TEACHERS' ATTITUDE TOWARDS THE USE OF TRANSLANGUAGING IN
MYANMAR ENGLISH LANGUAGE CLASSROOMS

Su Myat Myat Phone

A Thematic Paper Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF ARTS
in English Language Teaching
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ABSTRACT

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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.

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CHAPTER I

INTRODUCTION

This chapter provides the introductory information of the study. It consists of nine main parts: background, the rationale of the study, research question, objectives of the study, the scope of the study, definitions of terms significance of the study, limitations of the study and the organization of the study.

Background of the Study

English language was firstly introduced in Myanmar during the era of Yadanarbon Dynasty by King Mindon, the founder of the last royal capital of Burma (Myanmar). The scholars were sent to France, Italy, the United States and Great Britain in order to learn the progress of the industrial revolution. During the British colonial period of 1885 to 1948, English was used in the areas of government, law and education (Toe, 2006). English had been taught as a second language beginning in the fifth standard of primary education and had been the language of instruction in the universities until 1965. There were also missionary schools in the urban areas of Myanmar which encouraged the youngsters to learn English. After Burma's (Myanmar) independence, Burmese language was replaced in vital areas of the country for about seventeen years (Thein, 2014). In 1982, English language education was reintroduced and since then, English has been taught as a second language in primary grades. In Grade 10 and 11 of high school education, English language textbooks are used particularly in science and math subjects (Lwin, 1999).

In highly multilingual and multiethnic Myanmar, language status and language education are often a cause but also a consequence of tension. The sociolinguistic profile of

Myanmar is very complex. The nation is divided into seven states (Kachin State, Kayah State, Kayin State, Chin State, Mon State and Rakhine State) and seven divisions (Yangon, Mandalay, Ayyawaddy, Sagaing, Magwe, Bago, Tanintharyi). Due to the correspondence between the 135 ethnolinguistic groups, the official 'National Races' of Myanmar and its languages are considered to be complex. At present, it can be stated that there are some 135 languages but by some estimate 116 languages (UNICEF, 2016).

The national language, Myanmar, is represented across the national territory, claiming 32 million speakers but with highly variable rates of knowledge of its standard forms and literacy. Myanmar is the sole language of government administration and the mass media and overwhelmingly the language of instruction for education. However, exceptions do exist for medium of instruction for schooling including the use of English and Chinese in private schools and the use of mother tongues in certain local contexts. The Myanmar Language Commission, a department of the Ministry of Education, is responsible for the development of Myanmar. Broadly speaking, a distinction can be made between the ethnic Burmese situated in the central areas of Myanmar who are predominantly monolingual and the multilingual and ethnically diverse people in the border areas, many of who also know Burmese/Myanmar language (Bradley, 2015).

Although English became the official language of Myanmar during British rule, indigenous groups were all allowed to speak and learn their languages. During this time, writing systems for many languages such as Chin, Kachin and Lahu were developed by missionaries. The first constitution of the Union of Burma (1947) guaranteed that all citizens could practice their own culture and religions. Public schools taught in some of the major ethnic languages such as Chin, Karen, Kayah, Mon and Shan but some Buddhist monasteries and Christian churches taught some of the smaller ethnic languages (Hlaing, 2007).

In 1962, Burmese became the only language of instruction for university and pre-university classes (except for English language classes). However, there was some allowance for the teaching of minority languages at the early primary level, with the Ministry of Education publishing textbooks in a small range of minority languages up until the early 1980s. While the government was not against ethnic minorities possessing multiethnic identities, they were opposed to activities that impacted negatively on the national unity they were striving to create. As a result, by the 1980s many schools had stopped teaching in minority languages (Aye and Sercombe, 2014), owing in part to the complexities surrounding language, identity, compliance, a lack of education finances and an inability to staff the programmes. In some instances, though, local officials were willing to continue to work for education in minority languages, along with some Christian schools and Buddhist monasteries. Some public schools in more remote areas continued to use the mother tongue as the language of instruction (Hlaing, 2007).

English language education in Myanmar has been undergoing many changes, along with wider changes in the country's education system in the past several years. Over the decades, the importance of English language has been acknowledged as English is used as a communication tool for the connection with the world market and business community, as well as for a global scientific, cultural and intellectual presence. However, the old-fashioned theories and methodologies of language teaching, teacher's English proficiency, teacher's confidence, large class size and so on have become challenges in ELT in Myanmar. Consequently, the spoken English of teachers has become a barrier for lower level students since they do not understand teachers in class. On the contrary, government schools of primary, secondary, high schools and most universities have minimised speaking English and are likely to use the mother tongue as the language of instruction, rather than encouraging students to speak English (Paw, 2013).

Furthermore, when teaching English, teacher focus on reading and writing rather than speaking and listening, so as the textbooks themselves. As a result, both students and teachers fail to improve their communicative English language skills. These become an obstacle for the students who are eager to practise and improve their language skills in class (Soe, 2015). It is obvious that the common weakness of students in learning English is speaking since they have been taught the language through reading and writing in a traditional way, which is known to be grammar-translation method. Therefore, if the use of L1 is limited and balanced through all skills, it will doubtlessly benefit the students in learning a second language. In addition, teachers will be able to create a more successful learning environment for the students when the obstacles in communication between teacher and students are cleared.

Rationale of the Study

This paper focuses on the attitudes of teachers on the use of translanguaging in Myanmar English language classrooms. The interest over the use of students' first language to support and facilitate their language acquisition has become the reason for conducting this research in order to examine the reasoning behind the choice of the teachers whether to use or avoid using translanguaging in English classroom as well as the purposes for which they find it acceptable. To do so, the ideas of teachers can also be explored when the translanguaging approach is implied in English classes in Myanmar in order to help teachers to understand more of the usefulness of translanguaging in building an effective learning environment for second language learners.

It is important for the teachers to be aware of the benefits and hindrance of using translanguaging in second language classrooms in order to provide an effective teaching and learning environment for language learners.

This study was chosen to be examined in Yangon, due to the steadily increasing number of English language learners comparing to other major cities in Myanmar. Since the government state schools in Myanmar are officially using the local language as a medium of instruction, the study was chosen to carry out at small unit of private schools where English is used as a medium of instruction, as a starting point. Therefore, the study focused primarily on international schools run by private organizations, as they are likely to have higher populations of English language teachers and learners in the schools.

Research Question

The research question guiding this study is as follows:

1. What are teachers' attitudes towards use of translanguaging in the classroom?

Objective of the Study

The objective of the study is:

1. to explore the current attitudes of teachers towards translanguaging in the classroom.

Scope of the Study

This study aims to investigate teachers' attitudes towards the use of translanguaging in Myanmar English language classrooms, which was conducted at 3 international schools, located in Yangon, Myanmar, where English is used as the medium of instruction. The investigation was set during the last week of October, 2017 which was the mid school year of the academic year 2017 and lasted approximately two weeks for the data collection. It should be made clear that the participants were English teachers who have Myanmar nationality in order to focus on the local teachers' attitudes towards the use of translanguaging and thus, they were chosen purposively to participate in this study.

The instrument used in this study is a questionnaire of 5-Likert Scale questions, and a couple of open-ended questions. The data obtained from the participants in this study were analysed in order to examine the current use of translanguaging practice in their classrooms and then to explore their attitudes towards the use of translanguaging.

Definitions of Terms

1. **Attitude** is the way teachers think, feel or behave towards the use of translanguaging.

2. **Bilingualism or Multilingualism** is commonly defined as the use of at least two languages by an individual (ASHA, 2004). It is a fluctuating system in children and adults whereby use of and proficiency in two or more languages may change depending on the opportunities to use the languages and exposure to other users of the languages. In this study, it refers to the use of different ethnic languages used in Myanmar: such as, Kachin, Shan, Mon, Arakanese, etc.

3. **Code-switching** is the mixing elements of two linguistic varieties within a single utterance or text (Gluth, 2008). In this study, code-switching is only used as a term to be compared with translanguaging.

4. **English teachers** in this study refers to the local teachers from international schools in Yangon, who primarily teach English or subjects related to English language.

5. **L1** or **mother tongue** or **native language** is used for the first language that a person learns as a child at home (usually from their parents) and speaks as their native language from early childhood: which refers to as Myanmar language in this study.

6. **Translanguaging** is the dynamic process whereby multilingual language users mediate complex social and cognitive activities through strategic employment of multiple semiotic resources to act, to know and to be. It is not only a code-switching, but it is also the use of other signs to make meaning clearer (Garcia and Wei, 2014).

In this study, it refers to as using student's first language (Myanmar) during the

lessons.

Significance of the Study

The findings on the attitudes towards the uses of translanguaging can help teachers to

be aware of the benefits and the threats of using translanguaging in the classroom and adjust

their pedagogical methods or roles in order to promote students' language proficiency. The

findings may be essential in providing theoretical and practical framework for the teachers to

have better understanding of using translanguaging in English language classrooms.

Based on the findings on the attitudes towards the uses of translanguaging, principals

of international schools in Myanmar can be aware of positive impacts over using

translanguaging and the results may provide guidance for curriculum development, classroom

practices and the development of school language policy. The findings will be used to

provide a first look into translanguaging in a local context and will pave a way for further

research on implying translanguaging in second language classrooms.

Organization of the Study

This study is written up in five chapters. The first chapter, the introduction offers

brief background information relevant to the study. The second chapter is the literature

review, examining current literature in the field regarding translanguaging. The third

chapter is about the methodology used in this study: quantitative and qualitative methods

of data collection and analysis. The fourth one presents the results from the survey and

analyse the responses to each question individually. The final chapter addresses questions

posed in Chapter One and discusses the implication of the results presented in the chapter

four as well as suggestions for future research on translanguaging.

CHAPTER II

REVIEW OF RELATED LITERATURE

Although a detailed discussion of the debate between the English-only stance and the benefits of using first language in teaching is beyond the scope of this paper, this chapter provides a brief examination of current literature in the field regarding what translanguaging is, benefits of translanguaging, translanguaging as a pedagogical tool in bilingual and multilingual classroom, teacher-oriented translanguaging and existing pedagogical approaches towards translanguaging in classrooms.

Translanguaging

Translanguaging is a practice in which educators allow the mixing of languages in bilingual or multilingual educational settings. This practice is also known among some linguists as "code-switching" (Adamson and Fujimoto-Adamson, 2012, p.59). Translanguaging is a focus of study first emerged in Bangor, Wales in the 1980's (Lweis, Jones and Baker, 2012). It is based on the idea that bilinguals are not two monolinguals in one. Cen Williams and his colleagues were researching strategies of using both Welsh and English in a single lesson in a classroom setting. The term "*trawsieithu*" (Williams, 2002) in Welsh was translated into English as "translanguaging" by their colleague Colin Baker. William (1996) defined translanguaging as the planned and systematic use of two languages for both teaching and learning inside the same lesson. He argued that "translanguaging was initially coined to name a pedagogical practice which deliberately switches the language mode of input and output in bilingual classrooms" (Williams, 1996, p. 64). The definition was then taken up by Baker (2011) and elaborated as "the process of making meaning,

shaping experiences and gaining understanding and knowledge through the use of two language" (Baker, 2011, p. 288). According to this perspective, meaning-making may involve the use of two languages (L1 and L2) in concept formation. Therefore, both Williams and Baker used the term "translanguaging" as a strategy which could help to build up learners' cognitive development using two languages.

The main purpose of translanguaging is not only to help learners understand words, phrases and sentences in two languages but also to use both languages to help them learn concepts and facilitate cognitive development. Translanguaging focuses on both teachers' and learners' use of two languages; it is seen as a strategy used to bring about better learning. The thought underlying the term "translanguaging" is that when all the langauges presented among the learners are used, then the quality and depth of learning will improve (Cummins, Baker and Hornberger, 2001), which means that learners will gain concepts better, participate more fully and understand more effectively.

Translanguaging gives learners the freedom to use their languages in any way they find productive while encountering new concepts or ideas. For example, when a teacher introduces a task in English, the learners are likely to feel free to discuss and get the ideas regarding the task using their native language, and then give feedback after the discussion using the target language, English (Murphy, 2011). Baker (2006) said that "translanguaging and transliteracy may promote a deeper and fuller understanding of subject matter.

Gruyter (2011, p. 8) claimed that "translanguaging is a naturally-occuring phenomenon for multilingual students;" learners who are capable of using more than one language may use translanguaging unconsciously, which occurs unintentionally during conversation when others do not understand the second language and then, switch back to their mother tongue that everyone understands. From this phenomenon, Gruyter (2011) assumed that translanguaging can also occur with minimal pedagogical efforts from the

teachers, in addition to everyday interaction. Moreover, translanguaging allows people to understand multilingual linguistic structures and understand different gestures, e.g. signs, visual, audio, physical and verbal, that surround them and build linguistic competence and performance in both languages. García (2009, p. 307-308) assumed translanguaging as "a powerful mechanism to construct understandings, to include others, and to mediate understandings across language groups." Additionally, García (2009, p. 44) also viewed translanguaging as a tool that enhances learners' "cognitive, language and literacy abilities" in the bilingual environment with proper understandings and practice in schools.

Code-switching

Eastman (1992, p. 159) defined code-switching as "the use of more than one language in the course of a single communicative episode." According to Gluth (2008, p. 6) code-switching is "the mixing of elements of two linguistic varieties within a single utterance or text." It is the ability to select a language according to the speaker, the context, the topic of the conversation and other factors that may influence communication between individuals. Switching from one language to another can happen consciously or unconsciously. Deitbert (2008) defined code-switching as the act of different languages interacting with one another in a conversation and claimed that bilingual and multilingual speakers tend to code-switch in general.

According to Mesthrie (1995), there are two types of code-switching – conversational code-switching and situational code-switching. The former occurs when the two or more languages or dialects alter in the context of single conversation by a speaker and the latter refers to the change of language choice in accordance with the situation in which speakers find themselves (Wardhaugh, 2011). Situational code-switching may occur in "most bilingual and bidialectal speech communities;" however, one does not need to engage in conversational

code-switching (Ammon, Norbet, Klaus and Trudgill, 2005, p. 1478). According to

Wardhaugh (2011, p. 417), code-switching represents a speaker to be "someone who can

recognise that everyone does not have the same background." On the other hand, Mey (2009)

claimed that code-switching serves as a referential function by compensating for a speaker's

lack of knowledge in one language, especially on a certain subject.

All the views mentioned above suggested that both translanguaging and code-

switching involves the use of two or more langauges. However, translanguaging may refer to

the use of two or more languages in classroom or learning context and may refer to the

process of the performance of bilingual students and teachers in terms of reading, writing,

taking notes or discussing (García, 2009).

A distinction between translanguaging and code-switching

Translanguaging is sometimes confused with code-switching (Bautista, 2004;

Mahootian, 2006; Muysken, 2000; cited in Deocampo, 2016). A noticeable variation between

code-switching and translanguaging has been drawn by Adamson and Fujimoto-Adamson

(2012), that makes code-switching as a tool to be used by translanguaging, a pedagogical

approach to negotiate the meaning by bilingual or multilingual language learners in any

educational setting. García (2009) suggested the term translanguaging over code-switching

and considered this process of switching between the languages to be the norm in bilingual

and multilingual communities (Creese and Blackledge, 2010). She also argued that language

practices in the 21st century are "more dynamic, with the hybrid, overlapping and

simultaneous use of different languages" (Baker, 2011, p.72).

Wei (2010) also expressed an extensive view of the practice, believing that

translanguaging includes a variety of linguistic performances for a wide range of purposes.

Creese and Blackledge (2010, p. 103) broadened this even further, stating that

translanguaging goes beyond a basic acceptance or tolerance of the learner's native language to the "cultivation of languages through their use". The scholars argued that it is the combination of both languages that is the driving force behind the task; both languages are needed in some capacity to fill in where the other language is limited. In Lweis, Jones and Baker (2012), it was argued that translanguaging functions as an emancipation from the adverse second language acquisition pedagogies of the 20th century. It is also believed that translanguaging gives bilingual or multilingual students an advantage within educational systems because it (1) promotes a more thorough understanding of content; (2) helps the development of the weaker language for bilingual or multilingual speakers; (3) fosters home-to-school links within language use; and (4) integrates fluent speakers with early learners, thus expediting the language learning process.

Benefits of translanguaging

Translanguaging is one of the fundamental parts in second language acquisition theory and offers many benefits to language learners, by not only helping students develop strategies for leading the conversation but also helping them create their identity as a speaker of their first language and as a learner and speaker of English. It also benefits the educators to help enrich their student's knowledge by acknowledging and utilizing the various background knowledge that students have in their first language. Translanguaging can also help students design a safe environment where their identities and cultures are appreciated, which enhances students' motivation and involvement in their education (Martin, 2005). Furthermore, translanguaging allows students to use their first language as a positive linguistic scheme that will help them decode meaning and communication in English; allowing students to use their first language as a tool to make them proficient in their target language (Cummins, 2008).

May (2014) stated that translanguaging emerges from sociocultural second language acquisition theory. It is also called "hybrid language use" (Gutiérrez, Baquedano-López and Álvarez, 2001: cited in Gacía, 2009, p. 140), which uses two different languages in one spoken discourse. Cummins (2008) proposed that in order to develop a child's second language, the first language must also be well-developed. Regardless of the two languages that possess different aspects in linguistic features, e.g. pronunciation, fluency, etc., there is still an underlying cognitive language proficiency common in both (Cummins, 2008). Developing students' first language strengthens a foundation for English or any other target language and also develops learners' literacy skills in their first language.

Teachers' assistance to language learners has become autonomous by nominating the choice of language to the students that helps them integrate their knowledge in their first language with their growing knowledge in the target language (White, Hailemariam and Ogbay, 2013). The learners will lead an active role in their own education as they become more autonomous and seize the opportunity to make language choices. Levine (2011) (cited in Adamson and Fujmoto-Adamson, 2012, p.62) believed that the students' rightfulness to make their own strategic language choices can develop their lifelong learning as an important resource. It is suggested that language learners cannot simply create linguistic features; they need to "struggle for ownership of meaning making" and "learn to command the attentions of their listeners," in addition to utalising language as both a system and social practice (Norton, 2014, p. 104). This struggle enforces students to invest more in their learning and provides motivation. In these cases, translanguaging can allow English language learners to decide how to express themselves using all of the available linguistic resources: either in their first language or the target language.

Translanguaging as a pedagogical tool in bilingual or multilingual classroom

According to the above-mentioned definition of translanguaging by Cen Williams, translanguaging is referred as the teaching practices of switching the language input and output. He further explained that translanguaging in education as pedagogic theory refers to using one language reinforcing the other in order to gain deeper understanding (Lwin, 2016).

In terms of educational purposes, translanguaging has its advantages. Translanguaging not only promotes the more underlying understanding of the subject, but also develops the inadequate language with the help of the dominant one in relationships. Students tend to use their languages bilingually or multilingually to promote their understandings by taking notes, reading, discussing with friends or teachers and such. In classrooms, the use of translanguaging helps not only students to practise more of the target language, but also teachers to reinforce students in language learning process. For instance, when a teacher gives students a topic in a second language (e.g. in English) to discuss in groups, then the students may have a chance to share their ideas in groups and discuss in their first language, which will give them confidence and motivation to share their ideas and present it in a second language. Baker (2011, p. 282) stated that translanguaging encourages the learners "to develop academic language skills in both languages and full bilingualism."

Teacher-oriented translanguaging

In teacher-oriented translanguaging, planned and structured activity used by the teacher is included as a transformative pedagogy. Translanguaging is important for the teachers because it allows the students to engage without any hesitation among them as they grow up in different environment, use different languages and possessing various profiles and educational backgrounds. The learning style of each student is particular and they find it

challenging when they acquire certain language input and produce similar language output (Lewis, Jones and Baker, 2012).

A differentiation between natural translanguaging and official translanguaging has been found by Williams (2012). The former one refers to the act of the students learning new languages and translanguaging has been used naturally by the teachers to recall the previous lessons to check students' understanding and for more explanation regarding the lessons in the second or first language. The latter one, on the other hand, is applied by the teachers to interact with the students regardless of the lesson.

For example, using the first language is beneficial when introducing higher concepts or complex topics to the students as the teachers can investigate students' level of understanding by letting them explain or discuss in brief with their preferred language, in which, with the assistance of the first language, this encourages students' participation and builds up confidence to improve their second (target) language (William, 2012).

Existing pedagogical approaches towards translanguaging in classrooms

There are several reasons why using translanguaging in the classroom is beneficial in recent studies. One reason teachers choose to use translanguaging in the classroom is to check the understanding (Greggio and Gill, 2007; Ahmad, 2009; Qian, Tian and Wang, 2009; McMillan and Rivers, 2011) after introducing a new topic or concept in the target language. Teachers use translanguaging to ensure that students get a hold of the concept and understand the matter being discussed. This proves that the students do not miscomprehend the introduced topic or subject before moving on to another topic.

Another reason that teachers make use of translanguaging is to explain complex concepts, new vocabulary and grammatical features or structures (Greggio and Gil, 2007; Ahmad, 2009; McMillan and Rivers, 2011; Tian and Macaro, 2012). When teaching new

terms of vocabulary, it is beneficial for the teachers to codeswitch into the first language to define the terms which is easier for the students to understand (Ahmad, 2009). When introducing new linguistic features, e.g. grammar, the use of first language can be crucial in many ways: explaining the grammar of target language in students' first language can provide a better chance to understand for students. Moreover, when explaining or discussing grammar, it sometimes involves metalanguage like parts of speech or punctuation terms, which could hinder students' comprehension when it is explained using only the target language. Instead, it is beneficial for the students to conquer the obstacles with the help of the first language.

Greggio and Gil (2007) and McMillian and Rivers (2011) also encouraged the use of students' first language to clarify when giving feedback and instructions, pointing out the fact that allowing the use of a language which is familiar to students facilitates teachers during feedback section, providing more constructive input for the students. McMillan and Rivers (2011) also raised the awareness over students' use of their first language that it can promote students' engagement in peer-review, which has limited access and effectiveness when using the second language. The use of students' first language is also effective when giving instructions or activities (Greggio and Gil, 2007; Ahmad, 2009) which could enhance students' capabilities when they understand the instructions or directions more clearly.

Another benefit of the use of first language is praising the students (Qian, Tian and Wang (2009). It promotes students' positive attitudes towards the teachers, encouraging them by navigating the challenges of learning a new language. It makes students understand the praise by using the first language and hence, it could enhance the student-teacher relationship and create a positive learning environment (McMillian and Rivers, 2011).

Moreover, studies utalising sociocultural theory has given some insight view that the first language use during learner-learner interaction can be "highly beneficial, especially for

intermediate and lower proficiency learners dealing with cognitively challenging tasks and content (Antòn and DiCamilla, 1998; Behan et al., 1997; Brooks and Donato, 1994; McMillian and Rivers, 2009; Swain and Lapkin, 2000)" (cited in McMillan and Rivers, 2011, p. 253). Furthermore, translanguaging is helpful for lower-level students as teachers can use the first language to show differences and similarities between the target language and the first language. Besides, the use of the first language can also facilitate the development of the second language learning if the student is unable to produce his/her idea in the target language (Greggio and Gill, 2007; McMillan and Rivers, 2011).

Overall, the scholars have provided a clear descriptive explanation for teacher using translanguaging in language-learning classrooms and proved that using this strategy goes beyond teaching the material simply and encourages the teachers themselves and the students to create a better learning environment.

Related studies regarding the use of translanguaging in the classroom

In order to obtain empirical evidence regarding teachers' and learners' perspectives on using translanguaging in classroom, a wealth of research has been carried out in different EFL contexts. In Saudi Arabia, Al-Nofaie (2010) studied the attitudes of 30 female students and three EFL teachers in an intermediate female school. The results revealed that both teachers and learners had positive attitude towards the use of Arabic (L1) in English classrooms. Yet, the participants' attitudes towards using L1 were systematic. In other words, they believed that L1 should be used at certain times and for specific reasons.

Greggio and Gil (2007) conducted a qualitative study to investigate the use of codeswitching in interactions between teachers and learners in two different English as a foreign language (EFL) classrooms: one group consisted of beginners, and the other consisted of pre-intermediate learners. The results showed that all of the learners and teachers made use

of codeswitching, although it was minimal at some times (perhaps using the other language for a word or sentence) and more prevalent at others (for example, if the teacher reverted to the L1 to give extended directions for an activity).

In McMillan and Rivers' (2011) study, the authors surveyed 29 participants (all native- speaker EFL instructors) on their beliefs regarding the role of the native language in the EFL classroom in a Japanese context. The authors introduced literature that supports the use of the learners' L1 in the classroom, claiming that the L1 can serve as a linguistic tool that can allow learners to make predictions about the target language. The results indicated that the teachers who held a more positive view of L1 use in the classroom had lower self-reported proficiency scores in Japanese, whereas the teachers who opposed L1 use had a higher proficiency rating.

In 2014, Nambisan conducted a study in schools of Iowa, United State, to gauge teacher attitudes towards the use of the students' first language (L1) in the classroom in an English as a Second Language (ESL) context. As a result, the use of translanguaging for classroom-oriented purposes was found to be important among the majority of the participants but the uses the researcher mentioned in the survey were not frequently practised in their classrooms. The study has implications that there exists a gap in the research regarding translanguaging in an English as a Second Language context. The results from the study showed that the participants were aware of translanguaging as a practice in the classroom and felt that it was important.

Summary

This chapter described relevant literature on translanguaging and code-switching and argued that whereas many theorists have discussed translanguaging and its benefits, a distinction between translanguaging and code-switching, and relevant studies of where the

first language is typically common among all students in the English language classroom. The proposed study was then conceived and its research question which aim to explore the attitudes and practices of English language teachers in Yangon, were presented.

CHAPTER III

METHODOLOGY

This chapter presents the research design and procedure, which is divided into four main parts. The first part explains the research design. The second part describes the population and samples of this study. The third part discusses the instruments and their quality. The data collection and analysis procedure are in the last part.

Design of the Study

This research project took a form of triangulation mixed methods design which is the use of combining quantitative and qualitative methods to provide coherent information about the topic being researched (Creswell, 2014). Triangulation design is best suited when the researcher wants to collect both types of data at the same time about a single phenomenon in order to compare and contrast the different findings to produce well-validated conclusions (Creswell, 2014). The reason to use this particular design in the study is that it typically takes less time to complete than other designs and it can also result in well-validated and substantiated findings because it offsets the weakness of one method with the strengths of another method (Creswell, 2014).

In this study, triangulation used the qualitative responses to support the findings of quantitative responses. Johnson (1992) stated that triangulation reduces investigator bias and enhances the reliability of the findings of a study; using both the qualitative (open-ended) responses to support the data collected from the quantitative (closed-ended) responses, ensures that the investigator more fully understands the attitudes and practices of the participants regarding translanguaging. The qualitative responses allow the participants to

elaborate the reason behind their choices in the closed-ended items, and also allow them an opportunity to provide any information that was not offered in the closed-ended items; this additional information provides the investigator with a more comprehensive view of their attitudes towards and practices of translanguaging and allows for clarification on any responses that could be ambiguous, not applicable or misunderstood.

The research question guiding this study is as follows:

1. What are teachers' attitudes towards use of translanguaging in the classroom?

QUAN   **QUAL**

| Attitude scores | Open-ended Questions |

| Descriptive statistical analysis | Sentiment analysis |

Interpretation

Interpretation based on comparison of QUAN and QUAL results
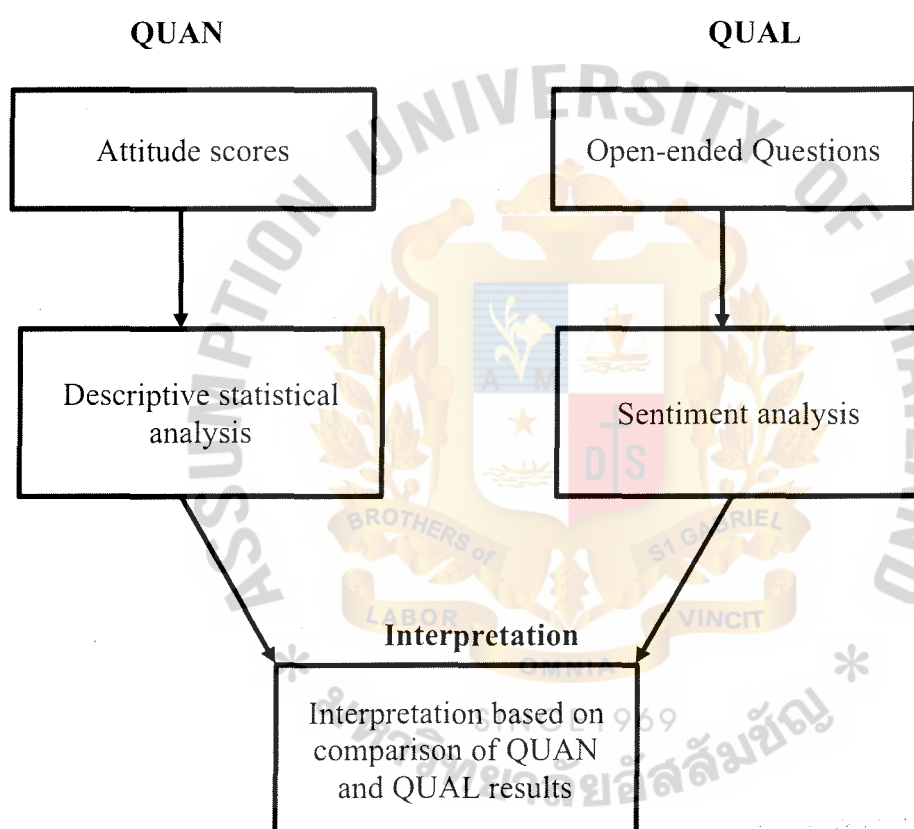
QUAN – quantitative data collection
QUAL – qualitative data collection

Figure 3.1 Mixed Method Triangulation Design Procedure

<div align="center">

Population and Samples

</div>

Population

Since the study aimed to assess teacher attitudes towards the use of translanguaging in the classroom, the background population of this study is described as follows:

There were altogether 157 English teachers at chosen three international schools in Yangon during the academic year of 2017-2018. Some of the teachers were local while others have different nationalities (United Kingdom, United States of America, Ireland, Singapore, etc.).

Initially, the principals of eight international school in Yangon were contacted and requested for the approval to collect the required data. However, five of them refused to participate in the research as it could violate their school policy according to their reason.

Samples

Among the population of 157 teachers, 60 local English language teachers were chosen, using purposive sampling method. The following criteria are used to sample the participants:

(1) the participants' nationality must be Myanmar and

(2) the participants' position as an English language teacher at a school where English serves as a medium of instruction in order to fulfil the primary purpose of the study.

These criteria are important to achieve the aim of the study which is to examine the use of translanguaging in the classrooms of local language and English language programmes.

The following table represents the general information of the participants in this study. The questions regarding the general information were placed in the first part of the questionnaire and the obtained data were calculated and presented in percentage.

Part I – General information data findings (Question 1-6)

Table 3.1: General information of English language teachers

	Choices	N	Percentage (%)
Years of experience	1-5	10	16.67
	5-10	15	25
	11-20	22	36.67
	21-30	8	13.33
	31-40	1	1.67
	41-50	2	3.33
	51 and above	2	3.33
	Total	60	100
Total number of students a day	1-10	4	2.4
	11-20	22	36.67
	21-30	23	38.33
	31-40	3	5
	40-100	12	20
	Total	60	100
Level of students	Preschool	26	43.33
	Primary	21	35
	Secondary	13	21.67
	Total	60	100
The number of teachers whose students are speakers of Myanmar language	all Myanmar students	27	45
	most of them	30	50
	half of them	2	3.33
	a few of them	1	1.67
	none	0	0
	Total	60	100
Primary language of instruction	English	39	65
	Myanmar	nil	0
	Both	21	35
	Total	60	100
Beliefs on the benefit of the use of translanguaging	Yes	49	81.67
	No	11	18.33
	Total	60	100

The questionnaires were distributed to 60 English language teachers of three international schools in Yangon. According to the following Table 3.1, 26 Preschool teachers (43.33%), 21 Primary teachers (35%) and 13 Secondary teachers (21.67%). The participants' years of teaching experience varied from one year up to 50 years and above, most participants had the experience of 11 to 20 years (N=22 or 36.67%).

As for the number of students they teach in a day, generally, English teachers teaches 21 to 30 students per day (N=23 or 38.33%) and within those teachers, half of them (N=30 or 50%) teach most of the students of Myanmar language speakers in their classrooms while 27 teachers (47%) deal with students of Myanmar language speakers as a whole class. The rest of the teachers have to teach mixed classes where students of Myanmar language speakers and other language speakers within the class.

In terms of the primary language of instruction in a classroom, English was used by (N)39 or 65% of the participants, followed by both English and Myanmar language instruction by (N)21 or 35% of the respondents.

Regarding the belief on the use of translanguaging 49 respondents (81.67%) believed that the use of translanguaging in the classroom is beneficial while 11 respondents (18.33%) thought it is detrimental in general.

Instrument

The instrument used in this study was the questionnaire adapted from Nambisan (2014) study to measure the attitudes of the teachers towards translanguaging and the use of translanguaging in Spanish context. The justification for choosing the existing questionnaire for this study was that the context of both studies has similarities; However, this study was conducted in Yangon where most of the students and the teachers are bilingual or multilingual and diverse in terms of ethnicities and races. By using this questionnaire, it

would be easier to measure teachers' value and practice in the use of translanguaging in the classroom in Myanmar context.

The questionnaire (see Appendix A) in this study is divided into three parts –

Part I – The general information of the participants (Question 1-6)

In this part, the participants were asked general information regarding their teaching experience, the numbers of the students they teach a day, the level of the students they teach, etc.

Part II – 2 sets of 5-Likert Scales questions to access the followings:

(a) The frequency of the practices of translanguaging in the classroom used by the participants (Question 7)

(b) The importance of the practices of translanguaging that the participants place on (Question 8)

In this part, the participants were asked to rate the frequency of their translanguaging practices in the classrooms and their attitudes towards the importance of translanguaging practices in their classrooms in 5 scales.

Part III – Two open-ended questions to support the quantitative results from the Likert scales items (Question 9-10)

The data obtained from Part I and Part II were catagorised into following three groups in order to analyse:

(1) The content-oriented purposes which represents teaching methodology,

(2) The classroom-oriented purposes which represents classroom management and

(3) The student-oriented purposes which represents the relationship between the teachers and the students.

The following table illustrates the question items for each purpose from Likert Scale questions.

Table 3.2 Likert-Scales question numbers and purposes

Purpose	Item	Total question item for each purpose
Content-oriented purposes	1, 2, 3	3
Classroom-oriented purposes	4, 5	2
Student-oriented purposes	6, 7, 8, 9	4
Total		9

In the beginning of the questionnaire, a message regarding ethical consideration (see Appendix A) was delivered; the participants were not requested or required any follow-up actions, the responses were anonymous and the questionnaire did not intend to evaluate the participants' performance as teacher nor their adherence to educational standard.

The justification for implying the questionnaire to conduct this study was that it offered an ease of distribution, which allows for greater flexibility in data collection (Mackey and Gass, 2005). Questionnaire are efficient to distribute to teachers at multiple schools, as they can be sent to the principals who can pass it on to their teachers if they approve of their participation. This data collection method is also chosen because it is convenient for the participants as they can take the questionnaire whenever and wherever best suits their schedule and comfort (Gass and Mackey, 2011). They were not required to take time out of their schedules to meet with the interviewer and they can choose to participate during any short spans of time they may be available. This reduces the workload for the participants which is important for teachers with many demands on their time, which can therefore potentially increase the number of participants and the response rate.

Another benefit to use a questionnaire was that data can be collected anonymously (Rea and Parker, 2005). Since the questions in the questionnaire asked teachers about their attitude towards and practices of a debated language teaching methods, teachers may be

hesitant to provide any information that may show that their view opposes the common view held by their school. Using an anonymous survey allowed the researcher to protect the identities of the participants; which is easier to elicit more honest responses from the participants (Babbie, 1990). By using an anonymous questionnaire, the responses could not be tracked back to the individual participant which provided participants an opportunity to be honest about their views and discussed points that they might not feel comfortable discussing in an interview.

Validity

Since the adapted questionnaire showed no evidence of validity in previous research, the questionnaire was sent to three experts (see Appendix E) in field of ELT in order to validate and examine the consistency between the objectives of the study and the questionnaire statement (see Appendix C) along with the request letter from the advisor (see Appendix B). The obtained data was calculated for the Index-Objective Congruence (IOC) of each questionnaire and the whole questionnaire to evaluate questionnaire item based on score range from -1 to +1 (Rovinelli and Hambleton, 1977).

+1 – the statement /question is congruent with the objectives.

0 – the statement/question is uncertain to be congruent with the objectives.

-1 – the statement/question is not congruent with the objectives.

The following formula as proposed by Rovinelli and Hambleton (1977) was employed to calculate IOC index:

$$I - O = \frac{\sum R}{N}$$

$\sum R$ = Total scores for each statement

N = The number of experts

According to Rovinelli and Hambleton (1977), the items that had scores less than 0.5 were revised; whereas the items of higher or equal to 0.5 ion score were reserved. Since the

IOC value of the questionnaire was 0.97, it was considered to be valid and the questionnaire could be used as an instrument in this study due to its high value of validity (see Appendix D).

Data Collection

1. The data collection of this study was carried out during the last week of October, 2017 which is the mid school year of the academic year 2017.

2. The principals of chosen international schools were contacted and requested participation in the study (see Appendix F).

3. 60 sets of questionnaires were then distributed to the local teachers of international schools through the principals.

   The reason for distributing the questionnaire through the principals was that it was more efficient and effective and the participant would pay more attention to the questionnaire to fill out more precisely since it came through their principals, which could support receiving valid data for the study.

4. All the questionnaires (100%) were collected by the researcher from the principals at most one week after the distribution.

   To limit the amount of effort required by the contacts to get to know about the researcher and the topic, a draft of message was provided at the beginning of the questionnaire administration, with the information about the researcher and the purpose of the research. Moreover, there were a token of appreciation for the teachers' time spent contributing towards the survey in order to encourage their participation.

Data Analysis

In order to analyse the data, the responses were examined by questionnaire items. Questionnaire used for data collection can yield both quantitative and qualitative insights (Gass and Mackey, 2011). In this study, quantitative method was primarily relied to address the research questions that guided the study, but qualitative analysis of open-ended responses was also used to enhance and support the findings from the quantitative analysis of the Likert scale responses, providing a form of triangulation which can strengthen the interpretation of data (Creswell, 2014) was described.

The collected data was divided into three parts and analysed as follows:

Part I – General information data analysis (Question 1-6)

The obtained data was calculated and presented in percentage as an additional information which could possibly indicates trends in the responses. The calculated data were shown in this chapter under the title of population and sample.

Part II – Quantitative data analysis (Question 7-8)

The obtained data were analysed using the statistical tool. The data concerning (a) the frequency of the practices of the listed uses of their students' native language in their classroom by the participating teachers and (b) the importance that the teachers placed on their practices of translanguaging, were calculated and presented in average mean scores (M).

(a) The frequency of the use of translanguaging in the classroom (Question 7)

The participants were asked to rate the value of the frequency of their translanguaging uses and the value were interpreted as follows (Likert, 1932):

1   means the frequency of translanguaging uses was 'never'.

2   means the frequency of translanguaging uses was 'not often'.

3   means the frequency of translanguaging uses was 'somewhat often'.

4   means the frequency of translanguaging uses was 'often'.

5   means the frequency of translanguaging uses was 'very often'.

The evaluation criteria of Question 7 are as follows (Srisa-ard and Nilkaew, 1992):

1.00 – 1.49   means the frequency of translanguaging uses was 'very low.

1.50 – 2.49   means the frequency of translanguaging uses was 'low'.

2.50 – 3.49   means the frequency of translanguaging uses was 'moderate'.

3.50 – 4.49   means the frequency of translanguaging uses was 'high'.

4.50 – 5.00   means the frequency of translanguaging uses was 'very high'.

(b) The importance of the use of translangauging in the classroom (Question 8)

In the question, the participants were asked to rate the importance value of translanguaging that they are holding and the value were interpreted as follows (Likert, 1932):

1   means the importance of the use of translanguaging uses was 'not important.

2   means the importance of the use of translanguaging uses was 'slightly important'.

3   means the importance of the use of translanguaging uses was 'moderately important'.

4   means the importance of the use of translanguaging uses was 'important.

5   means the importance of the use of translanguaging uses was 'very important'.

The evaluation criteria of Question 8 are as follows (Srisa-ard and Nilkaew, 1992):

1.00 – 1.49   means the importance of the use of translanguaging uses was 'very low.

1.50 – 2.49   means the importance of the use of translanguaging uses was 'low'.

2.50 – 3.49   means the importance of the use of translanguaging uses was 'moderate'.

3.50 – 4.49   means the importance of the use of translanguaging uses was 'high'.

4.50 – 5.00   means the importance of the use of translanguaging uses was 'very high'.

Part III – Qualitative data analysis (Question 9-10)

The data obtained from open-ended questions were analysed by using sentiment analysis which is concerned with positive and negative reactions to behaviors or things; to

identify common attitudes held by the teachers who participated in this study. According to Yan, Shanahan and Wiebe (2004), it was used to identify certain words; the answers were read in order to find keywords or key concepts, and then, catagorised into the same groups; positive attitude and negative attitude.

According to Given (2008), intercoder reliability involves at least two researchers' independently coding the materials. Therefore, in this study, the analysed data were inter-coded by another two researchers (see Appendix I) to check the reliability of the findings (see Appendix H) with the attachment of consent form from the advisor (see Appendix G).

Inter-coder reliability

In order to calculate the inter-coder reliability, the method called "Percent Agreement" is used (Lombard, Snyder-Duch and Bracken, 2005, p. 5). The formula to calculate "Percent Agreement" is to divide the total number of times in which the inter-coders agreed with the total number of items that has been analysed (Freelon, 2009).

$$Percent\ Agreement = \frac{number\ of\ times\ that\ inter-coders\ agreed}{total\ number\ of\ items}$$

In this study, percent agreement was calculated manually as suggested in Lombard, Snyder-Duch and Bracken (2005). Of all 50 items, 46 items were rated as "agree", which means the listed items fit into the correct categories, and the remaining 4 items were rated as "not sure" due to the incomplete responses from the participants. The overall percent agreement was 92%. According to Krippendorff (1980) (cited in Neuendorf, 2002, p. 143), only the reliability value above 80 can be considered to be "highly tentative and cautious conclusions". Since the reliability value of inter-coder checklist in this study was 92%, it was considered to be acceptable.

Summary

This chapter has discussed and summarised how the researcher executed the study. The justification on why the researcher chose to employ the methodologies was given. The questionnaire was the primary instrument for data collection so as to achieve the research objectives. Discussion into the data analysis was also provided. In the next chapter, the research findings were presented.

Table 3.3 Summary of the research process

Research Objective	Sample	Research Instrument	Data Analysis
To explore the current attitudes of teachers towards translanguaging.	60 English language teachers from three international schools in Yangon, Myanmar	2 sets of 5-point Likert Scales questions	Descriptive statistical analysis (mean scores)
		Open-ended questions	Sentiment analysis.

CHAPTER IV

FINDINGS

This chapter presents and discusses the results obtained from quantitative method which was used to provide answer for the research question. The findings are organised in two parts according to the research question addressed in chapter one and three. General information of the participants (Part I) was mentioned in Chapter Three.

Research Question: What are teachers' attitudes towards use of translanguaging in the classroom?

Part II – Quantitative data findings (Question 7-8)

(a) The frequency of the use of translangauging in the classroom

This analytical phase was to calculate the descriptive statistics for the ratings of the use of translanguaging in English language classrooms, collected from 5-point Likert Scales question.

The three tables presented below reveal the mean values of the frequency of the use of translanguaging as perceived by the survey respondents; the content-oriented purposes, the classroom-oriented purposes and the student-oriented purposes. To begin with, the following Table 4.2 is of the frequency of the use of translanguaging for content-oriented purposes.

Table 4.1: The use of translanguaging for content-oriented purposes reported by the participants

Situations	Mean	Level of the use of translanguaging
To explain grammar concepts	2.53	Moderate
To describe meaning of vocabulary	2.65	Moderate
To quickly clarify during activities	2.58	Moderate

The result of Table 4.1 indicates that all the uses of translangauging in this purpose are moderately practised by the participants (2.51-3.50): the highest value goes to the situation "to describe meaning of vocabulary" with the mean score of 2.65, "to quickly clarify during activities" with the score 2.58 and "to explain grammar concepts", 2.53 respectively.

Table 4.2: The use of translanguaging for classroom-oriented purposes reported by the participants

Situations	Mean	Level of the use of translanguaging
To give direction	2.27	Low
For classroom management	2.17	Low

As shown in the Table 4.2, the use "to give direction" is found to be uncommon in the classroom for the teachers who participated in this study (M=2.27). The second use "for classroom management" is less common than the former one the least popular one in all situations with the mean score of 2.17. In this category, neither of the practices are popular among the participants in this study.

Table 4.3: The use of translanguaging for student-oriented purposes reported by the participants

Situations	Mean	Level of the use of translanguaging
To give feedback to students	2.57	Moderate
To praise students	2.35	Low
To build bonds with students	2.89	Moderate
To help low proficiency students	3.37	Moderate

Table 4.3 shows that the fourth use "to help low proficiency students" was the most popular practice not only in this group but also among all situations (M=3.37), although it is moderate in terms of the mean value. The third use "to build bonds with students was fairly popular among the participants in the current research (M=2.89). The first use "to give feedback to students" is moderately used by the participants in their classrooms (M=2.57). As

for the second use "to praise students", it seems to be the least popular one in this group, with the result showing 2.35 where the frequency of using translangauging is low.

In short, the investigation to measure how often the participants used translanguaging in the classroom for the given situations reveals that the most of the use of translanguaging were moderately practised by the participants, where only three of them were considered to be low.

(b) The importance of the use of translanguaging in the classroom

The data results shown under this topic were collected using 5-point Likert Scales question and was calculated the mean value of the participants' choices on the degree of importance of their attitude in given situations.

Table 4.4: The importance of translanguaging for content-oriented purposes reported by the participants

Situations	Mean	Level of the use of translanguaging
To explain grammar concepts	3.62	High
To describe meaning of vocabulary	3.12	Moderate
To quickly clarify during activities	3.27	Moderate

The first use of tanslangauging for this purpose "to explain concepts" is considered to be "high" (M=3.62), which shows a disagreement between the attitudes and the actual practice of the participants regarding translangauging. The second use "to describe meaning of vocabulary" and the third use "to quickly clarify during activities" are considered "moderate" with the mean score of 3.12 and 3.27, regardless the actual practice in the classroom.

Table 4.5: The importance of translanguaging for classroom-oriented purposes reported by the participants

Situations	Mean	Level of the use of translanguaging
To give direction	2.90	Moderate
For classroom management	2.98	Moderate

Table 4.5 shows that both uses of translangaugaing for this purpose are regarded as "moderate", with the mean value of 2.90 for "to give direction" and 2.98 for "for classroom management". It is seemed that the importance that the participants believed in these uses does not directly proportional to the frequency of uses in their classroom. It is found to be moderately important for classroom-oriented purposes although the participants do not frequently use these practices in their classrooms.

Table 4.6: The importance of translanguaging for student-oriented purposes reported by the participants

Situations	Mean	Level of the use of translanguaging
To give feedback to students	3.22	Moderate
To praise students	2.80	Moderate
To build bonds with students	3.58	High
To help low proficiency students	4.18	High

Table 4.6 indicates that the idea of "helping low proficiency students" seem to play a crucial role in the classroom for the pariticipants, showing the mean value of 4.18 which is the highest value of all practices. Another use, "to build bonds with students" is considered to be highly important among the participants with the value of 3.58. For the uses of "to give feedback to students" and "to praise students",the participants think that it is quite important using these practices to some extent, proved with the mean score of 3.22, 2.80 respectively.

The responses from this category indicade that the uses of translangauging for student-oriented purposes are considerably important although they were not necessarily practised in actual classroom.

To summarise, the results indicated that the majority of the participants found the uses important, however, they seldom implemented or practised the uses in their classrooms.

Part III – Qualitative data findings (Question 9-10)

In the following section, English language teachers' responses regarding their attitudes towards the use of translanguaging in the English language classroom were reviewed. To elicit teachers' attitudes, the following questions were asked:

In your own words, please describe in which situations using translanguaging is beneficial and in which situations is it detrimental?

Is there any additional information that you would like to share about your perception on the use of translanguaging in the classroom?

When asking the attitudes towards translanguaging in above two questions for the additional information, the participants shared their beliefs of using translanguaging in the classroom in both positive and negative way. The example data shown in this section supported the quantitative data result presented in the first section and were categorised into three groups: the content-oriented purposes, the classroom-oriented purposes and the students-oriented purposes.

The content-oriented purposes

In quantitative findings, it was found that the participants thought the use of translanguaging for this purpose is important. However, they were not likely to use it frequently in their classroom. One participant explained that –

"*When some **higher concepts are introduced** to students, using their first language would make them **understand clearly and easily** but if the teacher **translates every time**, the student **won't learn** the second language and will be waiting for the translation without making and effort.*"

This makes clear why he/she chose not to use translanguaging in this situation frequently although he/she thought it is important. One participant claimed on the benefit of translanguguing that,

*"The first language is **beneficial** when we tell the legend and history of our country, the names of the kings, places and mythical words."*

Some of the participants explained the reasons over choosing this use as important. One participant described,

*"It is **not sufficient** to teach certain vocabulary **only with pictures or gestures** without using the students' first language; e.g. some terms like 'humidity' – it is **easier** for me to tell them in first language rather than explaining them in English or asking them to learn the definition by heart."*

Another participant stated,

*"Since I need to **arouse their interest** in Myanmar history and geography, I use Myanmar language to explain them about our different races and places in Myanmar."*

This explains some uses of translanguaging for this purpose in participants' classroom.

On the other hand, one participant claimed,

*"Describing vocabulary in students' first language all the time would be somewhat **harmful** for learning English; e.g. the student will always be looking for a direct meaning in the first language which could **hinder the understanding** of the vocabulary in the right connotation."*

Another participant explained,

*"Since our school is **an international school**, teachers and students are **not allowed** using the students' first language (Myanmar)."*

Overall, although some teachers believed this as an important matter, apart from not encouraging to practise in their classroom, there were some participants who implemented it in their own classrooms.

The classroom-oriented purposes

Likewise, to the previous purposes, it was found that this use of translanguaging is important. However, it was such of a surprise that the participants practised it seldom. One participant stated,

"*In beginning of the time, the first language is **beneficial especially when we give disciplines**. If a student misbehaves, a teacher explains him do's and don'ts by using the first language, so, he will **understand at once**.*"

Another participant claimed,

"*It is **beneficial** to use students' first language when students **need to be well disciplined** or when they need to understand how their acts or words they use disgrace themselves/ their family/ the school or the country.*"

It is surprising that although the participants held the assumption of positive attitudes on using translanguaging as classroom-oriented purposes, the practices were not frequently used in their classrooms.

The student-oriented purposes

Similar to the above-mentioned purposes, the student-oriented purposes were also considered to be important or especially, very important in the development of students' language skills. One participant claimed,

"*Using first language is **very important** for the children to **build trust and safety** in their minds and **to understand their feelings**.*"

Another participant also believed in the importance of translanguaging, stating,

"*It is **highly beneficial** using students' first language while **building an intimacy** between a student and a teacher. That gives a way to **express thoughts, feelings and understanding** between two parties.*"

One other participant claimed,

*"When dealing with **young children**, it is **important** to use first language to **make a rapport** so that they can express themselves **without any hesitation**."*

These responses indicated that the use of translanguaging for this purpose facilitates building bonds with the students, especially with younger children.

One participant claimed,

*"Using first language is **beneficial** for the ages of 3 to 5 years because they **start learning** the second language."*

On the other hand, there was one participant who believed that,

*"For a student with a sound English proficiency, it is **undesirable** to use their first language which would **hinder** their fluency and confidence."*

From the responses, it was found that the participants approved of the use of translanguaging in the classroom to some extent but there was some limitation like they preferred using translanguaging to younger children than with adolescents and also, they held some worries that there might be an excess use of the first language which might have a negative impact over the improvement of students' English language proficiency.

Summary

This chapter explored the responses to the questionnaire to examine the attitudes towards the use of translanguaging held by the teachers who participated in this study and to reveal which uses they practise or observe in their classrooms. Although most participants found each use to be important, the responses revealed a mismatch between the attitudes of the teachers and their practices of most of the uses of translangauging. The open-ended responses provided explanations for the reasons why the participants choose to or choose not to practice certain uses of translanguaging in their classrooms.

CHAPTER V

DISCUSSIONS, IMPLICATIONS AND RECOMMENDATIONS

This chapter consists of four parts: the summary of the study, discussions of investigation into the attitudes of Myanmar English teachers (Non-native English teachers) towards translanguaging, theoretical and practical implications concerning English language teaching and learning, and the recommendations for future research.

Summary of the Study

This paper set out to explore teachers' attitudes towards the use of translanguaging in Myanmar English classrooms, guided by the research question:

What are teachers' attitudes towards the use of translanguaing in the classroom?

The aim of the study is to explore the current attitudes of teachers towards translanguaging in the classroom and also uncover information regarding any current use of the practice in the classroom in which the purpose may help shape teacher education programmes by educating them on potential uses and benefits of incorporating translanguaging into the classroom. The results were expected to reveal whether Myanmar teachers (Non-native teachers of English) share any positive and negative attitudes towards translanguaging and to what extent they adopt the ideology of translanguaging in the classroom.

This paper applied triangulation mixed method where both quantitative and qualitative methods were used to collect the data and analysed accordingly to answer the research question. Total 60 sets of questionnaires were distributed to accessible three

international schools in Yangon, Myanmar in order to collect both quantitative and qualitative data.

Discussions

The responses of the participants in this study illustrated that despite the fact the participants do not undertake all the uses of translanguaging which were listed in the Likert Scale questions, in the classroom, the majority of them accepted that they are important.

The use that was found most important by the participants in this study was "to help low proficiency students" which reflects the existing literature regarding the use of translanguaging for helping low proficiency students (McMillan and Rivers, 2011). One of the least popular options for using translanguaging in this study was "to praise students", which does not reflect the existing literature which argued that the use of translanguaging to praise the students is an acceptable and helpful practice for the students to develop positive identities and understand that they are performing well (Cook, 2001). It was also surprising to find out that describing the meaning of vocabulary was not one of the popular practices in this study, which is against the crucial findings of teaching new vocabulary in first language is beneficial for the teachers and easier for the students to understand the definition of terms (Greggio and Gil, 2007; Ahmad, 2009), and the fact that it is a common and helpful use of translanguaging in the classroom (McMillian and Rivers, 2011).

Other than that, the majority of the participant considered the use of translanguaging as an important matter, especially to make a positive rapport with the students, to explain higher concepts and to give feedback to the students, supporting the literature discussed in Greggio and Gil (2007), Ahmad (2009), McMillan and Rivers (2011) and Tian and Marco (2012).

There are also some benefits for the teachers for using translanguaging in the classroom. By using the students' first language, it allows students to access content or class material using their mother tongue to discuss during activities (Gregio and Gil, 2007; McMillan and Rivers, 2011). It also increases comprehension of the topics or materials that are being taught in the class.

Greggio and Gill (2007) discussed translating for lower proficiency students as a possible benefit of using translanguaging in the classroom. Accordingly, majority of the participants shared that a benefit of using translanguaging was that teachers and even students can assist other lower proficiency students in the classroom. A couple of participants stated that they occasionally allow students to submit written assignments or let a group discussion in their first language which can encourage participation for low proficiency students; one attitude that is supported by findings in McMillan and Rivers (2011).

Some participants provided explanation for the reason of not using some particular practices in their classroom through their open-ended responses. Some added additional general thoughts of why they use or do not use translanguaging for certain situations; e.g. one participant stated that,

"The use of first language allows students to be aware of similarities and differences between cultures and linguistics structures and thus may improve the accuracy of translations".

On the contrary, another participant claimed,

"When teaching second language, using the first language more often may become an obstacle to the development of students' second language proficiency."

Overall, it was found that although the majority of the participants thought that these uses of translanguaging to be important, many of them were not used frequently in their classrooms. In general, it was also found in the general information that more than 80% of the

participants believed using translanguaging in the classroom is beneficial to create effective teaching and learning environment for the language learners. Most of the participants held the assumption of using tanslanguaging in the classroom is beneficial and their attitudes towards the uses of translanguaging stated in the questionnaire were positive despite their actual practice of translanguaging in the classrooms. There are many reasons that the teachers may hesitate to implant translanguaging in their classroom: they may not be familiar with what translanguaging is about, the schools they have been working at have some restricted policy about using translanguaging or last but not least, the teachers may not be aware of the benefits of translanguaging. It is also likely to be considerate that the teachers may simply not realise how often they use translanguaging or implement them in their classrooms without recognition. Some of the participants claimed that although they wanted to use translanguaging in the classrooms, it was not allowed because of the school policy, which behold the thought of "English only" policy.

Implications

This study has some implications in teacher education; an inconsistency between the attitudes towards translanguaging and the actual practice of translangauging in the classrooms has been found in this study.

Although there may be some of the educators hold misconception about language acquisition, teachers' education should be gotten aware of providing more insights into how to implement translanguaging in the classroom, or to help inform teachers about possible ways to help students use their first language to improve second language proficiency. Teachers from international schools in Myanmar should be aware of the fact that low-level students are challenged and consequently need more support through using the first language due to their limited linguistics background in English. By allowing Myanmar language use

with such students can help reduce anxiety and lower their affective filter. It also contributes to create a more supportive learning environment that encourages students to be active learners and ensures their active participation. In addition, allowing Myanmar language in pair and group work will be beneficial for the students especially for low level students to help them brainstorm ideas and prepare for challenging tasks. It can also enable low achievers to clarify their understandings and communicate their thoughts better.

On the other hand, students' exposure to the target language is crucially important in second language classroom. The excess use of Myanmar language may hinder students' opportunities to practise English. Due to students' limited access to the target language outside of the classroom, teachers need to have a significant role in maximasing students' use of English by creating more learning opportunities and allowing them to develop as autonomous learners. There should be an agreement between teachers and students when to use Myanmar language and when to use English. Myanmar language should not be totally prohibited in the classroom; however, it should be utalise with the guidance in order to support students' language acquisition.

Limitations of the Study

The current research has its own limitations. First of all, it was conducted on a small scale: only sixty English language teachers participated in the questionnaire. In addition, the results of the present study were limited only to the quantitative and qualitative data collected through questionnaires regarding their attitudes towards the use of Myanmar language in English classrooms. Moreover, the context of the study did not represent all international schools in Myanmar, as the investigation was set only in three international schools in the city of Yangon due to the accessibility. The interpretation and generalization should be made

with considerable concern since the outcomes may not represent all teachers in the whole country.

Recommendations

Base on the research findings and discussions, a number of recommendations for English language teachers, for educational administrators and for future researchers were provided below:

Recommendation for English language teachers

It is recommended for the English language teachers to integrate translanguaging with systematical reflection on the benefits and threats of using translanguaging in the classroom. The students may more likely to use their first language and see it as their right to think in their own language. Teachers need to respect the students' own linguistic identification and let the students be more confident in their ability to translanguage. It is needed for the teachers to appreciate the first language as a tool for learning and facilitate the student's thinking of using their first language, and also teachers need to be aware of the benefits and harmfulness of introducing translanguaging to their students before making the decision to utilise it.

Recommendation for educational administrators

For the educational administrators, it is needed to be aware of the positive impacts over using translanguaging. Appropriate curriculum development should be made in a balance between Myanmar language and English language to provide various teaching materials and methodologies in order to facilitate and enhance students' language acquisition.

Teacher-training programmes and professional development opportunities are also needed to represent a determining factor in shaping teachers attitudes towards the use of

translanguaging. Such training programmes need to include something in their curriculum about the value of translanguaging as a classroom resource.

Recommendations for future researchers

The results from this study show that the participants are aware of translanguaging as one of the practices in the classroom and realise that it is important. Further research could go across the country to make generalistion of the attitudes towards translanguaging regarding English language teachers throughout Myanmar, not just in Yangon as it only covered a small number of participants in this study. In addition, further investigation should examine whether teachers' attitudes towards the use of translanguaging in this study can be applied to the whole nation or not, and whether there may have other uses of translanguaging that are not practised in this study. In order to support some incomplete answers, interviews can be used so that the researchers will have an opportunity to investigate more about additional information that may be important in concluding participants' attitudes or uses regarding translanguaging.

Furthermore, observations can also be considered to verify the actual uses of practices in the classrooms since the teachers may or may not realise that he/she using translanguaging practices in their classrooms. Moreover, a research regarding students' attitudes towards the uses of translanguaging in Myanmar context can be carried out in order to explore the students' attitudes and uses of translanguaging in the classroom.

Conclusion

This chapter began with the discussion regarding the research findings in relation to the research objectives and based on the triangulation of both quantitative and qualitative data. The discussions on the attitudes of the teachers regarding the uses of translanguaging was found that the participants considered the use of translanguaging as an important matter

when teaching or learning a second language. However, many of them were failed to practise in the classroom due to the given circumstances. It was suggested that some changes in the practices of the teachers in the classroom can guide using translanguaging to produce positive outcomes. Although this was a limited study on teachers' attitudes towards the use of translanguaging in the classroom, it was found that there were teachers who held this as an important practice in English language acquisition.

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APPENDICES

APPENDIX A

Teacher's Attitude towards the use of Translanguaging in Myanmar English Language Classrooms

Letter to Participants

My name is Su Myat Myat Phone and I am a Masters student in English Language Teaching at Assumption University Thailand. I am currently conducting a study for my thematic paper on the topic of translanguaging (the use of students' first language in the classroom) in international schools in Yangon. The study aims to provide more information about translanguaging in EFL context in Myanmar.

This short survey should take between ten to fifteen minutes of your time and does not request or require any follow-up actions on your part. The responses will be anonymous and the data collected will be used to gauge teacher attitudes towards the use of translanguaging in schools. This survey does not intend to evaluate your performance as a teacher, nor your adherence to educational standards. As compensation for your time, mobile prepaid top up card of 5000 kyats will be offered.

If you would like any more information about the survey, please feel free to contact me via email at sumyat2phone@gmail.com. You can also reach to Asst. Prof. Dr. Ratchaporn Rattanaphumma, who is supervising my paper at ratchapornr@gmail.com. Your contribution in this matter is greatly appreciated.

Thank you very much for your time and input.

Su Myat Myat Phone

Part I

General Information

1. How many years of teaching experience do you have?

   _____

2. How many total students do you teach in a day?

   _____

3. Which level of students do you teach?

   _____

4. How many of your students are native Myanmar speakers?

    _____

5. What is the primary language of instruction in your class?

    _____ English   _____ Myanmar   _____ Both English and Myanmar

    _____ Other (please specify) _____

    _____

6. Do you believe the use of translanguaging is beneficial in the English language classroom?

    _____ Yes   _____ No

Part II

7. How often do you use translanguaging in the classroom for the following situations?

Situation	Never	Not often	Somewhat often	Often	Very often
1. To explain grammar concepts					
2. To describe meaning of vocabulary					
3. To quickly clarify during activities					
4. To give directions					
5. For classroom management					
6. To give feedback to students					
7. To praise students					
8. To build bonds with students					
9. To help low proficiency students					
Other (please specify)					

8. How important is it for teachers to use translanguaging in the following situations?

Situation	Not Important	Slightly Important	Moderately Important	Important	Very Important
1. To explain grammar concepts					
2. To describe meaning of vocabulary					
3. To quickly clarify during activities					
4. To give directions					
5. For classroom management					
6. To give feedback to students					
7. To praise students					
8. To build bonds with students					
9. To help low proficiency students					
Other (please specify)					

Part III

9. In your own words, please describe in which situations using translanguaging is beneficial and in which situations is it detrimental?

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10. Is there any additional information that you would like to share about your perception or the use of translanguaging in the classroom?

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Thank you for your contribution.

APPENDIX B

October 13, 2017

[NAME]
[DESIGNATION]
[DEPARTMENT, UNIVERSITY]
[ADDRESS]

Dear [NAME],

I am writing to request your assistance as an honorary external research reviewer in evaluating the research instrument of Ms. Su Myat Myat Phone, a Master's Degree student in the Graduate School of English at Assumption University, Thailand. She has been working on her MA Thematic Paper entitled "Teachers' attitude towards the use of translanguaging in Myanmar English Language Classrooms" under my supervision, Asst. Prof. Ratchaporn Rattanaphumma, Ph.D.

Please set aside your valuable time to evaluate her research instrument. I strongly believe that your expertise could very much help improve her research instrument. I would appreciate it if you could return the questionnaire by [Date].

If you have any questions or need further information, please feel free to contact Ms. Su Myat Myat Phone on the e-mail: sumyat2phone@gmail.com or via mobile-phone: 09-514-****. You can reach to me at ratchapornr@gmail.com for other concerns as well.

I would very much appreciate your assistance.

Yours sincerely,

Assistant Professor Ratchaporn Rattanaphumma, Ph.D.
Program Director, MA ELT.
Graduate School of English
Assumption University, Thailand.

APPENDIX C

Validation Checklist

Research Topic: Teachers' Attitude towards the use of Translanguaging in Myanmar

English Language Classrooms.

Name of Validator: _____

Degree: _____

Position: _____

Direction: This tool asks for your evaluation of the questionnaire to be used in the data gathering for the investigation stated above, to establish its validity. You are requested to give your honest assessment using the criteria stated below; please check only one from the selection.

Scale	Description
YES	The questionnaire is valid and can provide unbiased data for the investigation.
NO	The questionnaire is not valid and can cause biased data for the investigation.
QUESTIONABLE (QUES?)	The questionnaire is somehow valid at some point but need to be revised and improved in order to provide unbiased data for the investigation.

Validator's Questionnaire Assessment

Question 7: How often do you use translanguaging in the classroom for the following situations?

SITUATIONS	YES	NO	QUES?
1. To explain grammar concepts.			
2. To describe meaning of vocabulary			
3. To quickly clarify during activities			
4. To give directions.			
5. For classroom management			
6. To give feedback to students			

To praise students	YES	NO	QUES?
7. **SITUATIONS**			
8. To build bonds with students			
9. To help lower proficiency students			
Remark:			

Question 8: How important is it for teachers to use translanguaging in the following situation?

SITUATIONS	YES	NO	QUES?
1. To explain grammar concepts.			
2. To describe meaning of vocabulary			
3. To quickly clarify during activities			
4. To give directions.			
5. For classroom management			
6. To give feedback to students			
7. To praise students			
8. To build bonds with students			
9. To help lower proficiency students			
Remark:			

Open-ended Questions:

Question 9	YES	NO	QUES?
In your own words, please describe in which situations using translanguaging is beneficial and in which situation is it detrimental?			
Remark:			

Question 10	YES	NO	QUES?
Is there any additional information that you would like to share about your perception on the use of translanguaging in the classroom?			
Remark:			

Additional Comment: _____

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APPENDIX D

VALIDATION RESULT

Research Topic: Teachers' Attitude towards the use of Translanguaging in Myanmar

English Language Classrooms.

With the form developed to evaluate survey questionnaire used in the above-mentioned research, three experts in the field of ELT evaluated the adapted questionnaire instrument specifically for this study.

Scale	Description
+1	The statement/question is congruent with the objectives.
0	The statement/questionnaire is uncertain to be congruent with the objectives.
-1	The statement/questionnaire is not congruent with the objectives.

Question 7: How often do you use translanguaging in the classroom for the following situations?

Item	Objective	Opinion scores of experts			Total Score	IOC value	Content validity
		Expert 1	Expert 2	Expert 3			
1.	To explain concept	1	1	1	3	1	Yes
2.	To describe vocabulary	1	1	1	3	1	Yes
3.	To quickly clarify during activities	1	1	1	3	1	Yes
4.	To give directions	1	0	1	2	0.67	Yes
5.	For classroom management	1	1	1	3	1	Yes
6.	To give feedback to students	1	1	1	3	1	Yes
7.	To praise students	1	1	1	3	1	Yes
8.	To build bonds with students	1	1	1	3	1	Yes
9.	To help lower proficiency students	1	1	1	3	1	Yes
Total IOC value		0.96					**Yes**

Question 8: How important is it for teachers to use translanguaging in the following situation?

Item	Objective	Opinion scores of experts			Total Score	IOC value	Content validity
		Expert 1	Expert 2	Expert 3			
1.	To explain concept	1	1	1	3	1	Yes
2.	To describe vocabulary	1	1	1	3	1	Yes
3.	To quickly clarify during activities	1	1	1	3	1	Yes
4.	To give directions	1	0	1	2	0.67	Yes
5.	For classroom management	1	1	1	3	1	Yes
6.	To give feedback to students	1	1	1	3	1	Yes
7.	To praise students	1	1	1	3	1	Yes
8.	To build bonds with students	1	1	1	3	1	Yes
9.	To help lower proficiency students	1	1	1	3	1	Yes
	Total IOC value		0.96				Yes

Open-ended Questions:

Item	Objective	Opinion scores of experts			Total Score	IOC value	Content validity
		Expert 1	Expert 2	Expert 3			
1.	Question 9	1	1	1	3	1	Yes
2.	Question 10	1	1	1	3	1	Yes
	Total IOC value		1				Yes

IOC value for the whole questionnaire – 0.97

Content validity for the whole questionnaire – Yes

The questionnaire can be used as an instrument in this study due to its high value of validity.

*   *   *

APPENDIX E

Details of three experts in Validation checklist for the questionnaire

Expert 1

Name: Dr. Ni Ni Aung

Professor and Head, Department of English

Yangon University of Foreign Languages, Myanmar.

Expert 2

Name: Dr. Khin Mar Wai

Professor, Department of English

University of Yangon, Myanmar.

Expert 3

Name: Dr. Toe Su Hlaing

Lecturer, Department of English

University of Yangon, Myanmar.

APPENDIX F

Date: October 23, 2017

Dear Principal of _____,

       I am Su Myat Myat Phone ID: 5829484, a master's degree student in English Language Teaching at Assumption University. As part of my course, I am undertaking a research study entitled "Teachers' attitude towards the use of translanguaging in Myanmar English Language classrooms". The objectives of this study is:

- to explore the current attitudes of teachers towards translanguaging in the classroom, and

       Prior to undertaking the study, I require your approval to approach to local English language teachers to take part in the questionnaire, which are aimed to take place within October 2017. I can assure you that I will make every effort to ensure the study does not disrupt the working environment or student lectures in any way and any data collected will be kept confidential. Your help is highly appreciated.

       My research is supervised by Asst. Prof. Dr. Ratchaporn Rattanaphumma, an M.A. Program Director and Associate Dean of Graduate School of English, Assumption University of Thailand.

       For any further concerns or inquiries, please do not hesitate contact me at sumyat2phone@gmail.com or 09-514-**** or contact my supervisor at ratchapornr@gmail.com.

Yours sincerely,

_____   _____

Ms. Su Myat Myat Phone   Asst. Prof. Dr. Ratchaporn Rattanaphumma

(Signature of Student)   (Signature of Supervisor)

APPENDIX G

November 27, 2017

Dear *[NAME]*,

I am writing to request your assistance as an honorary inter-coder in qualitative data categorization Interrater Checklist of Ms. Su Myat Myat Phone, a Master's Degree student in the Graduate School of English at Assumption University, Thailand. She has been working on her MA Thematic Paper entitled "Teachers' attitude towards the use of translanguaging in Myanmar English language classrooms" under my supervision, Asst. Prof. Ratchaporn Rattanaphumma, Ph.D.

Please set aside your valuable time to evaluate her findings. I strongly believe that your expertise could very much help improve the findings in her study. I would appreciate it if you could return the intercoder form by November 30, 2017.

If you have any questions or need further information, please feel free to contact Ms. Su Myat Myat Phone on the e-mail: sumyat2phone@gmail.com or via mobile-phone: 06-3318-****. You can reach to me at ratchapornr@gmail.com for other concerns as well.

I would very much appreciate your assistance.

Yours sincerely,

Assistant Professor Ratchaporn Rattanaphumma, Ph.D.
Program Director, MA ELT.
Graduate School of English
Assumption University, Thailand.

APPENDIX H

Intercoder Checklist

Student Name: Su Myat Myat Phone
ID: 5829484
Institution: Graduate School of English, Assumption University Thailand
Program: MA English Language Teaching
Thematic Paper Title: Teachers' Attitude towards the use of Translanguaging in Myanmar English Classrooms

Objective: to explore the current attitudes of teachers towards tranlanguaging in the classroom.

Instruction: Please analyse the following excerpts from the interview data and tick if each of theme fits into the appropriate or correct themes/categories.

Category 1 Positive Attitudes

Excerpts	Agree	Disagree	Not Sure
1. By using the students' first language, they can understand clearly and quickly what I want them to do.			
2. In my point of view, using the students' first language is the best way to improve their knowledge when teaching some of the sentences and words are complex and not familiar with them.			
3. It is important to use the students' first language when introducing a new topic.			
4. When we build relationship with children, it is better to communicate with them by using their native language.			
5. Using first language is beneficial when the young child is upset mentally or if he/she faces difficulties for his/her new environment.			
6. When the teacher and the students meet for the first time, then the first language is beneficial.			

Excerpts	Agree	Disagree	Not Sure
7. For the low proficiency students, we should use the first language to let them express their thoughts and feelings.			
8. Using the first language is sometimes beneficial; e.g. when students have a terrific contribution to give/share with their classmates but, because of the language barrier, they may not be able to do so.			
9. By using the learners' first language, schools can help children navigate the new environment and bridge their learning at school with the experience they bring from home.			
10. In the beginning of the time, the first language is beneficial especially when we give disciplines.			
11. If the student is a new comer, the mother language can make them feel comfortable, warm and relaxed.			
12. If a student misbehaves, a teacher explains him do's and don'ts by using first language so, he will understand at once.			
13. If a student has low proficiency, a teacher should first language so that he can be inspired by a teacher or other guidance.			
14. Teachers must let them speak in their first language in emergency situations.			
15. I think first language is very important for the preschoolers.			
16. When some higher concepts are introduced to students, using their first language would make them understand clearly and easily.			
17. When teaching some terms/vocabulary regarding the subject areas: e.g. "humidity" – it is easier for me to tell them in first language explaining what it is about than ask them to learn the definition by heart.			

Excerpts	Agree	Disagree	Not Sure
18. Using first language is very important for the children to build trust and safety in their minds and to understand their feelings.			
19. First language should be used when it is the first day of the school, to explain their feelings, to share the important information and to explain concepts.			
20. In my opinion, using the students' first language is beneficial for the ages of 3 to 5 years because they start learning second language so the teachers have to be bilingual.			
21. The first language is beneficial when we tell the legend and history of our country, the names of the kings, places and mythical words.			
22. It is not sufficient to teach certain vocabulary only with pictures or gestures without using the students' first language.			
23. To help low proficiency students, using first language is beneficial.			
24. Since I need to arouse their interest in Myanmar history and geography, I use Myanmar language to explain them about our different races and places in Myanmar.			
25. It is highly beneficial using students' first language while building an intimacy between a student and a teacher. That gives a way to express thoughts, feelings and understanding between the two parties.			
26. It is beneficial to use students' first language when students need to be well disciplined or when they need to understand how their acts or words they use disgrace themselves/ their family/ the school or the country.			

Excerpts	Agree	Disagree	Not Sure
27. Using students' first language is beneficial in a situation in which a word or a phrase is too hard to explain in English or beyond the level of the students' understanding or when the students do not understand the real meaning of what the teacher intends to say.			
28. Sometimes the teacher tries to explain in many ways in second language but she fails… In such a case using the proverb or using a definite, precise word in the first language can really be solved.			
29. It is beneficial to use the first language when explaining abstract ideas.			
30. Using students' native language is beneficial when teaching vocabulary, asking students to look up the meaning maybe more complex and difficult to understand.			
31. It is beneficial to use the students' first language in showing examples of proverbs and idioms of same meanings.			
32. For L2 beginner, it is better to use L1 to explain complex ideas and grammar points.			
33. The use of L1 allows students to be aware of similarities and differences between cultures and linguistic structures and thus may improve the accuracy of translations.			
34. I believe that first language is essential in all areas of academic learning – instructions for activities and clarification.			

Category 2 Negative Attitudes

Excerpts	Agree	Disagree	Not Sure
1. The use of students' first language is not acceptable for all the things.			
2. Using first language is detrimental when we use it for the lesson and teaching vocabulary.			
3. For the high proficiency students, using first language in the classroom can harm learning in their other language.			
4. If the teacher translates every time, the student won't learn the second language and will be waiting for the translation without making an effort.			
5. … if there is an abrupt change in the language of interaction, the situation can get quite complicated and indeed, it can negatively affect a child's progress.			
6. When practicing listen skill, speaking skill and thinking skill by telling them a story, I never use first language because it will be detrimental.			
7. The more we use first language in the classroom, the less the student gets a chance to learn second language.			
8. For a student with a sound English proficiency, it is undesirable to use their first language which would hinder their fluency and confidence.			
9. When teaching second language, using the first language more than enough may become an obstacle to the development of students' second language proficiency.			
10. When explaining grammar and vocabulary using the students' first language all the time, they may become fully dependent on the teacher for translation in some situations.			

Excerpts	Agree	Disagree	Not Sure
11. Using first language all the time can make them thinking about translation and may depend on the meaning in their first language without using English.			
12. Describing vocabulary in students' first language all the time would be somewhat harmful for learning English: e.g. the student will always be looking for a direct meaning in the first language which could hinder the understanding of the vocabulary in the right connotation.			
13. Both teacher and student wouldn't improve in their English proficiency in all four skills if the first language is used most of the time.			
14. Too much use of the students' first language could lead to full-dependence on the teacher and hence become detrimental towards learning the language.			
15. It is detrimental to explain the text word by word in the first language.			
16. Using first language all the time can hinder the improvement in all four skills of second language.			

Thank you very much for your precious time spent to help this interview data validation. Your time and input for this validation is highly appreciated.

Sincerely,
Su Myat Myat Phone

APPENDIX I

Details of two intercoders in Intercoder checklist for qualitative data

Intercoder 1

Name: Ms. Surattana Moolngoen

Lecturer, Department of Curriculum and Instruction

Faculty of Education,

Ramkhamhaeng University, Bangkok, Thailand.

Email: ajsurattana@gmail.com

Intercoder 2

Name: Mr. Suthee Khamkaew

Head of Foreign Language Department at Wat Pra Srimahadhat

Secondary Demonstration School,

Phranakhon Rajabhat University, Bangkok, Thailand.

Email: Ajansuthee@hotmail.com

BIOGRAPHY

Su Myat Myat Phone received her B.A in Japanese from Yangon University of Foreign Languages, Myanmar in 2011. Starting from the final year of her bachelor's degree, she worked as a part-time Japanese instructor in private organisations and also worked as a Junior Business Consultant at Japan-associate business consulting and development company in Yangon until she decided to develop her career as an English language instructor in 2015, when she achieved a Certificate in English Language Teaching to Adults (CELTA) from University of Cambridge through British Council Yangon.

In order to be trained and equipped herself with systematical and theoretical teaching approaches and methodologies, she joined a master's degree program in English Language Teaching at Assumption University of Thailand in January, 2016 to fulfil her career goal as a proficient English language teacher.

*   *   *   *   *