

Translanguaging Perception and Practices of Foreign English Teachers in Bangkok, Thailand: Basis for A Training Plan

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Abstract

The purpose of this study was to determine and analyze how translanguaging is perceived and practiced by nine foreign English teachers in Mattheyom Watnairong and Potisarnpittayakorn Schools in Bangkok, Thailand in order to come up with a training plan. The study was qualitative descriptive research in the form of a case study using semi-structured interviews where the informants' perceptions and practices are determined in facilitating and using translanguaging among and with their students. With the in-depth interview, the problems that they encountered were useful in creating a training plan on translanguaging. After the validation of instrument and data collection, the data were analyzed and interpreted using thematic analysis, and were presented using narrative explanation building technique. Codes were assigned to each informant like "FT 1," "FT 2," and so on to keep their identities anonymous. In brief, the findings of this study revealed that in terms of their perceptions toward translanguaging concepts, almost all informants agreed on the translanguaging concepts, and one informant opposed how they are conceptualized as "translanguaging;"; in terms of teachers' translanguaging practices, the informants' experiences and views concluded that giving students a "translanguaging space" was not usually hindered by a school policy as it was inevitable for students to speak Thai in the classroom especially when their English proficiency was still at the beginning stage; and the problems that some of the informants encountered were on the dependence of students in using the translation strategies, the lack of fluency of foreign teachers in speaking Thai, and the conflicting teaching philosophies that they have about English language teaching with some of the translanguaging concepts and approaches. The proposed training plan underwent careful planning using the Training Program Development Model as a guide to ensure that the need for a translanguaging training is justified, and that the topics and activities are designed to deliver a positive learning impact among the target participants. Future researchers may conduct a quantitative or a mixed-methods research on separate samples about translanguaging perceptions and practices: foreign teachers that teach content subjects, local Thai English teachers, Thai students, and school administrators and policy makers."

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