Report of Research on Teachers' Stance and Performance of Translanguaging Pedagogy

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August 2020-April 2021
Chiang Mai, Thailand
Sponsor Organization: Child's Dream Foundation (https://childsdream.org/)

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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
PI   Primary Investigator
RA   Research Assistant
SAG   South Asia Group
SL   School Language
TL   Translanguaging
TLE   Translanguaging in Education

Research Team

Name of person	Role (Trainer, co-trainer, etc)	Organization
Sangsok Son, PhD	Co-PI	Literacy and Education Consultant for LEAD Asia Pacific and SIL
Wanna Tienmee, M.Phil	Co-PI	Executive Director of FAL
Natthida Tannumsaeng, MA	RA	Research assistant for FAL

Preface

This report aims to summarize the 9 months research in order to submit the donor, Child's Dream Foundation as it takes some time to analyze the data collected. Once the data analysis is complete, the full paper may be available in the near future. The report presents a list of abbreviations as well as a research team. Following this information, the report comments on the background of the research, research question, training, sample, methods, data collection process, data analysis, tentative result. All the tools that were developed and used are included in Appendices. We deeply appreciate the generous financial support by CDF and the participation of teachers from the 3 schools in this research project.

Background

The research was embedded in the overall Translanguaging in Education (TLE) pilot project for 5 years and lasted an initial 9 month of period. As we implement TL pedagogy as a pilot project for the first time in the Asia area, many people around the world show interest whether TLE is possible in non-Western countries and how it is applied, how effective it is both teachers and students, etc. While we aim to conduct research for students' performance as a longitudinal nature, the initial 9 months (August 2020-April 2021) were

used with a focus on teachers' stance and performance. Both overall 5 years' operational project and this research project are funded by Child' Dream Foundation which we are very much grateful for.

Research Questions

The research questions for the research are as follows:
1. How does teachers' stance change in terms of students' whole language resources of both school and home languages and their bilingualism?
2. How does teachers' TL pedagogy based teaching performance change?
3. How are teachers' stance and performance related to each other?

These questions are sought to be answered in relation to the training they received--2 times of TLE workshops and 5 times of on-site coaching.

Training

The content and amount of training on translanguaging pedagogy that teacher participants received can be an important factor to consider when their stance and performance are assessed. The training consists of 2 times of TLE workshop and 5 times of on-site coaching. They were also encouraged to learn from one another during the first semester by meeting themselves once every month in each school. Each of the workshops was held the week before the 1st semester began and during the first week of the 2nd semester. The on-site coachings were carried out during the semesters to see how they apply TL pedagogy in their actual teaching, which they learned during each preceding workshop.

The 1st workshop held from 27th to 30th of June 2020 (during the week before the new academic year began) was focused on TL principles that aimed for teachers to transform their stance on students' home language and their bilingual ability between home and school language while introducing some examples of TL strategies that were developed by Ofelia Garcia and her colleagues and used in New York State of USA but are feasible in the context of Chiangmai, Thailand. Although they attended the workshop with a high level of stress due to COVID 19, 75 % of them experienced transformation of their stance and were willing to apply TL pedagogy in their teaching as shown in their evaluation of the workshop in Appendix 8. A TL Strategies and Activities checklist (Appendix 7) was provided for teachers' convenience from which they could choose for their TL based teaching. For more detail of topics covered during the workshop, see the following webpage for the report of the 1st TLE workshop (https://www.translanguagingeducation.org/workshop-teachers).

The 1st workshop was followed by 3 times of on-site coachings in the respective school. We tried to observe the lessons of 4 subjects (Thai, English, Math, and Science) in the morning and had a coaching session in the afternoon. During the afternoon session, the teachers had an opportunity to share their teaching experiences and listen to us for our feedback and sometimes special lectures according to their needs. A report is available for the very first on-site coaching session here (https://www.translanguagingeducation.org/on-site-teacher-coaching).

The second TLE workshop was held from 2nd till 4th of December 2020 during the first week of the second semester with a focus on designing TL unit plans and some TL writing

strategies. The teachers teaching the same subject from the 3 schools worked together to produce one unit plan while they learned each component of the TL unit plan and presented their product at the end of the workshop. They were encouraged to design additional unit plans as we visited for on-site coaching after the workshop.

The on-site coaching visits after the 2nd workshop were conducted 2 times while one visit in January 2021 was cancelled due to the 2nd wave of COVID 19 in Thailand. The teachers were encouraged to send us their TL unit plans before we visited and showed their lesson based on the unit plan they sent. During these two on-site coachings they also implemented TL writing activities that they have learned during the 2nd workshop.

Sample: Teacher Participants

The sample is generally composed of 12 teachers from 3 schools who teach four subjects for grade 4 students. However, there have been very high turnover during the last school year for various reasons such as transfer to other schools (4 cases), delivering of a baby (1 case), etc. See the column of note in the below table for the description of each teacher. Because of this high turnover rate of teachers, we designed the 2nd TLE workshop to accommodate the new teachers by allocating one day to introduce the key TLE principles to them. They joined the rest of the teachers for the main workshop program during the following two days.

School name	Pseudo Name	Subject	grades	Note: training received, joining, leaving, etc. (Full training: 2 workshops and 5 on-site coachings)
Ban Khuntae	Reuang	Thai	4-6	2 workshops, 5 on-site coachings
	Mo	English	4-9	2 workshops, 5 on-site coachings
	Po	Math	4-6	3 on-site coachings (1st-3rd), 1 workshop (2nd)/ Transferred after 2nd workshop
	Fon	Science	4-6	2 workshops, 5 on-site coachings/ After Po's leaving, she took over Math as well as Science from the second semester.
Ban Phuy	Kung	Thai	4-6	1 workshop (1st), 1 on-site coaching (1st)/ Transferred after 1st on-site coaching
	Nisa	English/ Thai	4-6	2 workshops, 5 on-site coachings/ After Kung's leaving, she took over Thai class as well as English from the middle of the 1st semester.
	If	Math	4-6	1 workshop (1st), 1 on-site coaching (1st)/ Transferred after 1st on-site coaching
	Anuchat	Math	4-6	1 workshop (2nd), 2 on-site coachings (4th, 5th)/

|				Came in from 2nd semester
	Ben	Science	4-6	1 workshop (2nd), 2 on-site coachings (4th, 5th)/ Came in from 2nd semester
Ban Musoe	Nan	Thai	4-6	2 workshops, 4 on-site coachings (1st-3rd, 5th)/ During the 4th visit, a student teacher taught the Thai class for grade 4.
	Jeep	English	4-9	2 workshops, 3 on-site coachings (1st, 2nd, 5th) She played the role of coordinator for the TLE teachers group for this school.
	O	English	1-4	1 workshop (2nd), 3 on-site coachings (3rd-5th) He joined in the middle of the 1st semester.
	Ming	Maths	4-6	1 workshop (1st), 3 on-site coachings (1st-3rd)/ She left after 1st semester to deliver her baby.
	Tae	Math	4-6	1 workshop (2nd), 2 on-site coachings (4th, 5th)/ He joined as a substitute for Ming.
	Nuk	Science	4-6	2 workshops, 4 on-site coachings (1st-4th)

Methods

The methods consist of both quantitative and qualitative ones. The quantitative ones include two sets of questionnaires for stance (Appendix 1 and 2), one set for performances (Appendix 3). The qualitative ones include a stance worksheet (Appendix 4) for the teachers to write their own stances, two times of interviews for both stance and performances, and class observation (Appendix 5 for observation template). While the data from class observation is analyzed by the research team from an external perspective, the rest of the tools are to elicit the data from the teachers' internal perspectives.

Data Collection Process

Stance Questionnaire & Stance Reflection Sheet
Stance questionnaire and stance worksheet were administered after a session on Stance during the first TLE workshop. 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
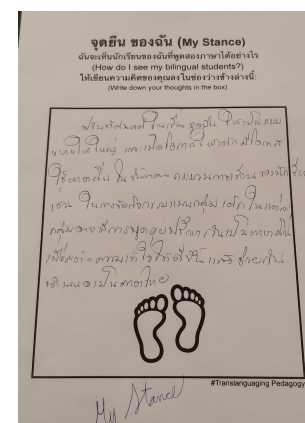
be leveraged for better performance), all the participants went through a process to reflect upon their present stance about students' bilingualism and home language resources by reading out loud 30 different statements that belong to three different stances. After the learning process of the whole group activity, each participant had a chance to anonymously write down their own stance (Appendix 5) and filled the stance questionnaire (Appendix 1).

Interviews
During the month of October, we had an interview session on teachers' stance for each of them in their respective school using the questionnaire found in Appendix 2. The teachers were to share any change of their perspective or stance towards students' HL and bilingualism between before and after the 1st TLE workshop and three times of on-site coaching sessions.

During the month of March just before the schools ended their academic year, we had another interview on teachers' performance. They were to share how much and well they implemented TL pedagogy for the last one school year. Both of the interviews were recorded and transcribed for analysis.

Class Observation
We had 5 times of observation sessions in total and wrote down our observations using an observation template (Appendix 6).

Data Analysis
- So far the result of administration of the questionnaire for stance was quantified.
- Two times of interviews were transcribed.
- Class observation notes for three times of school visits were partially analysed. Below are the criteria we are using in analyzing the class observation notes.

   Criteria for evaluation of performance from class observation
   1) Effort level: How many different kinds of TL strategies did they try? Teachers' effort level is quantified from 1 to 5 and their effort is described.
   2) Performance level: Are the objectives (content and language) achieved and do they occur within students' Bilingual Zone of Proximal Develop (BZPD) while balancing between static and spinning top? Teachers' performance level is quantified from 1 to 5 and their performances are described according to the three domains as below:
      a) Whether content is within BZPD (for all subjects)
      b) Whether content is learned in each and all of languages (for all subjects)
      c) Whether academic language is learned in each language (Content and Thai subjects)

Tentative Results

As for now, we cannot provide the exact and full picture of the research result as we are still in the process of analyzing the data. However, we can provide roughly from our observation and partial data analysis as follows. The results are provided according to the three research questions.

1. **How does teachers' stance change in terms of students' whole language resources of both school and home languages and their bilingualism?**

The change of teachers' stance and attitude toward students' home language and bilingualism was significant. The impact of TLE (Translanguaging in Education) workshop upon the transformation of teachers' stance/attitude was noticeable. 75% of teacher participants of 1st TLE workshop have transformed their stance from negative -- looking at students' home language as a problem or an obstacle for learning Thai, English, and other content subjects -- to positive -- started looking at students' home language as a resource for better learning. They used to force their students to use only Thai in school and even some teachers punished students who use their home language by fining one baht. Since the 1st workshop they started leveraging students home language for better learning. As for the contents we covered for this effect to occur, see the descriptions of session 1-7 from the report of 1st TLE workshop here. As for the rest 25 % (3 teachers) of teachers who did not show positive change of their stance, we had several chances to hear what they think about students' home language and challenges they perceive in using the home language of students. And their sharing was incorporated into the second TLE workshop. As a result two teachers showed a positive attitude when we had another interview at the end of last school year, which was demonstrated in their TL based teaching during the last on-site coaching session.

2. **How does teachers' TL-based teaching performance change?**

Teachers' TL based teaching performance has been developing throughout the year. In the course of the five on-site coaching sessions, we have observed that there have been 4 stages of performative development.

Stage 1) Using daily life home language (Basic Interpersonal Communicative Skill)
Initially most teachers encouraged students to utilize their home language in their home language-based small group. Students had a freedom to use their whole language resources in order to process what the teacher taught in Thai. Some teachers had a hard time to make their students understand the content in Thai but they always had some students with better understanding of their teaching and let those students explain the concept using all of their language resources including their home language. See the video clip for this here ("Letting a student with better understanding explain to their friends" under the heading of "Spinning Top Together Activities").

Stage 2) Academic key terms in home language
Once teachers are used to grouping students according to the same home language to encouraging them to freely use their whole language resources, they started teaching academic key terms in students' home language as well as in Thai. By asking students to process the key terms in their home language either with a corresponding term or a phrase, students were able to connect the new content taught in Thai to their existing knowledge in

their home language. Students may have different ideas on these key terms in their home language and teachers may take this as an opportunity to ask why different students have different ideas from their home language for the same Thai concept and teachers themselves learn students' reasoning process. See the example of this here. (See the video clip titled, "Teacher's summary of students' presentations" under the heading of "Spinning Top Together Activities")

Stage 3) TL Writing
Some teachers tried TL writing in class. For example, a Science teacher instructed students to write a summary of the day's lesson in whichever language they feel more confident first and write the same in the other language. By encouraging students to write in their more confident language first, students were able to write more richly than in the language they feel less confident. Once it was written in the more confident language, the same was translated into the other language. In this way they were able to produce two richer written work. Another teacher encouraged students to write their thoughts in the home language (pre-write) and write in Thai.

Stage 4) TL Reading
Lastly, some teachers tried TL based reading activities. While students read the text in Thai, they were encouraged to clarify their doubts, or discuss the content using their home language. During this home language discussion time, those students with less understanding of the text received help from their friend using home language.

3. **How are teachers' stance and performance related to each other?**
There has been observed some degree of correlation between teachers' positive stance towards students' HL and bilingualism, and effort level of applying TL pedagogy. Those teachers who received a higher mark on stance questionnaire were likely to make a greater effort in using TL strategies. However, besides their stance, whether their overall teaching performance was effective needs to be evaluated with other factors such as teachers' workload, the extent of teaching experience, size of class, etc.

Implication of the result

It has been found that teachers from government schools in Thailand are likely to be able to implement TL pedagogy when a certain amount of training is provided that includes two times of workshops and 5 times of on-going coaching sessions. This may be an important finding as this case can be an example that other parts of the world can model in their respective situations where students are emergent bilingual and/or study together with other home language speaking students in a multilingual classroom.

Appendix 1: Stance Questionnaire

ท่านคิดอย่างไรเกี่ยวกับภาษาของเด็กที่ใช้ในชีวิตประจำวันที่บ้าน			
รายการความเห็น	เห็นด้วย 1	ไม่แน่ใจ 0	ไม่เห็นด้วย -1
1. ภาษาท้องถิ่นของนักเรียนเป็นตัวช่วยให้เรียนเนื้อหาใหม่ ๆในโรงเรียน Students' home language is a resource to learn new content in school (A)			
2. ภาษาไทยไม่ใช่ภาษาท้องถิ่นที่เป็นภาษาที่บ้านของนักเรียนดังนั้นพวกเขาจึงไม่สามารถได้คะแนนสูงเท่ากับนักเรียนไทย Thai is not local students' home language, so they cannot receive as high mark as Thai students. (L)			
3. ครูอยากรู้ภาษาท้องถิ่นของนักเรียน I want to know the students' home language. (A)			
4. ครูใช้ภาษาท้องถิ่นของนักเรียนเพื่อให้นักเรียนได้เรียนรู้เข้าใจใน เนื้อหาใหม่ๆรวมถึงเรียนภาษา ไทยให้ดีขึ้น I use students' home language to teach new content and Thai better. (A)			
5. ฉันคิดว่า การเปรียบเทียบระหว่าง ภาษาท้องถิ่นกับภาษาไทย สามารถพัฒนาความรู้เกี่ยวกับภาษาได้ I think comparing home language and Thai can develop knowledge about languages (A)			
6. ฉันไม่ได้คาดหวังว่านักเรียนในท้องถิ่นจะทำงานได้ดีในโรงเรียนเนื่องจากภาษาไทยของพวกเขาไม่ดีพอ I don't expect local students to perform well in school as their Thai is not good enough. (L)			
7. นักเรียนมีความภาคภูมิใจกับการใช้ ภาษาท้องถิ่น และพัฒนาให้ดียิ่งขึ้น Students feel proud of their ability to be able to use their home language and continue to improve it. (A)			
8. ฉันเชื่อว่ารู้มากกว่าหนึ่งภาษาดีกว่า การรู้เพียงภาษาเดียว I believe that knowing more than one language is better than knowing only one language.(A)			
9. นักเรียนรู้สึกดี เมื่อได้เรียนรู้วิชาต่าง ๆ เป็นภาษาท้องถิ่น Students feel good about themselves when using their home language in learning at school. (A)			

10. ครูไม่อยากรู้เรื่องภาษาของนักเรียน I don't want to know about students home language (I)			
11. นักเรียนจะได้เรียนรู้มากขึ้นเมื่อพวกเขาใช้ภาษาท้องถิ่นกับภาษาไทย Students will learn more actively when they use their home language with Thai. (A)			
12. นักเรียนของฉันไม่ได้พูดภาษาไทย พูดแต่คำเมืองที่บ้าน ดังนั้นไม่ต้องสนใจภาษาคำเมืองของนักเรียน My students don't speak Thai but speak Northern Thai at home. So their home Northern Thai should be ignored in School. (I)			
13. นักเรียนสามารถเข้าใจบทเรียนมากขึ้นเมื่อได้เรียนเนื้อหาเป็นภาษาไทย และภาษาท้องถิ่นควบคู่กันไป Students can understand better when they learn using their language along with Thai. (A)			
14. ฉันไม่สนหรอกว่า นักเรียนจะพูดได้กี่ภาษา I don't know how many languages my students use. (I)			
15. ภาษาท้องถิ่นไม่ใช่สำหรับเพื่อการศึกษา Local language is not for education. (I)			
16. ฉันจะเชิญพ่อแม่ของเด็กให้มาสอนภาษาและวัฒนธรรมของนักเรียน I will invite their parents to come to teach us about their language and culture. นักเรียนของฉันสามารถใช้ภาษาท้องถิ่นได้ มากกว่าภาษาไทย ดังนั้น ฉันจะให้นักเรียนของฉันได้ใช้ ภาษาท้องถิ่นของเขาเพื่อ ทำความเข้าใจในวิชาที่ดีขึ้น My students can use their home language more than Thai, so I will let my students utilize their home language to understand the subject better. (A)			
17. ภาษาที่นักเรียนใช้ที่บ้านไม่มีตัวเขียน ดังนั้นก็ไม่ถือว่าเป็นภาษาหรอก My students don't speak a language at home because their language does not have a script. (I)			
18. ฉันต้องการให้นักเรียนรู้สึกภาคภูมิใจที่สามารถใช้ทั้งภาษาไทย ภาษาท้องถิ่น และภาษาอังกฤษ I want my students to feel proud that they can use Thai, home language, and English. (A)			

19. ฉันคิดว่า ถ้านักเรียนของฉันสามารถใช้ทั้งภาษาท้องถิ่น และภาษาไทยได้ดี พวกเขาก็จะเรียนรู้สิ่งต่าง ๆ ได้ดียิ่งขึ้น I believe if my students can use both their home language and Thai well, they will learn things better. (A)			
20. ฉันต้องการให้นักเรียนช่วยกันเรียนรู้โดยใช้ภาษาทั้งหมดที่พวกเขารู้ I want my students to help one another to learn by using all the languages they know. (A)			
21. ฉันต้องการรับความคิดเห็นจาก ผู้ปกครองของนักเรียน เกี่ยวกับความ สามารถในการทำการบ้านของ นักเรียน I want to receive feedback from parents about my students' ability to do homework. (A)			
22. ฉันเชื่อว่านักเรียนของฉันสามารถ สอนเรื่องที่เกี่ยวกับชุมชนของพวกเขาให้กับฉันได้เพราะฉันไม่รู้จักสิ่งเหล่านั้น I believe my students can teach me something about their community because I don't know those things. (A)			
23. ครูรู้นะว่า นักเรียนพูดได้หลายภาษา แต่อยู่โรงเรียนนักเรียนต้องเรียนแค่ภาษาไทยและภาษาอังกฤษเท่านั้น I know my students use different home languages, but they should learn Thai and English only in school. (I)			
24. นักเรียนไม่ควรพูดภาษาท้องถิ่นในโรงเรียน Students should not speak home language in school. (I)			
25. นักเรียน ไม่จำเป็นต้องเรียนภาษาท้องถิ่นในโรงเรียนStudents don't need to learn home language in school. (I)			
26. อยู่โรงเรียน นักเรียนต้องเรียน ภาษาไทย และภาษาอังกฤษิไม่ใช่เรียนภาษาท้องถิ่น Students should learn Thai and English in school, not the home language. (I)			
27. ครูจะช่วยให้นักเรียนมีผลการเรียน ที่ดีขึ้นโดยใช้ ภาษาท้องถิ่น ของนักเรียนนี่แหละ I can help students to learn better by using their home language. (A)			
28. ฉันไม่เข้าใจภาษาท้องถิ่นของนักเรียน ดังนั้น ห้ามพูดภาษาท้องถิ่นในห้องเรียน I don't understand students' home language, so I don't want to use it for my class. (I)			
29. ฉันไม่สนหรอกว่า**ภาษาท้องถิ่น** ของพวกเธอมาจากที่ไหน I don't care which language community the **students** come from.			

(I) ?			
30. ไม่ใช่ว่านักเรียนพวกนี้ใช้ภาษาไทย ได้ไม่ดี แต่พวกเขาใช้ได้หลายภาษา It is not that these students are poor in the inThai language but that they are using multiple languages. (A)			
31. ฉันเชื่อว่านักเรียนของฉันสามารถ สอนเรื่องที่เกี่ยวกับชุมชนของพวกเขาให้กับฉัน ได้เพราะฉันไม่รู้จักสิ่งเหล่านั้น I believe my students can teach me something about their community because I don't know those things. (A)			
32. ครูรู้สึกมีความสุข เวลาเห็นรอยยิ้ม ของนักเรียน ตอนได้ยินครูทักทายเป็นภาษา ท้องถิ่นของนักเรียน ภาษาท้องถิ่นของนักเรียนมีความงดงาม I'm very happy to see their smiles when I greet them in their language. Students' home language is beautiful. (A)			
33. ภาษาท้องถิ่นช่วยให้นักเรียนเข้าใจ แนวคิดที่ยากขึ้น Home languages help students understand difficult concepts better. (A)			
34. ภาษาท้องถิ่น กับ ภาษาไทย ไม่มีอะไรที่เชื่อมต่อกันได้ There cannot be any connection between local language and Thai. (I)			
35. ภาษาท้องถิ่นของนักเรียนไม่ได้ช่วย ให้นักเรียนเรียนรู้ในโรงเรียน Students' local language cannot help them to learn in school. (I)			
36. ภาษาที่นักเรียนใช้อยู่ไม่สำคัญหรอกเพราะภาษาที่เขาใช้อยู่นั้นไม่ใช่ภาษาไทย My students' home language is not important because they should study only Thai. (I)			
37. นักเรียนสามารถถามคำถามกับเพื่อนเป็นภาษาท้องถิ่นได้ เวลาที่ พวกเขาไม่ เข้าใจแนวคิดในภาษาไทย Students can ask questions to their friends in their home language when they don't understand. (A)			
38. ฉันไม่ต้องการฟังสิ่งที่นักเรียน เมื่อเขาใช้ภาษาท้องถิ่น I don't want to listen to what students can tell when they use their home language. (I)			
39. ฉันไม่เข้าใจภาษาท้องถิ่นของนักเรียน ดังนั้นพวกเขาจึงไม่ควร ใช้ภาษาท้องถิ่นใน ห้องเรียน I don't understand my students' home language so they should not use their home language in the class. (I)			
40. ภาษาท้องถิ่นของนักเรียนทำให้นักเรียนสับสนในการเรียนรู้ภาษาไทยและภาษา			

อังกฤษ Students' home language confuses learning of Thai and English. (I)			
41. นักเรียนอาจมีความรู้และประสบการณ์แม้ว่าจะไม่สามารถแสดง ออกมา เป็น ภาษาไทยได้ Students may have knowledge and experience even if they cannot show those in Thai. (A)			
42. นักเรียนไม่ค่อยรู้ภาษาไทยดีเท่าไร ดังนั้นฉันจะสอนเนื้อหาน้อยลง Students don't know Thai very well. So I teach less amount of content. (L)			
43. นักเรียนควรพูดภาษาไทย ถึงแม้ว่าจะอยู่ที่บ้านเพื่อที่จะพัฒนาทักษะทางภาษา ไทย Students should speak in Thai even at home instead of home language to improve their Thai. (I)			
44. นักเรียนจะได้รับโอกาสในการเปรียบเทียบประโยคที่มีลำดับคำที่แตกต่างกัน ระหว่างภาษาแม่และภาษาไทยเพื่อพัฒนา ทักษะการเปรียบเทียบในวิชาที่แตก ต่างกัน Students are given a chance to compare different word order in a sentence between their home language and Thai so improve the skill of comparing in different subjects. (A)			
45. นักเรียนคนหนึ่งพูดว่า" ฉันคิดว่า ฉันไม่สามารถเอาชนะนักเรียนไทย ได้เพราะฉัน พูดภาษาไทยได้ไม่ดีเท่าพวกเขา" A student said, "I don't think I can beat the Thai students because I cannot speak Thai as good as them." (L)			
46. ครูใหญ่คนหนึ่งกล่าวว่า "ไม่เป็นไรถ้าโรงเรียนของฉันจะทำงาน ได้ไม่ดีเพราะ นักเรียนส่วนใหญ่ เป็นเด็กดอยและพูดภาษาไทย ไม่ได้" A principal said, "It is OK for my school not to perform well because most of the students are from the mountains and cannot speak Thai well." (L)			

Appendix 2: Language use and attitude questionnaires and questions for interview for stance (English)

Name:
Hometown/village name:
Age:
Gender:
Teaching grades:
Date:

Language *use* questionnaires

1. Which language(s) did you learn first?

   _____

2. Which language(s) do you know the best in the following four skills?
   Listening:
   Speaking:
   Reading:
   Writing:
3. Which language(s) is/are part(s) of your identity?

   _____

4. Which language(s) do you use the most in the following areas?
   At home:
   In school:
   Other places (market, etc.):
5. Do you use more than one language together in the same conversation?
   Always (   ), often (   ), sometimes (   ), scarcely (   ), never (   )
   If your check for one of the options above (always, often, sometimes, scarcely, and never),
   Why do you do so?

   _____

   How do you do so?

   _____

   Where do you do so?

   _____

Language *attitude* questionnaires

6. In your view how much desirable is it to use the following languages? Check in each cell.

	Very mush (5)	Somewhat (4)	I am not sure (3)	Not necessary (2)	Not at all (1)
Your home language					
Thai					
English					

7. Do you think using **more than one language** in the same conversation is good?
    Very good ( ), good ( ), I am not sure ( ), bad ( ), very bad ( )
8. Do you believe it is good that **you** can read or write in your home language(s)?
    Very good ( ), good ( ), I am not sure ( ), bad ( ), very bad ( )
9. Do you believe your students need to continue to improve their home language(s)?
    Certainly yes ( ), Yes ( ), I am not sure ( ), No ( ), Certainly not ( )
10. Is it good or bad for students to use their **home language(s)** for learning in the classroom?
    Very good ( ), good ( ), I am not sure ( ), bad ( ), very bad ( )

11. Can you think of any **change** of your thoughts/attitude in terms of students' home language(s) and utilizing their home language(s) for educational purposes **before** and **after** knowing about **translanguaging education**?
    ➢ Your thoughts **before** knowing about translanguaging education:
    _____
    _____
    _____
    _____

    ➢ Your thoughts **after** know about translanguaging education:
    _____
    _____
    _____
    _____

Appendix 3: Questions for Performance and Interview in English and Thai

Interview questions for self-evaluation of teacher's performance of TL Pedagogy

Name: **School:**

1. How well did you apply TL pedagogy for the last one year?

   Very poorly(   )   Poorly(   )   Average(   )   Well(   )   Very well (   )

2. How much did you apply TL pedagogy for the last one year?

   Very little(   )   Some(   )   Average(   )   Much(   )   Very much(   )

3. What kind of TL strategies/activities did you apply? Please list TL strategies/activities in order from the most frequently used ones to the least.

4. How much was TL pedagogy helpful for your teaching and students' learning?

   Not at all(   )   A little(   )   Average(   )   Much(   )   Very much(   )

   4.1. If helpful, why do you think TL pedagogy was helpful for your teaching and students' learning?

   4.2. If not, why was it not helpful?

แบบสัมภาษณ์คุณครูสำหรับการประเมินตนเองด้านการจัดการเรียนการสอน

ชื่อ :   โรงเรียน :

1.   ใน 1 ปีที่ผ่านมานี้ คุณสามารถนำเอาหลักการการสอนแบบเชื่อมโอนภาษาไปใช้ในการจัดการเรียนการสอนได้เป็นอย่างไร?

ต่ำมาก( )   ต่ำ ( )   ปานกลาง ( )   ดี ( )   ดีมาก ( )

2. ในตลอด 1 ปีที่ผ่านมานี้ คุณได้ประยุกต์ใช้หลักการการสอนแบบการเชื่อมโอนภาษามากเพียงไร?
น้อยมาก ( )   บางครั้ง ( )   ปานกลาง ( )   มาก ( )   มากที่สุด ( )

3. ที่ผ่านมาคุณได้ประยุกต์ใช้กลยุทธ์หรือกิจกรรมการสอนแบบเชื่อมโอนภาษาในการสอนประเภทใดบ้าง? โปรดระบุประเภทของกลยุทธ์ หรือกิจกรรมนั้นโดยให้เรียงลำดับจาก <u>ที่ใช้บ่อยที่สุดไปสู่น้อยที่สุด</u>

4. หลักการการสอนแบบเชื่อมโอนภาษามีประโยชน์ต่อการสอนของคุณและการเรียนรู้ของนักเรียนของคุณมากน้อยเพียงใด?
ไม่มีเลย( )   มีเล็กน้อย( )   มีปานกลาง( )   มีมาก( )   มีมากที่สุด( )

4.1 หากคุณคิดว่าหลักการการสอนแบบเชื่อมโอนภาษามีประโยชน์สำหรับการสอนของคุณและการเรียนรู้ของนักเรียนของคุณ คุณ คิดว่าเพราะอะไร?

4.2 ถ้าคุณคิดว่าไม่มีประโยชน์ เป็นเพราะอะไรคุณถึงคิดอย่างนั้น?

5. มีอะไรบ้างที่เป็นสิ่งท้าทายสำหรับคุณเมื่อได้ประยุกต์ใช้หลักการการสอนแบบเชื่อมโอนภาษา?

5.1 คุณมีความต้องการอยากจะพัฒนาหรือไม่? และคุณจะทำได้อย่างไรบ้าง?

6. คุณอยากจะให้พวกเราช่วยคุณในการจัดการสอนโดยใช้การเชื่อมโอนภาษาเป็นฐานได้อย่างไรบ้าง?

Appendix 4: My Stance

จุดยืน ของฉัน (My Stance)
ฉันจะมองดูนักเรียนที่พูดสองภาษาอย่างไร
(How do I see my bilingual students?)
ให้เขียนความคิดของคุณลงในช่องว่างข้างล่างนี้:
(Write down your thoughts in the box)

#Translanguaging Pedagogy

Appendix 5: Ideas of stance of amplification shared by teachers

- Teaching and learning should be changed to the stance of amplification because it is better for children to have creativity and better thinking skills.
- Both teachers and students should learn together.
- Agree with the 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 language.
- 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 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.
- Teachers need to help children use their own language to learn and value the language of the child and teachers may be more effective in their teaching.
- Teachers need to 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 explain the math subject, it will make the students become more interested in understanding and be 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, the language ability of students, and the fact that students can develop more language skills.
- My students can use their (home) 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 true understanding level if students were encouraged to use both of their languages. If students understand the content through their own language, it will make the media (HL) more effective and able to develop further knowledge.
- Teachers need to change their attitude 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 6: Class Observation Template

Date:
Subject, grade, & school:
Teacher name:
Number of Students:

Note: Please highlight with red color when HL of students is used for talking, writing, reading, etc. and when the teacher tells students to use HL.

Introduction (greeting, checking attendance, etc)	
Topic	
Explanation	
Various Activities (group work, individual work, worksheet, presentation, etc.)	
Other things observed:	
Materials used (big paper, color pen, small paper, etc.)	

Appendix 7: TL Strategies and Activities Checklist

แบบตรวจสอบรายการสำหรับกลวิธี/กิจกรรมการสอนแบบเชื่อมโอนภาษาสำหรับคุณครู

(เอกสารแนบท้าย)

กลวิธีและกิจกรรมการสอนแบบเชื่อมโอนภาษา
(TL Strategies and Activities)

1.	**มีการกำหนดวัตถุประสงค์ทางพหุภาษาที่ตรงตามวัตถุประสงค์ของเนื้อหา** Identifying linguistic objective according to the content
2.	**มีการทักทายเป็นภาษาถิ่นของนักเรียนและภาษาไทย** Greetings students' home language as well as Thai
3.	**มีการนำเข้าสู่บทเรียน เช่น ระหว่างหัวข้อกับชีวิตของนักเรียน** Connecting question between the topic and students' life or existing knowledge
4.	**มีการแบ่งกลุ่มหรือจับคู่นักเรียนที่มีพื้นฐานภาษาท้องถิ่นเหมือนกัน** Making groups or pairs of students with the same home language background
5.	**มีการสนับสนุนให้นักเรียนใช้ทั้งภาษาท้องถิ่นและภาษาไทยในการทำงานร่วมกัน** Encouraging students to use both their home and school languages when working together
6.	**มีการเตรียมแผนภูมิคำศัพท์หลายภาษาที่ได้เรียนไปเมื่อเป็นงานกลุ่ม** Preparing Multilingual chart for group work
7.	**มีการติดแสดงผลงานหลายภาษาของการทำงานกลุ่มของนักเรียน** Displaying students' multilingual group work
8.	**มีการออกแบบใบงานที่เป็นหลายภาษาสำหรับนักเรียนแต่ละคน** Designing multilingual worksheet for and individual student
9.	**มีการออกแบบใบงานที่เป็นภาษาเดียว หากนักเรียนสามารถทำใบงานที่เป็นหลายภาษาได้** Designing monolingual worksheet if students can do a multilingual worksheet
10.	**มีการสอนคำศัพท์วิชาการที่เป็นภาษาไทยโดยใช้ภาษาท้องถิ่นอธิบายความหมาย** Teaching Thai academic terms using the home language
11.	**มีการเขียนในหลายภาษา: ส่งเสริมให้นักเรียนเขียนในภาษาที่ตนเองถนัดที่สุดและเขียนเนื้อความเดียวกันใน อีกภาษาหนึ่ง** Multilingual writing: Encouraging students to write in one language and to write the same or similar one in another language
12.	**มีการนำเสนองานภาษาเดียว (ภาษาไทยหรือภาษาอังกฤษ) หลังจากการทำงานกลุ่มที่ใช้ทั้งภาษาไทยและ ภาษาท้องถิ่น** Monolingual presentation by students after working together using both home and school languages
13.	**มีการนำเสนองานที่ใช้หลายภาษา** Multilingual presentation by students
14.	**มีการส่งเสริมให้ใช้พจนานุกรมสองภาษาและทำกลุ่มคำศัพท์ต่าง ๆ ที่เป็นสองภาษาหรือสามภาษา** Encouraging students to use bilingual dictionary and to develop bi/trilingual glossary

15.	มีการเปรียบเทียบระหว่างภาษาต่าง ๆ กับภาษาท้องถิ่น (เฉพาะวิชาภาษาไทยและภาษาอังกฤษ) ในรูปของเสียง คำ วลี และประโยค Comparing between school languages and home language in terms of sounds, words, phrases, and sentences
16.	ได้ทำผลงานสรุปรวบยอดในแต่ละหน่วยการเรียนรู้ที่เป็นหลายภาษา Multilingual final project
17.	มีการทดสอบการเรียนรู้/ความรู้ของนักเรียนในภาษาท้องถิ่นและภาษาไทยแยกกัน Testing students' learning/knowledge in each home and school language separately

Appendix 8: Evaluation of 1st TLE workshop 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