

ABSTRACT

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Name: SU MYAT MYAT PHONE

Thematic Paper Title: TEACHERS' ATTITUDE TOWARDS THE USE OF
TRANSLANGUAGING IN MYANMAR ENGLISH
LANGUAGE CLASSROOMS

Thematic Paper Advisor: ASST. PROF. RATCHAPORN RATTANAPHUMMA

The focus of the study is to examine the attitudes and practices of translanguaging in English language classrooms by 60 English language teachers in Yangon, Myanmar. Teachers from three international schools responded to a survey that collected information regarding their belief of importance on various uses of translanguaging and also information regarding the frequency of the use of translanguaging that they practised in their classrooms. This study was conducted using triangulation method: supporting quantitative findings with qualitative responses. Findings indicated a division between the attitudes of the participants towards the use of translanguaging and the frequency that they actually practise the uses. While the majority of the participants believed that nearly every use was important, only a small number of participants implemented these practices in the classrooms. The implications of this study indicated that the teachers should be aware of the fact that by allowing Myanmar language in the classroom, it will be beneficial especially for low level students by encouraging them to be an active learner, using the language they are familiar with. Both the first language and the target language should be used in the language classroom in order to support students' language acquisition with the guidance of the teachers.