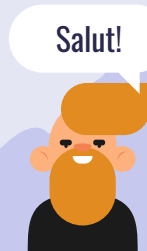


Translanguaging Practice at RIS

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RIS and Local Context

Demographics

RIS has students from 18 nationalities. About 81% are Thai, while Chinese and U.S. students make up the next largest groups at approximately 6% and 5%. Many students speak languages other than English.

RIS Language Policy

The current language policy at Ruamrudee International School prioritizes English for academic and social use while acknowledging the importance of home languages, but it does not mention translanguage practices.

Translanguageing

Nevertheless, translanguageing practices are observable in and outside of the classrooms. Students use their language repertoire to access materials and socialize with each other.

สวัสดีครับ



你好！



Hi!



Rationale

“The student’s home language(s) and culture are assets that enrich the classroom and school environments, and provide a base on which to build further English language and content learning.”— RIS ELD Philosophy

This research aims to explore how and to what extent students leverage their linguistic assets to support English and content learning across grade and proficiency levels. It also seeks to identify the multilingual practices students currently use in school contexts.

Since the English-only policy and/or teacher attitudes to language learning, translanguageing, and multilingualism may inhibit students from using translanguageing practices, this study will focus primarily on students’ independent language use during student-led activities.

This research is also motivated by the possibility that the RIS language policy could, in the future, more explicitly support translanguageing practices.

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Research Question

1. What translanguageing practices do RIS students use to support their language development?
2. How do students perceive the usefulness of these practices?

Literature Review

Developing competencies in several languages requires teaching approaches that promote flexible language use. MLLs often demonstrate increased metalinguistic awareness and a wider range of learning strategies, but approaches that separate languages may prevent them from using their full linguistic repertoire. Effective teaching should build connections across languages and consider the school and community context.

Translanguaging arose from research in literacy and critical sociolinguistics. In schools, when teachers “open up a space” for translanguaging, they engage in acts of social justice which may challenge school language policy guidelines (García & Kleifgen, 2020).

In a study in India, the most commonly reported use of other languages in English classes was to compare English with another language that students were familiar with. When teachers were more experienced, they gave more freedom for students to use other languages and were more willing to mix languages (Anderson & Lightfoot, 2021).

Literature Review

Pedagogical translanguageing supports language acquisition, content learning, and metalinguistic reflection (Cenoz & Santos, 2020)

Three strands of translanguageing pedagogy are stance, design, and shift. Stance is the belief that languages are interconnected rather than separate systems. Design engages MLLs as active learners while challenging language boundaries. Shift reflects openness to the dynamic and spontaneous nature of MLL translanguageing (García & Kleifgen, 2020).

Stakeholder perceptions strongly influence pedagogical translanguageing. Positive teacher attitudes support more inclusive classrooms that leverage students' linguistic resources, while teacher training and supportive leadership help these practices flourish (Prilutskaya, 2021).

Even though translanguageing occurs naturally, students or teachers may perceive it as a negative practice and feel guilty about it. It is helpful to adopt an inclusive position for using other languages in the classroom (Anderson & Lightfoot, 2021).

Literature Review

Anderson J. & Lightfoot A. (2021) Translingual practices in English classrooms in India: current perceptions and future possibilities, *International Journal of Bilingual Education and Bilingualism*, 24(8), 1210-1231.

Cenoz, J., & Santos, A. (2020). Implementing pedagogical translanguaging in trilingual schools. *System*, 92, 102273.

García, O., & Kleifgen, J. A. (2020). Translanguaging and literacies. *Reading Research Quarterly*, 55(4), 553–571.

Prilutskaya, M. (2021). Examining pedagogical translanguaging: A systematic review of the literature. *Languages*, 6(4), 180.

Methodology



Class Observations

Use a checklist to observe lessons that focus on student-led activities. The checklist can include certain transanguaging practices that we are looking for.



Interviews/Focus Groups

Have conversations with individual students or a group of students to understand how they perceive the transanguaging practices they used or have been using.



Teacher Survey

Collect quantitative data from teacher surveys on statements relating to beliefs and attitudes regarding language learning, transanguaging and multilingualism.

Next Steps:

1. Determine the grade levels and classes we plan to observe and send out consent forms.
2. Conduct observations, interviews and focus groups.
3. Send a survey to RIS faculty.
4. Analyze data.

Looking Forward:

We look forward to seeing how the current RIS students are using translanguageing strategies and viewing them. We wonder if there is a gap between students' perceptions and teachers'. The data may lead to further conversations among faculty to update our language policy to give permission to certain translanguageing practices to promote learning.





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Reflections About Research

During the process, we have revised our research questions several times to make them more concise and feasible. Although there are many aspects of translanguaging we are interested in, we can only focus on one at a time.

We have also spent a lot of time discussing the methodology. Even when we are at the same school, we realize that there may not be a “one size fits all”, and we need to use different methods for different sections in order to collect useful data.