

Translanguaging Pedagogy Teacher Training Workshop Report

June 27-30, 2020

Touch Star Resort, Chiang Mai Province, Thailand

By Sangsok Son, PhD, Lead Trainer with input from the training and supporting staff



Submitted July 13, 2020

Collaborating Partner Organization: Foundation for Applied Linguistics

(<http://thai-fal.org/>)

Sponsor Organization: Child's Dream Foundation (<https://childsdream.org/>)

Language of Instruction: Translanguaging (leveraging all the possible language resources of participants to make meaning while the lead trainer was using mainly English with interpretation into Thai)

Days: 4 days

Hours per day: 8 hours for the first three days and 4 hours on the last day

Table of Contents

Abbreviation	4
Facilitators	4
Participants	4
Preface	5
Training workshop for Trainers	5
Background	6
Objectives	6
Output	6
TL Learning Sessions	7
Session 1: TL principle #1 (TL Why and What?)	7
Session 2: TL principle #2 (TL Top Model)	7
Session 3: TL principle #3 (Bilingualism)	7
Session 4: TL classroom #1 (TL Performances)	8
Session 5: TL classroom #2 (TL Stance)	8
Session 6: TL classroom #3 (TL Design)	8
Session 7: TL classroom #4 (TL Shift and Assessment)	8
Session 8: TL strategies #1 (Multilingual language objectives)	9
Session 9: TL strategies #2 (Multilingual culminating project)	9
Session 10: TL strategies #3 (Sentence building and Syntax transfer)	9
Session 11: TL strategies #4 (multilingual word walls, cognate charts, four-box graphic organizer, and multilingual collaboration)	9
Session 12: TL from now #1 (TL unit plan and TL lesson plan)	10
Session 13: TL from now #2 (TL pedagogy conclusion)	10
Other sessions	10
Demonstration Sessions	10
Demonstrations by trainers	10
Demonstrations by teachers	10
Introductory session	10
Google classroom	10
Evaluation	10
Reflection	11
Appendix 1: Workshop Schedule	11
Appendix 2: Presentation Power Points	12

Appendix 3: Workshop Video	12
Appendix 4: Reflections by participants	12
Evaluation by the participants	12
Reflections from teachers in training, teaching styles, TL pedagogy	13
Ideas of stance of amplification shared by the individual participants	13

Abbreviation

CDF	Child's Dream Foundation
FAL	Foundation for Applied Linguistics
HL	Home language
LEAD	Language, Education, and Development
MLE	Multilingual Education
PESA	Primary Education Service Area
SAG	South Asia Group
TL	Translanguaging

Facilitators

Name of person	Role (Trainer, co-trainer, etc)	Organization
Sangsok Son, PhD (sangsok@sall.com)	Lead Trainer, Education Consultant for LEAD Asia and SAG of SIL	LEAD Asia & Pacific & SAG / SIL
Wanna Tienmee, MA	Host of the workshop, co-trainer, and executive director of FAL	FAL
Duangjit Saenkhampha	Assistant trainer, group mentor, interpreter, TL project coordinator	FAL
Patavee Pitchanan	Assistant trainer, group mentor, interpreter	FAL
Natthida Sitthicharoen, MA	Assistant trainer, group mentor, interpreter	Wycliffe Thailand/ Volunteer for FAL
Oranee Jareeyapho	Support team head	FAL
Somdet Nutu	Support team member	FAL
Rungtong Chaipauprisri	Support team member	FAL
Uthaiwan Hamsaard	Support team member	FAL

Participants

School name	No.	Name	Subject	grades
Ban Khuntae	1	Mr. Surin Pinnasu	PE	4-6

	2 3 4	Ms. Pitchayapuk Puttawong Ms. Jularat Phechjinda Mr. Chalermchi Rodjanaphongphai	Thai Science English	
Ban Phuy	5 6 7 8	Ms. Saithip Chompan Ms. Dara Wichitphanavet Ms. Nisa Tohkane Ms. Luksamon Aranperm	Maths Thai English Thai	4-6
Ban Musoe	9 10 11 12	Ms. Unchalee Chaichavad Ms. Jaruwan Pratit Ms. Thadsanee Panpodkhomjun Mr. Phtawan Saenjaii	English Thai Maths Science	4-6

* Partial participants: two supervisors, two principles from Ban Phuy and Ban Khuntae and one donor from CDF

* Visitors: 7 supervisors from PESA 6. They invited us to hold a separate workshop for 15 supervisors and principals in August 14 and 15 for their TL research.

Preface

This report of TL Pedagogy Teacher Training Workshop, held June 27-30, in Chiang Mai, Thailand, presents a list of abbreviation, list of facilitators well as participants. Following these information, the report comments on training workshop for trainers, background of the teacher training workshop, objectives, outputs, TL learning sessions, other sessions, and reflection. The reflections by the participants are included in Appendix 4. Due to the size of the presentation power points and video, these are shared with external links.

Training workshop for Trainers

The three assistant trainers went through two months of (about 70 hours) a trainer's workshop to learn about TL pedagogy and how to develop TL based curriculum in May and June 2020. They needed this opportunity to help the interpretation of each session, translation of power points into Thai, lead the small groups during the teacher training workshop. During this two months of time, the content was a bit more detail and deeper than the one covered during the actual teacher training workshop. As parts of culminating project, each of them made a TL unit plan and demonstrated TL based lessons in English, Math, and Science and together made a presentation on TL pedagogy for 2 hours before all the FAL staff. [This](#) is the video they made and showed during their presentation.



Background

This workshop was prepared as a part of TL pedagogy research project whose collaboration is between LEAD Asia & Pacific and FAL. TL pedagogy research project addresses the challenge of linguistic barrier between students and teachers in schools where students come from different linguistic minority groups and are emergent bilinguals especially in their earlier grades of primary school. The teachers do not understand the various languages used at home by their students. This kind of situation is becoming more and more common as people's migration and urbanization increase, resulting in making the classroom linguistically more heterogeneous and students bilingual.

Objectives

The objectives of this workshop are as follow.

The teachers will be able to

- understand TL pedagogy and explain about them
- see students' bilingualism not as an obstacle but as a resource for their learning
- learn some TL based strategies and have a willingness to apply them in their lesson with the stance of amplification that students' bilingualism (including home languages) should be leveraged for their better performance in school.

Output

The teachers were able to

- write down their understanding about TL and TL pedagogy
- change their stance from ignorance (of bilingualism/home languages) and low standard (due to limited Thai proficiency of students) to amplification (See the reflection section for their personal reflection)
- make their mind to apply various TL based strategies (See the reflection sections for the list of TL strategies they hope to apply)

TL Learning Sessions

The four days' workshop has a theme for each day, that is, TL principles for the first day, TL classroom for the second day, TL strategies for the third day, and TL from now for the last day morning. TL principles have 3 sessions, TL classroom, 4 sessions, TL strategies 4 sessions, and TL from now has 2 sessions. The following are brief summaries of each session. During the whole TL learning sessions, the participants were grouped according to the language they share the most, e.g., one group of Sgaw Karen, one group of Lawa, two groups of Thai and Northern Thai. This was designed this way so that the participants were able to translanguage -- utilize their language resources freely and properly.

Session 1: TL principle #1 (TL Why and What?)

I began this session with the question of why we talk about TL pedagogy. Two issues were discussed, e.g., classroom-wise multilingualism and individual-wise bilingualism followed by definition of TL and TL pedagogy. TL was explained in details with 3 conceptions of “trans-” and “-linguaging”. This main content was introduced by presentation about my family using initially only Korean followed by only English, and by only Thai. This introduction was designed in a way that the teachers had a chance to be in the shoes of students who have challenge in understanding teacher's instruction in their unfamiliar language, in this case in Thai. The session ended with a reflection and writing on some possible TL activities that they can think of to help students' learning. I was impressed to see that they started sharing TL activities even from the very first session.

Session 2: TL principle #2 (TL Top Model)

This session was to learn about TL top model that I created in order to explain the difficult concept of TL effectively and easily. The present schools usually allow only one language (usually medium of instruction) to be used at a time which is represented by static top with clear boundaries shown on top of the top. In order for bilingual students to perform well in school, they need chances to use their whole language resources freely but appropriately. This second language use is represented by spinning top. The session began by having the participants make their own TL top and explain their language use both separately and together and proficiency in each language. This session ended with a reflection on what aspects of the language policy and practice in their school can be categorized in static top and spinning top. See the appendix 5 for teachers' sharing.

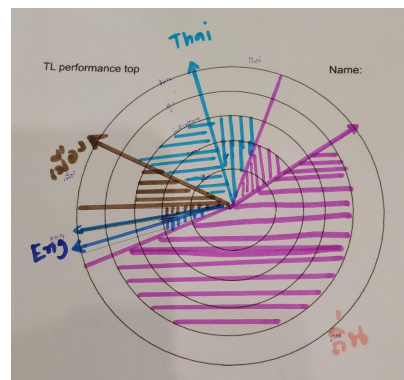


Session 3: TL principle #3 (Bilingualism)

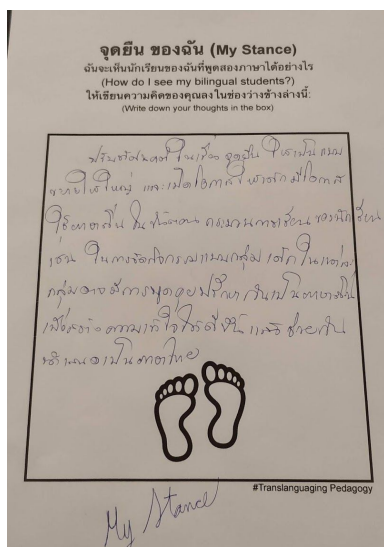
This session began with OX quiz on bilingualism with 10 different statements about bilingualism. Various metaphors were used to explain the dynamic bilingualism, such as, a drummer with two hands vs. drummer with one hand, hurdler, banyan tree, etc. Dynamic bilingualism was compared with subtractive and additive bilingualism. Main objective of this session was for the participants to see their students and themselves as dynamic bilinguals.

Session 4: TL classroom #1 (TL Performances)

The second day began with drawing as a group their typical classroom on one side of a big paper and ended with another drawing of TL classroom at the end, with sharing to the whole group. This session focused on students' linguistic performance with the explanation of two different kinds of performances, i.e., static top performance (when using each language at a time) and spinning top performance (when students use their whole language resources). The participants were asked to draw TL performance top for an average student with indication of language use amount, oral and written performance level in each language, and had a chance to imagine how much they will perform better when this top spins (when they are allowed to use all of their languages together).



Session 5: TL classroom #2 (TL Stance)



I put more of my effort for this session because the participants will not implement TL pedagogy in their class unless they have strong TL stance (stance of amplification). After presenting about three different kind of stances, namely, stance of ignorance (Their home languages and bilingualism are ignored and invisible in classroom), simplification (They can learn only low standard of content due the low performance level in Thai), and amplification (Students' HLs and bilingualism are seen as a resources and need to be leveraged for better performance), all the participants went through a process to reflect upon their present stance about students' bilingualism and home language

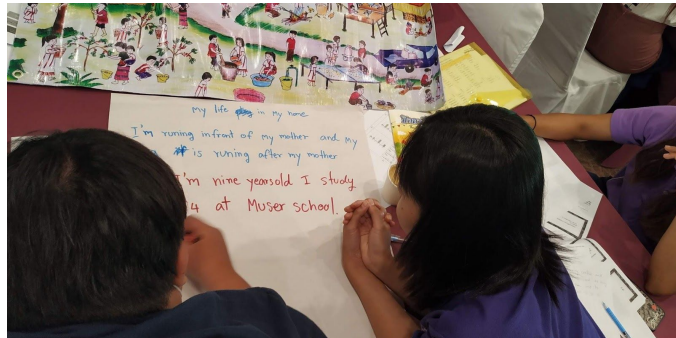
resources by reading out loud 30 different statements that belong to three different stances. After the learning process of the whole group activity, each participant had a chance to



anonymously write down their own stance. See the last section of appendix 4 for the teachers' sharing about their (new) stance.

Session 6: TL classroom #3 (TL Design)

Two components (TL Strategies and TL Unit) of TL design were introduced briefly as these two components will be discussed in details on the third day and the last day morning, respectively. The participants spent some time to work on a group activity that involved description of a different village picture for each group. Initially,



individual teacher was asked to write the description of the busy picture all alone using only English on a separate A4 paper. Secondly, they were allowed to discuss with their group members but using only English and write down the description on a big paper in blue color. Lastly they were allowed to use their whole language resources with their group members and continue to write the sentences in red color below the sentences they have written in blue. This activity was designed this way so that the participants will experience “Zone of Proximal Development (Vygotsky, 1978)” and “Bilingual Zone of Proximal Development (Mall & Dias, 1987)”. With this activity, they were also able to imagine the challenges their students face when they were not allowed to use their whole language resources but to use only Thai in class and the importance of working together with their common language group using their whole language resources (BZPD).

Session 7: TL classroom #4 (TL Shift and Assessment)

TL shift was introduced with the emphasis that shifts need to occur according to TL current of students when implementing TL design in class. Subsequently with TL assessment, two principles were discussed. Firstly, students need to be assessed by both their spinning top and static top performances when working with peers as well as alone. Secondly, teachers have to consider various assessment angles for assessing both spinning



(students themselves, their peers, their parents, etc.) and static (teacher, etc.) top performances. They also had a chance to assess their own writing performance in the previous session in terms of when working alone in English (L2), working with peers in English (L2), working with peers using their whole language resources.

The whole 4 sessions were concluded by drawing TL classroom next to the drawing of traditional classroom they made at the beginning of this day. Each group had a chance to demonstrate the differences between the two before the whole group.

Session 8: TL strategies #1 (Multilingual language objectives)

The third day of the workshop was about TL strategies. I selectively chose the important strategies out of 29 which are needed for TL unit. During this first session of TL strategies, the importance of integration between content and language was discussed. As an example, when the teachers design their unit/lesson plan, they set not only content objectives but also “multilingual language objectives”. How to prepare multilingual language objectives based on the different content objectives were also discussed.

Session 9: TL strategies #2 (Multilingual culminating project)

Multilingual culminating project was introduced in this session. What is multilingual culminating project, how to prepare it, and its relationship with unit plan were discussed. As an example, [the video clip](#) that the 3 assistant trainers made during their trainer’s workshop was shown to the participants along with two others of mine. The 3 trainers were able to condense their learning about TL in this 3 minutes 38 seconds’ long video.

Session 10: TL strategies #3 (Sentence building and Syntax transfer)

Sentence building and syntax transfer across languages were introduced in this session. The participants learned how to build sentence from a simple sentence to increasingly complex sentences across two languages and had a chance to compare the two languages in terms of location of modifiers, etc. With syntax transfer, they had a chance to discover the repeated mistakes in English paragraph written by a Thai speaker and find out why Thai speakers make similar mistakes in their English speaking and writing. They were also encouraged to do the similar activity to find the repeated mistakes in Thai and English writing by their students due to the transfer to Thai from their home language and focus on teaching these points.

Session 11: TL strategies #4 (multilingual word walls, cognate charts, four-box graphic organizer, and multilingual collaboration)

In the last TL strategies session, I introduced multilingual word walls, cognate charts, four-box graphic organizer, and multilingual collaboration. The strategy of multilingual collaboration was reinforced by a “TL top formula” to emphasize the importance of using spinning performance (using whole language resources) with peers.

Session 12: TL from now #1 (TL unit plan and TL lesson plan)

TL unit plan was discussed with the emphasis on differences between TL unit plan and participants’ own unit plan. They were asked to make a TL lesson plan based on their TL lesson they demonstrated in the previous day.

Session 13: TL from now #2 (TL pedagogy conclusion)

I concluded the whole TL learning sessions by listening their findings about TL strategies they found throughout the whole TL learning sessions that I designed. I gave a summary presentation on the key points of TL pedagogy.

Other sessions

Demonstration Sessions

There were two kinds of demonstration sessions, one by trainers and the other by teachers.

Demonstrations by trainers

Thai, Science, and Maths lessons were demonstrated each day so that the participants may have some ideas on how to incorporate TL strategies into their lessons.

Demonstrations by teachers

After the participants had a chance to observe demonstrations by trainers, and learned about TL pedagogy, they showed their own TL based lessons in Math, Science, Thai, and English. This time they were grouped according to the subject they teach.

Introductory session

The very first session was lead by A. Wanna to talk about MLE and how TL is connected with MLE.

Google classroom

Vee lead a session on how to join Google classroom and all the teachers joined the classroom. This Google classroom may be used as platform in the context of COVID 19.

Evaluation

An evaluation session was lead by Dey to hear the participants evaluation about the workshop in terms of their intellectual and emotional satisfaction and their willingness to apply TL pedagogy. See the second section of appendix 4 for their plan for application.

Reflection

This workshop was the very first teacher training workshop on TL pedagogy. Everything was experimental. The topic of TL itself is usually not easy to be understood. The workshop timing was also one of the worst timings as it occurred during the weekends and it ended just the day before the first day of the new school year after 4 months of long unexpected school break due to COVID 19. The participants had no idea about TL and were just told by

their principal to participate in this unknown workshop. I could read their uncomfortable feelings from their faces and even some teacher complained and said, "I don't know why I should be here."

In spite of these various unfriendly conditions, most teachers engaged deeply with the TL ideas and decided to apply TL approach in their lessons except some teachers from one school. The one who verbally complained in the beginning asked me with some excitement when I could visit her school for follow up training.

They generally understood TL pedagogy. Most of them changed their stance of students' home languages and their bilingualism into stance of amplification. And majority of them decided to apply TL strategies in their lessons. We will visit the school once per month and continue to encourage them to apply what they learned through this workshop. (For the reflections by the participants see appendix 4.)

Appendix 1: Workshop Schedule

Translanguaging Pedagogy Teacher Training Workshop Schedule

	6/27 SATURDAY	6/28 SUNDAY	6/29 MONDAY	6/30 TUESDAY
	Breakfast			
8:30 am~	Registration	TL Classroom #1: TL Performances	Strategies #1 Ecology & Resources	Unit Plan & Follow up training
9:00 am~	Ice Breaking			
9:30 am ~	Connection between MLE and TL	TL Classroom #2: Stance	Strategies #2 Instruction & Collaboration	TL Google Classroom & Conclusion of TL Pedagogy
10:45 am~	Break			
11:00 am~	TL Principle #1: TL Why and What?	TL Classroom #3 Design	Strategies #3 Content with Literacy	Reflection and evaluation
12:00 pm~	Lunch			

1:00 pm~	TL Principle #2: TL Top Model	Thai Language with TL strategies	Strategies #4 Content with Language (~1:45 pm) & TL Demonstration # 3	
2:45 pm~	Break			
3:00 pm~	TL Principle #3: Bilingualism	TL Classroom #4 Shifts & Assessment	Group Preparation for presentation	
4:30 pm~	TL Demonstration # 1	TL Demonstration # 2		
5:30 pm~	Dinner			
6:30 pm~ 8:00 pm	Group Preparation for presentation: Introduction of group members and Topic selection	Group Preparation for presentation	Presentation of Culminating Project: Teachers' Group Presentation #1, 2, 3, 4 & Feedback	

Appendix 2: Presentation Power Points

Due the size of the files, these power points are not included in this report.

Appendix 3: Workshop Video

The workshop video was made and is shared with [this link](#).

Appendix 4: Reflections by participants

Evaluation by the participants

Intellectual satisfaction (Brain): 80.00%

1. Gained knowledge in classroom teaching on TL based teaching method and different ways to connect among different languages
2. Learned which TL strategies are appropriate to be used to teach students.

Emotional satisfaction (Heart): 82.22%

1. When receiving this training, students home languages became more important.

2. This realization resulted in a new perspective that students speak in their own language to increase student learning.
3. Impressed with speakers that have good knowledge on TL and have appropriate delivery of that knowledge. This includes caring for teachers to have access to the knowledge.

Willingness to apply: 76.36%

1. By observing how the trainer has taught the participants can also be used to the students.
2. Can adapt the methods taught by the facilitators to their own teaching methods

Reflections from teachers in training, teaching styles, TL pedagogy

Ban Muser School

1. Gained new knowledge because I have never heard of language learning before.
2. Received techniques from training to adapt to the students whom we teach.
3. Teachers are concerned that we will teach in part to explain the definitions in various subjects but not too much because we may not have enough space to apply all. Students have to study.

Ban Khun Tae School

1. TL pedagogy was good to gain new knowledge and understanding in teaching students in grade 4 - grade 6. We were encouraged to apply this in grade 4 this year but we could apply it to grade 5 and 6 as well.
2. Changed the perspective of understanding that our students speak more in their own home languages.
3. If the teaching plans have to be changed again, the teacher may have to add more work. But if the teachers change teaching methods using TL pedagogy, students will may be able to learn more with better results.

Ban Phuy School

1. Changed attitudes towards students and their home languages
2. Learned teaching methods that can be adapted to be used for students to make their studies easier
3. Saw the importance of the home languages that students use more so teachers need to utilize more for learning.

Ideas of stance of amplification shared by the individual participants

- Teaching and learning should be changed to stance of amplification because it is better for children to have creativity and better thinking skills.
- Both teachers and students will learn together.
- Agree with stance of amplification because the use of students own language in the classroom is better to promote their learning than using a single Thai language.
- Because each subject has difficult academic vocabulary (in Thai), (using students' HL) will make students understand better.
- Speaking multiple languages is better than one.
- By using the local language, students can use their skills to the fullest.

- Students have more diverse abilities. Students can express various opinions (with the stance of amplification).
- (With the stance of amplification) students are more confident, able to adapt to their own teaching and learning in the course, or can explain to classmates
- My position regarding students who are bilingual is the stance of amplification. In order to increase the potential for the students, when the students do not understand, I will explain in the language of the students again and give the students the opportunity to ask questions in their own language.
- In spite of not being able to ask in Thai other than their HL, children have to be considered that they have other different abilities. (but drama must not measure their ability to all standards?)
- Teachers help children use their own language to learn, but teachers are encouraged to be more effective and teachers value the language of the child.
- Focus on children's language for greater understanding of content.
- We are with the stance of amplification, believing that children will understand the content better. But the teacher has a problem of not understanding the communication of the child, if the teacher uses his own language.
- I think my students can learn as much as those students who use only one language, Thai. Because when students use the dialect (their HL) to learn, they will shine naturally by themselves. Therefore, if they are able to learn in each course, I think that students will learn happily and can develop continuously. In the same way, teachers will learn and develop themselves at the same time with students together
- I think that if I can use the student's dialect to use to explain the math subject, it will make the students more interested in understanding and able to study the mathematics course better.
- I think that the use of bilingualism is a resource that helps children to understand and learn language and to enable them to use their full potential.
- The teacher is on the stance of amplification because the teacher sees the importance of the student's native language. See the language ability of students and that students can develop more language skills.
- My students can use their language skills to improve themselves.
- I think language differences are not a problem for learning, but ignoring the importance of bilingualism of students makes teachers unable to appreciate their understanding as much as they should. If students understand the content through their own language, it will make the media more effective and able to develop further knowledge.
- Change the attitude of the position to the stance of amplification and allow children to use the dialect in the process of student's learning. For example, by organizing group activities, children in each group may be able to have discussions in their native language, create better understanding, and also help each other to present in Thai (before the class).

Appendix 5: Examples of spinning and static top practices shared by teachers

Static top practices	Spinning top practices
----------------------	------------------------

<ul style="list-style-type: none"> - When speaking with the teacher, students do not speak the HL in the classroom but must speak Thai only. - Students use only Central Thai language for communication within the school when communicating with their teachers. For example, during Thai language subject, students have to use only Central Thai language and this is the rule in school. - Use only Thai for presentations before the class - When communicating with Thai teachers, students must use Thai language only. - When presenting in front of the class, only Thai language is required in the presentation. - During the activities in front of the flagpole, use Thai language only. - When students communicate with Thai teachers, students must use Thai language only. - Teachers explain in Thai and ask students to express their opinions in Thai. - Sometimes rules are created for students to use central Thai language only. 	<ul style="list-style-type: none"> - Allowing the use of HL with friends in class - If students do not understand the meaning of the word in Thai, they can ask the local teacher who knows both Thai and their HL. - Students use their native language to communicate or use their local language in parallel with Central Thai in order to better understand communication and to enable effective communication and use languages freely. - Use students' HLs and Thai together to learn in the classroom - Use both HLs and Thai together when talking and communicating among students and with local teachers who know both students' HL and Thai. - Give students freedom to use any language to exchange learning ideas in the classroom. - When students speak with a teacher who knows their language, let them use their HL also. - When students talk to each other, let them use their HL also along with Thai. - There are teachers who can communicate in both Thai and local languages.
--	---