

Translanguaging for English Language Education: Uncovering Thai EFL Students' Insights

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Abstract—Translanguaging pedagogy has gained attention in recent years in language education; yet, there is limited research on how it is utilized and perceived by university students in Thailand. This study therefore examines the translanguaging practices and perceptions of Thai university students regarding incorporating such practices in classrooms with strict language boundary policy. The mixed method study analyzes questionnaire (N=77), observation and interview (N=10) data from students using descriptive statistics and qualitative content analysis, respectively. While this study participants are only those observed to practice translanguaging in the classroom, however, the results indicated that only 84% of the students found translanguaging (i.e., using their L1 and other repertoire resources) in the classroom for content learning and meaning-making beneficial, while the others (16%) still prefer a strict English only practice. Moreover, the results showed the students' overall positive views on incorporating translanguaging in different classroom situations to assist low proficiency students' learning and enhance classroom interaction and participation since most of Thai teachers frequently use their L1 with students. Some students further highlighted challenges in implementing this strategy in Thailand, despite its practical benefits for English language education in Thailand. The study also highlights the implications of this practice for Thailand and beyond.

Index Terms—translanguaging, English language education, Thai EFL context, students' insights

I. INTRODUCTION

Translanguaging is an approach to language learning and teaching that encourages the use of all the languages a learner knows, including their first language (L1) and/or home languages, in the classroom (Cenoz & Gorter, 2022; Zhang-Wu, 2022). This approach challenges the traditional monolingual ideology that promotes the separation of languages, which has been common in bilingual education in Thailand (Ambele, 2022; Chukwumeka & Ambele, 2022; Chaisiri, 2022). In English as a medium of instruction (EMI) classrooms, communication can be a challenge for learners of English as an additional language. Translanguaging thus proposes that incorporating bilingual practices into the classroom can actually benefit both students and teachers in achieving learning and teaching goals (Ambele & Watson Todd, 2021; Garc á et al., 2016). Researchers and scholars have proposed this approach to EFL (English as a foreign language) classrooms, suggesting that it can facilitate language learning and course content comprehension (Flores & Garc á, 2013; Otheguy et al., 2019). Therefore, the recognition and integration of learners' L1 in EFL classrooms can enhance language learning outcomes and help learners utilize their entire linguistic repertoire.

Translanguaging is a concept that promotes the use of the learners' first language (L1) as a resource to support their learning of a second language (L2). The idea is that learners' linguistic repertoire can be used to aid their understanding and communication, rather than being seen as a hindrance or interference (Ambele, 2020; Otheguy et al., 2015; Pastushenkov et al., 2021). This approach recognizes that “language is open” (Ambele, 2022, p. 872), and that learners can draw on all of their language resources to make sense of new concepts and content. By deploying aspects of their L1 (i.e. Thai language, in the context of the current study), students (e.g. Thai EFL students) can make connections between their existing knowledge and the new content that they are learning in the L2. This serves as a strategy for both students and teachers to ‘tap into both their L1 and L2 resources, spanning from their linguistic background to their personal history and knowledge acquired at home, to where they can produce meaningful communication’ (Pastushenkov et al., 2021, p. 53). Thus, ensuring that the learning experience is more engaging and effective, as well as promoting collaborative interactions between students. Translanguaging challenges traditional notions of language separation and encourages a more fluid and integrated approach to language learning (Kleyn & Garcia, 2019). It recognizes that learners' linguistic backgrounds and personal histories can be valuable assets in the classroom, and that by tapping into these resources, learners can facilitate more meaningful communication and deeper learning (Poza, 2017; Maphalala & Mpofu, 2020).

The reluctance of some Thai EFL students to accept translanguaging in their classrooms may be due to a number of factors, including traditional beliefs about language separation and concerns about how the use of the L1 might affect

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their English language proficiency (Khonjan, 2021; Chukwuemeka, 2023). However, research has shown that when used effectively, translanguaging can be a powerful tool for promoting language learning and supporting students' overall academic success (Ambele, 2022; Chaisiri, 2022). While research in other contexts has shown students and teachers support for translanguaging as a natural strategy (Otheguy et al., 2015; Hojeij et al., 2019; Rahman et al., 2021), Thai EFL students and teachers have been seen to demonstrate hesitation when implementing this practice in the classroom. Given the potential benefits of translanguaging, it would be valuable to conduct empirical research to explore the perspectives of Thai EFL university students who have been observed to incorporate this practice in their classrooms since no such study exist for Thailand. This could help to shed light on the factors that support or hinder the adoption of translanguaging in Thai university EFL classrooms and provide insights into how best to implement and adopt this approach in this context. By conducting such research, it may be possible to identify strategies and best practices for promoting the effective use of translanguaging in Thai university EFL classrooms, ultimately leading to improved learning outcomes for students. Additionally, this research could contribute to broader discussions around the use of translanguaging in language education and help to promote more inclusive and effective teaching practices in Thailand and other contexts around the world.

By examining insights from Thai EFL university students who have incorporated the translanguaging practice in the classroom, and how they perceive implementing such a practice at the tertiary level in Thailand, this study seeks to contribute in this regard. In other words, the study uses the students' own reflection practice to better understand the motivations behind their classroom translanguaging practices through the following research questions:

1. What are Thai university students' perceptions of their observed classroom translanguaging practices?
2. What are the students' insights on implementing translanguaging in Thai university classroom?

II. TRANSLANGUAGING IN THAI EFL CLASSROOM

Of the various definitions of translanguaging, Garcia's (2017) operationalization of the term has gained considerable attention and recognition in the literature. Garcia (2017) defines translanguaging as a process where multilingual speakers utilize their full linguistic repertoire to make meaning, not just switching between languages, but engaging in a holistic and dynamic process of communication. This definition emphasizes the dynamic and fluid nature of language use and highlights the fact that language learners use their full linguistic repertoires in a flexible and creative manner (Tian & Zhang-Wu, 2020). By doing so, they are able to draw on their prior knowledge and experiences to enhance their understanding of new information and concepts. This approach is seen as a valuable tool for scaffolding learning and supporting the acquisition of a new language and content knowledge (Hojeij et al., 2019).

Translanguaging is seen as a natural and necessary part of the meaning-making process for bilingual and multilingual learners in classroom interactions. According to Garcia et al. (2016, p. 12), "language is an ongoing process that only exists as translanguaging", emphasizing the fluidity and dynamism of language use. Translanguaging goes beyond traditional bilingual terms like code-switching or code-mixing, as it recognizes that learners use their entire linguistic repertoires (in this study, English, Thai and Chinese) to communicate meaning and understanding in the classroom. Therefore, the primary focus of translanguaging is on the holistic and dynamic process of communication, rather than on established patterns of language separation in the classroom (Li & Lin, 2019). This approach acknowledges that learners' L1 is intertwined with other semiotic aspects beyond the L2, and that fluid verbal and linguistic performances in a variety of interconnected classroom exchanges between learners and/or teachers and learners are necessary to facilitate meaningful learning (Rahman et al., 2021).

Translanguaging has become a common practice in English-medium instruction (EMI) classrooms at various levels, particularly where the learners' L1 is not the language of instruction. This approach has challenged the traditional teaching and learning models in EFL classrooms and has led to more inclusive and participatory learning environments. Garcia (2017), Otheguy et al. (2015) and Ambele (2022), emphasize the dynamic and fluid nature of translanguaging, which goes beyond the socio-political rules and boundaries that separate languages in the classroom. Translanguaging has been found to increase learners' inclusion, participation, and understanding in the learning process, as well as facilitating the conveyance of ideas and accomplishing lessons more easily (Li & Lin, 2019). In addition, classroom translanguaging emphasizes the "linguistics of participation," where both learners and teachers engage in the co-construction of knowledge. This approach recognizes the important role of learners' L1 in scaffolding their learning of a new language and content knowledge, and encourages them to draw on their full linguistic repertoire to facilitate the learning process.

While translanguaging has been widely recognized as an effective strategy for language learning and instruction, its use is still limited in Thailand, particularly in EFL classrooms (Ambele & Khonjan, 2023; Chaisiri, 2022; Chukwuemeka, 2023; Khonjan, 2022). The prescribed monolingual policy of language separation in Thai EFL classrooms may discourage students from incorporating translanguaging practices. However, some Thai EFL students have been observed to use translanguaging in their classrooms, in various ways, such as using texts in L2 and discussing them in L1, or using both (or all) languages available in the classroom flexibly. These approaches demonstrate the potential of translanguaging to support learners' language and content knowledge acquisition in EFL classrooms, even in contexts where a monolingual policy is the norm. Thus, this line of enquiry is the need.

III. THEORETICAL FRAMEWORK

The current research is grounded in Garcia's (2017) translanguaging theory, which challenges the traditional view that bilinguals have two or more separate linguistic systems. Instead, translanguaging theory proposes that bilingualism is a dynamic and fluid process that involves the use of multiple language resources to create meaning (Garcia & Seltzer, 2016; Li, 2018). When students are encouraged to use their entire language repertoires in the classroom, they can develop their knowledge and critical thinking skills beyond the limitations of a monolingual approach. Thus, translanguaging theory is used here to guide the interpretation of how Thai EFL university students incorporate this practice in their classrooms and their perceptions of its use at the tertiary level of education in Thailand. By exploring students' experiences and perspectives on translanguaging, the study hopes to shed light on the potential benefits and challenges of this practice in the Thai EFL context and to provide insights for future research and pedagogical practices.

IV. METHODOLOGY

The study uses a mixed method design, a questionnaire for quantitative data, and a semi-structured interview for qualitative data to investigate Thai EFL university students' translanguaging perception in their classroom practices and their opinions of its use at the tertiary level of education in Thailand.

A. *Context of the Study*

The study aimed to explore the use of translanguaging approach in university classrooms in Thailand, where students were observed to use their L1 (Thai), L2 (English), and other resources during their learning. The study was limited to five classrooms across five universities in the center (N=2), south (N=2) and northeast (N=1) regions of Thailand. On numerous casual trips to their classes, the researchers, who are friends with the instructors at these five Thai universities, noticed that the students were freely using their repertoire resources during classes. It should be mentioned that the teachers and learners (undergraduate English major students) all use Thai as their first language. In order to obtain their perspectives on using their L1 and L2 as well as other languages in the classroom, contrary to the English-only policy that has been prescribed, and their perceptions of incorporating such a translanguaging practice in university classes, 77 students from across these universities who had been observed to practice translanguaging in class were recruited and interviewed as part of this study, along with a questionnaire administration. However, it should be emphasized that Thailand continues to teach its traditional bilingual curriculum in EMI classes (which most Thai teachers still strictly follow). So, as the researchers, we thought further investigation into the translanguaging practices of these 77 Thai university students would be interesting. This serves as the basis for the current study's focus.

B. *Participants*

The study collected data from 77 Thai students studying at five universities in Thailand. The participants had at least six months of experience living abroad and more than 16 years of experience learning English in Thailand. The universities were chosen because (a) the lecturers gave their students the freedom to utilize whatever learning approaches that helped them learn, and (b) they are the host institutions of the study's participants. In addition, the participants (who are students belonging to teachers of the researchers' network) were chosen by purposive-convenience sampling (Selvi, 2020) because (i) they are Thai university students studying in Thailand, and (ii) they have been observed implementing the translanguaging strategy (i.e. using Thai, English, and Chinese) in their classrooms. These criteria were used in the study's sampling procedure to include participants who were familiar with both conventional and cutting-edge English-learning techniques with Thai and foreign instructors. The rationale for including participants who incorporate modern learning strategies like translanguaging in the classroom is that they are more likely to learn content and language faster than students who do not use such strategies (Ambele, 2022; Chukwuemeka & Ambele, 2022). By selecting participants who have experience learning English through both traditional and newer methods, the study hopes to provide more in-depth insights into the practical benefits of using learners' L1 and other repertoire resources in Thai ELT classrooms.

C. *Instruments*

A questionnaire, an observation and a semi-structured interview were utilized as the main instruments for data collection in this study. It is common for researchers to use online questionnaire surveys to collect data as it is a convenient way to reach a large sample of participants. Ambele and Watson Todd (2021) suggest that online questionnaire surveys can produce a representative sample of the population under study and can be used to draw conclusions about the entire population. Additionally, the sample sizes obtained from questionnaire surveys can be sufficient to generate meaningful findings. This study adapted Nambisan's (2014) questionnaire to suit the context, purpose, and participants of the current study. The questionnaire had two sections, with the first section gathering general information about the students' age, gender, years of learning and using English (L1) and other languages they know. The second section investigated the importance, frequency, support, and perceptions of using translanguaging in their classes and its implementation in Thai ELT classroom.

Class observation was also used as a method to collect data about the students' use of translanguaging in their classes. The critical incident technique was employed, which involves observing and documenting specific incidents that were

relevant to the research question. In this case, the incidents were related to translanguaging, such as using a text that is in one language and discussing it in another language; moving from a text in one language to another text in another language; and flexibly integrating their entire repertoire resources. The observations were limited to incidents of translanguaging during the lessons and recorded data from about 10 lessons out of 15 in one semester. The data gathered from these observations served as a representation of the students' translanguaging practice in their classes.

To complement the classroom observation, the researchers also conducted individual semi-structured interviews with 10 randomly selected students. The interviews aimed to probe into the students' reasons for using their L1 and other resources in an English-only classroom. The interview questions were prepared based on the ongoing classroom observation, allowing for openness and versatility in the final interviews. The data gathered from the classroom observation served as a common reference during the interview and aided in the discussion of the results. Thus, the use of class observation and individual interviews allowed the researchers to collect rich data about the students' translanguaging practice, as well as their perceptions and reasons for using different languages in the classroom. The combination of these methods provided a comprehensive understanding of the phenomenon under investigation.

D. Data Collection

Before data collection started, the participants whose classes had been informally observed were contacted by Facebook and LINE, with all ethical procedures for data collection observed. During each class observation (10 classes in total, each about 45-50 minutes), the researchers sat at the back of the class and did not participate in any way. They took notes during the observations and prepared potential interview questions based on the observed critical episodes. After the observations, the randomly selected 10 students were contacted immediately for interviews. Each interview lasted for approximately 30-35 minutes and was recorded using a mobile phone recorder to avoid the loss of words and phrases during a note-taking session. Conducting the interviews in English was important, as the participants were all English major students. It was also crucial for the participants to feel at ease and be able to express themselves openly. To ensure this, the students selected the location and time for the interview.

For the questionnaire, it was designed and administered online to all 77 students whose classroom translanguaging practice was observed during the period of conducting the face-to-face semi-structured interviews with the selected 10 students. Administering the questionnaire online through social media platforms was an efficient way to reach all the participants and collect the necessary data.

E. Data Analysis

A mixed-methods approach, combining both quantitative and qualitative data analysis techniques to explore the research questions was employed. The quantitative data obtained from the questionnaire were analyzed using descriptive statistical tools, such as frequency, percentages, and mean while the qualitative data obtained from the interviews and observations were analyzed using qualitative content analysis (Selvi, 2020). The qualitative content analysis involved a systematic process of categorizing content based on subjective perception and taking into account the occurrence of categorical content (Ambele, 2022; Selvi, 2020). The interviews were transcribed and validated by the students' participants before being analyzed. The transcripts were then read numerous times, and sections that stood out in regard to the research aims were highlighted. To have a clearer understanding of each interview's contents, summaries of each one were eventually written. The content of the interviews and observations were organized in a table, and similarities and differences were identified. The notes from each class's observations were then evaluated. The notes concentrated on instances in which students used their first language (L1) and other languages during lessons. To pinpoint key trends in the students' perceptions of translanguaging in the classroom, the contents of the interviews and the notes obtained during observation were compared. Finally, the data were consolidated into similar contents, and themes were deduced from the data to achieve the research objectives.

V. RESULTS AND DISCUSSION

The analysis of the data from the 77 students are presented and discussed in this section as three overarching themes related to: (i) their perceptions of classroom translanguaging practice, (ii) their situational contexts of classroom translanguaging usage and (iii) the students' views on implementing translanguaging in classroom. Codes were utilized for each participant interview to anonymize the data (e.g. S-1 for student 1). Excerpts of related contents from the observation and interview were used to support data interpretation from a translanguaging perspective.

A. Students' Classroom Translanguaging Perceptions

It should be noted that all the students' participating in this study were those observed to use the translanguaging strategy in the classroom. The results showed the students' overall positive perception of classroom translanguaging. In the questionnaire survey, the Likert scale was used to assess the frequency of the students' use of their linguistic repertoire in the classroom. Analyzing the responses using descriptive statistics provided insights into their attitudes and beliefs about translanguaging, and how they perceive the usefulness of employing both Thai and English in the classroom.

With regards to the students' overall perception of their translinguaging practice, most of them (over 84%) agreed that translinguaging (in this case, using Thai and English in the classroom) fosters, rather than hinders their language and content learning since it allows them to process thoughts in their L1 before producing them in the target language. Meanwhile, some of the students, although observed to be deploying available linguistic resources in the classroom when interacting with peers, still maintained that translinguaging was detrimental to their English language learning; however helpful in their content learning (see Figure 1).

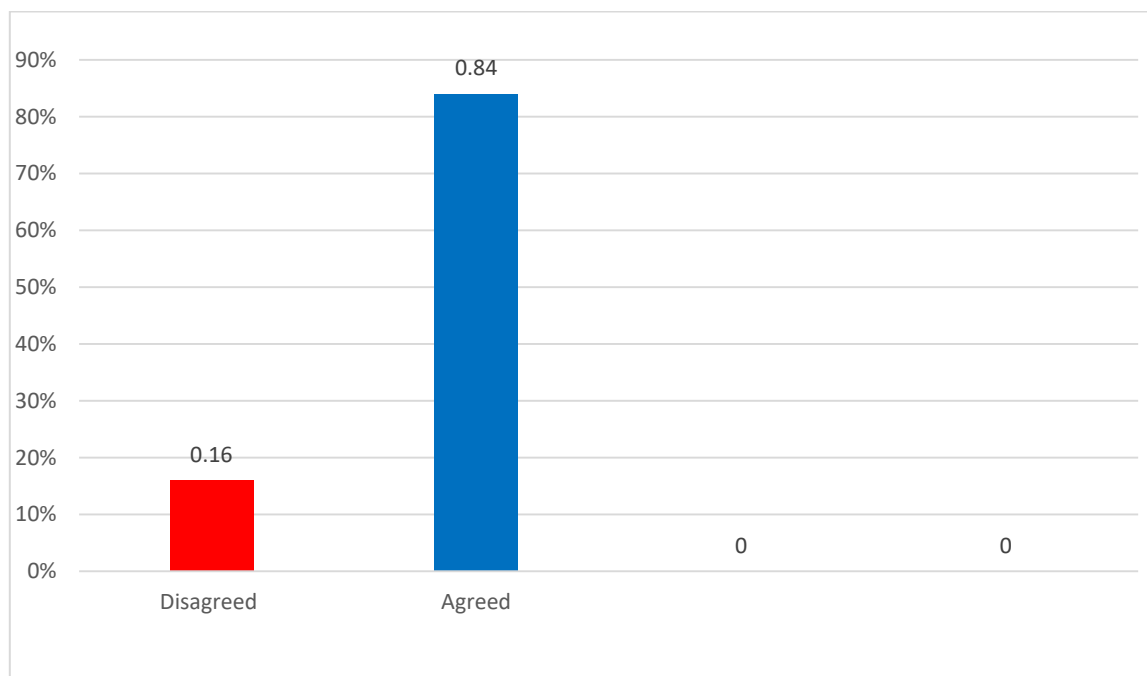


Figure 1. Students' Classroom Translanguaging Perception

The students' mixed views on classroom translanguaging from the questionnaire results are corroborated by the interview data as illustrated in Excerpts 1 and 2. These mixed views suggest that using both Thai and English in English classes can be an effective and inclusive teaching approach, but it is important to consider the specific context and needs of the learners.

Excerpt 1

Using both Thai and English in class can create a more inclusive and culturally responsive learning environment for students. This practice acknowledges and values learners' linguistic and cultural backgrounds and encourages them to bring their whole selves to the learning experience, in understanding the L2 and developing content and language knowledge (S-5).

Excerpt 2

I find using the translanguaging strategy in the classroom very useful when I have to discuss with my classmates on assigned tasks by the teacher. We normally use Thai to talk about the assigned contents because it feels comfortable and helps us to understand each other and the topics better. However, when it comes to improving my English language skills, I still feel like using my L1 to do so is detrimental (S-2).

Research has shown that using learners' native language (L1) can enhance their learning experience and aid in the acquisition of the target language (L2) (Cenoz & Gorter, 2022; Garcia & Seltzer, 2016). It can help learners understand the structure and grammar of the L2 more easily, and provide a better foundation for developing vocabulary and comprehension skills (see Excerpt 1). However, it is important to ensure that the use of L1 does not become a crutch or hinder the development of L2 skills (see Excerpt 2). Teachers should use a balanced approach and gradually reduce the amount of L1 used as learners become more proficient in the L2 (Ambele, 2022; Pastushenkov, 2021).

Globalization today has brought about linguistic diversity in ELT classrooms even in monolingual countries like Thailand. Thus, classroom language practices for learning and teaching have been altered to cater for such diversity (Tian & Zhang-Wu, 2022). Similar to Excerpt 1, Participants S-8 and S-10 observed that 'by allowing students to use their L1 alongside English, teachers can create a more inclusive and supportive learning environment where students feel comfortable expressing themselves and engaging with the material'. S-8 echoed this view in Excerpt 3.

Excerpt 3

Translanguaging is very important in our classroom because it helps students who cannot speak English fluently to understand better. When they are allowed to use their L1, they feel more comfortable and can express themselves better. Therefore, incorporating translanguaging practices in the classroom can lead to more effective and equitable language teaching and learning, even in a monolingual country like Thailand (S-8).

The data highlight the students' positive view of translanguaging in the classroom to accommodate the linguistic diversity of students. The excerpts suggest that the students have a clear understanding of the linguistic diversity of today's Thai EFL classroom and the importance of adopting new methods to support their learning since translanguaging builds on students' prior knowledge and linguistic resources, which can enhance their overall language learning experience (Otheguy et al., 2019). They recognize that traditional monolingual teaching methods may not be effective in today's EFL classroom, which is characterized by linguistic and cultural diversity. By incorporating translanguaging practices and allowing students to use their entire linguistic repertoire in the classroom, most of the students in this study showed a willingness to adapt their learning methods to better suit their learning needs (Garcia & Seltzer, 2016; Poza, 2017). The students understand that their L1 can be a valuable resource for learning and can support their comprehension and engagement with the material (S-1, S-3 and S-9).

The result of the study, which showed that all participants used their L1 in the classroom, supports the idea that creating a translanguaging space can facilitate language learning (Li, 2018). From the observation, the students were permitted by their teachers to use both Thai and English in the classroom, which is a form of translanguaging that allows for the seamless integration of both languages. According to S-5, by creating a translanguaging space, "teachers can help students to utilize both their L1 and L2 resources to facilitate their learning, which can lead to faster and more effective language acquisition". The students' overall positive perception towards translanguaging is consistent with research that suggests that 'the use of both L1 and target language in the classroom can facilitate language learning' (Otheguy et al., 2019).

In another light, research has shown that a translanguaging approach can lead to improved academic outcomes and language proficiency, especially for students from linguistically diverse backgrounds (Cenoz & Gorter, 2022; Tian & Zhang-Wu, 2022). Translanguaging can be particularly important in monolingual contexts such as Thailand, where students may have limited exposure to English outside of the classroom (Pastushenkov, 2021). Using Thai to translate or clarify English terms or concepts can help students better understand the material and make connections between their L1 and L2. However, it is important to note that "the use of L1 should not replace or undermine the development of L2 skills. Instead, it should be used strategically and purposefully to support students' language learning and comprehension" (Ambele, 2022, p. 5).

B. Situational Contexts of Classroom Translanguaging Usage

As part of exploring the students' perceptions of their classroom translanguaging practice, their classroom situational contexts where they employed Thai in class were further investigated. In rating the frequency of the different situational contexts where the students used translanguaging in the classroom, the results showed that the students employed translanguaging (using their L1) to assist and facilitate their learning in many contextual situations, including responding to a teacher's question, allowing students with lower average competency to participate, clarifying non-content-related issues, requesting permission, discussing topics or activities in small groups, brainstorming during class activities, and assisting classmates during tasks (see Table 1).

According to Table 1, the majority of the participants (36.73%) revealed that they frequently use their L1 in small group discussions. According to the table the most striking finding from the data is that the students usually employed their L1 to assist their learning in varied situational contexts, such as, with weaker students so that they can participate in the class (44.9%), as well as to facilitate peers responses to questions (40.28%). Furthermore, the results showed that 37.5% of the students usually to their native language for explanations of contents-related problems. Moreover, 32.65% of them frequently deployed their L1 resources in requesting clarifications for unclear contents.

TABLE 1
FREQUENCY OF L1 USAGE IN CLASSROOM SITUATIONS

Classroom situations	Frequency of occurrence (%)				
	Never	Rarely	Sometimes	Frequently	Usually
Enable participation by lower proficiency students	0	2.04	20.41	32.65	44.9
Respond to teacher's question	0	10.2	26.53	22.45	40.82
Explain problems not related to content	0	8.33	27.08	27.08	37.5
Provide assistance to peers during activities	0	6.12	24.49	32.65	36.73
Discuss contents or activities in small groups	0	4.08	24.49	36.73	34.69
Brainstorm during class activities	0	6.12	30.61	34.69	34.69
Ask permission	14.29	14.29	14.29	32.65	32.65

From the interview and observation data, the students had varied but complementary reasons for employing the L1 (Thai) in the classroom for the different situational contexts in Table 1 (see Excerpts 4, 5 and 6). This suggests that they had a nuanced understanding of how and when to use the L1 in the class. Additionally, the fact about the students using the L1 in different ways indicates that they were responsive to the needs and abilities of their individual learning.

Excerpt 4

In our classes, this innovative translanguaging strategy is essential and highly productive. When teaching new

concepts, such as grammar, maintaining classroom discipline, and working with students who appear to be having trouble, our teacher makes use of our L1 in the classroom (S-1).

Excerpt 5

I purposefully use Thai with my peers during conversations to make my points understood quickly as well. For instance, during class debates, our teacher permitted us to speak Thai before presenting in English. Thai and English are used interchangeably in our classes in this way (S-3).

Excerpt 6

In order to understand the material and respond to questions in English, our teacher just permits us to utilize any resources from the languages we are familiar with. This actually helps us out in class because sometimes we explain to our classmates in Thai, then later to the teacher in English. According to my observations, this method works really well in our classes because this makes it easier for us to understand the material and pick up new vocabulary (S-10).

From Excerpts 4, 5 and 6, it is clear that the students saw value in incorporating their L1 in the classroom and were intentional about how they and their teachers did so. This highlights the importance of understanding students' and teachers' perceptions and practices regarding translanguaging, as it can have a significant impact on language learning outcomes for multilingual students (Ambele, 2022; Ambele & Watson Todd, 2021; Garc á, 2017; Li, 2018). Therefore, teachers need to provide flexible opportunities for students to use their L1 alongside English in the classroom, as this can help support their language learning and keep them motivated. This observation is supported by researchers (e.g. Garcia, 2017; Conteh, 2018; Kleyn & Garcia, 2019; Galante, 2020), who emphasize the benefits of translanguaging and using students' L1 in the classroom to support their language learning. In this light, Littlewood and Yu (2011) highlight the potential negative impact of completely depriving students of their L1 support in the classroom, particularly for those with limited proficiency in the target language as this can lead to feelings of disorientation and powerlessness, which can ultimately demotivate students from learning.

The observation that the students and teachers in this study were not complacent with strict adherence to only English in the classroom (see Excerpts 4, 5 and 6) is not surprising, given the challenges of teaching bi/multilingual learners. As S-2 opined, "there are no clear modalities on how to teach English in English-only classrooms in Thailand, which can make it difficult for teachers to effectively support their students". In order to address these challenges, it is important for teachers to be flexible and adaptable in their teaching approaches (see Excerpts 1 and 2). This means being able to adjust their teaching methods to meet the needs of the diverse learners in their classroom, which may involve incorporating students' L1 as needed or finding other ways to support their learning. Chukwuemeka and Ambele (2022) emphasize the importance of teaching 'flexibility' and 'adaptability' in the context of multilingual classrooms. This requires teachers to have a deep understanding of their students' linguistic and cultural backgrounds and be able to create a supportive and inclusive learning environment that meets their diverse needs (Pastushenkov, 2021; Tian & Zhang-Wu, 2022).

C. Students' Views on Implementing Translanguaging in Classroom

Here, the students reported an overwhelmingly positive perception of implementing translanguaging as a pedagogic strategy to assist Thai students in learning English language and contents better and faster (see Excerpt 7).

Excerpt 7

As Thai students, it is necessary for us to pass the admission exam in order to enroll in a university, yet, some of us still have very poor English skills and find it difficult to follow instructions given in solely English. Therefore, allowing students to use both their L1 and L2 should be promoted, if doing so would results in a successful outcome (S-4).

The students also held positive perceptions regarding the use of translanguaging within the university to promote bi/multilingualism for educational and social purposes (see Excerpt 8). This aligns with the growing recognition of the importance of multilingualism in a globalized world, and the potential benefits of being proficient in multiple languages for both academic and social purposes (Hojeij et al., 2019; Rahman et al., 2021).

Excerpt 8

Unquestionably, the majority of Thai colleges are now multilingual environments where students use their L1 to further their academic and social objectives. Given that bilingualism and multilingualism are now the norm, a tertiary setting could benefit from a strategy called translanguaging to encourage both students and teachers to fully utilize their entire linguistic repertoire for a better environment for teaching, learning, and socializing (S-8).

The data describe the students' perception of translanguaging as an effective tool for social practice in in-and-out of classroom interactions. The students believe that using both the learners' L1 and L2 in the classroom "creates a safe atmosphere for students with low L2 proficiency" (S-6), "reduces anxiety with speaking L2 in an EFL context" (S-7), and "scaffolds new information" (S-5). From observation, the students' belief in the effectiveness of translanguaging may be attributed to their experiences with using this strategy with their peers and teachers in the classroom (see Excerpts 4, 5 and 6). These positive reactions from the students' interview data reflect the reality of bi/multilinguals and are in line with previous research (e.g. Adamson & Coulson, 2015; Carstens, 2016). For Adamson and Coulson (2015), the participants perceived translanguaging as a useful tool for classroom management and task clarification. Similarly,

in Carstens' (2016) study, the participants believed that implementing translanguaging by instructors would facilitate understanding of classroom teaching and learning. These studies highlight the cross-cultural relevance and potential of translanguaging as an effective pedagogical tool in diverse educational contexts. The positive perceptions of students and participants in these studies suggest that implementing translanguaging in language teaching and learning can create a more inclusive and supportive learning environment for students of all language backgrounds.

From another perspective, the educational field in Thailand typically enacts strict language boundary policies, which heavily influence the beliefs of teachers and students towards new paradigms like translanguaging (Khonjan, 2021; Chukwuemeka, 2023). Despite this challenging context, the students in the current study held positive beliefs towards translanguaging and its potential benefits for language teaching and learning in EFL settings like Thailand (see Excerpt 9).

Excerpt 9

I would consider translanguaging at the tertiary level in Thailand to be credible, useful, and consistent with current trends in English education. Translanguaging has slowly acquired acceptance in higher education as a practical and competent technique deserving of implementation in ELT classes and in EFL contexts as well (S-9).

This result suggests that the positive impact of translanguaging in language education can transcend cultural and institutional barriers, and underscores the importance of continued research and advocacy for this pedagogical approach (Garcia & Kleyn, 2016; Otheguy et al., 2015; Wei, 2011; Hojeij et al., 2019; Rahman et al., 2021). Moody et al. (2019) study corroborates the positive views on the implementation of classroom translanguaging in higher education, which suggests its potential as an effective pedagogical tool in the Thai context. Translanguaging scholars (Conteh, 2018; Galante, 2020; Maphalala & Mpofu, 2020; Almusharraf, 2021) emphasize the coexistence of languages and advocate for the use of learners' first languages in the classroom to support the learning of a target language and clarify meanings of words. For Otheguy et al. (2015), Pastushenkov (2021) and Ambele (2022), this approach can enhance learners' development and leverage their multilingual repertoires as a resource for learning.

VI. CONCLUSION AND RECOMMENDATION

The study highlights the importance of investigating Thai students' perception of translanguaging pedagogy in tertiary education, given the paucity of research in this area. The study contributes to the existing literature by revealing the students' positive views on the use of learners' L1 in the classroom to support L2 development and content learning. The students acknowledged the difficulty of ignoring the use of L1 and L2 together in a Thai classroom context, where English is used as the medium of instruction. The findings of the study suggest that there is a need for a shift towards translanguaging in Thai tertiary education, which would allow learners to strategically deploy their L1 to achieve various teaching/learning tasks and outcomes (Flores & Garc á, 2013; Otheguy et al., 2019). However, the results call for further research to be conducted with more Thai students across Thailand, including those who do not support translanguaging or are not observed to utilize their L1 in the classroom. This would provide a more comprehensive understanding of the perspectives and attitudes towards translanguaging in the Thai context and inform the development of effective pedagogical practices that leverage the multilingual repertoires of learners.

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