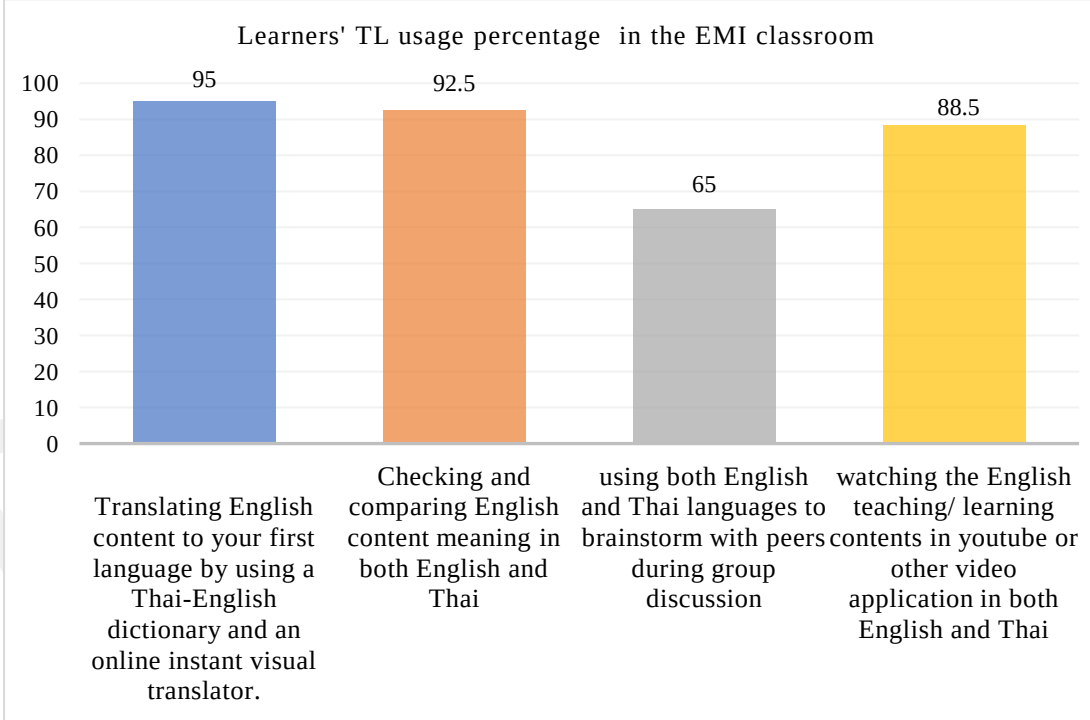

Figure 1: Learners' content learning and English language development in the classroom

4.2 Nature of the learner's classroom

According to Table 2, all the participants study in an EMI classroom with approximately 45 to 50 minutes learning period.

Table 2: Nature of the learner's classroom

Classroom Setting	English as a medium of instruction (EMI)
Learning period duration	40-50 minutes
Learning strategy preference	Translanguaging approach (95%)
	English-only approach (5%)

From Table 2, 95% of the students reported a preference for translanguaging as a learning strategy in the English language classroom. This demonstrates that the majority of participants thought adopting the translanguaging strategy to present learning content would be a valuable and useful resource that would help them top learn English.

In another light, according to the data presented in this section on the nature of the classroom (see Table 3) about the learners' L1 usage, the majority of participants (95%%) reported translating English learning contents, while 83.3% indicated switching back and forth between both languages to understand what is taught in the EMI classroom. Furthermore, only 91.7% of the students stated that they had no difficulty learning with the English-only approach; meanwhile, the majority of students (8.3%) reported they had difficulty learning in the typical English-only classroom without alternating between the L1 and L2.

Table 3: L1 use in the EMI classroom

	Percentage of L1 using in the classroom
Percentage of students translating English contents in the classroom	95
Percentage of students switching between English and Thai to understand learning contents	83.3
Percentage of students who perceive translanguaging approach as a drawback to language learning	8.3
Percentage of students who perceive translanguaging approach as useful learning strategy	91.7

4.3 Questionnaire findings

The participants were requested to provide supportive responses in the questionnaire survey, which they then rated using a 5-point rubric scale on their frequency of using their linguistic repertoire in the English classroom. The responses simply showed the learners' rationale for engaging in the classroom activities in terms of how useful their native language is in understanding English learning contents, as well as their attitudes on the adoption of both English and Thai in the classroom. Because the questions are based on the learners' language use and translanguaging practice in the EMI classroom, the results reported here will address items 14-20 of the online questionnaire (answering research question 1). Each of the items in 14-20 illustrates a circumstance in which the respondents rated their frequency on a scale of one to five using a five-point rubric scale: 1) never, which means that the EFL learners never use translanguaging practice in the classroom; 2) rarely, which means that the EFL students recognize themselves as not frequently using translanguaging; 3) sometimes, which means that the EFL students use translanguaging practice in their classroom occasionally; 4) usually, which means that the EFL students consistently use translanguaging approach in the language classroom and 5) always, which means that the EFL students use translanguaging practice in their classes all the time.

The Participants were asked to rate whether or not utilizing their native language in the English language classroom increases their understanding of the teaching/learning content and enhance their English language development. According to Figure 4.2, the results showed that 34 respondents (95%) agreed that using students' native languages in English language classroom improves L2 learning content and understanding and claimed that the L1 also support learners' English language development. The remaining two respondents (5%) believed that using students' native (Thai) language in the English language classrooms was ineffective since it did not improve their L2 learning.

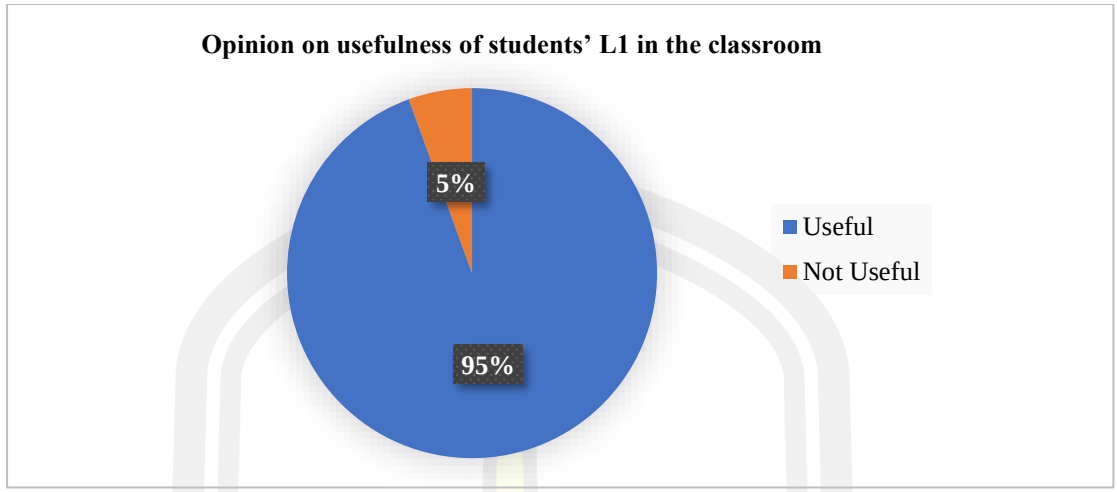

Figure 2: Opinions on usefulness of students' native language in the classroom

4.3 students' perspectives on translated and non-translated learning contents in the language learning classroom

The participants were asked whether they agreed or disagreed with the statement that Thai students prefer translated English learning contents in the English language learning classroom.

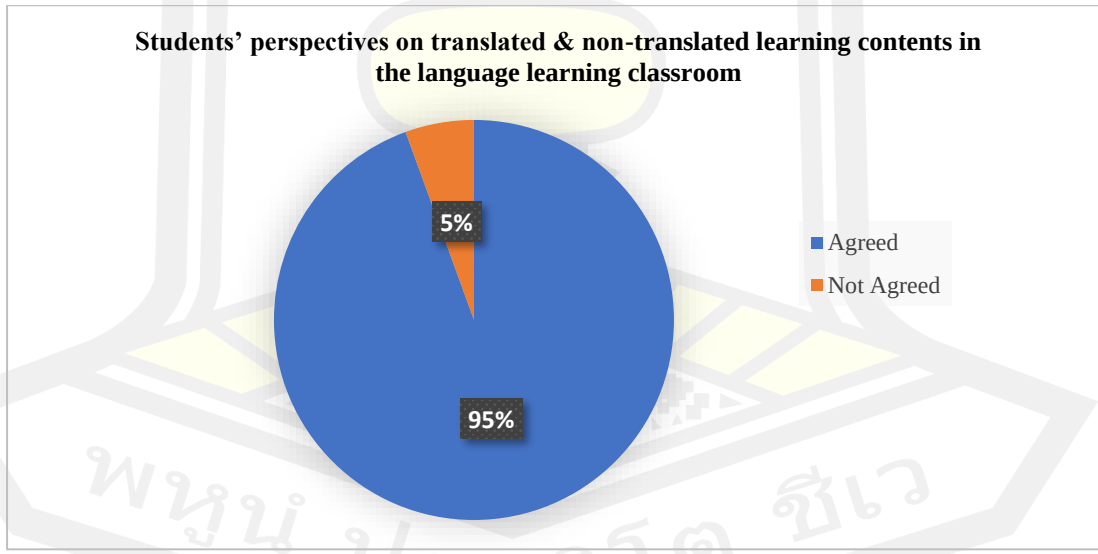

Figure 3: students' perspectives on translated and non-translated learning contents in the language learning classroom

The findings in Figure 3 show that 95% of respondents believed that translated contents made it easier to understand the learning resources and did not affect students' learning of the English language. On the other hand, 5% of participants

stated that translated content did not improve their English and was unhelpful as it does not add to their enhancement of the communicative English language skill.

4.2.2 Contextual situations rating of students' use of their L1 in the EMI classroom

Item 12 of the questionnaire describes how and why participants use their native language (Thai) in the classroom to learn English. The findings in Figure 4 illustrate the data provided by the participants. The participants were asked to rate the situations in which they used the L1 to promote L2 learning in the classroom context.

Table 4: Contextual situations rating of students' use of their L1 in the L2 classroom

Contextual situations	**Students rating in percentage**
Enable second language development	92.5
Interacting with peers during activities	98.9
Brainstorm during L2 class activities	95.0
Translating to communicate and explain problems related to the content to the teachers	80.52
Enable quick comprehension of L2 contents and fasten learning	93.22
Enable more understand the L2 (English) contents	93.7
Translating to ask questions about the learning content	78.25
Total	**100**

According to the results (see Table 4), 92.5 % of the participants believed that they usually used their L1 to facilitate their English language learning development in the classroom. Furthermore, 98.9 % of participants used their native language to interact and engage with peers during small group activities. Furthermore, according to the data presented, approximately 95% of the students acknowledged using their native language to brainstorm during class activities. Furthermore, the data revealed that 80.52% of students use translation to discuss and explain problems related to the curriculum to the teachers. Similarly, students' native language was frequently employed to facilitate quick understanding of English contents and enhance learning (93.22%). The situation with the lowest rating is translating to ask questions regarding the learning contents, as shown in Figure 4.

4.2.3 Frequency of students' L1 usage in the classroom

The findings of this item on the frequency of students L1 usage in the classroom are shown in Table 5.

Table 5: Frequency of students L1 use in English language classroom

Classroom situations	The percentage of occurrence					
	Always	Usually	Sometimes	Rarely	Never	Total
Enable more understanding of the (English) learning contents	50	38.89	5.56	5.56	0	100
Translating the learning content to ask questions to peers and teacher	23.53	58.82	17.65	0	0	100
To communicate and explain problems related to the content to the teachers	17.65	58.82	23.53	0	0	100
To enable quick understanding of English language learning contents and fasten learning time	23.53	47.06	23.53	5.88	0	100
To enable English language development	35.29	41.18	17.65	0	5.08	100
To brainstorm during English class activities	17.65	52.94	29.41	0	0	100

Overall, according to the table, the participants commonly used their L1 to improve L2 content knowledge. Specifically, over 52.94 % of the students indicated that they usually use their L1 resources to assist in their language development in all classes and to brainstorm during English class activities. Nonetheless, 50% of the participants always use their L1 to enable more understanding of the (English) learning contents while 58.82% usually translate the learning content to ask questions to peers and teacher. Furthermore, 47.06% stated that they usually use their L1 to enable quick understanding of English language learning contents and save learning time. As a result, about 41.18% of the students believed that they usually use their L1 to enable English language development. Furthermore, apart from using their L1 to facilitate understanding of the learning contents, and improving their English language. 58.82% students' usually use their L1 to communicate and explain problems related to the content to the teachers. Interestingly, as shown in Table 4.5 above, 5.08 of the

participants rated themselves as never having to use their L1 to enable English language development.

4.2.4 Situational translanguaging occurrences in the classroom

Item 18 describes the students' belief in using their L1 in different classroom situations to learn English. Participants were asked to consider their thoughts toward the usefulness of employing their L1 as a learning strategy in the classroom. They were asked to rank the possibility of using each situation to understand English learning contents in the EMI classroom on a five-point rubric scale. According to the data in Table 5, students rated using their native language as highly significant because several situations were rated very high. Over half of the students that participated in the survey stated that using their L1 enabled comprehension of English contents, enhance their English language learning, increase their metacognitive and communicative competence.

In addition to Table 5, Table 6 shows that 55.56% of participants reported that it was very necessary to use their L1 in the classroom because it helps with second language development when they are encouraged to translate of learning content (word meaning) in both languages and 33.89% thought it helped with quick comprehension of L2 contents and fostered learning in the L2 classroom when they are allowed to use subject-specific books in their native language (Thai). Using the L1 during L2 brainstorming activities was also rated as being important (35.29%) as it makes low-proficiency learners' part of the learning activities in the classroom. Meaning-making during interaction in the English language classroom was also rated somewhat significant by 50.0% of participants. This shows that many of the participants consider that using their L1 (Thai) was necessary for their L2 (English) content and language learning.

Table 6: Situational translanguaging occurrences in the EMI classroom

Classroom situations	The percentage of frequency						
	Always	**Usually**	**Sometimes**	**Rarely**	**Never**	**Total**	**Mean**
Use of subject-specific books in your native language (Thai)	16.67	38.89	27.78	16.67	0	100	20.00
Presenting teaching and learning content (Textbooks, PowerPoints, videos, and visual aids) in both languages	27.78	33.33	33.33	5.56	0	100	20.01
Encourage drafting notes from a text, graphic organizer, or during practical work in both languages	27.78	33.33	33.33	5.6	0	100	20.01
Encourage translation of learning content (word meaning) in both languages	11.11	55.56	33.33	0	0	100	20.00
Make low-proficiency learners' part of the learning activities in the classroom	29.41	35.29	35.29	0	0	100	19.99
Meaning-making during interaction in the English language classroom	33.33	16.67	50	0	0	100	20.00

4.3 Interview findings

During the qualitative data collection procedure, the participants were interviewed to obtain information on the situations in which integrating both L1 (Thai) and L2 (English) was beneficial or harmful to their English learning. The interview responses were transcribed, and qualitatively analyzed; however, the analysis does not address prosodic features of the students' utterances since it solely focused on what the learners said rather than how they reported. Thus, this section presents the findings into two categories based on research question 2, which is about the learners' perceptions of: 1) the objective of using translanguaging as a learning strategy (4.3.1), and 2) the attitude toward adopting translanguaging strategy in the classroom (4.3.2). To ensure participant privacy protection, each participant was assigned a code, such as S-1, for example, when presenting their data.

4.3.1 Students' objectives of using translanguaging as a learning strategy

In response to the second research goal, students' perceptions of their classroom translanguaging practice, the data demonstrate that students had a generally positive attitude toward translanguaging. Students reported using both English and Thai strategically in the classroom to understand L2 teaching/learning contents. This section provides excerpts that illustrate the students' objectives of using both the L1 (Thai) and the target language (English) in learning. According to the analysis, the participants highlighted seven situations in the classroom where they believe it would be beneficial for them to use English and Thai. These situations include: 1) Enabling second language development; 2) Interacting with peers during activities; 3) Brainstorming during L2 class activities; 4) Translating to communicate and explain problems related to the content to the teachers; 5) Enabling quick comprehension of English learning contents and save learning time; and 6) Enabling more understanding of the content. Examples of these excerpts from the data for each situation is presented below:

Excerpt for situation 1: To Enable second language development

> *S-1 Checking English word meanings in both English and Thai creates space for language enhancement.*
>
> *S-2 Learning in strict English only classroom takes time to understand what is taught.*
>
> *S-3 Employing both English and Thai motivates students with low English proficiency to be actively part of the class lessons.*
>
> *S-4 When the teacher presents learning contents in both English and Thai, it helps students pick up English words or phrases easily.*
>
> *S-5 Using both English and Thai language during group activities creates easy engagement during discussion.*
>
> *S-7 I always use my native language as a support when I lack or cannot remember the English words or phrases.*

Excerpt for situation 2: To Interact with peers during activities

S-6 I use Thai mostly during group or one on one discussion with my classmates to analyses the learning contents.

S-4 My classmates are all Thai so learning English means building on linguistic resources from our native language to remember the English words and vocabulary.

Excerpt for situation 3: To Brainstorm during L2 class activities

S-1 I use my native language to be comfortable in generating ideas to solve English language learning problems. It allows free-thinking and engagement during brainstorm activities in the classroom.

S-3 I use Thai to engage with my classmates by sharing similar stories and ideas in my native language. Thai is essential in the English language classroom because the majority of the students do not speak English.

Excerpt for situation 4: Translate to communicate and explain problems related to the learning content to the teachers

S-1 Thai can be used to translate English words that students hear for the first time, allowing them to better understand them and communicate with the teacher during question-and-answer sessions.

S-5 I use Thai to quickly and accurately translate English words that might take a long time for the teachers to explain when giving feedbacks.

Excerpt for situation 5: To enable quick comprehension of English learning contents and save learning time

S-3 Using both English and Thai is also effective since it familiarizes learners with the language, and allows for quick understanding of English learning contents.

S-6 Using both Thai and English saves learning time in the classroom.

Excerpt for situation 6: To enable more understanding of the learning content.

S-6 Learning English in my class using both English and Thai language creates a situation in which learners could engage in speaking easily.

S-1 using both English and Thai allows students to understand more of the English contents and apply the knowledge in everyday life.

The learners reported using their native language to collaboratively develop connections with their peers, as evidenced by the circumstances from participants, according to the excerpts above for each situation. The participants stated that using Thai in the English classroom facilitated their content learning as students could effectively understand the learning contents and teachers' instructions.

4.3.2 Learners attitudes toward adoption of translanguaging pedagogy in EMI classroom

The results for this section are presented in Table 7 below.

All ten participants agreed that using both English and their native language in the classroom helps them to understand the English language teaching content for a variety of reasons.

Table 7: The learners' attitudes toward adoption of translanguaging pedagogy in EMI classroom

Interview question 1.

Do you agree that using both English and your native language (Thai) helps you in understanding the English language teaching/learning contents in the English language classroom?

S-1 Agreed, using both (English and Thai) in the English language classroom provides a pathway and environment for improved learning content understanding.

S-5 Agreed, using both English and Thai was beneficial and effective because the students understood what was taught that day and how to use the communication hues.

Interview question 2.

What are the benefits and drawbacks of translanguaging as a teaching and learning strategy?

S-2 My classroom communication with peers improves when I use both English and Thai strategies.

S-3 Using both English and Thai gives Thai students a means of effectively understanding teaching/learning contents and expressing themselves in an EMI classroom.

S-7 Using too much Thai in the EMI classroom has the disadvantage of students expecting the teacher to speak Thai if they do not understand the learning contents or English language words/phrases.

S-9 Students make little effort to find or understand the meaning on their own because they always expect the teacher to explain the learning contents in Thai.

S-4 The use of both English and Thai languages to create meaning in my class results in poor time management. The process of translating from one language into another and for the teacher to serve the majority of the class was time-consuming

S-10 I communicate with my classmates in the classroom more and learn more when using both English and Thai strategies.

Interview question 3.

What are your attitudes about the use of English and your native language (Thai) in the EMI classroom?

S-2 Using both English and Thai in the English language classroom helps to increase motivation to actively engage in classroom activities and improve learning

S-4 Due to my limited English language competence, using both English and Thai in the classroom encourages active participation and enhances learning.

S-6 The student-teacher interaction and teaching-learning knowledge are both improved when both Thai and English are used in the EMI classroom.

4.3.3 Drawbacks of adopting translanguaging in the classroom

In another light, with regards to the drawbacks of using translanguaging in the classroom, the excerpts from two students below show that using both English and Thai is potentially detrimental to student's language learning of English and language development. According to the findings, the disadvantages of using students' native language as a teaching/learning strategy are: 1) students will have difficulty using the target language, and 2) students will lack self-confidence in speaking the target language in the classroom. overall, these two students reported that they will be passive learners when they frequently hear their L1s used in the classroom, as presented hereafter.

Excerpt 1: Students' difficulty using the target language

S-2 The drawback of allowing too much Thai in the English classroom is that students expect the teacher to speak Thai if they do not understand the learning contents or English language words/phrases.

S-6 Because the students always expect the teacher to explain the learning contents in Thai, the students make little effort to find or understand the meaning on their own.

Excerpt 2: Lack of self-confidence in speaking the target language in the classroom

S-4 Using too much Thai in the English language classroom causes students to be afraid of speaking or listening in English.

S-5 Using students L1 in the classroom make them unwilling to speak or answer any question in English with the hope that the teacher will allow them to use Thai.

4.4 Chapter summary

This chapter has presented the quantitative and qualitative findings from the questionnaire and interview data analyses, accordingly. Overall, the findings show

that Thai secondary school EFL students integrate their entire linguistic resources (using both Thai and English) to better understand the learning content and enhance their English language skills in the classroom. The next chapter (Chapter 5) discusses these findings in terms of the overall goal of the study, as well as the implications, limitations, and prospects for further research.

CHAPTER 5
DISCUSSIONS, CONCLUSION AND IMPLICATION

The previous chapter (Chapter 4) presents the results of the current study from the quantitative and qualitative data analysis. Based on the research questions, the findings will be discussed in this chapter in light of previous research and related theory (see Chapter 2). This chapter therefore discusses the results within the context of the research objectives and translanguaging framework of García, (2009) & Amble, (2022). The first section of the chapter discusses the learners' perceived benefits of using their L1 in content learning and language development in the EMI classroom (see 5.1), the second discusses learners' attitudes of translanguaging classroom practice (see 5.2), and the third sections present the drawbacks of classroom translanguaging practice (see 5.3). The chapter ends with the implications of the study (see 5.4), recommendations for future research (see 5.5), and the conclusion of the study (see 5.6).

5.1 Benefits of using learners' L1 in the language classroom

In response to Research Question 1, the learners reported that translanguaging is practical and effective in EMI classrooms. In other words, the overall findings revealed that learners regard translanguaging as useful in learning content, understanding the lesson and enhancing their language skill development. Table 4.2 in Chapter 4 lists the translanguaging benefits (in corroboration with previous research) that the learners evaluated as beneficial. In general, this essentially gives students more opportunities to use their entire linguistic repertoire and creating a space for a conducive and participatory classroom learning atmosphere. The findings indicate that learners use their repertoire languages as a resource for developing language knowledge and understanding teaching/learning content.

From the findings in the previous chapter, the learners use translanguaging in the following situations: 1) understanding of teaching/learning contents; 2) switching between both languages for interactions between teachers and students in the classroom; 3) translation of English learning content for better understanding and saving learning time; and 4) target language development. The findings support Garcia (2009) and Amble, (2022) frameworks in that learners use their complete

language resources to enhance their content learning as it allows them to develop their repertoire languages. By extension, from this research, it could be said that the translanguaging strategy was practiced by both students and teachers because they both participated in the teaching/learning activities. Furthermore, this strategy provides a more flexible opportunity to teach complex content as well as language for educational purposes. Thus, it is worth noting that translanguaging can benefit students by creating a comfortable learning environment and motivating students with low language proficiency to participate more actively and be involved in their learning (Garcia, 2009).

Previous research has shown that adopting the learners' L1 can provide alternative possibility of understanding for language learners by reducing ambiguity (Nambisan, 2014). This conclusion is in line with the findings of Coyaco and Lee (2009), who discovered that translanguaging pedagogies can improve student quality of education. It also assists low proficiency learners in understanding and explaining the learning contents during interactions. Another interesting situation that the study observed is that translanguaging can be used to create a translanguaging space for an interactive lesson or activity by allowing student-to-student or student-to-teacher interactions.

> *S-6 The student- students, student-teacher interaction and teaching-learning knowledge are both improved when both Thai and English are used in the EMI classroom.*

According to the findings in Chapter 4 (section 4.3.1), learners understood the importance of adopting translanguaging as a teaching/learning approach in the classroom. It also assisted low proficiency learners in understanding and explaining the learning contents during interactions.

The learners employ translanguaging to increase their understanding of the learning contents, motivation, meaning-making and active participation inside the classrooms by utilizing both languages while learning a foreign language. These findings are also in line with the findings of Kamolwan (2021); Kampittayakul (2018); Liu (2021); Dampling (2019); and Ambele and Watson Todd (2021). Translanguaging, according to these studies, gives support through the perspective of the sociocultural theory as it

encourages learners to interact with the learning contents in order to promote critical thinking. According to Grenner and Josson (2020), Pinto (2020), Yuwayapan (2019), and Khonjan (2021), when the translanguaging strategy is used effectively, it can promote the creation of a classroom environment that is conducive for educational excellence, a space for students to use languages freely without hesitation.

5.2 Learners' attitudes of their classroom language practice

In response to Research Question 2, which sought to evaluate how Thai EFL secondary school learners perceives their classroom language practice (using their L1 in the L2 classroom), the findings show that the learners have a positive attitude toward the use of L1 (in this case, Thai) in the classroom. Despite the fact that the policy requires an English-only approach, the findings showed that they used their repertoire resources to assist in overall content learning and L2 development (Han 2018). In terms of the learners' perspectives on the usage of the L1 (Thai) in learning the target language (English) in the classroom, practically all of the learners reported that the L1 was highly useful in understanding key words and phrases in the contents learning in the language classroom.

> *S-10 Using both English and Thai improves students' critical thinking of learning content key words and phrases, as well as the second language development.*

This shows that the learner's L1 assisted the students in improving their English learning. It should be noted that all of the students have Thai as their first language. Using the L1 in addition to the target language in the classroom, therefore, provides learners with more opportunities to better understand the learning content, actively participate in language learning activities, express themselves, motivate low proficiency learners, create a conducive and inclusive learning environment and increase target language development in a variety of topics (see 4.2, Chapter 4). This result demonstrates that the learners are aware of their L1 usage and the classroom policy about language use. However, to promote their knowledge of both the content and the language, the learners reported the translanguaging approach as very useful and practical in their classrooms to assist and enhance their learning of both content and language. Furthermore, the findings can be explained by the fact that some Thai

classrooms have recently relied on translanguaging as a teaching and learning strategy that creates environments where both Thai and English are visible (Boonsuk & Ambele, 2021; Khonjan, 2021; Ambele, 2022). Another reason is that both English and Thai play important roles in interactive classroom teaching and learning, which improves students' knowledge and meaning-making (Swain & Deters, 2007; Li Wei, 2011; Otheguy et al., 2015). Whereas English is the added target language to the learners' L1, given the students' competence in both languages, it may appear problematic if the learners' L1 is eliminated or rejected from the classroom (Khonjan & Ambele, forthcoming). Even though the goal of this study is not to determine how much students learnt in lessons that use translanguaging as a resource, the students' perspectives on their native languages being used as a resource in the English classroom are quite fascinating. Iversen (2017) found that while some students perceived their L1 as effective in the English classroom, the majority did not see their L1 as advantageous in their English language development. According to findings from the present study, students with low, medium, and high levels of participation found the use of L1 as a resource and a learning strategy in the English language classroom (see figure 4.3).

This idea is supported by the additive model (Tai & Li Wei, 2021) which supports the use of learners' full repertoire languages alongside each other. The term "additive model" refers to an addition to one's language repertoire. In other words, even while learning a second language, learners first language skills and culture are valued. As a result, additive bilingualism is regarded as the primary goal of bilingual education (Ginkel, 2014).

The additive model also emphasizes that languages can be effectively used in the classroom dynamically and fluidly to facilitate learning without necessarily prohibiting the use of other languages (e.g., L1) that might foster learning (Ambele, 2020; Cenoz & Gorter, 2015; Vogel & García, 2017). So, it can be said that translanguaging pedagogy encourages students' repertoire resources to be fully utilized in teaching and learning and facilitate their language learning and contribute to their meaning-making and sense-making in such contexts (Ambele & Watson Tod, 2021; Li Wei, 2013).

Another significant result of the study was that over 95% of the learners seemed to believe that using L1 as a learning tool was effective (see detailed results in 4.2). Furthermore, almost 90% of students gave each given translanguaging situations in the classroom a high rating (see 4.2.1). However, the results show that — 5% of the students viewed utilizing L1 in the classroom as unnecessary in some situations.

This positive rating was supported by the learners' perceptions of their classroom language practice in Tables 4 and 6, where students reported frequently using their L1 resources (Thai), to support their English content and language learning in the classroom. Based on the students' perceptions and practices, it is possible to conclude that the learners are comfortable using the translanguaging approach in the classroom. As a result, the translanguaging pedagogy is consistently used in their learning practice, and learners can successfully implement the benefits of this bi/multilingual strategy since, for example, Thai language is unavoidably used in their daily classroom sessions (Ambele, 2022; Chukwuemeka & Ambele, 2022).

According to the conceptual framework of García (2009) and Ambele & Watson Todd, (2021) used in this study, the participants employed the translanguaging strategy to improve their content learning in the EMI classrooms. It can be seen from the results of the current study that the learners' perceptions of the translanguaging strategy in the classroom nicely fit with the principles of García (2009) and Ambele and Watson Todd (2021) translanguaging framework.

> *S-6 When the Learning contents are presented and taught in both English and Thai, since this creates a conducive classroom environment for increased student participation among low-motivated and increases learning content understanding for low-English-language-competent students.*

The findings of this study conformed to the notion of translanguaging pedagogy because the data showed that there are no language boundaries in Thai EMI classrooms (Li Wei, 2017; Canagarajah, 2011). The translanguaging framework of Garcia (2009) and Ambele and Watson Todd (2021) and Li Wei (2017) clearly explain why and how the participants in this study have a positive perception of their classroom translanguaging practice (see table 4.4).

In another light, translanguaging is used to give bi/multilingual students the opportunity to use their entire language repertoire. This aspect is used in classroom circumstances such as teachers explaining learning contents, students discussing in group activities, assisting low-proficiency learners, and quickly clarifying during tasks. This finding gives credibility to the idea that translanguaging considers languages as having no borders; each language is used interconnectedly, interchangeably, simultaneously, and strategically to achieve learning content in achieving language learning goals (Heugh, 2018; Li Wei, 2017; Ambele, 2022). Thus, even in an EMI classroom, such as the one used in the current study, translanguaging has the ability to enable learners L1 usage more freely rather than separately, which is no longer perceived as a harmful strategy. Furthermore, this pedagogy allows students to learn languages in a variety of ways, including utilizing their home language, the target language, or both (Cenoz, 2017; Garcia, 2009; Garcia et al., 2019; Ambele, 2022).

Furthermore, translanguaging is used to establish a platform for collaborative classroom learning. This idea permits teachers to deliver teaching/learning content in both English and the students' native language. In this study, learners use this strategy in stated situations such as facilitating classroom engagement, motivating low level learners to actively participate, developing bonds with peers, understanding learning materials, and expanding target language knowledge. This principle is supported in a study by Chukwuemeka and Ambele (2022), Khonjan, (2021), and Ambele, (2022).

In response to today’s Thai language learners increased linguistic diversity within a conventional monolingual society, classroom language use and practices have been adjusted to accommodate this linguistic diversity (Garcia & Otheguy, 2020; Poza, 2017; Chukwuemeka & Ambele, 2022; Ambele 2022). The data in Table 4.5 clearly showed that it is inappropriate to keep apart (English and Thai) in teaching/learning (most especially learning English contents provided by the teacher or the school curriculum) in Thai EMI classrooms.

5.3 Learners’ perspective on the drawbacks of the translanguaging strategy

This section stated the challenges associated with incorporating translanguaging pedagogy in the EMI classroom based on the observation and interview data. The data

from the interview showed that, while most learners in Thai EFL classrooms supported the use translanguaging strategy in the classroom. Nonetheless, some students still observed that there are still drawbacks with adopting this practice in the classroom. Two of the participants stated that the drawbacks with the translanguaging strategy are: 1) students' difficulty to use the target language and 2) their decline in self-confidence in using target language in the classroom. The findings show that the over-use learners' L1 in the classroom may be counterproductive. The students also mentioned strict adherence to the language curriculum and the monolingual policy as translanguaging strategy never improve their English language development.

> *S-4 Using too much Thai in the English language classroom causes students to be afraid of speaking or listening in English. Therefore, decreases the students' chance of making English the second language.*

This type of monolingual approach with an emphasis on one language over another in the classroom has a negative influence on minority language learning (McMillan & Rivers, 2011; Qian et al., 2009). This finding is in line with the findings of Yuvayapan (2019), who investigated translanguaging in classrooms and discovered that using the students' L1 is regarded as a disadvantage in achieving educational requirements. Furthermore, Salloum's (2021) research supports Carsten's (2016) findings that learners perceived classroom translanguaging as confusing, contradictory with the target language, and ineffective for teaching. As a result, this gap necessitates additional research with teachers and students in various contexts. Despite the few contradictory findings (e.g., Carstens, 2016; Yuvayapan, 2019: Salloum, 2021), the learners in the current study felt that relying too much on one language could lead to tension in the Thai EMI classroom. As a result, there must be a balance between the languages utilized in the classroom so that the learners' L1 does not hinder them from learning the target language.

5.4 Implications of this study

The findings of this study showed that the participants are aware of the pluralistic nature of languages in the present Thai EFL classroom; the translanguaging strategy has shown that learning through fluid language practice improved students' psychological and social functions, including scaffold support and collaborative

interactions (Carless, 2008). Based on the findings of translanguaging in this study, it appears that translanguaging practice served as an essential component in bi/multilingual contexts. Certainly, translanguaging pedagogy can be effectively implemented in classrooms in EFL countries like Thailand (see Ambele, 2022).

Learning using translanguaging allows students to access the level of the educational content studied. When a teacher, for example, is teaching about "feelings and emotion" in English, students can use a home-language "feelings and emotion" text to establish mastery and close gaps in misunderstandings.

Teachers determine the extent to which students translanguage in the EMI classroom. Low target language students are more likely to participate if teachers encourage TL teaching/learning strategy. Students will reluctantly default to English when some teachers demonize their home languages but it will take a long time of reinforcing. In the worst-case scenario, students will simply accept the belief that their languages and cultures are inferior to English and White European cultures.

A student enrolled in an (EMI) English-only school, for example, may regard English as superior to their native language. The student will lose a valuable connection to their sociocultural aspects as their home language usage deteriorates and may become demotivated to learn the target language.

Teachers can foster a multilingual classroom environment by having students: (1) compare a language concept in English to their home language, (2) provide a translation of key vocabulary in students' home languages, (3) display work produced in the home language, and (4) invite students to collaborate using their home language, (5) Encourage students to process learning content using home-language texts and videos, and (6) Encourage students to write in their native languages.

Some NS teachers are concerned that if they do not speak a second language, they will be unable to truly support a translanguaging setting. That is not correct!

Teachers can be monolingual while still advocating for multilingualism. Educators and teachers do not need to be fluent in the language to invite students to participate in English content learning in their native tongues. They only need to think of

students' languages as toolboxes, and they must teach students how to use each tool and when to use it.

In order to enhance students learning content knowledge and develop the second language (in this case English language). Educators and teachers should encourage students to use translanguage when they: (1) need to understand a vocabulary word, (2) do not understand the instructions, (3) need to process a text or video, (4) need to communicate their ideas, or (5) need to express a need.

Furthermore, this study found that teaching and learning in this particular context of EMI classroom to develop the learners metacognitive and communicative skills in the second language (English) needs to be done using and supporting translanguaging to assists students in improving their learning content knowledge comprehension so that they can participate in class. And it is participation that will lead to increased engagement and higher levels of achievement.

Translanguaging transforms students' experiences from unable to capable. They simply cannot communicate or think fully in English... yet. However, for the time being, they can still participate if they are given the opportunity to understand the content and process the instructions in their native language.

In this context, students would benefit more significantly from the existence of a translanguaging practice as it is a resource that enable students better understand and engage with learning content. In terms of learning and teaching, this pedagogy provides a strategy to assist students in drawing on prior knowledge and experiences as it does not limit and minimize students to only one language, which may prevent learners from using their cognitive strategy in every other language that would help them complete a difficult task.

To date, in light of this flexible language practice and the question of whether or not to use L1 in English as a foreign Language (EMI) class in contexts like Thailand, Thai policy makers may have to reconsider existing language policy and practices in the classroom. Thai education administration should recognize that the use of L1 cannot be avoided in EMI teaching and learning (Chalmers, 2019; Hong, 2022; Karataş, 2016; Pun & Macaro, 2019). As a result, the curriculum and policy should first be

standardized and recognize how important students' first and target languages are as linguistic resources and unavoidable component for teaching/learning in the classroom. Furthermore, this study supports the concept of translanguaging, which has recently gained popularity and can be used in educational contexts both naturally and on purpose. As a result, this lends credence to the assumption that this strategy is not only good to learners but also productive for teachers since translanguaging pedagogy holds both sides of the effect in teaching and learning. As a result, Thai teachers and students should be aware of when and how to use L1 and target language in a flexible and balanced manner while limiting their negative consequences in teaching/learning. Furthermore, this practice can be used as evidence that EMI classrooms, such as in Thailand, should raise awareness of the significance of allowing learners' full linguistic repertoire in order to achieve a successful EFL standard learning (Khonjan, 2021).

To illustrate further, educators, administrators, and policymakers in Thailand can make significant improvements to serve a diversity of languages in EFL classrooms by moving away from the traditional concept of a monolingual curriculum, which assumed that students will have more opportunities to acquire English in English-only environments to match realistic practices; modifying by introducing bi/multilingual pedagogy such as translanguaging practice into policy by redesigning teaching and learning materials, activities, and assessment procedures. This will make it easier for pre-service and in-service teachers to effectively adjust their teaching/learning practices. In addition, this policy and curriculum can inspire teachers and learners to engage in a comprehensive reconceptualization of bilingual/multilingual practices, which encourages EFL teachers in making appropriate decisions about the adoption of translanguaging strategies in the classroom to benefit students.

Additionally, by integrating L1 and L2 in teaching and learning, this new policy and curriculum can provide students and teacher with a greater understanding of what it means to learn English. This is particularly necessary in this day and age of Global Englishes (Boonsuk & Ambele, 2021).

5.5 Limitations and recommendations for future studies

Although this investigation was conducted only with secondary school EFL students in the Northeast of Thailand, the findings show that majority of the participants believed this strategy is useful in the learning of English as a foreign language. There is currently a huge study gap on this approach in ESL and EFL contexts. As a result, the findings of this study show that more research is needed. There has been limited research on the use of translanguaging in Thailand in this and other situations, such as different educational levels or geographic conditions, such as remote or urban regions, with very little research into its application in the EFL classroom. Furthermore, this study examined the benefits of using translanguaging to assist students with content learning and second language learning. As a result, further research with a larger population of EFL learners in secondary schools (bilingual or multilingual) may look into the effects of incorporating the translanguaging approach into the students' learning.

5.6 Conclusion of the study

There appeared to be consistency in the attitudes and practices of translanguaging in the classroom among the students who participated in the study. The fact that majority of the learners regarded this practice as extremely important, and that many of them report using this approach as a learning strategy on a regular basis, points to its practical significance in Thai EFL classrooms. This may be because translanguaging allows learners to transition from utilizing their L1 to implementing it in the classroom, or it may be due to the learners' awareness of the necessity of using their L1 as a resource for learning a target language. Thus, learning content, second language development, motivation to learn a second language, and exchanges within target language learning in EFL classrooms are becoming increasingly complex in the Thai secondary school system, particularly, learners with limited proficiency in the target language.

Using the translanguaging strategy in this context demonstrates that learners' repertoire resources cannot be separated when learning a second language (particularly in learning contents) since it improves the students' learning. It is also worth noting that, contrary to the beliefs of the monolingual perspective in learning

materials design, in which English is prioritized over other languages, such learning materials (Textbooks) in Thailand (specifically, EFL classrooms in secondary school level) should be modified to include a balanced usage of languages in the learning contents and language learning to maximize learners' learning content comprehension and language development more quickly and efficiently.

Finally, the translanguaging strategy goes beyond the socio-politically named languages and aims to support and enhance the learners' second language learning goals, as emphasized by the learners in this study. Language spaces are required for teachers and learners to make intentional use of, purposeful as a dynamic linguistic resource to understand learning contents, language development, engage in class discussions, interact with peers, actively participate in meaning-making for their classroom needs, thereby implementing their resources into different levels of language competence and social environments.

พหูน ปณฺ ฑิโต ชีเว

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APPENDIXES

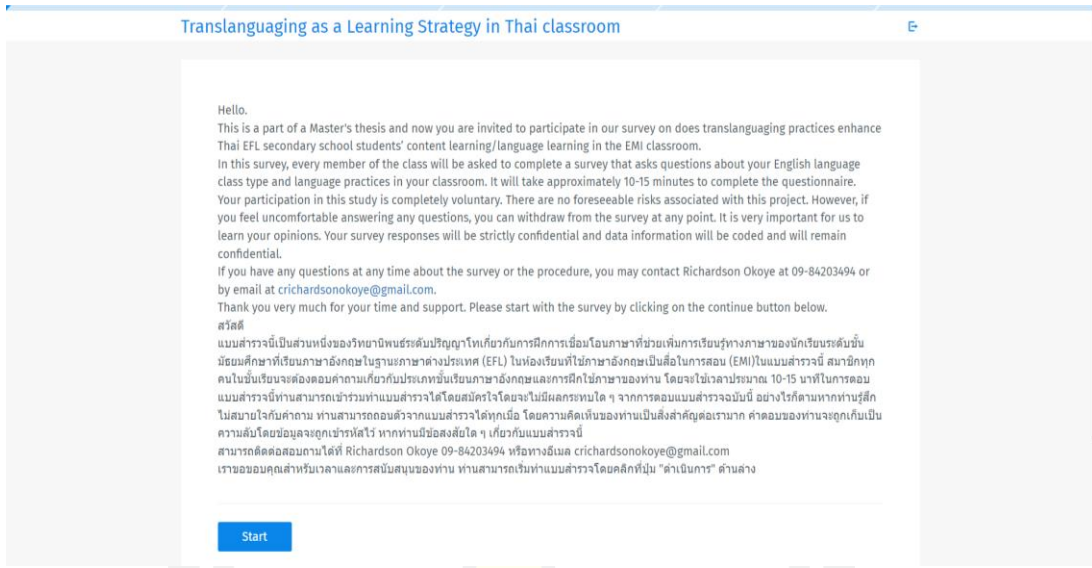
APPENDIX A: Interview questions

1. Do you agree that using both English and your native language helps you in understanding the English language teaching content in the classroom?
   ท่านเห็นด้วยหรือไม่กับการใช้ภาษาอังกฤษและภาษาไทยสามารถช่วยในเรื่องการเข้าใจเนื้อหาภาษาอังกฤษในห้องเรียน

2. What are the benefits and drawbacks of teaching and learning in both English and Thai in the classroom?
   ข้อดีและข้อเสียของการเรียนการสอนภาษาอังกฤษและภาษาไทยในห้องเรียนมีอะไรบ้าง

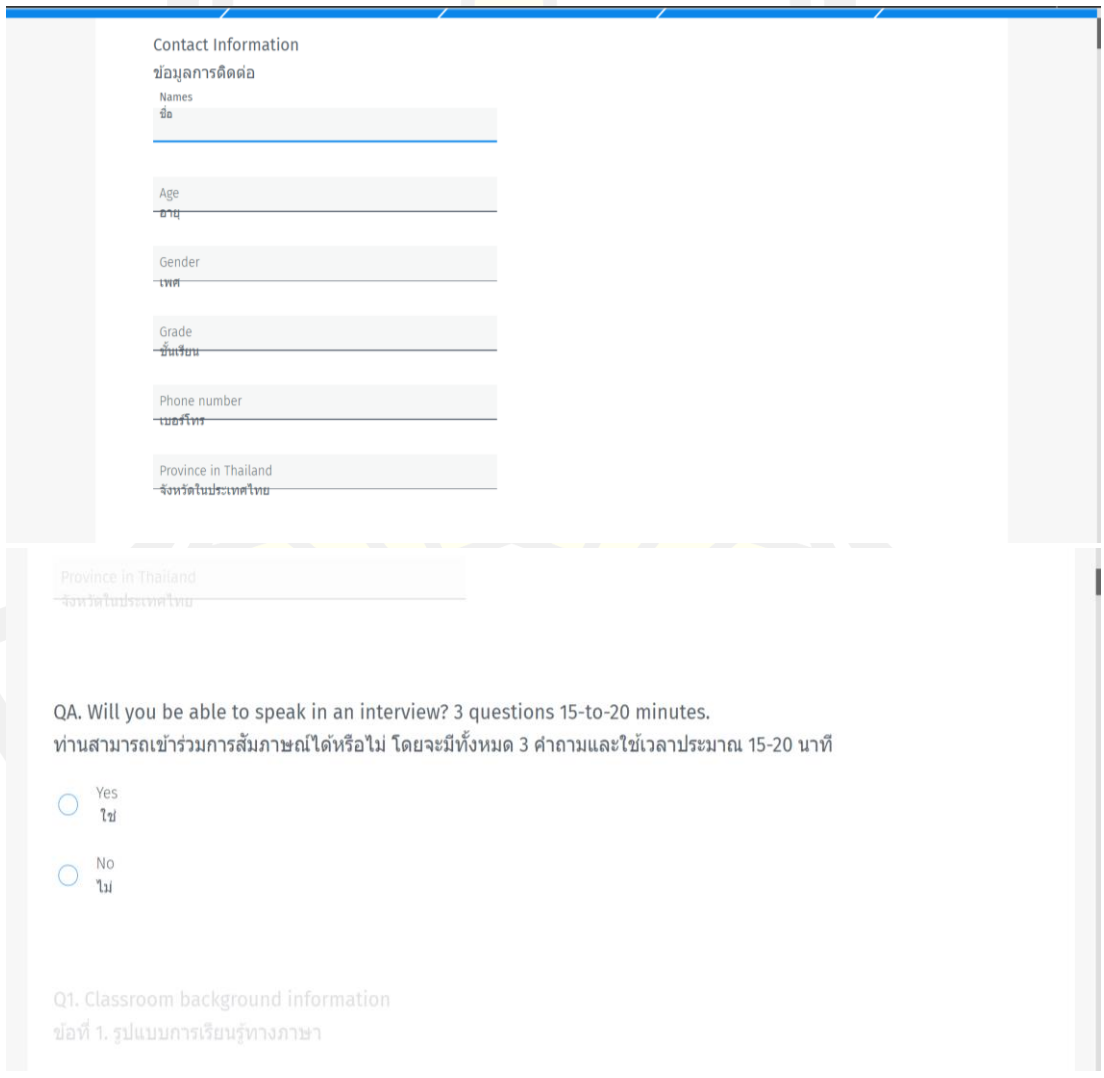
3. What are your attitudes towards the adoption of English and your native language (Thai) as a teaching and learning strategy in the classroom?
   ท่านมีมุมมองอย่างไรต่อการนำภาษาไทยและภาษาอังกฤษมาใช้ในฐานะการเป็นกระบวนการของการเรียนรู้ในห้องเรียน

APPENDIX B: Quesionnaire


Translanguaging as a Learning Strategy in Thai classroom

Hello.
This is a part of a Master's thesis and now you are invited to participate in our survey on does translanguaging practices enhance Thai EFL secondary school students' content learning/language learning in the EMI classroom.
In this survey, every member of the class will be asked to complete a survey that asks questions about your English language class type and language practices in your classroom. It will take approximately 10-15 minutes to complete the questionnaire.
Your participation in this study is completely voluntary. There are no foreseeable risks associated with this project. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point. It is very important for us to learn your opinions. Your survey responses will be strictly confidential and data information will be coded and will remain confidential.
If you have any questions at any time about the survey or the procedure, you may contact Richardson Okoye at 09-84203494 or by email at crichardsonokoye@gmail.com.
Thank you very much for your time and support. Please start with the survey by clicking on the continue button below.
สวัสดี
แบบสำรวจนี้เป็นส่วนหนึ่งของวิทยานิพนธ์ระดับปริญญาโทเกี่ยวกับการฝึกการเชื่อมโอนภาษาที่ช่วยเพิ่มการเรียนรู้ทางภาษาของนักเรียนระดับชั้นมัธยมศึกษาที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ (EFL) ในห้องเรียนที่ใช้ภาษาอังกฤษเป็นสื่อในการสอน (EMI)ในแบบสำรวจนี้ สมาชิกทุกคนในชั้นเรียนจะต้องตอบคำถามเกี่ยวกับประเภทชั้นเรียนภาษาอังกฤษและการฝึกใช้ภาษาของท่าน โดยจะใช้เวลาประมาณ 10-15 นาทีในการตอบแบบสำรวจนี้ท่านสามารถเข้าร่วมทำแบบสำรวจได้โดยสมัครใจโดยจะไม่มีผลกระทบใด ๆ จากการตอบแบบสำรวจฉบับนี้ อย่างไรก็ตามหากท่านรู้สึกไม่สบายใจกับคำถาม ท่านสามารถถอนตัวจากแบบสำรวจได้ทุกเมื่อ โดยความคิดเห็นของท่านเป็นสิ่งสำคัญต่อเรามาก คำตอบของท่านจะถูกเก็บเป็นความลับโดยข้อมูลจะถูกเข้ารหัสไว้ หากท่านมีข้อสงสัยใด ๆ เกี่ยวกับแบบสำรวจนี้
สามารถติดต่อสอบถามได้ที่ Richardson Okoye 09-84203494 หรือทางอีเมล crichardsonokoye@gmail.com
เราขอขอบคุณสำหรับเวลาและการสนับสนุนของท่าน ท่านสามารถเริ่มทำแบบสำรวจโดยคลิกที่ปุ่ม "ดำเนินการ" ด้านล่าง

Start


Contact Information
ข้อมูลการติดต่อ

Names
ชื่อ

Age
อายุ

Gender
เพศ

Grade
ชั้นเรียน

Phone number
เบอร์โทร

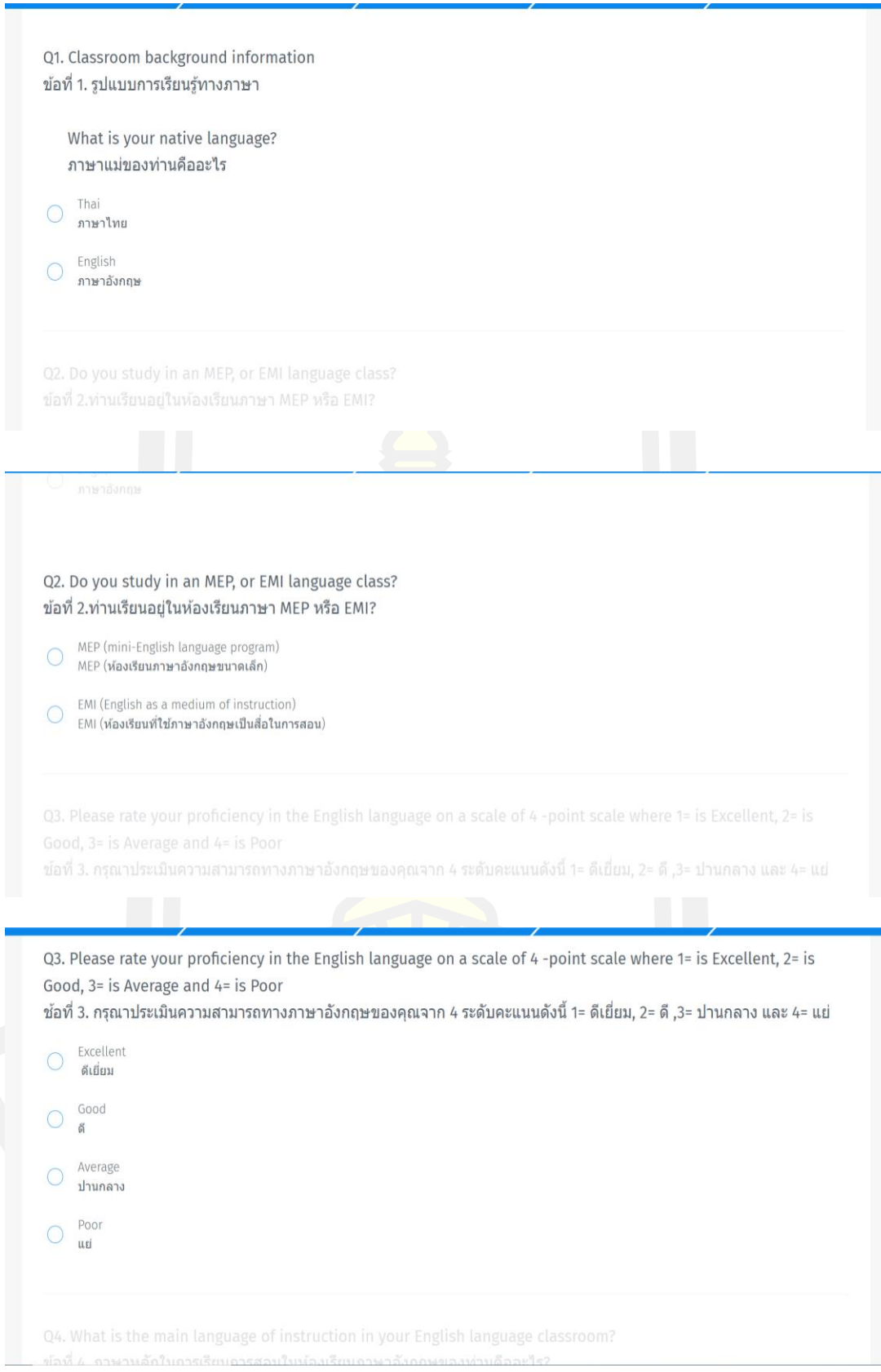
Province in Thailand
จังหวัดในประเทศไทย

Province in Thailand
จังหวัดในประเทศไทย

QA. Will you be able to speak in an interview? 3 questions 15-to-20 minutes.
ท่านสามารถเข้าร่วมการสัมภาษณ์ได้หรือไม่ โดยจะมีทั้งหมด 3 คำถามและใช้เวลาประมาณ 15-20 นาที

- Yes
  ใช่
- No
  ไม่

Q1. Classroom background information
ข้อที่ 1. รูปแบบการเรียนรู้ทางภาษา



Q1. Classroom background information
ข้อที่ 1. รูปแบบการเรียนรู้ทางภาษา

What is your native language?
ภาษาแม่ของท่านคืออะไร

- Thai
  ภาษาไทย
- English
  ภาษาอังกฤษ

Q2. Do you study in an MEP, or EMI language class?
ข้อที่ 2.ท่านเรียนอยู่ในห้องเรียนภาษา MEP หรือ EMI?

ภาษาอังกฤษ

Q2. Do you study in an MEP, or EMI language class?
ข้อที่ 2.ท่านเรียนอยู่ในห้องเรียนภาษา MEP หรือ EMI?

- MEP (mini-English language program)
  MEP (ห้องเรียนภาษาอังกฤษขนาดเล็ก)
- EMI (English as a medium of instruction)
  EMI (ห้องเรียนที่ใช้ภาษาอังกฤษเป็นสื่อในการสอน)

Q3. Please rate your proficiency in the English language on a scale of 4 -point scale where 1= is Excellent, 2= is Good, 3= is Average and 4= is Poor
ข้อที่ 3. กรุณาประเมินความสามารถทางภาษาอังกฤษของคุณจาก 4 ระดับคะแนนดังนี้ 1= ดีเยี่ยม, 2= ดี ,3= ปานกลาง และ 4= แย่

Q3. Please rate your proficiency in the English language on a scale of 4 -point scale where 1= is Excellent, 2= is Good, 3= is Average and 4= is Poor
ข้อที่ 3. กรุณาประเมินความสามารถทางภาษาอังกฤษของคุณจาก 4 ระดับคะแนนดังนี้ 1= ดีเยี่ยม, 2= ดี ,3= ปานกลาง และ 4= แย่

- Excellent
  ดีเยี่ยม
- Good
  ดี
- Average
  ปานกลาง
- Poor
  แย่

Q4. What is the main language of instruction in your English language classroom?
ข้อที่ 4. ภาษาหลักในการเรียนการสอนในห้องเรียนภาษาอังกฤษของท่านคืออะไร?

Q4. What is the main language of instruction in your English language classroom?
ข้อที่ 4. ภาษาหลักในการเรียนการสอนในห้องเรียนภาษาอังกฤษของท่านคืออะไร?

- Thai
  ภาษาไทย
- English
  ภาษาอังกฤษ
- Both English and Thai
  ทั้งภาษาไทยและภาษาอังกฤษ

Q5. How many minutes/hours do you study English Language per day in your English language classroom?
ข้อที่ 5. ท่านใช้เวลาเรียนภาษาอังกฤษในห้องเรียนภาษาอังกฤษวันละกี่นาที/ชั่วโมง ต่อวัน ?

Q5. How many minutes/hours do you study English Language per day in your English language classroom?
ข้อที่ 5. ท่านใช้เวลาเรียนภาษาอังกฤษในห้องเรียนภาษาอังกฤษวันละกี่นาที/ชั่วโมง ต่อวัน ?

- 40-50 minutes
  40-50 นาที
- 1 hour and above
  1 ชั่วโมงขึ้นไป

Q6. In your English language classroom, are the learning contents presented in both English and Thai languages? .
ข้อที่ 6. บทเรียนในห้องเรียนภาษาอังกฤษของท่านถูกนำเสนอทั้งภาษาอังกฤษและภาษาไทยใช่หรือไม่?

- Yes
  ใช่
- No
  ไม่ใช่

Q6. In your English language classroom, are the learning contents presented in both English and Thai languages? .
ข้อที่ 6. บทเรียนในห้องเรียนภาษาอังกฤษของท่านถูกนำเสนอทั้งภาษาอังกฤษและภาษาไทยใช่หรือไม่?

- Yes
  ใช่
- No
  ไม่ใช่

Q7. Do you prefer English- only learning contents in the English language classroom?
ข้อที่ 7. ท่านชอบบทเรียนที่นำเสนอภาษาอังกฤษอย่างเดียวในห้องเรียนภาษาอังกฤษใช่หรือไม่?

- Yes
  ใช่

Q7. Do you prefer English- only learning contents in the English language classroom?
ข้อที่ 7. ท่านชอบบทเรียนที่นำเสนอภาษาอังกฤษอย่างเดียวในห้องเรียนภาษาอังกฤษใช่หรือไม่?

- Yes
  ใช่
- No
  ไม่ใช่

Q8. Does the teacher encourage the use of both English and Thai language in the classroom?
ข้อที่ 8. ครูผู้สอนสนับสนุนให้ใช้ทั้งภาษาอังกฤษและภาษาไทยในห้องเรียนใช่หรือไม่?

- Yes
  ใช่

Q8. Does the teacher encourage the use of both English and Thai language in the classroom?
ข้อที่ 8. ครูผู้สอนสนับสนุนให้ใช้ทั้งภาษาอังกฤษและภาษาไทยในห้องเรียนใช่หรือไม่?

- Yes
  ใช่
- No
  ไม่ใช่

Q9. Do you use both English and Thai in the English language classroom?
ข้อที่ 9. ท่านมีการใช้ทั้งภาษาอังกฤษและภาษาไทยในห้องเรียนภาษาอังกฤษหรือไม่?

- Yes
  ใช่
- No
  ไม่ใช่

Q9. Do you use both English and Thai in the English language classroom?
ข้อที่ 9. ท่านมีการใช้ทั้งภาษาอังกฤษและภาษาไทยในห้องเรียนภาษาอังกฤษหรือไม่?

- Yes
  ใช่
- No
  ไม่ใช่

Q10. Do you agree that English teaching/learning contents will be easier to understand if presented in both English and Thai in the language classroom?
ข้อที่ 10. ท่านเห็นด้วยหรือไม่ว่าเนื้อหาการเรียนการสอนภาษาอังกฤษที่นำเสนอทั้งภาษาอังกฤษและภาษาไทยในห้องเรียนภาษานั้นสามารถทำให้ท่านเข้าใจได้ง่ายกว่า

Q10. Do you agree that English teaching/learning contents will be easier to understand if presented in both English and Thai in the language classroom?
ข้อที่ 10. ท่านเห็นด้วยหรือไม่ว่าเนื้อหาการเรียนการสอนภาษาอังกฤษที่นำเสนอทั้งภาษาอังกฤษและภาษาไทยในห้องเรียนภาษานั้นสามารถทำให้ท่านเข้าใจได้ง่ายกว่า

- Agree
  เห็นด้วย
- Not Agree
  ไม่เห็นด้วย

Q11. Do you agree it's useful and important to employ both English and your native language (Thai) in the classroom for English content teaching/learning and language development?
ข้อที่ 11. ท่านเห็นด้วยหรือไม่ว่าการใช้ทั้งภาษาอังกฤษและภาษาแม่ของท่าน (ภาษาไทย) เป็นประโยชน์ในห้องเรียนการเรียนรู้

Q11. Do you agree it's useful and important to employ both English and your native language (Thai) in the classroom for English content teaching/learning and language development?
ข้อที่ 11. ท่านเห็นด้วยหรือไม่ว่าการใช้ทั้งภาษาอังกฤษและภาษาแม่ของท่าน (ภาษาไทย) เป็นประโยชน์ในห้องเรียนการเรียนรู้เนื้อหาภาษาอังกฤษและการพัฒนาทักษะทางภาษาของท่าน?

	Yes ใช่	No ไม่ใช่
Very useful มีประโยชน์มาก	○	○
Not useful ไม่มีประโยชน์	○	○
Very important สำคัญมาก	○	○
Not important ไม่สำคัญ	○	○

Q12. Do you agree that using both English and your native language (Thai) helps you to understand English learning content better and save learning time in the classroom?
ข้อที่ 12. ท่านเห็นด้วยหรือไม่ว่าการใช้ทั้งภาษาอังกฤษและภาษาแม่ของท่าน (ภาษาไทย) จะช่วยให้ท่านสามารถเข้าใจเนื้อหาการเรียนรู้ภาษาอังกฤษได้ดีขึ้นและยังช่วยประหยัดเวลาในการเรียนรู้ในห้องเรียน?

- Agree
  เห็นด้วย
- Not Agree
  ไม่เห็นด้วย

Q13. How do you feel when learning English content using both English and Thai in the classroom?
ท่านมีความรู้สึกอย่างไรเมื่อได้เรียนรู้เนื้อหาภาษาอังกฤษผ่านการใช้ภาษาอังกฤษและภาษาไทยในห้องเรียน?

Q13. How do you feel when learning English content using both English and Thai in the classroom?
ท่านมีความรู้สึกอย่างไรเมื่อได้เรียนรู้เนื้อหาภาษาอังกฤษผ่านการใช้ภาษาอังกฤษและภาษาไทยในห้องเรียน?

Demotivated หมดกำลังใจ	Unhappy ไม่มีความสุข	Neutral เฉยๆ	Motivated มีกำลังใจ	Very happy and motivated มีความสุขและมีกำลังใจ

Your classroom language practices

Your classroom language practices
การฝึกภาษาในห้องเรียน

Q14. Which language learning strategy do you use to understand your English language and English learning contents?
ข้อที่ 14. ท่านใช้กลยุทธ์การเรียนรู้ภาษาใดในการทำความเข้าใจภาษาอังกฤษและบทเรียนภาษาอังกฤษ?

- ☐ Translating English content to you r first language by using a Thai-English dictionary and an online instant visual translator
  แปลบทเรียนภาษาอังกฤษเป็นภาษาแม่ของท่านได้ทันทีโดยใช้พจนานุกรมไทย-อังกฤษและโปรแกรมแปลภาษาผ่านรูปภาพออนไลน์
- ☐ Checking and comparing English content meaning in both English and Thai
  ตรวจเทียบความหมายบทเรียนภาษาอังกฤษทั้งเป็นภาษาอังกฤษและภาษาไทย
- ☐ Using both English and Thai languages to share ideas with peers during group discussion
  ใช้ทั้งภาษาอังกฤษและภาษาไทยเพื่อแลกเปลี่ยนความคิดเห็นกับเพื่อนระหว่างการสนทนาในกลุ่ม
- ☐ Watching the English teaching/ learning content on youtube or an application that provides them in both English and Thai
  ดูเนื้อหาการเรียนการสอนภาษาอังกฤษในยูทูปหรือแอพพลิเคชั่นที่มีทั้งภาษาอังกฤษและภาษาไทย

Q15. How frequently do you use both English and your native language (Thai) in the English language classroom?
ข้อที่ 15. ท่านใช้ภาษาอังกฤษและภาษาแม่ (ภาษาไทย) ในห้องเรียนภาษาอังกฤษบ่อยแค่ไหน?
In this 5-point scale
โดยแบ่งออกเป็น 5 ระดับ

- ○ Always (100%)
  ตลอดเวลา (100%)
- ○ Usually (75%)
  บ่อยครั้ง (75%)
- ○ Sometimes (50%)
  บางครั้ง (50%)
- ○ Rarely (25%)
  นานๆครั้ง (25%)
- ○ Never (0%)
  ไม่ใช้เลย (0%)

Q16. How frequently do you translate English Learning content to your native language (Thai) in the English classroom?
ข้อที่ 16. ท่านแปลเนื้อหาการเรียนรู้ภาษาอังกฤษในห้องเรียนภาษาอังกฤษเป็นภาษาแม่(ภาษาไทย) บ่อยแค่ไหน?
In this 5-point scale
โดยแบ่งออกเป็น 5 ระดับ

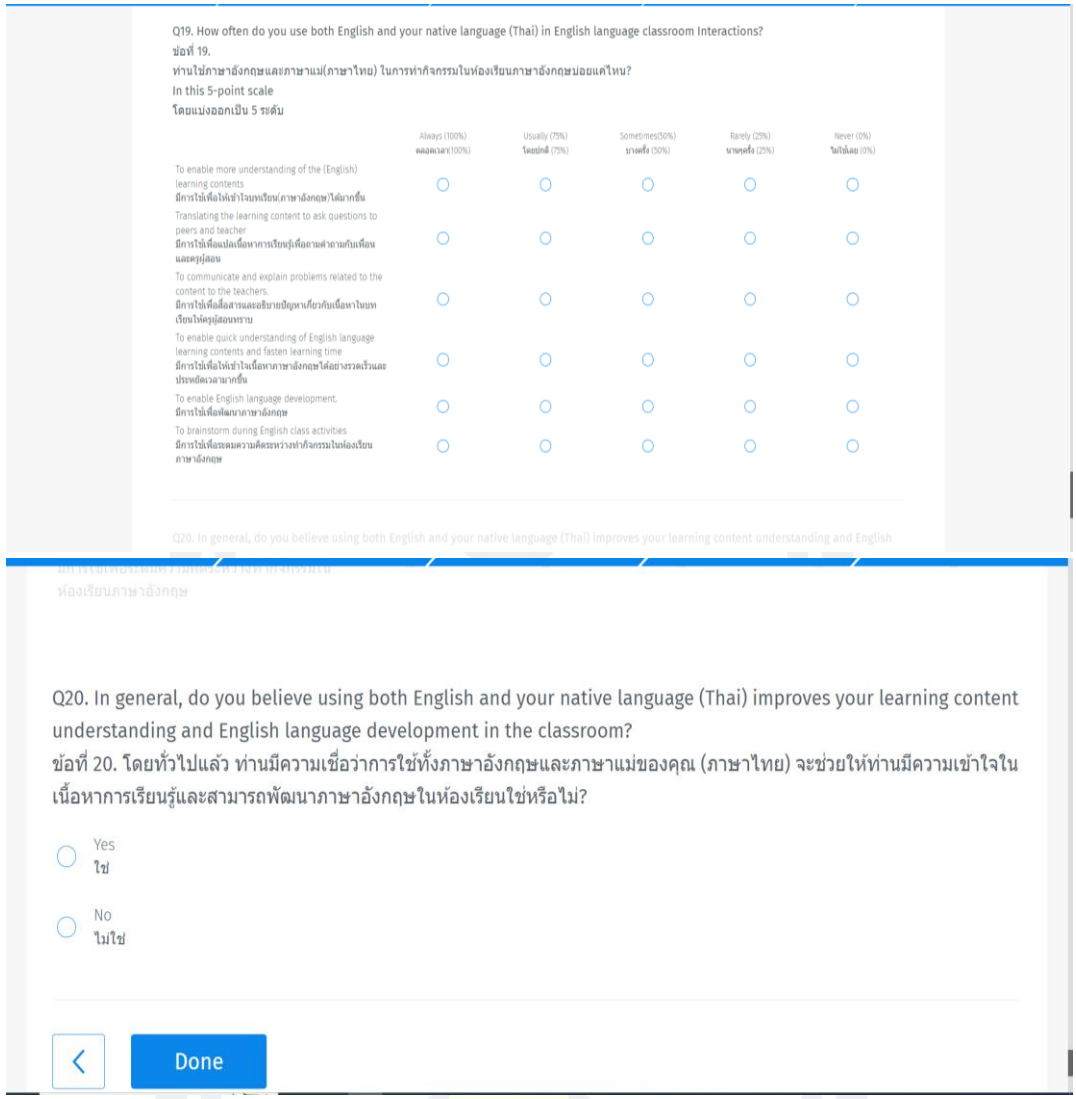
- Always (100%)
  ตลอดเวลา (100%)
- Usually (75%)
  บ่อยครั้ง (75%)
- Sometimes (50%)
  บางครั้ง (50%)
- Rarely (25%)
  นานๆครั้ง (25%)
- Never (0%)
  ไม่ใช้เลย (0%)

Q17. How are both English and Thai used in your English language classroom?
ข้อที่ 17. ท่านมีการใช้ภาษาอังกฤษและภาษาไทยอย่างไรในห้องเรียนภาษาอังกฤษ?
In this 5-point scale
โดยแบ่งออกเป็น 5 ระดับ

	Always (100%) ตลอดเวลา(100%)	Usually (75%) บ่อยครั้ง(75%)	Sometimes(50%) บางครั้ง (50%)	Rarely (25%) นานๆครั้ง (25%)	Never (0%) ไม่ใช้เลย (0%)
Use of subject-specific books in your native language (Thai) มีการใช้หนังสือเฉพาะเรื่องในภาษาแม่(ภาษาไทย)	○	○	○	○	○
Presenting teaching and learning content (Textbooks, PowerPoints, videos, and visual aids) in both languages มีการนำเสนอเนื้อหาการเรียนการสอน (หนังสือเรียน,สื่อการนำเสนอ,วิดีโอ, และโสตทัศนูปกรณ์) ในทั้งสองภาษา	○	○	○	○	○
Encourage drafting notes from a text, graphic organizer, or during practical work in both languages. มีการจดบันทึกจากสื่อการเรียนหรือจดบันทึกระหว่างการลงมือปฏิบัติงานในทั้งสองภาษา	○	○	○	○	○
Make low-proficiency learners part of the learning activities in the classroom มีส่วนช่วยให้ผู้เรียนที่มีความสามารถน้อยมีส่วนร่วมในกิจกรรมการเรียนรู้ในชั้นเรียน	○	○	○	○	○
Encourage translation of learning content (word meaning) in both languages มีการแปลเนื้อหาการเรียนรู้ (ความหมายของคำ) ทั้งสองภาษา	○	○	○	○	○
Meaning-making during interaction in the English language classroom มีส่วนในการสร้างความหมายระหว่างทำกิจกรรมในห้องเรียนภาษาอังกฤษ	○	○	○	○	○

Q18. How frequently does the English teacher encourage the students to use both English and their native language (Thai) in the English language classroom?
ข้อที่ 18. ครูสอนภาษาอังกฤษมีการส่งเสริมให้นักเรียนใช้ทั้งภาษาอังกฤษและภาษาแม่ (ภาษาไทย) ในห้องเรียนภาษาอังกฤษบ่อยแค่ไหน?
In this 5-point scale
โดยแบ่งออกเป็น 5 ระดับ

	Always (100%) ตลอดเวลา(100%)	Usually (75%) บ่อยครั้ง(75%)	Sometimes(50%) บางครั้ง (50%)	Rarely (25%) นานๆครั้ง (25%)	Never (0%) ไม่ใช้เลย (0%)
Use of subject-specific books in your native language (Thai) มีการใช้หนังสือเฉพาะเรื่องในภาษาแม่(ภาษาไทย)	○	○	○	○	○
Presenting teaching and learning content (Textbooks, PowerPoints, videos, and visual aids) in both languages มีการนำเสนอเนื้อหาการเรียนการสอน (หนังสือเรียน,สื่อการนำเสนอ,วิดีโอ, และโสตทัศนูปกรณ์) ในทั้งสองภาษา	○	○	○	○	○
Encourage drafting notes from a text, graphic organizer, or during practical work in both languages. มีการจดบันทึกจากสื่อการเรียนหรือจดบันทึกระหว่างการลงมือปฏิบัติงานในทั้งสองภาษา	○	○	○	○	○
Encourage translation of learning content (word meaning) in both languages มีการแปลเนื้อหาการเรียนรู้ (ความหมายของคำ) ทั้งสองภาษา	○	○	○	○	○
Make low-proficiency learners part of the learning activities in the classroom มีส่วนช่วยให้ผู้เรียนที่มีความสามารถน้อยมีส่วนร่วมในกิจกรรมการเรียนรู้ในชั้นเรียน	○	○	○	○	○
Meaning-making during interaction in the English language classroom มีส่วนในการสร้างความหมายระหว่างทำกิจกรรมในห้องเรียนภาษาอังกฤษ	○	○	○	○	○



Q19. How often do you use both English and your native language (Thai) in English language classroom Interactions?
ข้อที่ 19.
ท่านใช้ภาษาอังกฤษและภาษาแม่(ภาษาไทย) ในการทำกิจกรรมในห้องเรียนภาษาอังกฤษบ่อยแค่ไหน?
In this 5-point scale
โดยแบ่งออกเป็น 5 ระดับ

	Always (100%) ตลอดเวลา(100%)	Usually (75%) โดยปกติ (75%)	Sometimes(50%) บางครั้ง (50%)	Rarely (25%) นานๆครั้ง (25%)	Never (0%) ไม่ใช่เลย (0%)
To enable more understanding of the (English) learning contents มีการใช้เพื่อให้เข้าใจบทเรียน(ภาษาอังกฤษ)ได้มากขึ้น	○	○	○	○	○
Translating the learning content to ask questions to peers and teacher มีการใช้เพื่อแปลเนื้อหาการเรียนรู้เพื่อถามคำถามกับเพื่อนและครูผู้สอน	○	○	○	○	○
To communicate and explain problems related to the content to the teachers. มีการใช้เพื่อสื่อสารและอธิบายปัญหาเกี่ยวกับเนื้อหาในบทเรียนให้ครูผู้สอนทราบ	○	○	○	○	○
To enable quick understanding of English language learning contents and fasten learning time มีการใช้เพื่อให้เข้าใจเนื้อหาภาษาอังกฤษได้อย่างรวดเร็วและประหยัดเวลามากขึ้น	○	○	○	○	○
To enable English language development. มีการใช้เพื่อพัฒนาภาษาอังกฤษ	○	○	○	○	○
To brainstorm during English class activities มีการใช้เพื่อระดมความคิดระหว่างทำกิจกรรมในห้องเรียนภาษาอังกฤษ	○	○	○	○	○

Q20. In general, do you believe using both English and your native language (Thai) improves your learning content understanding and English language development in the classroom?
ข้อที่ 20. โดยทั่วไปแล้ว ท่านมีความเชื่อว่าการใช้ทั้งภาษาอังกฤษและภาษาแม่ของคุณ (ภาษาไทย) จะช่วยให้ท่านมีความเข้าใจในเนื้อหาการเรียนรู้และสามารถพัฒนาภาษาอังกฤษในห้องเรียนใช่หรือไม่?

- ○ Yes ใช่
- ○ No ไม่ใช่

< Done

BIOGRAPHY

NAME	Mr. Okoye Chukwuemeka Richardson
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