**ผลลัพธ์ที่เป็นรูปธรรมที่คาดว่าจะได้รับ (Expected tangible results)**

1. ผลประเมินความตระหนักรู้และความเข้าใจกระบวนทัศน์ใหม่ของภาษาอังกฤษโลกจากการทำแบบสอบถามปลายภาค
2. ร่างบทความวิจัยเพื่อตีพิมพ์เผยแพร่ จำนวน 1 ชิ้น ภายในระยะเวลา 6 เดือน หลังจากการประชุมปรึกษาการวิจัยเสร็จสิ้นทั้ง 2 ครั้ง ซึ่งได้รับการตอบรับตีพิมพ์ในลักษณะ Book chapter ในหัวข้อวิจัยดังต่อไปนี้ พร้อมแนบเอกสารเมล์ตอบรับการตีพิมพ์

**Translanguaging, a way of expanding individuals’ meaning-making repertoire.**

Tiraporn Jaroensak\*([tiraporn.j@psu.ac.th](mailto:tiraporn.j@psu.ac.th))

International College, Surat Thani Campus, Prince of Songkla University, Surat Thani, Thailand

Mario Saraceni ([mario.saraceni@port.ac.uk](mailto:mario.saraceni@port.ac.uk))

School of Languages and Applied Linguistics, University of Portsmouth, Portsmouth, United Kingdom

The spread of English outside the boundaries of Britain has resulted in the emergence of many varieties of English, and English acquiring the role of an international lingua franca. Today, English is often used in diverse linguacultural context in hybrid and fluid forms. Therefore, users of English as a lingua franca are multilingual speakers who draw from their linguistic repertoires to produce and exchange meaning. This means that English is used simultaneously with other languages, a linguistic practice that has been termed translanguaging.

Translanguaging can also be exploited as a teaching practice to enhance English-language learners’ meaning-making skills and expand their repertoires through communicative activities in the classroom. This chapter reports on a study examining translanguaging during discussion sessions in a “World Englishes” course at a Thai university. The study aims to explore students’ perspectives on their struggles to utilise their linguistic, cultural, and pragmatic resources in meaning making and to investigate the effectiveness of translanguaging to expand their repertoires. Fourth-year undergraduate students, as the participants are encouraged to use English as their main language and Thai as their secondary language in translanguaging. Researcher field notes, questionnaires and interviews will be collected. The focus of the study is on the extent to which translanguaging affected students’ repertoires of language use and their meaning-making repertoires in communicative activities when they try to express their understanding and opinion related to the academic content of the course. The chapter will conclude with critical perspectives on the pedagogical implementation of translanguaging in the classroom in relation to the expected outcomes of learning English as an additional language.

**Significance of the study**

* The shifting paradigm of ELT to Global Englishes Language Teaching
* Moving away from the traditional ideology of English teaching

**Research Questions:**

1. To what extent do the students use of Thai to support their English language learning?
2. To what extent does the translanguaging pedagogy support Thai students to learn English?

**Research Methodology:**

1. Classroom observation (participation observation: the researcher takes a role of the lecturers using translanguaging in class of WORLD ENGLISHES)
2. A questionnaire to investigate students’ perception of using translanguaging in classroom of WORLD ENGLISHES
3. A questionnaire to investigate the students’ awareness of World Englishes and English as a lingua franca
4. Semi-interviews to have in-depth information of students’ opinions and experiences of using translanguaging.

**Points of research discussion**

1. The ways to analyse the focus of the findings: students’ perspectives.
2. From the findings, in what way does translanaguging expand the students’ meaning-making repertoire?
3. Are they any issues of the findings related to intercultural communication, for discussion?





