

ON THE COGNITIVE NEEDS OF STUDENTS AND TEACHERS
FOR TRANSLANGUAGING IN EFL CLASSROOM

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AIMS OF INVESTIGATION

- 1 What factors that motivate participants to resort to their first language: language proficiency, psychology, culture or others?
- 2 What correlation between the linguistic factor and translanguaging behaviour:
 - 1) correlation between language proficiency and frequency of translanguaging
 - 2) correlation between benefits (or detriments) and language learning
- 3 What are participants’ cognitive perceptions towards translanguaging:
 - 1) Do teachers and students perceive translanguaging in a similar light? Why or why not?
 - 2) Is translanguaging perceived as an indicator of linguistic inferiority?

DATA DESCRIPTION, COLLECTION AND ANALYSIS

Description: Qualitative Data and Quantitative Data

Quantitative data: from closed questions in questionnaire
Qualitative data: from open questions in interviews

Collection: Questionnaire, Interview and Peer Observation

Questionnaire: general and quantifiable information
Interview: participants’ perception, attitudes, thoughts
Peer observation: participants’ actions

Analysis: SPSS and NVivo

SPSS: Quantitative data analysis
NVivo: Qualitative data analysis

MAIL CONCEPTUAL THEMES

Monolingualism/Bilingualism
English Immersion mode
Code-switching
Translanguaging

SETTINGS OF RESEARCH

Target of research: Non-NESTs and non-NESSs of primary school, senior high school and university
Group One: six-graders 1,000 words vocabulary
Group Two: senior high schoolers 3,500 words vocabulary
Group Three: junior TESOL students 8,000 words vocabulary

Ethical Issues

Diversity of interests, methods, values and prospective
Privacy, dignity and autonomy
Truthfulness and transparency
Responsibility for the greater good

TIMETABLE

W. 1-4 Literature review, research design
W.4-16 Literature review, research refinement, data collection
W.16-28 Transcription, data analysis, completion (1st draft)
W.28-40 Dissertation revision (2nd and 3rd draft)