



Teachers' and Students' Perceptions towards the Use of Translanguaging in English Language Classrooms in Thailand

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Abstract

This research focuses on secondary school teachers' and students' perceptions towards the use of translanguaging in English language classrooms in Thailand. The research questions are: 1. What are secondary level students' perceptions towards the use of translanguaging in English language classrooms? 2. What are native English speaker teachers' perceptions towards the use of translanguaging by secondary level students in English language classrooms? The participants were 363 Thai students and 9 native English speaker teachers. The 363 Thai students who were in secondary level 1, 2, and 3 (equivalent to grade 7, 8, and 9, respectively) were requested to complete the online questionnaire. To obtain qualitative data, nine Thai students and six native English speaker teachers were requested to participate in the online text-based interview. A mixed method approach was used in this study. The instrument for collecting quantitative data was an online 5-Likert scale questionnaire whereas the instrument for collecting qualitative data was an online text-based interview. According to the findings, both Thai students and native English speaker teachers had positive perceptions towards the use of translanguaging in English language classrooms. In addition, translanguaging helped students to understand complex lessons and improve their English communication skills. However, students did not use the native language to respond to the teacher's questions or ask permission from the teacher very often. The research recommends that teachers implement translanguaging to enhance their English teaching effectiveness, and students were suggested to use translanguaging to enhance their English learning competency.

Introduction

With the development of globalization, all countries worldwide are connected tightly in economy, politics, and culture. People from all over the world are

communicating more and more closely. In order to connect with different countries' people, a common language needs to become the core of communication. As one of the most widely used languages globally,

English plays a vital role in globalization. People use English in daily life and the workplace, in science, and in academics. It was said that more than 50% of the millions of academic papers were published in English each year (Choklap, 2015). Therefore, globally more and more people tend to acquire English proficiency. Richards (2015) pointed out different terms to refer to the status of English in various parts of countries: English as a native language (ENL) was used to refer to English in those countries where people speak English as their mother tongue; English as a second language (ESL) was used to describe English where people widely use English in their multilingual environment such as Pakistan, India, Singapore and elsewhere; And in other parts of countries like China, Japan, and Russia where English was studied in school for specific purposes, English was described as a foreign language (EFL). In addition, English was also used as a lingua franca (ELF) when people do not share a common language using English as a communicative tool, which was also described English as an international language (EIL). Based on the foundation of ELF and EIL, Bolton (2018) further mentioned the term World Englishes (WE) for a narrower or broader application. Although the English language discussion in the world is developing and changing, the primary trend of English language teaching is in EFL and ESL.

In Thailand, the development of globalization has promoted the country's development in all domains, such as tourism, culture, and education. As more and more foreigners can be seen in Thailand, English as the international language has become the connecting bridge between Thais and foreigners for better communication. The government has also strongly supported English learning in Thai schools. According to Laoriandee (2014), English is the only foreign language taught until Grade 9 in Thailand's primary education. More English learners are increasing from primary school to university in Thailand. For instance, international schools and English programs are developed. Teachers and students tend to use English as a foreign language in the classroom. Thus, in this study, English language teaching is connected with teaching English as Foreign Language (EFL). EFL usually refers to teaching English in those places where people are not commonly using English. In these places, learning English is regarded as a subject in school, and students mostly use English just inside the classroom (Safargalina, 2018). To develop English teaching and learning in Thailand, Thai people attempt to search for

practical approaches to help EFL learners master English better in the classroom. As they studied on various approaches, translanguaging was barely mentioned in Thailand. Thus, this research focused on the use of translanguaging, which provided another possibility for Thai people on teaching and learning English.

Thai people have been learning English in Thai schools for a long time. Based on curriculum reforms, bilingual or English programs have been established as Thai educators pointed out that the number of private bilingual schools increasing. Government schools support English learning by offering English programs for students. Moreover, the curricula in the bilingual schools are not just done in English but also in Thai, which follows the instruction of the Ministry of Education. Thus, Thailand provides a suitable environment for students to use two languages in the classroom (Nonthaisong, 2015). Moreover, English language teaching had been based on rote memorization and grammar-translation at the beginning, and later it changed to focus on communicative skills. The change shows that Thai people acknowledge English as a vital skill in daily life.

In order to improve English language teaching and learning, the Thai educational system has adopted various approaches, such as the learner-centered approach, Task-Based learning approach, and Self-Access learning approach. Although the learner-centered approach was practiced in various forms, the common point is that Thai teachers tried to combine it with the communicative language teaching approach to make more meaningful lessons for students (Darasawang, 2007). The learner-centered approach provides a foundation for translanguaging in an English language classroom. According to Castaño (2017), translanguaging classrooms are learner-centered, in which language and content are integrated so that students are able to use the language in daily life and not just to learn academic vocabulary. The Thai educational system supports diverse approaches to English language teaching so that English language classrooms can be more meaningful for teachers and students.

For a long time, teachers and students were encouraged to use English only in the classroom (Escobar, 2019; Nambisan, 2014). However, it is not easy for both teachers and students. In Thailand, English teachers are mainly divided into Thais and native speakers of English teachers who try to teach students English by using English only. However, some complex

terms are challenging to explain in English due to the different cultural and language backgrounds between English countries and Thailand (Kampittayakul, 2019). English and Thai are in different language families. The former is categorized in the Indo-European language family, and the latter is regarded in the Sino-Tibetan language family (Pechapan-Hammond, 2020). Therefore, it is difficult for Thai people to study English as a foreign language. Thus, the Thai language was used by students to make complex contents much clearer in the English classroom. In order to promote the teaching and learning of English, English teachers in Thailand tried to learn meaningful teaching methods from Western scholars and educators. As Welsh educators provided Welsh students with opportunities to use two languages in the classroom, more sense was carried out for translanguaging. Later on, García and Kley (2016) tried to figure out how translanguaging could strengthen the use of students' home languages and their bilingualism. In their study, they found the values of translanguaging. In this regard, to improve the quality of English classes in Thailand, new teaching methods, translanguaging, could be taken to promote English teaching and learning in Thailand.

Translanguaging

Translanguaging, first used in Welsh by Welsh educators, is a new learning and teaching method for second language acquisition. According to Jenks and Lee (2020), translanguaging and translanguaging have been regarded as significant concepts in language and communication. It can be defined as an approach in which students are allowed to use their first language, making meaning in learning a language (Ortega, 2019). When referring to the context in Thailand, bilingual students can refer to those who speak both English and Thai language and translanguaging can refer to Thai students' use of English and Thai in the English learning classrooms. In recent decades, translanguaging has been regarded as a helpful instruction in bilingualism and multilingualism areas. At the end of the 20th century, children were encouraged to use the two languages in interrelationship within one space, which showed translanguaging practices in bilingualism. With the development, translanguaging became popular in language learning classes, which can also benefit English language classrooms. Translanguaging promotes the education of bilingual students and builds a more equitable society by recognizing bilingual students' entire language repertoire and their translanguaging abilities (García and Kley, 2016). As a new instruction method

in the English classroom, translanguaging has been studied by many scholars.

According to Cook (2001), promoting English-only practices in English language classrooms was famous for many English teachers, while using the native language or mother tongue was regarded as unprofessional. However, he also pointed out the significance of using the first language in the English classroom in his study. He believed that using the first language in an English classroom can help students connect and build linguistic knowledge with the target language. As Welsh educators provided Welsh students with opportunities to use two languages in the classroom, more sense was carried out for translanguaging.

Translanguaging is an approach used in the English language classroom that shows its advantages and benefits for language learners. It is also said that translanguaging has the capacity and potential to promote language teaching and learning (García & Wei, 2020). Baker (2001) listed out that translanguaging has the advantage of promoting a more profound understanding of concepts, strengthening students' weaker language, building home-school links and cooperation for students, and integrating fluent students with beginner students. Apart from these advantages, Nambisan (2014) further described the benefits of translanguaging for students as well as instructors that it is a helpful strategy for students navigating conversation to build a bridge between their native language and English. Moreover, it also helps instructors cultivate students' knowledge and linguistic repertoires. Undoubtedly, translanguaging brings some advantages and benefits to both teachers and students in the English language classroom. However, it does not mean that all teachers and students will own positive perceptions of the use of translanguaging in the classrooms.

Despite the benefits of translanguaging, some challenges also can be found when using translanguaging in English classrooms (Anouk, Elma, Paul & Sarah, 2021). According to Anouk, Elma, Paul, and Sarah (2021), different stakeholders, including language education researchers, teachers, and multilingual learners, faced seven challenges when establishing meaningful translanguaging in multilingual classrooms: (1) Side effects; (2) Goal formulation; (3) Learning the language of schooling; (4) English and other semiotic resources; (5) Affective functions; (6) Effort; and (7) Confusion. Significantly, it was challenging for teachers and students to spend more effort structurally using translanguaging,

especially for those students who do not speak their native language fluently. In addition, teachers and students stated that they did feel confused when using translanguaging. Different kinds of challenges create difficulties for teachers and students when using translanguaging. Teachers and students are the principal subjects in classrooms. Their perceptions and challenges are the most importance issues. Therefore, this research focuses on teachers' and students' perceptions in order to find effective ways to implement translanguaging in the classrooms.

Bilingual students

As it was shown, bilingual students are tightly connected with translanguaging in their learning. Cenoz and Gorte (2019) mentioned that emergent bilingual students would adjust their repertoires to learn an additional language, and the use of languages with softening boundaries can refer to the concept of translanguaging. In addition, Kleyn and García (2019) mentioned that translanguaging provides bilingual individuals a way to communicate by leveraging their entire linguistic repertoire. It showed the relationship between translanguaging and bilingual students again.

Bartolomé (2016) believed that bilingualism refers to the ability to use two languages not only at the societal level but also at the individual level. Wei (2020) also agreed that bilingualism occurs as both a societal and unique phenomenon, but he emphasized the coexistence and co-use of two languages in bilingualism. All in all, the keyword of bilingual or bilingualism is two languages. In Thailand, those students who learn English as a foreign language can also be regarded as bilingual students because they are in a two-language environment when they are learning in English language classrooms.

As an essential factor of bilingualism, bilingual students earn lots of attention from scholars. Scholars attempted to study bilingual classrooms from various perspectives to find an effective way for bilingual students to improve their language repertoires. For instance, Cain (2018) listed seven tips for teachers to handle the situation when a newcomer emergent bilingual student arrives in the classroom: 1) keep in mind the need to understand students' perceptions; 2) take the initiative to learn about students' home language(s); 3) look for ways to connect with students in speaking, reading, and writing; 4) become acquainted with funds of knowledge of students' families; 5) consider situations that might be especially challenging for newcomers; 6) consider preparing a newcomer kit for classroom teachers;

7) exemplify a yes face. The author mentioned that awareness of students' first language and making connections between English and their first language can help reduce stress for newcomers and teachers to create a peaceful environment for bilingual students. In addition, some scholars (Rebecca et al., 2013) were wondering whether teachers' instruction can influence students' vocabulary and comprehension, especially for the English monolingual and Spanish-English bilingual students. Furthermore, the finding showed that teachers' instruction with comprehension strategies provided a more significant positive influence on bilingual students than on monolingual students. That means bilingual students might catch up with teachers' instruction better than monolingual students, which shows some advantages when learning in a language classroom. Relyea and Amendum (2020) also found that bilingual students who develop higher proficiency in their native language can gain higher proficiency in the English language. This finding revealed that bilingual students' first language or native language plays a positive role in learning English.

In Thailand, the Ministry of Education by the Office of Non-formal and Informal Education (ONIE) aims to develop Thai students into bilingual students by studying in the bilingual program using English as a medium (Laksanasut, 2020). The Ministry of Education hopes Thai bilingual students are able to achieve four primary objectives: 1) achieving academic proficiency in all subjects; 2) promoting and developing their understanding of other cultures and traditions through cultivating a positive attitude; 3) developing and maintaining their skills through their primary language and their second language; 4) becoming bilingual or bi-literate and lifelong learners (Wongboonsin, 2006). Therefore, Thai bilingual students will be able to use the Thai and English languages.

Bilingual students and translanguaging

Due to bilingual's coexist-language or two-language context and the focus on using the first language in a bilingual context, some scholars tried to link bilingual students with translanguaging. Rowe (2018) supported students to use translation which can create a space for students using translanguaging skills in multilingual classrooms and believed that these bilingual students could bring the ability of translanguaging to the classroom because these students were able to use their full linguistic repertoires freely when writing and recording their stories. Later, Suárez (2020) investigated emergent bilingual students' translanguaging practices in the

situation of problematizing electrical phenomena, which showed bilingual students' abilities of multiple linguistic and various translanguaging practices in a science learning environment. Unlike Suárez (2020), Lopez et al. (2017) attempted to conceptualize the use of translanguaging to assess the academic knowledge of bilingual students. They believed it is beneficial for teaching and learning when teachers implement translanguaging in content assessments. Except for assessment, translanguaging makes a significant difference in another aspect for bilingual students when they study English as a foreign language. For example, Osorio (2020) built culturally and linguistically sustaining spaces for his first-grade bilingual students in Spanish and English to use translanguaging in the reading text, which positively affected bilingual students creating knowledge by using translanguaging. These studies showed bilingual students' abilities and benefits of using translanguaging in the classrooms. Thus, it is also possible for Thai bilingual students to use translanguaging in the classrooms since they can use both the Thai and English languages.

In the meantime, some scholars tried to convince those teachers that using translanguaging can contribute to bilingual or multilingual students (Mbirimi-Hungwe, 2019). In addition to studying experienced teachers' practice of translanguaging, some scholars focused their research on pre-service teachers. Caldas (2019) investigated pre-service bilingual teachers' perceptions of the use of translanguaging in teaching and learning. The finding showed that these participants were willing to use translanguaging in their future careers. Teachers' perceptions of translanguaging play a significant role in bilingual students because teachers' teaching strategies can influence what students can do in the classrooms.

Perceptions of teachers and students

In the classroom, teachers and students are the primary participants. Their opinions and perceptions towards teaching methods are significant. To figure out the effectiveness and practicality of teaching methods, scholars tend to study teachers' and students' perceptions in the classroom. Kitjaroonchai (2019) aimed to investigate Thai students' perceptions towards the use of their mother tongue (L1), Thai, in English classrooms and found that most students believed that using L1 brings some advantages for explaining complex grammatical points, defining new vocabulary items, and clarifying complex concepts or ideas even though they prefer to use English in their classroom. In addition, it was found

that those students who relied on using their mother tongue too much got a lower score. Thus, students should adequately use their native language, and their perceptions toward the use of translanguaging help adjust the way of using translanguaging.

In another research, Saisoonthornwattana and Saengboon (2016) examined the teaching method used in an EFL tutorial school in Thailand and teachers' as well as students' perceptions towards these teaching methods. They found that both teachers and students are facing numerous contemporary teaching methods. Therefore, it was suggested that traditional and contemporary methods should be combined. It also showed that teachers' and students' perceptions influence the implementation of teaching methods in the classroom.

A deeper understanding of teachers' and students' perceptions is necessary because knowing teachers' and students' opinions and views can help adjust the use and practice of new teaching methods in the classroom. Since translanguaging has become popular in the bilingual classroom, many areas tried to adopt translanguaging for English language classrooms. For example, Nambisan (2014) investigate teachers' attitudes towards and uses of translanguaging in English language classrooms in Iowa to find out translanguaging's value in Iowa. This research tried to investigate teachers' and students' perceptions towards the use of translanguaging by students in English language classrooms in Thailand to find out whether translanguaging can be valuable to the English language classroom in Thailand.

Objectives

The objectives of this study are:

- 1) To investigate secondary level students' perceptions towards the use of translanguaging in English language classrooms.
- 2) To investigate native English speaker teachers' perceptions towards the use of translanguaging by secondary level students in English language classrooms.

Conceptual Framework

In an English language classroom, students tend to use two languages, English and Thai, to learn English, which allows the use of translanguaging. Teachers and students, as the prominent participants in the classrooms, held their perceptions, positive or negative perceptions, towards the use of translanguaging by students.

The conceptual framework is shown in Figure 1.

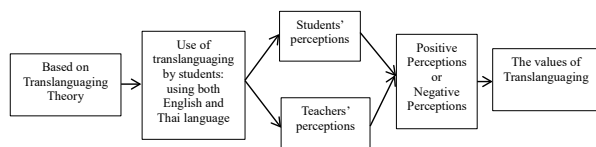


Figure 1 Illustration of Conceptual Framework

Research Methodology

This study used a mixed-method approach by conducting online survey as a quantitative research and an interview as a qualitative research, which aimed to investigate secondary teachers' and students' perceptions toward translanguaging in English language classrooms in Thailand. The justification was that the survey collects data on personal perceptions, attitudes, and preferences (Cohen, Manion, and Morrison, 2018). It brought advantages on gathering data economically and efficiently, generating numerical data. Thus, survey-style research was selected. However, it needs large-scale data more than small-scale data. Thus, the samples tended to be large. In addition, compared with single methods approaches, using a mixed-method approach could help comprehend and understand phenomena better to gain more meaningful answers for detailed research questions.

Therefore, this study adopted a mixed method approach as a research method due to the advantage and strength of both the quantitative and qualitative method. The quantitative method was used to investigate a larger number of samples while the qualitative method was suitable for exploring personal experience, opinion, and concept in English language teaching and learning (Wang, 2018). In addition, quantitative research could collect extensive data quickly, which was convenient to collect students' perceptions. Qualitative research could better understand samples' perspectives. Mix-method answers the research questions from diverse aspects, providing more reliable evidence for the study.

1. Population and Samples

The population included Thai secondary level students and native English speaker teachers: 519 secondary level students studying in an Intensive English program consisted of three groups: Grade 7 (163 students), Grade 8 (179 students), and Grade 9 (177 students); six native English speaker teachers. All attended a secondary school in Thailand.

Two kinds of samples were required for this research: secondary level students and native English speaker teachers. Firstly, a stratified random sampling technique was adopted to decide the samples of

secondary-level students for the questionnaire. The sample size of the students for the questionnaire was 363 from three different groups: grade 7 (116 students), grade 8 (124 students), and grade 9 (123 students), with a confidence level of 95% and $\pm 5\%$ precision. In addition, nine students were samples to be interviewed by selection in a volunteer method. In this research, there were three grades of students. Different grades of students might hold various perceptions towards the use of translanguaging due to different age and language level. Using stratified random sampling can figure out different grades of students' perceptions which could be more meaningful and representative. Secondly, the six native English speaker teachers were included as samples due to the small number and the need for the study.

2. Research Instrument

Due to the Covid-19 epidemic, most schools were required to teach and learn online. Hence, this study used online questionnaires and online interviews to collect quantitative and qualitative data. Firstly, the online questionnaire included two parts: one part focused on personal information, such as gender and grade; the other part concentrated on the situation that students tended to use translanguaging, and how students felt about the use of translanguaging in the classroom, which contained 16 items using a 5-Likert scale, where 1= Strongly Disagree, 2= Disagree, 3= Uncertain, 4= Agree, 5= Strongly Agree.

Secondly, an online interview was conducted by Google Forms. Two parts of the interview were arranged: students and English native-speaker teachers. The interview with secondary school students contained two parts: demographic information and perception questions. The whole interview had 11 questions. The interview with native speaker teachers included two parts: demographic information, such as age, gender, and experience of teaching in Thailand; the other was personal perceptions towards the use of translanguaging by students. The whole interview included 14 questions.

In order to gain effective research, validity and reliability should be a concern. Three experts were sent the questionnaires to check the connection between the items and objectives. Hence, Index of Item Objective Congruence (IOC) points of congruence were rated to evaluate questionnaire items. After collecting the IOC form, the questionnaire was revised and modified according to experts' suggestions. The item scores must have a consistency value equal to or above 0.67 (Rovinelli & Hambleton, 1977), which were reserved.

Nevertheless, if the item scores lower than 0.67, the items were corrected. According to the feedback of three experts, most items gained scores of 0.67, which corresponded with the required score. Two items gained a score of 0.33, which were revised and modified.

After modifying the questionnaire, a pilot study was conducted to guarantee reliability by asking a trial group of ten students (who were not in the sample group) to answer the survey questionnaire. Then, Kuder-Richardson (KR-21) was used to calculate reliability scores, which show stability when $r_{tt} \geq 0.70$ (Thankdenchai, 2017). Based on the pilot study, the reliability values should be equal to 0.70 or higher, which showed the reliability of the questionnaire. If the reliability was lower than 0.70, the questionnaire should be revised. According to the Cronbach's Alpha, the pilot study of this research gained a score of 0.95, which was higher than 0.70. Thus, the questionnaire was reliable.

3. Collection of Data

Firstly, the quantitative data by administrating online questionnaires were conducted in November 2021 at a secondary school in Thailand with 363 students completing the questionnaires. Before conducting questionnaires, a permission letter was sent to the secondary level school to gain permission for questionnaire administration. Then, with kind permission and valuable help, the researcher started data collecting. With the assistance of the head teacher, the researcher distributed the online questionnaires to each group of participants: grade 7, grade 8, and grade 9, which were presented bilingually in English and Thai language so that students could understand the questionnaires better. The researcher made it clear to the participants that their responses were analyzed and studied anonymously. In addition, specific numbers were used to replace participants' names to guarantee anonymity and protect participants' privacy.

Secondly, the qualitative data was collected in two parts of the interview, including students' interviews and teachers' interviews in November 2021 at a secondary level school in Thailand. The interviews were conducted online via Google forms due to the Covid-19 epidemic. Nine secondary students and six native English speaker teachers completed the online interviews. Nine students were selected in a purposive and volunteer way: each group provided three students for the interview. This method ensured that participants had a great willingness to be interviewed. The students' level of English was considered and it was uncertain that

students could understand all interview questions. The interview questions in both English and Thai, which the Thai teacher translated, were conducted online to avoid misunderstanding. Then, six native English speaker teachers were interviewed. The interview questions for teachers were conducted in English, which was the principal language in this study.

4. Data Analysis

This study used Mean, Standard Deviation, and One-way ANOVA to analyze the quantitative data by leveraging a computer program (SPSS) for the statistical analysis. Then, the content analysis was used to summarize and report written data to analyze qualitative data. In order to process content analysis, Denscombe's method (2014) was adapted. Firstly, qualitative data obtained from interviewees were used to analyze teachers' and students' perceptions towards the use of translanguaging. Secondly, after collecting data, the researcher broke down the text into several units or categories related to the perceptions towards translanguaging. Thirdly, the researcher coded the units and chose appropriate samples to fit the categories. After that, the collected data were addressed into suitable categories using the MAXQDA program, which aims to help researchers analyze all kinds of data, to code and categorize the collected data. Finally, the results were analyzed and concluded.

Results

1. Secondary level students' perceptions towards the use of translanguaging in the English classroom

Concerning the first research question, the descriptive statistics of the use of translanguaging of the three different grades of students were calculated. To present Thai students' perceptions toward the use of translanguaging, the researcher presented an overall table that showed the whole mean values and standard deviations of grade 7, grade 8, and grade 9 students. Table 1 shows the perceptions of the three grades of students.

The table above showed that secondary level students hold positive perceptions towards the use of translanguaging in English classrooms since the summary of its mean score value was 3.61, with a 0.97 standard deviation. However, respondents also hold neutral perceptions towards some specific items such as item one, "use native language (L1) in English classroom", item seven, "use native language (L1) to respond to teacher's question", item eight, "use native

Table 1 Descriptive Statistics of Grade 7, 8, 9 Students (n=363)

Item	Mean	S.D.	Degree
1. I use native language (L1) in English classroom.	3.26	1.07	Neutral
2. I use native language (L1) to discuss content or activities in small groups.	3.66	0.97	Positive
3. I use native language (L1) to provide assistance to peers during activities.	4.13	0.77	Positive
4. I use native language (L1) to brainstorm during class activities.	4.01	0.81	Positive
5. I use native language (L1) to explain problems not related to content.	3.65	1.09	Positive
6. I use native language (L1) to help me to understand teacher's instruction.	3.78	1.02	Positive
7. I use native language (L1) to respond to teacher's question.	2.62	1.20	Neutral
8. I use native language (L1) to ask permission from teacher.	2.68	1.23	Neutral
9. It will be useful for me to use native language (L1) alongside English.	3.90	1.05	Positive
10. It is important to use native language (L1) for discussing content or activities in small groups.	3.96	0.85	Positive
11. It is important to use native language (L1) for providing assistance to peers during activities.	4.12	0.69	Positive
12. It is important to use native language (L1) for brainstorming during class activities.	3.92	0.78	Positive
13. It is important to use native language (L1) for explaining problems.	3.86	0.91	Positive
14. It is important to use native language (L1) for translating for a lower proficiency student.	4.21	0.83	Positive
15. It is important to use native language (L1) for responding to teacher's question.	2.98	1.13	Neutral
16. It is important to use native language (L1) for asking permission from teacher.	3.04	1.15	Neutral
Summary	3.61	0.97	Positive

language (L1) to ask permission from teacher”, item fifteen, “important to use native language (L1) for responding to teacher’s question”, item sixteen, “important to use native language (L1) for asking permission from teacher” acquiring the mean values of 3.26 (SD=1.07), 2.62 (SD=1.20), 2.68 (SD=1.23), 2.98 (SD=1.13) and 3.04 (SD=1.15), respectively. The mean scores were in the range of positive scores for the remaining items.

Table 2 demonstrates the overall mean scores, standard deviations and One-way ANOVA analysis of the three different grades.

From Table 2, both Grade 7 and Grade 8 students revealed positive perceptions towards the use of translanguaging in English classrooms, receiving the mean scores of 3.77 and 3.65, while Grade 9 students had a 3.41, showing their neutral perceptions. It is important to note that item seven, “use native language (L1) to respond to teacher’s question” and item eight, “use native language (L1) to ask permission from teacher” had the lowest mean values of 2.91, 2.73, 2.23 and 2.97, 2.85, 2.22, which indicated secondary students have more negative perceptions towards using translanguaging with their teacher compared with other situations. Apart from these two items, all of three grades students revealed neutral perceptions towards item one, “use native language (L1) in English classroom” with the mean scores of 3.49, 3.31, and 2.98, item fifteen, “important to use native language (L1) for responding to teacher’s

Table 2 The One-way ANOVA analysis of the three grades and students' perceptions towards the use of translanguaging in English classroom (n=363)

Item	Grade 7 (n=116)		Grade 8 (n=124)		Grade 9 (n=123)		F	P
	M	S.D.	M	S.D.	M	S.D.		
1. I use native language (L1) in English classroom.	3.49	0.92	3.31	1.08	2.98	1.14	7.19	0.001**
2. I use native language (L1) to discuss content or activities in small groups.	3.82	0.88	3.76	0.9	3.42	1.08	6.30	0.002**
3. I use native language (L1) to provide assistance to peers during activities.	4.16	0.76	4.21	0.63	4.02	0.9	1.87	0.155
4. I use native language (L1) to brainstorm during class activities.	4.07	0.74	4.08	0.68	3.88	0.96	2.43	0.089
5. I use native language (L1) to explain problems not related to content.	3.78	1	3.69	0.97	3.46	1.25	2.81	0.061
6. I use native language (L1) to help me to understand teacher's instruction.	4.02	0.93	3.66	1.02	3.68	1.06	4.66	0.010*
7. I use native language (L1) to respond to teacher's question.	2.91	1.12	2.73	1.14	2.23	1.23	11.25	0.000**
8. I use native language (L1) to ask permission from teacher.	2.97	1.18	2.85	1.19	2.22	1.2	13.91	0.000**
9. It will be useful for me to use native language (L1) alongside English.	4.13	0.95	3.81	1.01	3.78	1.15	4.13	0.017*
10. It is important to use native language (L1) for discussing content or activities in small groups.	4.03	0.81	4.01	0.86	3.85	0.87	1.51	0.222
11. It is important to use native language (L1) for providing assistance to peers during activities.	4.18	0.64	4.19	0.64	4.00	0.76	2.93	0.055
12. It is important to use native language (L1) for brainstorming during class activities.	3.93	0.79	3.94	0.73	3.88	0.83	0.20	0.815
13. It is important to use native language (L1) for explaining problems.	4.01	0.85	3.88	0.89	3.69	0.96	3.76	0.024*
14. It is important to use native language (L1) for translating for a lower proficiency student.	4.31	0.88	4.2	0.79	4.12	0.83	1.55	0.214
15. It is important to use native language (L1) for responding to teacher's question.	3.21	1.04	3.05	1.1	2.68	1.18	7.10	0.001**
16. It is important to use native language (L1) for asking permission from teacher.	3.34	1.05	3.08	1.11	2.71	1.21	9.46	0.000**
Summary	3.77	0.91	3.65	0.92	3.41	1.03	5.07	0.235

*p<0.05 **p<0.01

question” with the mean scores of 3.21, 3.05 and 2.68, and item sixteen, “important to use native language (L1) for asking permission from teacher” with the mean scores of 3.34, 3.08 and 2.71. Especially, item two, “use native language (L1) to discuss content or activities in small groups” and item five, “use native language (L1) to explain problems not related to content,” receiving the positive mean values of 3.82, 3.76, and 3.78, 3.69 from Grade 7 and Grade 8 students, but receiving the negative mean values of 3.42 and 3.46 from Grade 9 students. As for the remaining items, every item displayed positive perceptions from three different grades because their mean scores were all in the range of positive points (3.51 - 4.50).

In addition, the output of the One-way ANOVA analysis was used to analyze the difference in students’ perceptions towards the use of translanguaging among three different grades. Table 2 shows that: item six “use native language (L1) to help me to understand teacher’s instruction” with the p-value of 0.010; item nine “useful for me to use native language (L1) alongside English” with the p-value of 0.017; and item thirteen “important to use native language (L1) for explaining problems” with the p-value of 0.024, were less than 0.05, which showed the difference among three grades of students. Besides, six items showed significant differences since all of their p-values were less than 0.01: item one “use native language (L1) in English classroom” with the p-value of 0.001, item two “use native language (L1) to discuss content or activities in small groups” with the p-value of 0.002, item seven “use native language (L1) to respond to teacher’s question” with the p-value of 0.000, item eight “use native language (L1) to ask permission from teacher” with the p-value of 0.000, item fifteen “important to use native language (L1) for responding to teacher’s question” with the p-value of 0.001 and item sixteen “important to use native language (L1) for asking permission from teacher” with the p-value of 0.000. However, the result of the total p-value of variance was 0.235, more than 0.05. Therefore, there were no significant differences among the perceptions of Grade 7, Grade 8, and Grade 9 students.

Based on the first research question, the researcher could generalize that secondary students’ perceptions towards the use of translanguaging in English classrooms were positive by achieving a total mean value of 3.61, which was at the level of positive.

In order to explore students’ perceptions deeply, online interviews were conducted. Table 3 presents the frequency of students’ responses.

Table 3 Frequency of students’ responses from MAXQDA

Students’ responses	Frequency	Percentage
Question 1: Does your teacher allow you to use your native language in the classroom? Why or why not?		
Allow due to English level	5	45.5
Allow for communication	2	18.2
Not be allowed to use translanguaging	2	18.2
Allow for understanding the content	1	9.1
Allow for interacting with teacher	1	9.1
Total	11	100.0
Question 2: Do you consider the teacher should allow students to use native language in the classroom? Why or why not?		
No, focus on learning English	4	40.0
Yes, because of English level	3	30.0
Yes, for understanding the content	3	30.0
Total	10	100.0
Question 3: When will you use native language in the classroom? Why?		
Don’t understand the content	3	30.0
Communicate with peers	3	30.0
Ask teacher questions	2	20.0
Chat with teacher	2	20.0
Total	10	100.0
Question 4: What do you think about the situation when you use your native language in the classroom?		
Beneficial and useful	6	66.7
Convenient but unnecessary	2	22.2
Confusing	1	11.1
Total	9	100.0
Question 5: How can you benefit by using native language alongside English in the classroom?		
Beneficial for understanding content	4	44.4
Beneficial for communication	2	22.2
Not any benefit	2	22.2
Beneficial for exchanging culture	1	11.1
Total	9	100.0
Question 6: Why is it beneficial for you to use native language alongside English in the classroom?		
Help to understand content	5	55.5
Help to communicate	3	33.3
Useless	1	11.1
Total	9	100.0
Question 7: Do you consider translanguaging as a tool which can enhance your learning experience and develop your identity? Why or why not?		
Yes, beneficial and useful for learning	7	77.7
No, interruptive for English learning	2	22.2
Total	9	100.0
Question 8: How does translanguaging create obstacle for you while developing your target language?		
No obstacle	5	55.6
Interrupt English learning	4	44.4
Total	9	100.0

From Table 3, most students held positive perceptions toward the use of translanguaging in English classrooms. In addition, they believed that using translanguaging can be beneficial for their English learning in different aspects. From interview questions one and two, it was found that the majority of students

were allowed to use translanguaging in English class for different reasons: communication, understanding content, interacting with the teacher, and English level. At the same time, most students believed that they should be allowed to use translanguaging. Secondary students tend to use translanguaging to communicate with peers or understand the content because of their low proficiency level in English. In addition, interview questions three and four found that students probably used translanguaging when they did not understand the content, communicated with peers, and interacted with their teacher because most of them took advantage of using translanguaging. It showed that the students used translanguaging most frequently when they did not understand the content and wanted to communicate with peers. From interview questions five to seven, students' perceptions proved the significance of translanguaging. Most students believe that using translanguaging is beneficial and useful for communication or understanding content, although few students could not see any benefit of using translanguaging. The last interview questions showed that few students met some obstacles when using translanguaging in the English classroom. For instance, using too much native language will occupy their time learning English. However, according to students' answers to the whole seven interview questions, secondary students hold more positive perceptions than negative perceptions towards the use of translanguaging even though they met some obstacles.

2. Native English speaker teachers' perceptions towards the use of translanguaging by secondary level students in English language classrooms

Based on the second research question, six native English speaker teachers were invited to answer online interview questions, which consisted of thirteen questions. Questions one to six aimed to collect demographic information to describe participants. Questions seven to thirteen aimed to investigate participants' perceptions and opinions to answer the second research question. Table 4 displayed the data analysis of teachers' interviews guided by interview questions.

Teachers' responses to these seven interview questions could answer the second research question: what are native English speaker teachers' perceptions towards the use of translanguaging by secondary level students in English language classrooms? It should be noted that interview question seven reflected that teachers discovered that students use translanguaging

Table 4 Frequency of teachers' responses from MAXQDA

Teachers' responses	Frequency	Percentage
Question 7: When will your students use their native language in the classroom?		
Communicate with peers	3	75.0
Don't understand the instructions	1	25.0
Total	4	100.0
Question 8: How do you think about the situation when your students use their native language in the classroom?		
Beneficial and useful sometimes	4	66.7
Unnecessary	2	33.3
Total	6	100.0
Question 9: Do you believe the use of the students' native language is beneficial in English language classroom? Why or why not?		
Yes, but it's critical	4	66.7
No, better to use English only	2	33.3
Total	6	100.0
Question 10: Why is it important for the students to use native language alongside target language in the classroom?		
For explaining complex content	3	50.0
Not necessary	2	33.3
For communication	1	16.7
Total	6	100.0
Question 11: How can students benefit by using translanguaging in the classroom?		
Improve academic skills	2	33.3
Understand complex content	2	33.3
No benefits	2	33.3
Total	6	100.0
Question 12: How does translanguaging create obstacle for the students while developing their target language?		
Cause misunderstanding	2	33.3
Delay the progress of learning	2	33.3
Be dependent to use native language	2	33.3
Total	6	100.0
Question 13: Do you consider translanguaging as a tool which can enhance students' learning experience and develop their identity? Why or why not?		
Yes, beneficial and useful	3	50.0
No, interrupt English learning	3	50.0
Total	6	100.0

most frequently when they do not know teachers' instructions or when they want to communicate with their peers. When referring to the benefits of using translanguaging, the participants in this study displayed positive perceptions. According to interview questions eight and nine, although few teachers insisted that using translanguaging was unnecessary and preferred students to use English only, most teachers indicated that using translanguaging can benefit students. Interview questions ten and eleven showed that most teachers admitted the importance of translanguaging for explaining complex content and communication and its benefits on improving students' academic skills and understanding complex content. Only a few teachers saw no importance or

benefits of using translanguaging by students. From interview question twelve, some obstacles can be found when students use translanguaging: cause misunderstanding, delay the progress of learning, and dependent on using the native language. From the last interview question, it was found that half of the teachers hold positive perceptions towards translanguaging while the other half of teachers have a negative perception. Overall, it can be seen that most teachers have positive perceptions towards the use of translanguaging by students according to their responses.

Discussion

With the utilization of the online questionnaire and interview, the quantitative and qualitative data results found that secondary level students held positive perceptions towards the use of translanguaging in English classrooms since the total mean value of the three grades of students was at the level of positive. This agrees with the study of Kitjaroonchai (2019) who found that most Thai students believed that using their native language, Thai language, in English class can be beneficial and useful for them. In addition, it was found that students did not use their native language to respond to the teacher's question or ask permission from the teacher very often since these two items had the lowest mean values, which showed consistency with Nambisan (2014) who found that teachers in Iowa did not observe their students use translanguaging for responding to the teachers' questions very often.

It was found that the majority of students were allowed to use translanguaging in English class for different reasons: communication, understanding content, interacting with the teacher, and English level. At the same time, most students believed that they should be allowed to use translanguaging. According to the results of qualitative analysis, the researcher found that secondary students tend to use translanguaging to communicate with peers or understand the content because of their low proficiency level in English. In addition, it found that students probably used translanguaging when they did not understand the content, communicated with peers, and interacted with their teacher because most of them took advantage of using translanguaging. It showed that the students used translanguaging most frequently when they did not understand the content and wanted to communicate with peers, which was similar to Escobar (2019) who found the five most frequent purposes for using translanguaging

were referencing key content, giving an opinion, referring to graffiti, offering explanations, and offering a critique. Mujiono (2016) also presented a similar opinion that using translanguaging is helpful for students to carry out personal viewpoints and build knowledge concepts. Students tend to use translanguaging when confused about complex concepts and intricate knowledge.

Another finding is that students' perceptions proved the significance of translanguaging. Most students believe that using translanguaging is beneficial and useful for communication or understanding content, although few students cannot see any benefit of using translanguaging. About the benefits of using translanguaging, the results showed that students believed that they gained the most benefits for understanding the content, consistent with Baker (2001) who found that translanguaging had the advantage of promoting a more profound understanding of concepts.

According to the online interview with native English speaker teachers, the results revealed that native English speaker teachers held positive perceptions towards the use of translanguaging by secondary level students in English language classrooms, which was consistent with students' perceptions in this study. However, this finding differed from Wang (2019) who reported that teachers and students had opposing views on using translanguaging, with teachers having negative perceptions and students having positive perceptions. In addition, the findings reflected that teachers discovered that students use translanguaging most frequently when they do not know teachers' instructions or when they want to communicate with their peers.

When referring to the benefits of using translanguaging, the participants in this study displayed positive perceptions. Although few teachers insisted that using translanguaging was unnecessary and preferred students to use English only, most teachers indicated that using translanguaging can benefit students. They pointed out that using translanguaging was beneficial for improving students' academic skills and helped students understand complex content.

Although some obstacles can be found when students use translanguaging: cause misunderstanding, delay the progress of learning, and dependent on using the native language, most teachers admitted the importance of translanguaging for explaining complex content and communication and its benefits on improving students' academic skills and understanding complex content. Only a few teachers saw no importance or

benefits of using translanguaging by students. This finding is similar with Ortega (2019) who reflected that translanguaging provides a balance among languages that can be used with flexibility, which reduces some stress of those EFL teachers who are thinking about the exclusive use of English. Overall, most teachers have positive perceptions towards the use of translanguaging by students according to their responses.

The results of this research can be beneficial for improving English teaching and learning in Thailand by using translanguaging.

Students can better understand the use of translanguaging in English classrooms, and they can take advantage of their native language and English ability in the classroom. For instance, they can use translanguaging in appropriate situation such as understanding the content and communication with peers. Therefore, they can learn a foreign language effectively and improve their language skills.

Teachers can know whether using translanguaging in the English language classroom is worthy. They can also pay attention to the specific aspects when designing translanguaging for teaching English. They can use translanguaging for certain aspects appropriately. Therefore, teachers can make their lessons more meaningful for students. At the same time, they can develop their language teaching skills and language proficiency.

The school can also obtain ideas when it comes to adjusting the teaching plan. Based on the findings, the school can adjust the foreign language through understanding the benefits of translanguaging as instruction in English learning class, which will help further develop the school curriculum.

Suggestion

This study had a few limitations. Firstly, the interview was conducted online to collect students' and teachers' perceptions. The respondents might have answered the questions briefly or not sufficiently expressed their views and experience. In order to collect the perceptions of samples, a face-to-face interview might be better. Thus, the researcher can guide the samples to express their opinions and feelings sufficiently and truly. Secondly, this study was only conducted with the students and teachers from the same school in Bangkok, Thailand. Hence, the samples may share similar experiences or teaching and learning methods, which cause a low diversity level and may not sufficiently represent the

research population. To collect more representative data of the entire Thai population of secondary level students and native speakers of the English language, greater diversity in sampling is needed. Future researchers may select the samples from different schools instead of the same school.

This study used content analysis and a program MAXQDA to analyze qualitative data without inter-coding. Thus, the results of coding may be subjective. In order to analyze qualitative data more objectively, it is recommended that experts should be invited as inter-coders to confirm the findings.

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