

Saturday, 26 August 2023

# Conditions for and against Translanguaging and Multilingual Pedagogies (TMP) in the Malaysian ESL Classroom: A teacher toolkit

David Teh

Doctoral Candidate

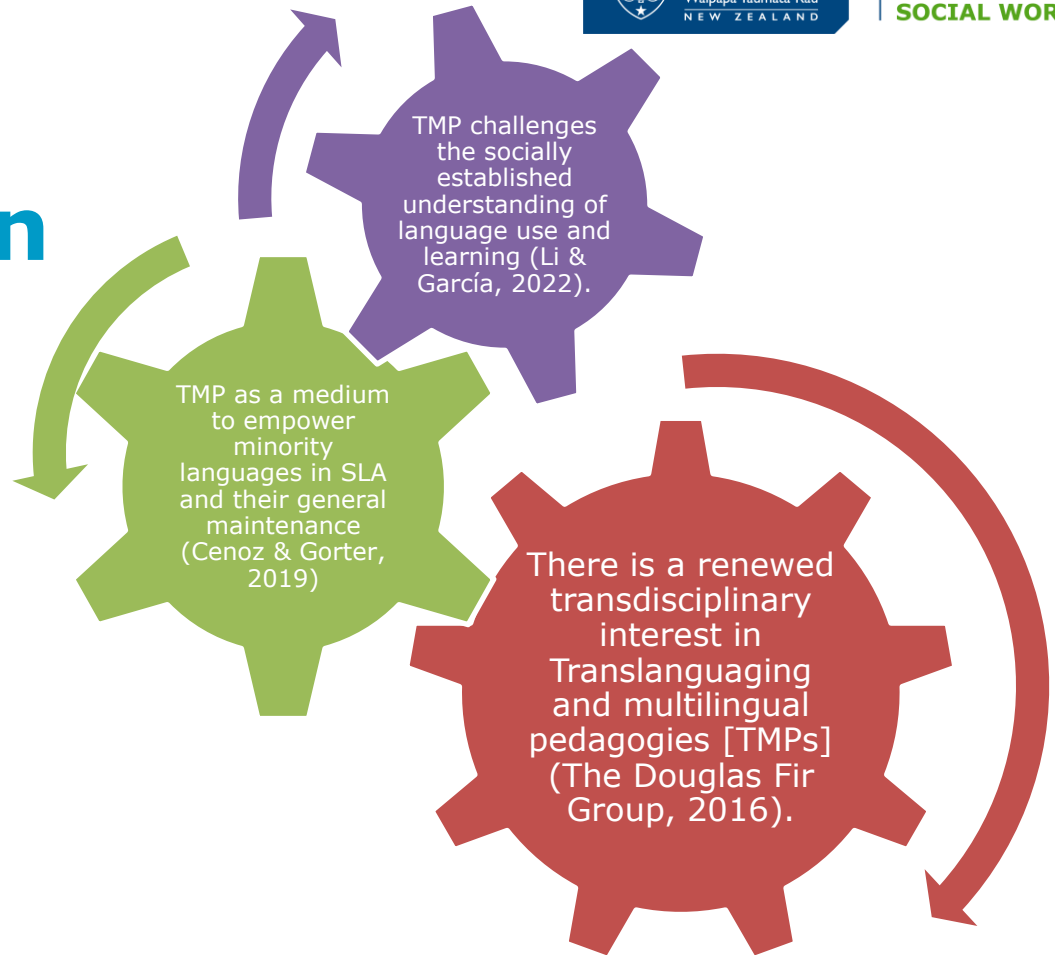
*Te Puna Wānanga*

School of Māori and Indigenous Studies

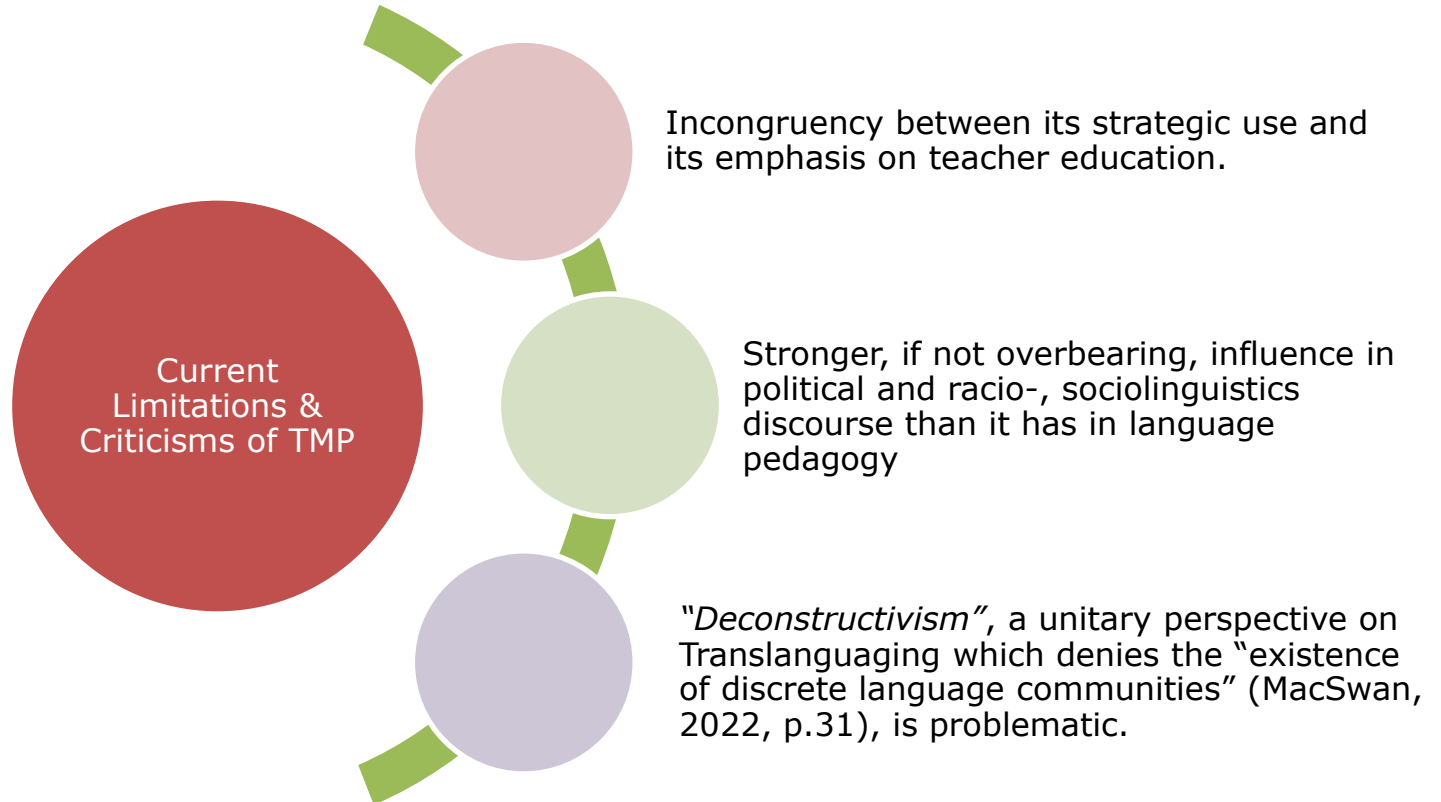


EDUCATION AND  
SOCIAL WORK

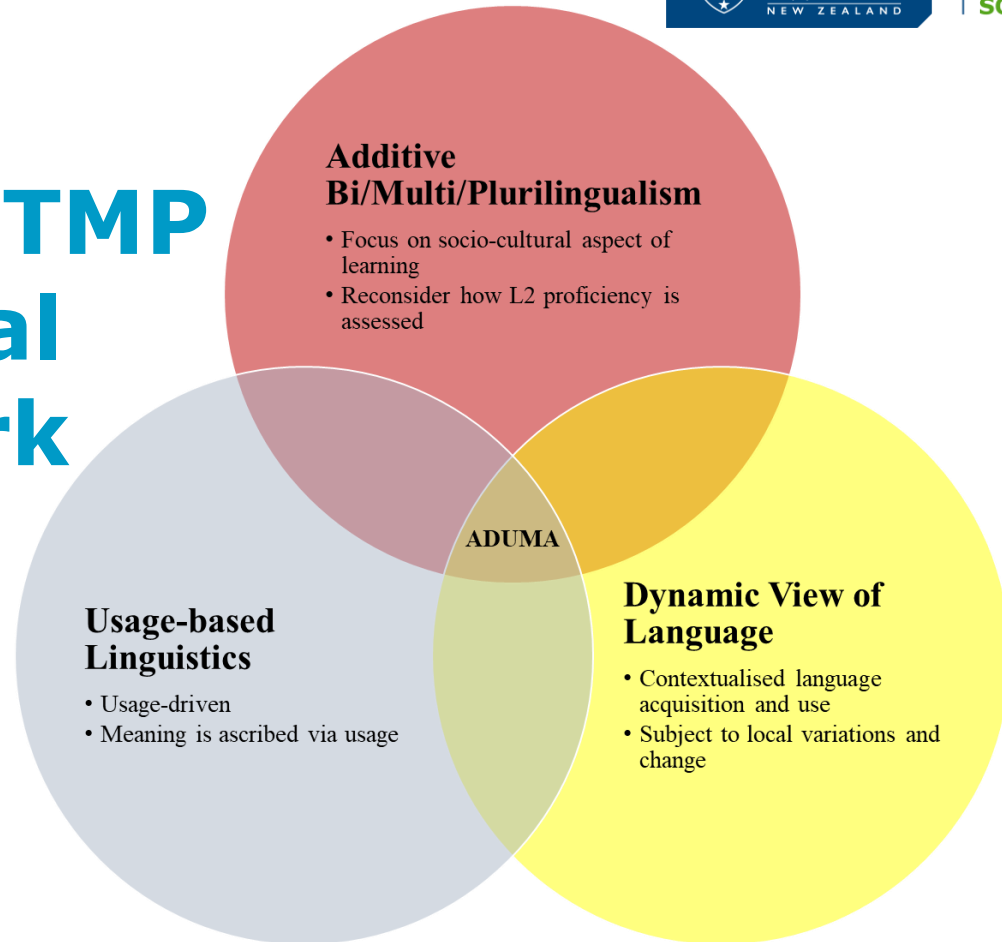
# Introduction



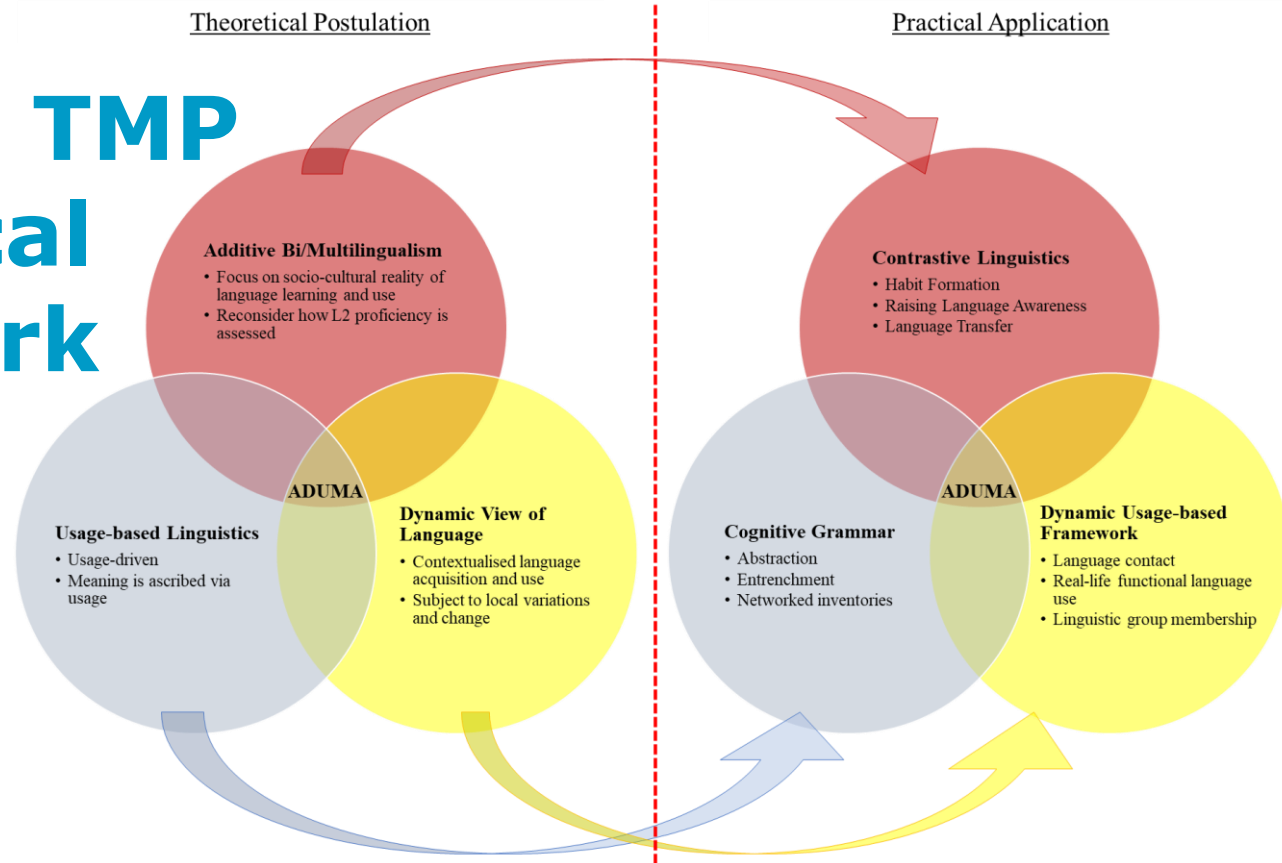
# Problem Statement



# Proposed TMP Theoretical Framework



# Proposed TMP Theoretical Framework



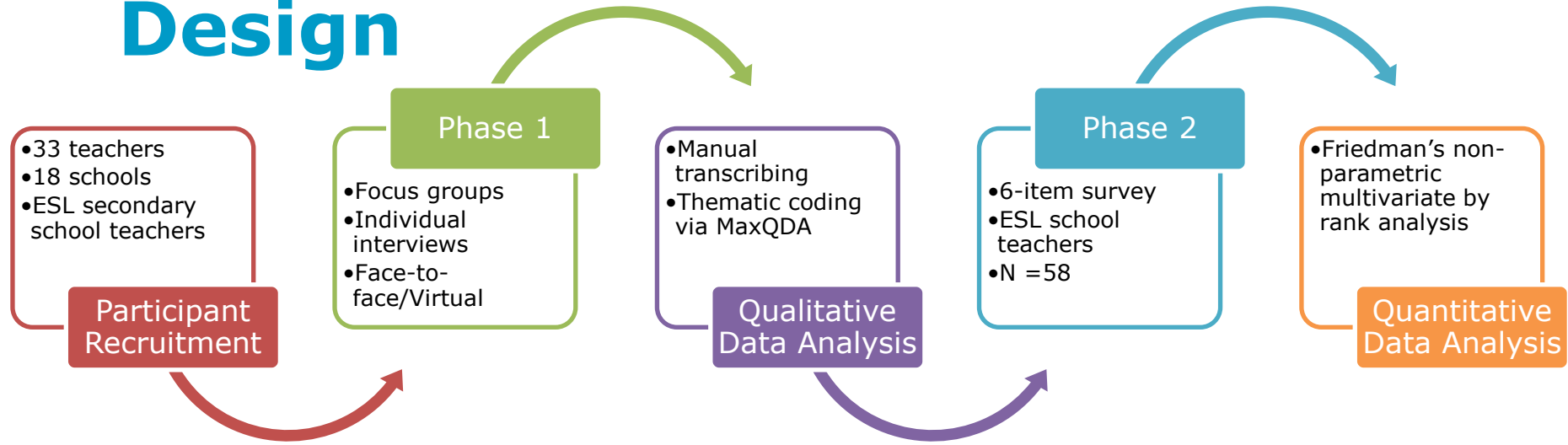
# Research Objective

“To develop a teacher toolkit that can reliably determine the validity and feasibility of translanguaging and multilingual pedagogies (TMPs) in the Malaysian ESL classroom”

# Research Question

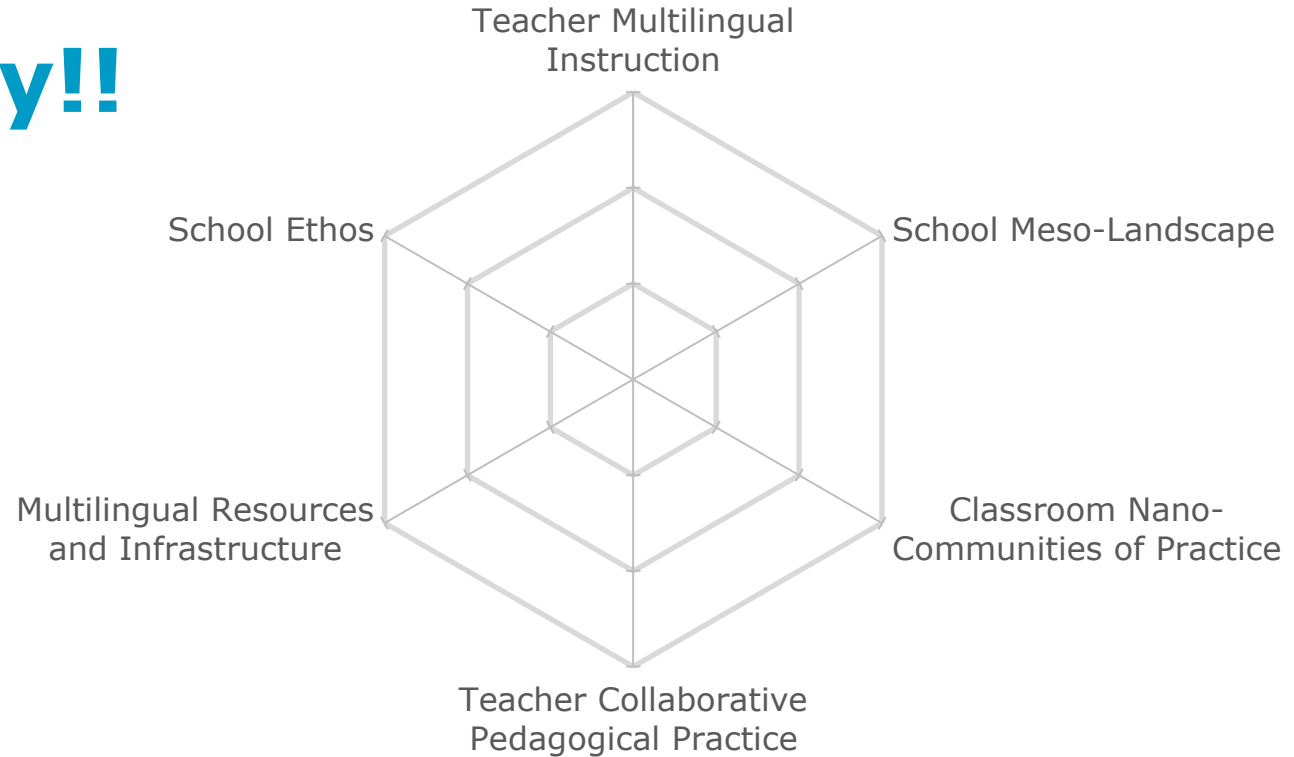
1. What are the conditions that the proposed TMP theoretical framework require to be feasible and practical in a Malaysian ESL classroom?
2. What is the validity and efficacy of the teacher toolkit, which contains the conditions identified as critical for TMPs, in assisting Malaysian ESL teachers consider the feasibility and practicality of TMPs in their teaching practice?

# Methodology – Mixed Method Design



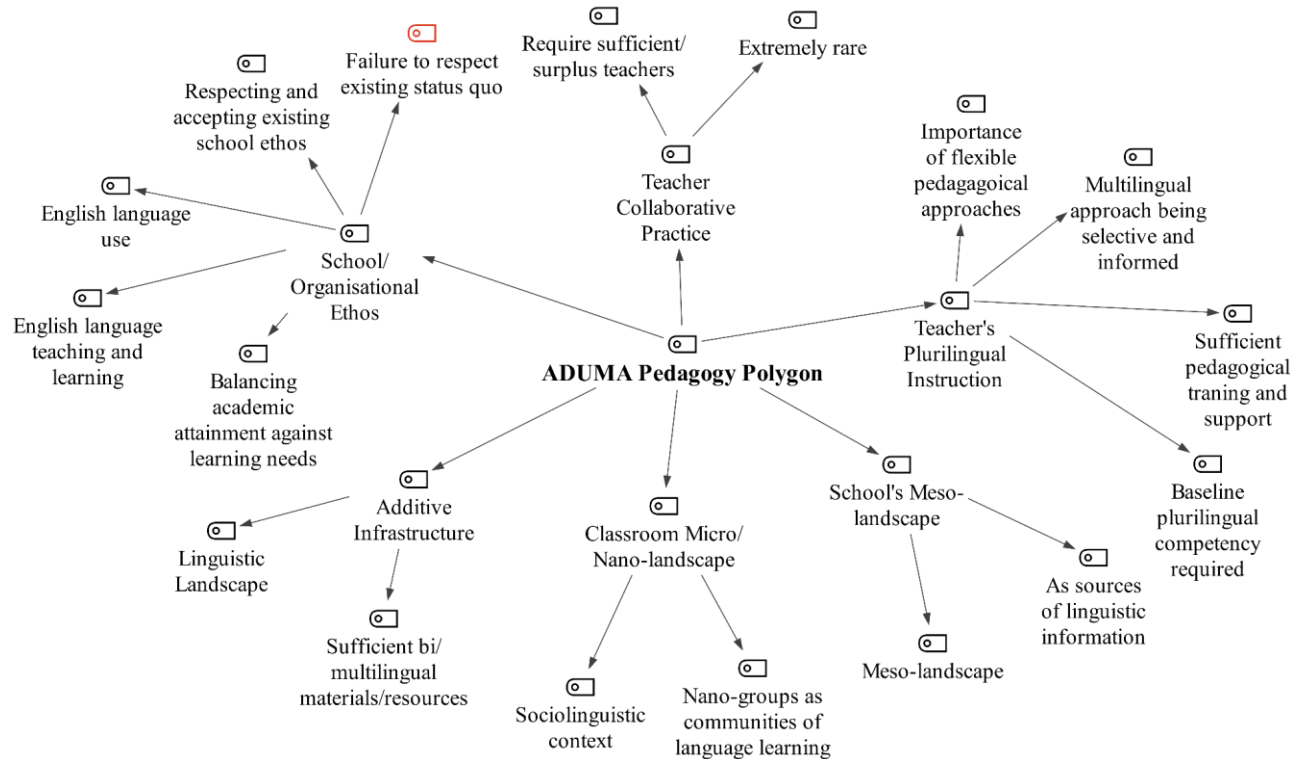
*Note.* Exploratory Sequential Design

# Give it a try!!





# Key Findings – Phase 1



# Key Findings – Phase 2

## Ranking Key Considerations For or Against Teaching English Using Other Languages

Kindly rank the following considerations for/against teaching English using other languages according to your teaching experience from the most to least important. You will only be able to select one rank for each factor.

NOTE: 1 = Least important; 6 = Most important

Consideration	Rank
a. <i>The language proficiency of my students, English and non-English included, determine if I teach English using other languages.</i>	[     ]
b. <i>The resources available for English language teaching, whether monolingual or multilingual, determine if I teach English using other languages.</i>	[     ]
c. <i>The English language panel/department official directive, whether fully immersive or not, determines whether I teach English using other languages.</i>	[     ]
d. <i>The location of my school, whether situated in English-rich or English-scarce environment, determines whether I teach English using other languages.</i>	[     ]
e. <i>Peer support from others, whether English language teachers or not, determines whether I teach English using other languages.</i>	[     ]
f. <i>My proficiency in other languages, whether students' first language or not, determines if I want to teach English using other languages</i>	[     ]

	Descriptive Statistics		
	N	Mean	Std. Deviation
Classroom Nano-communities of Practice	58	3.48	1.809
Multilingual Resources and Infrastructure	58	4.33	1.761
School Ethos	58	3.00	1.510
School Meso-landscape	58	3.03	1.438
Teacher Collaborative Pedagogical Practice	58	3.17	1.677
Teacher Multilingual Instruction	58	3.97	1.685

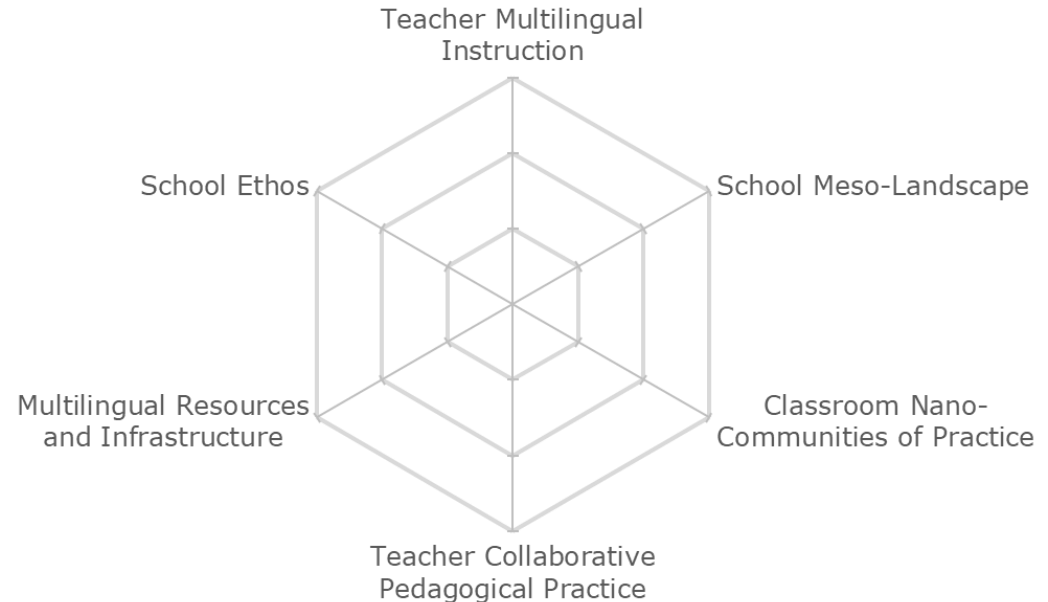
# Key Findings – Phase 2

Considerations	Ranks				Test Statistics <sup>a</sup>	
	Mean Rank	Interpretation	Weightage	Coefficient		
Multilingual Resources and Infrastructure	4.33	Most important	6	0.206	N	58
Teacher Multilingual Instruction	3.97	Extremely important	5	0.189	Chi-Square	24.236
Classroom Nano-communities of Practice	3.48	Very important	4	0.166	df	5
Teacher Collaborative Pedagogical Practice	3.18	Somewhat important	3	0.151	Asymp. Sig.	<.001
School Meso-landscape	3.03	Quite important	2	0.144	a. Friedman Test	
School Ethos	3.01	Least important	1	0.143		

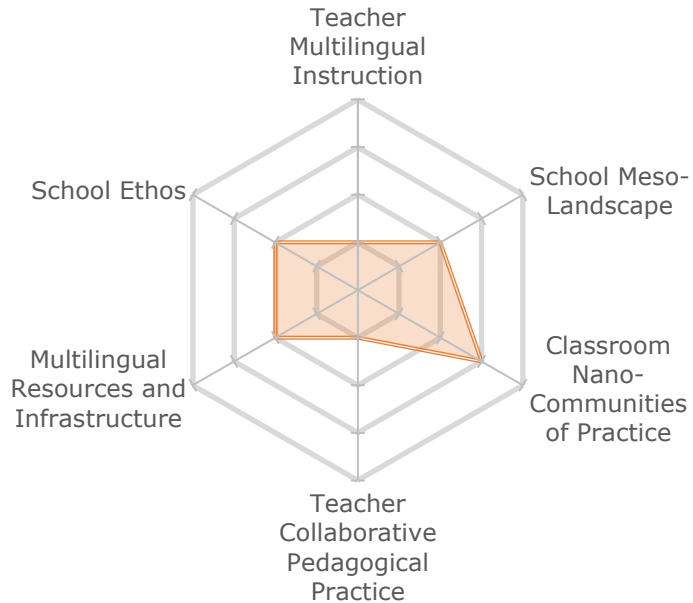
- Friedman's Test ( $X^2 = 24.236, p < .01$ ) showed that the six considerations were ascribed significantly different degrees of importance & priority.
- Each consideration may inhibit varying degrees of weight & importance

# Implications & Significance

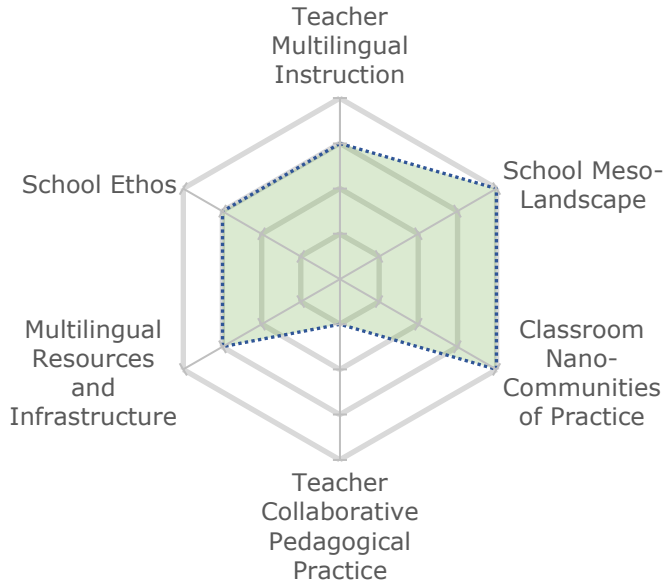
- Derived coefficient weightage may allow a more telling description of one's teaching context
- Combined with other tools, the polygon functions as a self-access profiling system for teachers to determine the relevance of L1 use in their immediate teaching context



Factors	Teacher Multilingual Instruction	School Meso-Landscape	Classroom Nano-Communities of Practice	Teacher Collaborative Pedagogical Practice	Multilingual Resources and Infrastructure	School Ethos
Leading Question	How well can the teacher provide and regulate multilingual input and output	What kind of language norm and use is practised in the school community?	What kind of language norm and use is practised in the language classroom?	What kind of collaborative culture is present in school?	What existing infrastructure and resources are available to promote an additively multilingual pedagogy?	What is the school's organisational stance towards English language teaching, learning, and use?
Evaluative Question	How competent is the teacher at providing and regulating multilingual input and output?	How prevalent are non-English languages around the school?	How prevalent are non-English languages in the language classroom?	How frequent is collaborative teaching among teachers?	How abundant the infrastructure and resources are to promote an additive multilingual pedagogy?	How immersive the school's organisational stance is towards English language teaching, learning, and use?
Key	4: Extremely competent	Scant English language use	Scant English language use	Frequently practised	Abundant	Highly additive
	3: Highly competent	Limited English language use	Limited English language use	Occasionally practised	Adequate	Somewhat additive
	2: Slightly competent	Some English language use	Some English language use	Rarely practised	Limited	Somewhat immersive
	1: Not competent	Prevalent English language use	Prevalent English language use	Non-existent	Non-existent	Highly immersive

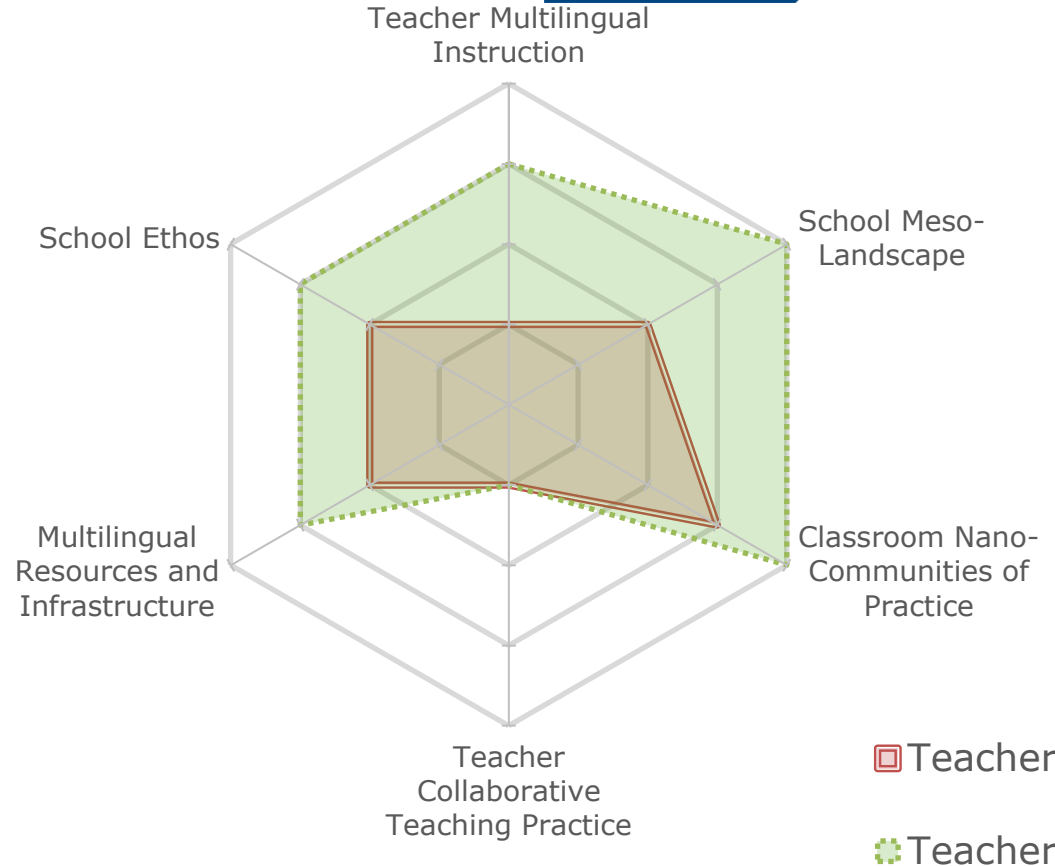


Considerations	Descriptor	Coefficient	Mean, $\bar{X}$
Teacher Multilingual Instruction	Not competent	1	.206
School Meso-Landscape	Some English language use	2	.189
Classroom Nano-Communities of Practice	Some English use	3	.166
Teacher Collaborative Pedagogical Practice	Non-existent	1	.151
Multilingual Resources and Infrastructure	Limited	2	.144
School Ethos	Somewhat immersive	2	.143
Overall		11	1
Recommendation	ADUMA suggested		



Considerations	Descriptor		Coefficient	Mean, $\bar{X}$
Teacher Multilingual Instruction	Highly competent	3	.206	.618
School Meso-Landscape	Scant English language use	4	.189	.756
Classroom Nano-Communities of Practice	Scant English language use	4	.166	.664
Teacher Collaborative Pedagogical Practice	Non-existent	1	.151	.151
Multilingual Resources and Infrastructure	Adequate	3	.144	.432
School Ethos	Somewhat additive	3	.143	.429
Overall		18	1	2.813
Recommendation	ADUMA suggested			

- Teacher B has a significantly larger coverage area compared to Teacher A
- Thus, Teacher B will likely find TMP appropriate, relevant, and helpful.





# Limitations & Future Directions

Friedman's Test does not directly provide coefficients for the factors being compared

Need to engage a far larger research sample ( $n > 1000$ )

Need to engage a less homogenous research participants (include primary, secondary & tertiary educators)

It is possible for more conditions when considering the use of TMPs which did not emerge during the teacher interviews and focus groups

Collaborators are welcomed!! I need more help in expanding the research scope and devise a more robust & empirical research design.

# References

1. Cenoz, J., & Gorter, D. (2019). Multilingualism, Translanguaging, and Minority Languages in SLA. *The Modern Language Journal*, 103, 130–135. <https://doi.org/10.1111/modl.12529>
2. do Amaral, M. P. (2022). Comparative Case Studies: Methodological Discussion. In *Landscapes of Lifelong Learning Policies across Europe* (pp. 41–60). Springer. [https://doi.org/10.1007/978-3-030-96454-2\\_3](https://doi.org/10.1007/978-3-030-96454-2_3)
3. Li, W., & García, O. (2022). Not a First Language but One Repertoire: Translanguaging as a Decolonizing Project. *RELC Journal*, 53(2), 313–324. <https://doi.org/10.1177/00336882221092841>
4. MacSwan, J. (Ed.). (2022b). *Multilingual Perspectives on Translanguaging*. *Multilingual Matters*. <https://doi.org/10.21832/9781800415690>
5. The Douglas Fir Group. (2016). A Transdisciplinary Framework for SLA in a Multilingual World. *The Modern Language Journal*, 100(S1), 19–47. <https://doi.org/10.1111/modl.12301>



UNIVERSITY OF  
**AUCKLAND**  
Waipapa Taumata Rau  
NEW ZEALAND

**EDUCATION AND  
SOCIAL WORK**

# Thank you for listening!

I look forward to your questions and comments. Feel free to reach out to me in person or via email.

David Teh

[dteh640@aucklanduni.ac.nz](mailto:dteh640@aucklanduni.ac.nz)

+60128365571



10.17608/k6.auckland.24038178