

Translanguaging Practices and Perception of Tertiary Lecturers and Learners in Thailand: A Case Study at Buriram Rajabhat University

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Abstract

Translanguaging refers to the practice of utilizing several languages and various forms of communication to create knowledge and encourage the use of multiple modes of language education. This study aims to investigate the tertiary lecturers' and students' translanguaging practice and their perception of using classroom translanguaging. The sample consisted of 30 lecturers and 60 students from the English Program, Business English Program, Education English, and other programs, Buriram Rajabhat University, Thailand. They were selected using the purposive sampling method.

The tools were a questionnaire survey and a semi-structured interview. The data collected from the questionnaire were analyzed using the frequency, percentage, mean, and standard deviation. The interview was analyzed utilizing qualitative content analysis. According to the assessments of three experts, the research instruments obtained an IOC score of 0.67. The findings from the first objective indicated that the lecturers had a positive attitude towards the use of translanguaging in their teaching, as shown by the average score of 4.12. In addition, the students expressed their support for the incorporation of translanguaging in the English as a Foreign Language (EFL) classroom, as indicated by the overall average score of 4.22. The results from the second objective indicated that the lecturers strongly supported the notion of integrating translanguaging in the English as a Foreign Language (EFL) course, with the mean score of 4.13. Similarly, all of the students reached a consensus to incorporate translanguaging in the English as a Foreign Language (EFL) classroom, with the average score of 4.22. In addition, the analysis of the interview responses revealed that both the lecturers and students held similar perspectives on the use of translanguaging in the EFL classroom. The findings of this study will offer a thorough foundation for formulating a future plan and strategy on English language instructions in the specific context of Thailand.

Keywords: translanguaging, practice and perception, tertiary lecturers and students, Buriram Rajabhat University

1. Introduction

According to Baker (2001), the concept of translanguaging was first introduced by Williams in 1994-1996, who coined the term "trawsieithu" in Welsh. Subsequently, it was rendered into the English language as translanguaging. This concept was employed in the Welsh context to denote instructional work within the classroom. Translanguaging focuses on the practice of using mono/bi/multilingual in a similar way, as it involves picking linguistic elements from speakers' language repertoire. It involves the construction of knowledge by utilizing the complete linguistic repertoire of speakers (Ambele & Watson Todd, 2021). Translanguaging, also known as translanguaging, refers to the flexible utilization of multiple languages as a valuable asset that goes beyond traditional understandings of separate languages (Anderson, 2018). Regarding this, translanguaging facilitates the utilization of various linguistic characteristics by individuals who are bilingual or multilingual, enabling them to achieve their maximum communication ability (Garcia, 2009). In the field of education, Bonacina-Pugh et al. (2021) have defined two ways, namely fixed and fluid, to comprehend the concept of translanguaging. The fixed approach is closely associated with the introduction of translanguaging in bilingual education, which originally emerged in Wales. Garcia (2009) views translanguaging as the act performed by bilinguals of accessing different linguistic features or various modes of what are described as separate languages, in order to enhance their communicative potential. The objective of translanguaging as the utilization of languages in everyday local practices, rather than being limited to only two specific languages intended for bilingual educational environments. Translanguaging offers a different way to study language practices and can also be seen as a significant transformation of language status ideology, authority, and inclusivity in the context of learning.

According to Bennui (2017), Thai-English refers to the linguistic variations in the way Thais utilize the English language inside the Thai context. Trakulkasemsuk (2012) also states that developing trait associated with translanguaging is a combination of English words to form a novel meaning. For instance, the term "hi-so" is a combination of "high" and "society" and is employed to describe individuals belonging to the upper-class people or high-class goods (Bradshaw, 2016). Thai people often employ certain English phrases that may confuse English speakers who are unfamiliar with Thai society and culture. Examples of such phrases include "Have you eaten rice yet?" and "Where are you going?". These sentences serve as greetings and can be understood as "How are you?" (Trakulkasemsuk, 2012). These examples demonstrate the distinction between translanguaging and code-switching, as well as the widespread use of

translanguaging in Thailand. Code-switching frequently occurred because of learners' ability to speak multiple languages and accuracy in communicating with their interlocutors (Kiaowanich et al., 2023). Translanguaging, although gaining global attention, has received limited exploration in Thailand (Chaisiri, 2023). In Thai universities, where Thai teachers and students mostly speak Thai and learn English as a second language, there have been ongoing concerns around the use of Thai and English, as well as the teaching of English content solely in English or in a bilingual format for Thai learners (Ambele, 2022). Although there are numerous advantages to using translanguaging in the instruction of English to bilingual English learners (Hojeij et al., 2019; Kleyn & Garcia, 2019; Li, 2011; Otheguy et al., 2015; Rahman et al., 2021), many Thai EFL teachers at the university level in Thailand still hold onto monolingual beliefs, causing them to view the learners' first language in a negative way.

Several research studies have been conducted on the use of translanguaging in English Language Teaching (ELT) in Thailand. Translanguaging is recommended as a pedagogical method to enhance learners' ability to communicate in the classroom (Kampittayakul, 2017). So far, only three empirical studies on translanguaging practice have been undertaken in Thailand (Kampittayakul, 2018; Khojan, 2022; Liu, 2021). The concept of translanguaging in Thailand has not been thoroughly studied in practice due to many factors. Additionally, it is offered as a learning strategy in the English as a Foreign Language (EFL) classes (Okoye & Ambele, 2023). However, no research has been conducted on the topic of translanguaging specifically in the context of Rajabhat Universities, with a special focus on Buriram Rajabhat University. Therefore, a study was undertaken to examine the practices and perception on the usage of translanguaging among tertiary learners in Thailand. The research findings have the capacity to enhance educational practices, foster language diversity, and bolster the academic and cultural growth of students within the framework of Rajabhat Universities. Furthermore, the acquired data will also offer a thorough foundation for formulating a future plan on English language instruction within the particular context of Buriram Rajabhat University. Due to this rationale, the current study specifically focused on a case study conducted at Buriram Rajabhat University. The study objectives were to explore the tertiary lecturers' and students' translanguaging practice in the EFL classroom, and to investigate their perception on the use of classroom translanguaging.

2. Literature Review

Translanguaging was coined by Williams (1994) as a bilingual teaching approach, and it has since expanded to include the flexible language use of multilingual people and communities in our increasingly interconnected world. This method, which has been elaborated by Baker (2011) and others, emphasizes the interaction of languages in learning and cognition and sees multilingualism as an integrated linguistic system. Translanguaging is defined as the act of using many languages and modes of communication to generate knowledge. Translanguaging, as a dynamic language practice, undermines separatist ideologies and promotes comprehensive, multimodal, and multicompetence approaches to language education (Garcia & Li 2014; Li 2018). Transcending modalities is a crucial feature of translanguaging, which sets it apart from code-switching. Code-switching primarily focuses on analyzing the structural aspects of language, without considering the multimodal nature of meaning creation. The term 'translanguaging space' was coined to describe a specific environment where translanguaging practices take place and are supported (Li, 2011). Garcia's (2009) translanguaging theory asserts that bilingual individuals do not possess multiple distinct language systems. Languages develop as distinct systems mostly due to legislative or administrative standards. In addition, bilingualism is fluid, dynamic, and contingent upon individuals' language use to foster and comprehend meaningful interactions in the language classroom (Li, 2018). Translanguaging in education promotes the constructive use of students' language repertoires, leading to an expanded capacity for generating information. This collaborative approach between teachers and students fosters the development of critical thinking skills (Okoye & Ambele, 2023). The study pertaining to translanguaging has significant implications for language teaching and learning policy, emphasizing the necessity of promoting translanguaging among potential teachers to enhance classroom engagement and facilitate the acquisition of a second language (Hao Yang & Joseph Foley, 2024). Translanguaging is a pedagogical strategy employed in English language classrooms that demonstrates the advantages and benefits it offers to language learners. According to Rowe (2018), bilingual students have the potential to utilize translanguaging in the classroom. This is because they can freely employ their complete language repertoires when writing and recording their experiences. Suárez (2020) examined the translanguaging behaviors of emergent bilingual students in the context of problematizing electrical phenomena. Kitjaroonchai (2019) conducted a study on Thai students' attitudes towards using their native language, Thai, in English classrooms. The majority of students believed that using their native language had benefits in explaining difficult grammar, defining new vocabulary, and clarifying complex concepts or ideas, despite their preference for using English in the classroom.

Nambisan (2014) examined the attitudes of instructors in Iowa towards translanguaging and its application in English language classes. The study aimed to examine the perspectives of teachers and students regarding the utilization of translanguaging by students in English language classes in Thailand. Shijing Xiao and Lertlit (2023) found that both Thai students and native English speaker teachers held favorable views regarding the incorporation of translanguaging in English language classes. The practice of translanguaging also facilitated students' comprehension of intricate teachings and enhanced their proficiency in English communication. Allowing translanguaging in the classroom can improve tasks that require free and unrestricted engagement or collaboration among students (Kwihangana, 2021). Translanguaging is also beneficial for students' acquisition of intercultural communication skills (Ou et al., 2020). Translanguaging processes can be particularly beneficial for students from minority language groups (Kao, 2022). Carstens (2016) presented a positive perspective on translanguaging, highlighting its benefits in terms of using different languages alongside English to support students in comprehending concepts and engaging in more meaningful interactions with their peers. Based on the study of Loo et al. (2022), it was found that from the quantitative data, the students expressed a predominantly favorable perspective towards translanguaging, particularly as

a means to enhance their English proficiency and foster better connections with other international students. Additional quantitative research revealed considerable variations in views among different years of study. The qualitative data offered more insights into the concept of translanguaging, namely the appropriateness of utilizing a common language in a formal educational setting, such as a classroom. The research conducted by Ambele and Nuemaihom (in press) revealed that Thai EFL students have a generally positive perception of incorporating translanguaging in various classroom situations. This approach aids low proficiency students' learning, promotes classroom interaction, and encourages participation. Kristanti and Pei (2024) pointed out that the use of translanguaging can provide instructional advantages in English as a Foreign Language (EFL) classrooms in higher education.

This study is based on Garcia's (2009) translanguaging theory, which posits that bilingual individuals do not possess multiple distinct language systems. Languages develop as distinct systems due to legislative or administrative norms. Furthermore, bilingualism is dynamic, contingent upon individuals' language usage to cultivate and comprehend interactions aimed at constructing meaning within the language learning environment. Students are urged to utilize their linguistic repertoires constructively when translanguaging is employed for educational objectives. Therefore, this current study utilizes translanguaging theory to examine the translanguaging practice of lecturers and students at Buriram Rajabhat University in the EFL classroom, as well as their perspective of the use of classroom translanguaging.

3. Methodology

This study employed a mixed method design to thoroughly investigate the classroom language practices of the tertiary lecturers and students and their views towards translanguaging in the Thai classroom. A mixed method study plan typically involves completing a survey as an initial phase, followed by interviews to provide more clarification of the survey findings (Davies, 2020). Guest and Fleming (2015) argue that by using both quantitative and qualitative data in a single study, a more comprehensive understanding of the research problem can be achieved, beyond what can be obtained by using only one method. Thus, in this study, a questionnaire was used to collect quantitative data, while a semi-structured interview was utilized to obtain qualitative data.

3.1 Population and Sample

The population comprised the faculty lecturers and students from the English Program, Business English Program, and other programs of Buriram Rajabhat University, Thailand. The sample consisted of 30 lecturers, with 10 from the English Program, 10 from the Business English Program, and 10 from Education English Program. Additionally, there were 60 students, with 20 from the English Program, 20 from the Business English Program, and 20 from other programs. The sample for this study was recruited using the purposive sampling approach, taking into account specific criteria. The selection criteria for the lecturers comprised: 1) Lecturers who permit the utilization of English and other languages in the classroom, 2) they possess over five years of teaching experience at a higher education level in Thailand, and 3) they graduated with a bachelor's degree in a field related to English, Linguistics, English literature, or Education in English. The selection requirements for the students were as follows: 1) They must be English and non-English majors who have previously studied English subjects before taking part in this study, and 2) the students in their first, second, and third years are permitted to use their native language (L1) during classroom activities.

In relation to the interview, out of 30 lecturers, six lecturers (two from each of the three programs) took part in an interview session. Moreover, 15 students (five from each program) participated in an interview session to gain further insights into their perspectives on the use of multiple languages in the classroom at the tertiary level. The participants for this study were selected using the purposive sampling method, taking into account specific criteria. The criteria were as the following: 1) Instructors who permit the utilization of English and other languages in the English as a Foreign Language (EFL) classroom, 2) instructors have a minimum of five years of teaching experience at a tertiary level, and 3) they obtained a bachelor's degree in a subject area closely associated with English, Linguistics, English literature, or Education in English. For the students, 1) they are permitted to utilize their native language (L1) during classroom activities, and 2) they are currently in their first, second, and third years of study, pursuing degrees in both English and non-English disciplines. Look at Table 1 illustrated to present the sample's personal information:

Table 1. Personal information of the sample

No.	Personal Information	Frequency	Percentage (%)
Lecturers (n= 30)			
1	Sex		
	Male	13	43.33
	Female	17	56.67
2	Program		
	English Program	10	33.33
	Business English Program	10	33.33
	Education English	10	33.33
Students (n= 60)			
1	Sex		
	Male	23	38.33
	Female	37	61.67
2	Program		
	English Program	20	33.34
	Business English Program	20	33.34

	Other Programs	20	33.34
3	Year		
	First Year	25	41.67
	Second Year	20	33.33
	Third Year	15	25

Based on the statistics presented in this table, the proportion of female lecturers was 56.67%, while the proportion of male lecturers was 43.33%. 33.33 % of them were from the three programs i.e., English program, Business English program, and Education English program. The percentage of female tertiary students within the student population was 61.67%, while the percentage of male tertiary students was 38.33%. 33.34% of each of them were from the following programs: the English program, the Business English program, and other programs. Among the entire student population, 41.67% were in their first year, 33.33% were in their second year, and 25% were in their third year.

3.2 Research Instruments

The data in this study were gathered utilizing two research instruments, namely a questionnaire survey and a semi-structured interview. The tools were given online to the research participants. This could be perceived as being more objective and empirical, with the possibility of collecting data anonymously. Utilizing an anonymous survey enables the researchers to maintain the confidentiality of the participants' identities (Elizabeth, 2013; Rea & Parker, 2005). The online questionnaire consisted of both closed and open-ended questions. The questionnaire was derived and modified from the works of Loo et al. (2022) and Khojan (2022) in order to suit the Thai context. The survey comprised of four sections: the initial section contained closed-ended questions regarding the personal information of the respondents, the second section focused on the respondents' translanguaging practice in the classroom, the third section addressed the respondents' perception on the use of classroom translanguaging, and the final section solicited their suggestions and additional opinions regarding the use of translanguaging in an English classroom. The respondents' translanguaging practice and perception were assessed using a 5-Likert scale, with the following options: 1=Strongly Disagree, 2=Disagree, 3=Uncertain, 4=Agree, 5=Strongly Agree. There were two sets of the questionnaire provided, one for lecturers and another for students. Moreover, scores falling within one standard deviation from the mean, either below or above, were categorized as neutral. Perceptions were judged neutral if they fell between the range of 2.5 to 3.5. Perceptions were considered negative if they were below 2.5, and positive if they were above 3.5 (Moody et al, 2019). The question items in the surveys for these both groups are identical, ensuring that the collected data can accurately reflect their practical application and perception of classroom translanguaging. There are a total of 13 items that pertain to both lecturers and students on their practice of translanguaging in the EFL classroom. Additionally, there are 12 items that focus on their perception of the usage of translanguaging in the classroom.

This study also utilized a semi-structured interview with six question items as a means of gathering data. Utilizing a semi-structured interview can be considered an effective method for acquiring an in-depth understanding of the participants' perspectives on a certain issue (Ambele & Boonsuk, 2020). A semi-structured interview was conducted to gather additional qualitative data that would complement the quantitative data already acquired (Yi Luo & Chayanuvat, 2023). The interview questions were designed to align with the questionnaire items in order to gain more insights into the phenomenon being examined.

In order to obtain the effective research, it is important to prioritize the factors of validity and reliability. Three experts were dispatched the questionnaires and the semi-structured interview questions to assess the correlation between the items and aims. Therefore, the Index of Item Objective Congruence (IOC) was used to assess the level of congruence of questionnaire and interview items. Upon receiving the IOC form, the questionnaires and interviews underwent revision and modification in accordance with the recommendations provided by the experts. The item scores should possess a consistency value that is equal to or above 0.67 (Rovinelli & Hambleton, 1977). These were set aside for this purpose. However, if the item score was below 0.67, the items were adjusted. Based on the evaluations of three experts, the majority of items received scores of 0.67, which aligned with the required score. A pilot research was done to ensure the reliability of the questionnaires and interview questions. A trial group consisting of 10 lecturers and 20 students, who were not part of the sample group, were asked to answer the survey questionnaires and interviews. According to the pilot study, the reliability values should be equal to 0.70 or higher to show the reliability of the questionnaire. If the reliability coefficient falls below 0.70, it is necessary to make revisions to the questionnaire (Loo et al., 2022). Based on the Cronbach's Alpha, the pilot study of this research obtained a score of 0.90. This is considered excellent in terms of the internal consistency between items. Therefore, the questionnaire and interview questions exhibited a high level of reliability.

3.3 Data Collection

Initially, a study was conducted using online questionnaires to collect quantitative data from a sample of 30 lecturers and 60 students from Buriram Rajabhat University. The researchers explicitly informed the participants that their responses were being examined and studied in a manner that ensured their anonymity. In addition, numerical identifiers were employed as substitutes for the names of participants to ensure their anonymity and protect their privacy. Furthermore, the qualitative data was collected through two separate portions of the interview procedure, which included interviews with six teachers and 15 students. The interviews were carried out remotely using Google forms. The interview questions for the students were conducted online in both English and Thai languages to prevent any misinterpretation. Back translation was conducted to verify the accuracy and consistency. Nevertheless, the interview questions for teachers were administered in English. It is noted that the interview was documented using a mobile phone recorder as note-taking during the interview. This enabled the researchers to meticulously observe the lecturers' and students' comments and rectify any errors while verifying the accuracy of the data.

3.4 Data Analysis

The data obtained from the questionnaire items were analyzed using a quantitative descriptive analytic tool to ascertain the frequency, and percentage, mean, and standard deviation of utilizing the translanguaging learning technique in the EFL classrooms. Quantitative descriptive analytic methods in applied linguistics refer to the utilization of data to identify and describe characteristics of language usage, as well as to give actual instances of specific phenomena. The interview was analyzed using qualitative content analysis. Qualitative content analysis is defined as the methodical categorization of content into groups based on subjective assessment, taking into account the presence of content within each category (Selvi, 2020). The data collected from the interview were organized into similar contents, and themes were derived from the data in order to accomplish the study objectives. The contents were evaluated, and the similarities and differences between the participants' contents were emphasized. An analysis was conducted on the questionnaire and interview data to identify the key elements of lecturers' and students' practice and perceptions towards the use of translanguaging in L2 classes. Finally, the data were consolidated based on their similarities, and key themes were discovered and presented as the principal topics that are relevant to the research objectives.

4. Results

This section provides the findings derived from the analysis of the questionnaire and interview data. The findings are divided into two primary sections based on the study's two principal research objectives. The initial part presented the outcomes of the tertiary lecturers' and students' translanguaging practice in the classroom, while the latter part examined their perception on the use of translanguaging in the EFL classrooms.

4.1 Tertiary Lecturers' and Students' Translanguaging Practice in the Classroom

The findings for the first part were displayed in Table 2 with some explanations.

Table 2. Tertiary lecturers' translanguaging practice in the EFL classroom (n= 30)

No.	Classroom Situations	Calculation	
		Mean	S.D.
1	Students are allowed to use their native language (L1) in English classroom.	4.10	0.65
2	Students are allowed to use their native language (L1) to discuss content or activities in small groups	4.07	0.68
3	Students are allowed to use their native language (L1) to provide assistance to peers during activities.	4.20	0.75
4	Students are allowed to use their native language (L1) to brainstorm during class activities.	4.17	0.82
5	Students are allowed to use their native language (L1) to explain problems that are not related to content.	4.43	0.62
6	Students are allowed to use their native language (L1) to help them understand lecturers' instruction.	4.30	0.53
7	Students are allowed to use their native language (L1) to respond to lecturers' question.	3.77	1.02
8	Students are allowed to use their native language (L1) to ask permission from lecturers.	4.03	0.98
9	It is important for students to use native language (L1) for translating for a lower proficiency student.	4.17	0.37
10	The use of the students' native language (L1) is beneficial in the English language classroom.	3.87	0.76
11	The students are allowed to use their native language (L1) in the English classroom for the purpose of reacting, talking, brainstorming, and explaining throughout class activities.	3.70	1.10
12	It will be useful for students to use native language (L1) alongside English.	4.30	0.46
13	Lecturers' use of the students' native language (L1) is beneficial in facilitating their comprehension of difficult content, technical terminology, and intricate linguistic constructs.	4.53	0.81
Summary		4.12	.666

Based on the data provided in the table, Item 13 had the highest average value of 4.53. Item 5 had an average of 4.43. The mean of Items 6 and 12 was 4.30. The average of Item 3 was 4.20. The average of Item 9 was 4.17. The average of Item 1 was 4.10. The average of Item 2 was 4.07. The average of Item 8 was 4.03. The average of Item 9 was 3.87. The average of Item 7 was 3.77. Item 11 exhibited the lowest average value of 3.70. The summary mean score of this table was 4.12.

Table 3. Tertiary students' translanguaging practice in the EFL classroom (n= 60)

No.	Classroom Situations	Calculation	
		Mean	S.D.
1	Students are allowed to use their native language (L1) in English classroom.	4.23	0.50
2	Students are allowed to use their native language (L1) to discuss content or activities in small groups	4.13	0.50
3	Students are allowed to use their native language (L1) to provide assistance to peers during activities.	4.33	0.47
4	Students are allowed to use their native language (L1) to brainstorm during class activities.	4.23	0.50
5	Students are allowed to use their native language (L1) to explain problems that are not related to content.	4.50	0.50
6	Students are allowed to use their native language (L1) to help them understand lecturers' instruction.	4.27	0.51
7	Students are allowed to use their native language (L1) to respond to lecturers' question.	4.07	0.68
8	Students are allowed to use their native language (L1) to ask permission from lecturers.	4.10	0.65
9	It is important for students to use native language (L1) for translating for a lower proficiency student.	4.13	0.34
10	The use of the students' native language (L1) is beneficial in the English language classroom.	4.13	0.56
11	The students are allowed to use their native language (L1) in the English classroom for the purpose of reacting, talking, brainstorming, and explaining throughout class activities.	4.07	0.73
12	It will be useful for students to use native language (L1) alongside English.	4.33	0.47
13	Lecturers' use of the students' native language (L1) is beneficial in facilitating their comprehension of difficult content, technical terminology, and intricate linguistic constructs.	4.30	0.46
Summary		4.22	.471

According to the statistics presented in the table, Item 5 had the highest average value of 4.50. Items 3 and 12 had an average of 4.33. The average of Item 13 was 4.30. The mean of Item 6 was 4.27. The mean of Items 1 and 4 was 4.23. The mean of Items 2, 9, and 10 was 4.13. The average of Item 8 was 4.10. Items 7 and 11 had the lowest mean, which was 4.07. The total average value obtained from this table was 4.22.

4.2 Tertiary Lecturers' and Students' Perception on the Use of Classroom Translanguaging

Table 4. Tertiary lecturers' perception on the use of classroom translanguaging (n= 30)

No.	Classroom Situations	Calculation	
		Mean	S.D.
1	Lecturers should use English (L2) as the main language for teaching and switch to a native language (L1) in cases where students do not understand English content and structures.	4.17	0.37
2	Lecturers should engage in translanguaging.	4.10	0.47
3	Lecturers use translanguaging with translation (native language [L1]-English [L2] and English [2]-native language [1]) to help students understand difficult content and complex language structures.	4.03	0.66
4	Lecturers use translanguaging by switching between English (L2) and a native language (L1) to help students understand difficult content and complex language structures.	4.10	0.54
5	Allowing the use of English (L2) and students' mother tongue (L1) together helps them have a better understanding of the content they have learnt.	4.20	0.40
6	Allowing the use of English (L2) and students' mother tongue (L1) together helps them understand the language's associated culture.	4.13	0.34
7	Using English (L2) together with students' mother tongue (L1) helps them improve their English (L2) better and faster.	4.17	0.69
8	Translanguaging, using English (L2) together with students' mother tongue (L1), helps support their learning English (L2) in terms of vocabulary, language structure, and grammar.	4.20	0.70
9	Translanguaging, using English (L2) together with students' mother tongue (L1), helps support their learning of English (L2) in all four skills: listening-speaking-reading-writing.	3.97	0.84
10	Translanguaging, using English (L2) together with students' mother tongue (L1), is essential for learning English.	4.13	0.72
11	Translanguaging, using English (L1) together with students' mother tongue (L1), is a natural method to learn English (L1) that should be practiced in an English classroom.	4.27	0.57
12	Translanguaging, using English (L2) together with students' mother tongue (L1), is a method of learning English (L2) that complements other English learning approaches to be more efficient.	4.13	0.56
Summary		4.13	.507

According to the statistics in the table, Item 11 had the highest average value of 4.27. Subsequently, Items 5 and 8 exhibited an average of 4.20. The average of Items 1 and 7 was 4.17. The mean of Items 6, 10, and 12 was 4.13. The mean of Items 2 and 4 was 4.10. The average of Item 3 was 4.03. The Item 9 had the lowest average value of 3.97. The total mean found in this table was 4.13.

Table 5. Tertiary students' perception on the use of classroom translanguaging

No.	Classroom Situations	Calculation	
		Mean	S.D.
1	Lecturers should use English (L2) as the main language for teaching and switch to a native language (L1) in cases where students do not understand English content and structures.	4.13	0.34
2	Lecturers should engage in translanguaging.	4.17	0.37
3	Lecturers use translanguaging with translation (native language [L1]-English [L2] and English [2]-native language [1]) to help students understand difficult content and complex language structures.	4.13	0.34
4	Lecturers use translanguaging by switching between English (L2) and a native language (L1) to help students understand difficult content and complex language structures.	4.17	0.37
5	Allowing the use of English (L2) and students' mother tongue (L1) together helps them have a better understanding of the content they have learnt.	4.17	0.37
6	Allowing the use of English (L2) and students' mother tongue (L1) together helps them understand the language's associated culture.	4.17	0.37
7	Using English (L2) together with students' mother tongue (L1) helps them improve their English (L2) better and faster.	4.27	0.63
8	Translanguaging, using English (L2) together with students' mother tongue (L1), helps support their learning English (L2) in terms of vocabulary, language structure, and grammar.	4.30	0.59
9	Translanguaging, using English (L2) together with students' mother tongue (L1), helps support their learning of English (L2) in all four skills: listening-speaking-reading-writing.	4.27	0.63
10	Translanguaging, using English (L2) together with students' mother tongue (L1), is essential for learning English.	4.27	0.44
11	Translanguaging, using English (L1) together with students' mother tongue (L1), is a natural method to learn English (L1) that should be practiced in an English classroom.	4.30	0.53
12	Translanguaging, using English (L2) together with students' mother tongue (L1), is a method of learning English (L2) that complements other English learning approaches to be more efficient.	4.27	0.44
Summary		4.22	.394

Based on the data provided in the table, Items 8 and 11 exhibited the highest mean value of 4.30. Subsequently, the mean of Items 7, 9, 10, 12, and 8 was calculated to be 4.27. The average of Items 2, 4, 5, and 6 was 4.17. Items 1 and 3 exhibited the lowest average value of 4.13.

The summary of mean derived in this table was 4.22.

4.3 Responses from Tertiary Lecturers and Students Regarding Their Views on the Utilization of Translanguaging in the EFL Classroom

Six lecturers participated in an interview session, and a total of 15 students willingly took part in an interview session to obtain additional insights into their viewpoints regarding the utilization of translanguaging in the tertiary level classroom. Here are some selected quotes expressing their opinions on this matter.

4.3.1 Lecturers' Responses Regarding Their Views on the Utilization of Translanguaging in the EFL Classroom

Question 1: Do you agree or disagree with the notion that only English (L2) should be used in the English language classroom?

Excerpt 1

"I disagree with the notion that only English should be used in an English language classroom, especially in a situation whereby English is learned as a second language (ESL) or as a foreign language (EFL). To strictly maintain that students should use only L2 in an L2 classroom is unfair to low proficient learners who might be interested to learn L2 by sometimes switching for to their L1 for content clarification and understanding." (Lecturer 2)

Question 2: Do you agree or disagree with the notion that a native language (L1) should be taught alongside English (L2) in the English language classroom?

Excerpt 1

"I concur with the idea that it is beneficial to have instruction in a student's native language (L1) alongside English (L2) in the English language classroom. When students acquire a second language (L2), they utilize their existing knowledge (schema) through flashback to establish connections or make sense of the information they have acquired in the classroom. Therefore, the acquisition of L2 can be enhanced when teachers employ a combination of L1 and L2 in the language classroom." (Lecturer 3)

Question 3: Do you agree or disagree that the utilization of English (L2) and students' native language (L1) as a means of translanguaging helps students have better understanding of difficult content, different cultural backgrounds, and complex language structures?

Excerpt 1

"I personally agree that employing both English (L2) and students' original language (L1) as a translanguaging tool facilitates comprehension of challenging topics, diverse cultural backgrounds, and intricate language structures. Students may require further clarification in their first language (L1) when grappling with complex subject matter. Students' confidence will increase when they have a thorough comprehension of the material in both their first language (L1) and second language (L2). They can independently verify this as they acquire knowledge in both their first language (L1) and second language (L2)." (Lecturer 6)

Question 4: Are you in agreement or disagreement with the statement that translanguaging facilitates students' English learning in terms of vocabulary, grammar, and structure more efficiently and effectively?

Excerpt 1

"I strongly agree with the assertion that translanguaging enhances students' English learning in terms of vocabulary, grammar, and structure with greater efficiency and effectiveness. Students acquire vocabulary through the process of memorizing visual representations and subsequently translating them into their native language. Acquiring vocabulary in a second language, as well as comprehending grammar and structure, necessitates a methodical elucidation and clear illustration in the native language." (Lecturer 4)

Question 5: Are you in agreement or disagreement with the statement that translanguaging facilitates the development of students' four English skills: speaking, reading, writing, and listening?

Excerpt 1

"Yes, I agree. Implementing translanguaging in the classroom will significantly enhance students' English four skills by fostering a deeper comprehension of challenging subject matter, diverse cultural perspectives, and intricate linguistic structures." (Lecturer 1)

Question 6: Are you in agreement or disagreement with the statement that translanguaging should be implemented in English classrooms as a natural method of acquiring the language? Please give some reasons.

Excerpt 1

"Indeed, I concur. As a lecturer, it would be advantageous for me to utilize both my native tongue and English language. This would enable me to provide comprehensive explanations of the topic to the students, while also facilitating seamless interaction with my classes." (Lecturer 5)

4.3.2 Students' Responses Regarding Their Views on the Utilization of Translanguaging in the in the EFL Classroom

Question 1: Do you agree or disagree with the notion that only English (L2) should be used in the English language classroom?

Excerpt 1

"Yes, I agree. It is imperative to permit the usage of their native language (L1) in their EFL class. It is advisable to conduct teaching sessions in standard English. However, to ensure understanding among students, it would be beneficial for lecturers and students to also carry out class activities in the Thai language (L1)." (Student 3)

Question 2: Do you agree or disagree with the notion that a native language (L1) should be taught alongside English (L2) in the English language classroom?

Excerpt 1

"I fully support this idea because Thai students have a limited understanding of the English language. Therefore, it would be more effective if the lecturer incorporates translanguaging in the classroom and allows students to utilize their native language (L1). Enhanced communication between professors and students would greatly improve the whole interaction." (Student 5)

Question 3: Do you agree or disagree that the utilization of English (L2) and students' native language (L1) as a means of translanguaging helps students have better understanding of difficult content, different cultural backgrounds, and complex language structures?

Excerpt 1

"I concur with this viewpoint. Translanguaging enhances students' comprehension of challenging subject matter, diverse cultural contexts, and intricate linguistic constructs. When studying complex material, individuals may want more clarification in their home language (L1). The confidence will increase after students have a thorough comprehension of the material in both their native language (L1) and their second language (L2)." (Student 8)

Question 4: Are you in agreement or disagreement with the statement that translanguaging facilitates students' English learning in terms of vocabulary, grammar, and structure more efficiently and effectively?

Excerpt 1

"I am in an agreement with the statement that translanguaging enhances students' acquisition of English language skills, including vocabulary, grammar, and structure, with greater efficiency and effectiveness. Learning the meaning of English terminology, rules of grammar, and sentence structures alongside Thai language would optimize efficiency and effectiveness." (Student 10)

Question 5: Are you in agreement or disagreement with the statement that translanguaging facilitates the development of students' four English skills: speaking, reading, writing, and listening?

Excerpt 1

"I agree that translanguaging enhances the acquisition of students' four English skills: speaking, reading, writing, and listening. Translanguaging also facilitates the enhancement of the four English language proficiencies—listening, speaking, reading, and writing—by enabling students to utilize their native language assets to provide support for their learning process." (Student 12)

Question 6: Are you in agreement or disagreement with the statement that translanguaging should be implemented in English classrooms as a natural method of acquiring the language? Please give some reasons.

Excerpt 1

"I fully support this viewpoint. Translanguaging ought to be incorporated into English classrooms. Implementing translanguaging strategies within the educational setting will greatly facilitate the acquisition of a second language (L2). Translanguaging, therefore, should be included into English classes as a natural approach to language acquisition, aiding students in effectively learning their second language (L2)." (Student 15)

The analysis of the interview responses revealed that both the lecturers and students held similar perspectives on the use of translanguaging in the EFL classroom. In relation to the first question, the lecturers expressed disagreement with the idea of exclusively using English (L2) in the English language classroom. On the other hand, the students agreed to allow the use of their native language (L1) in their EFL class. However, it would be advantageous for both lecturers and students to also incorporate class activities in the Thai language (L1) to ensure understanding among students. For the second question, they concurred that it is beneficial to teach a native language (L1) alongside English (L2) in the English language classroom. This is because the acquisition of L2 can be improved when teachers utilize both L1 and L2 in the language classroom. In response to the third question, it was unanimously acknowledged that employing both English (L2) and the students' original language (L1) as a translanguaging tool facilitates a deeper comprehension of challenging subject matter, diverse cultural contexts, and intricate language structures. For the fourth question, they agreed that translanguaging enhances students' English learning in terms of vocabulary, grammar, and structure more efficiently and effectively because acquiring vocabulary in a second language, as well as understanding grammar and structure, requires a systematic explanation and clear demonstration in the native language. Regarding the fifth question, they agreed that translanguaging enhances students' proficiency in the four English skills: speaking, reading, writing, and listening. For the final question, they concurred with the notion that

translanguaging should be incorporated into English classrooms as a natural method of acquiring the language, as it is a natural approach to language acquisition that assists students in effectively learning their second language (L2).

5. Discussions

The results acquired in this study were analyzed in accordance with the two research objectives. The findings from the first objective, which aimed to the tertiary lecturers' and students' translanguaging practice in the EFL classroom, indicated that the lecturers exhibited a favorable disposition towards the practice of translanguaging, as evidenced by a total mean score of 4.12. Furthermore, the students displayed their endorsement for the integration of translanguaging in the English as a Foreign Language (EFL) classroom, as indicated by the overall average score of 4.22. The participants' favorable views on the use of translanguaging in English classes were evident, as indicated by the overall mean value exceeding 3.35, which is considered a positive level. The qualitative data also revealed the participants' favorable opinions regarding the implementation of translanguaging in the English as a Foreign Language (EFL) classroom. This might be the reasons that the incorporation of translanguaging into English classrooms is an efficient and effective technique of language training that supports students in acquiring their second language (L2). These results were consistent with many previous studies. Translanguaging allows bilingual or multilingual individuals to effectively use different language features, enhancing their overall communication skills. Translanguaging provides an alternative approach to examining language usage and can be viewed as a substantial shift in the perception of language's status, authority, and inclusiveness within the realm of education (Garcia, 2009; Li, 2018). Translanguaging is advocated as an educational approach to augment learners' proficiency in classroom communication (Kampittayakul, 2017). Furthermore, it is implemented as a pedagogical approach in Thai English as a Foreign Language (EFL) classrooms (Okoye & Ambele, 2023). Based on the quantitative data, the students primarily held a positive view of translanguaging. They saw it as a way to improve their English skills and establish stronger relationships with other international students. Further quantitative research uncovered significant disparities in perspectives across different academic years. The qualitative data provided more insights into the concept of translanguaging, specifically regarding the suitability of using a shared language in a formal educational environment (Loo et al., 2022). Thai English as a Foreign Language (EFL) students generally see the use of translanguaging in different classroom scenarios in a positive perception. This technique facilitates the learning of students with low competence, fosters classroom engagement, and promotes active involvement. The study revealed that Thai teachers frequently employ their native language (L1) when interacting with students (Ambele & Nuemaihom, in press). It is crucial to promote flexible language regulations that allow the use of students' native language in English as a Foreign Language (EFL) classes to create a more supportive learning environment. Promoting the creation of supportive learning environments that prioritize linguistic variety is crucial for enhancing students' comfort and participation. This can be accomplished by utilizing their entire range of linguistic skills (Kristanti & Pei (2024).

The findings from the second objective, which aimed to examine their perception of using classroom translanguaging, revealed that the lecturers fully agreed with the idea of incorporating translanguaging in the EFL classroom. The average score was 4.13. Moreover, the students unanimously agreed to implement translanguaging in the EFL classroom, with an average score of 4.22. The participants' favorable dispositions towards the use of translanguaging in English lessons were clearly evident, as indicated by the average score exceeding 3.35, which is considered to be a positive threshold. The qualitative results also indicated that the participants held positive views on incorporating a native language (L1) alongside English (L2) in the English language classroom. Translanguaging is an effective strategy used in English classrooms to aid students' acquisition of a second language (L2). These results were in line with many previous studies. Translanguaging is a teaching technique used in English language schools to showcase the advantages and benefits it provides to students learning a new language. Translanguaging is believed to have the ability and potential to enhance language teaching and learning (García & Li, 2014). The research on translanguaging has important implications for language education policy, highlighting the need to encourage translanguaging among prospective teachers in order to improve classroom participation and facilitate second language acquisition (Hao Yang & Joseph Foley, 2024). Allowing translanguaging in the classroom can enhance activities that necessitate unimpeded and unconstrained involvement or cooperation among students (Kwihangana, 2021). Translanguaging also enhances students' development of international communication abilities (Ou et al., 2020). Translanguaging methods can provide significant advantages for students belonging to minority language groups. These mechanisms facilitate the transfer of knowledge through the utilization of their respective linguistic abilities, so empowering both students and teachers (Kao, 2022).

Based on the findings obtained from the interview about the lecturers' and students' practice and perception towards the use of translanguaging in the EFL classroom, majority of the respondents positively agreed that translanguaging improves students' ability to learn English language abilities, such as vocabulary, grammar, and structure, more efficiently and effectively. Moreover, having instruction in a student's native language (L1) alongside English (L2) in the English language classroom is advantageous. When students learn a second language (L2), they use their current knowledge by recalling it to develop links or understand the information they have learned in the classroom. Hence, the process of acquiring a second language can be improved when teachers utilize a blend of the native language (L1) and the target language (L2) in the classroom setting. This is consistent with Kitjaroonchai (2019) who states that despite students' preference for using English in the classroom, most of them acknowledged the advantages of use their L1 to elucidate challenging grammar, define unfamiliar vocabulary, and clarify intricate concepts or ideas. Both Thai students and native English speaker teachers held favorable views regarding the incorporation of translanguaging in English language classes. Furthermore, the practice of translanguaging facilitated students' comprehension of intricate teachings and enhanced their proficiency in English communication (Shijing Xiao & Lertlit, 2023).

6. Conclusion

This study highlighted the practice and perception of using classroom translanguaging of the tertiary lecturers and students at Buriram Rajabhat University. Based on the research findings, the majority of participants had a favorable attitude towards the utilization and integration of translanguaging in the EFL classroom, and suggested that Thai lecturers and students would gain advantages from applying this approach. The findings also indicated that Thai EFL teachers are gradually moving away from the prevailing monolingual focus in the classroom, and instead, embracing strategies that utilize the students' diverse linguistic abilities. Moreover, both lecturers and students are increasingly exploring methods to integrate their native language into the process of acquiring a second or foreign language. This may occur either unintentionally or deliberately, even if it involves permitting the use of the first language or other language resources in the classroom. Both lecturers and students showed their favorable dispositions towards the implementation of classroom translanguaging pedagogy, which involves utilizing the students' first language (L1) in the EFL classroom to facilitate the acquisition of a second language (L2) and to enhance topic learning. The simultaneous use of L1 and L2 in a Thai classroom context appears to be challenging to disregard. Furthermore, they demonstrated their willingness to embrace the idea of translanguaging in Thai tertiary education and advocated for a transition towards translanguaging. This demonstrates their enthusiasm in utilizing their primary language (L1) in the classroom to accomplish a range of teaching and learning objectives. Our investigation yielded several implications for practice, policy, and research. Primarily, the majority of participants expressed that translanguaging was beneficial and necessary for studying a second language. Therefore, instructors of the second language (L2) may want to contemplate permitting and promoting the utilization of translanguaging in their English as a Foreign Language (EFL) classrooms. Furthermore, legislators, administrators, and curriculum designers at a tertiary level should abandon the belief in linguistic segregation and instead explore effective methods to integrate translanguaging into instruction.

7. Limitations and Recommendations

The current study focused solely on the tertiary teachers and students of Buriram Rajabhat University in Thailand, with limitations in terms of its scope. This limited scope may result in the samples sharing similar experiences and teaching methods, leading to a lack of diversity and inadequate representation of the research population. To obtain more representative data, it is necessary to collect data from lecturers and students at other Rajabhat Universities or different institutes with a wider range of sampling diversity. The findings derived from this study, conducted by the researchers who have been teaching at Buriram Rajabhat University, will serve as a set of instructions for implementing translanguaging in English as a Foreign Language (EFL) classrooms at other Rajabhat Universities.

Furthermore, the interview was done online to gather the participants' practical experiences and perspectives on the usage of translanguaging in EFL classrooms. This may lead them to respond to the questions concisely or inadequately articulate their perspectives and experiences. Therefore, doing a face-to-face interview would be preferable as it allows the researchers to effectively and authentically guide the participants in expressing their thoughts and feelings. In addition, it is imperative to conduct interviews with educators, institute administrators, and policy makers to ascertain their viewpoints and opinions regarding the utilization of translanguaging in an English as a Foreign Language (EFL) setting. The results obtained from this current study will provide a comprehensive framework for developing a future strategy on English language instruction within the specific context of Thailand.

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Authors' contributions

Associate Professor Dr. Akkarapon Nuemaihom was in charge of designing and revising the research and writing the first draft of this manuscript. Miss Naviya Chutopama and Miss Thitaporn Putklang made revisions to it. Miss Thitaporn Putklang has the duty of collecting data. Miss Naviya Chutopama analyzed the data obtained. All authors have given their approval for the final manuscript and have consented to its publication.

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