



NATIONAL TRAINING WORKSHOP
ON TEACHING AND LEARNING STRATEGIES FOR
MULTILINGUAL EDUCATION CONTEXT
20-22 DECEMBER 2010
SURIN, THAILAND

REPORT



COORDINATED BY THE SEAMEO SECRETARIAT
IMPLEMENTED BY THE
MINISTRY OF EDUCATION, THAILAND

UNDER THE SEAMEO-WORLD BANK PROJECT ON ENHANCING AWARENESS
AND BUILDING THE CAPACITY OF SEAMEO IN ESTABLISHING MOTHER
TONGUE-BASED MULTILINGUAL EDUCATION PROGRAMS



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I. Background

The Southeast Asian Ministers of Education Organization (SEAMEO) and World Bank (WB) collaborated on a project entitled **The Use of Mother Tongue as Bridge Language of Instruction** from 2007 to 2009 to explore how language policies can help achieve Education for All in Southeast Asia.

The project resulted an improved awareness on the importance of mother tongue in education, opportunity to adopt and adapt some principles in the use of mother tongue, and activities in capacity building and advocacy to help SEAMEO countries in implementing mother tongue pilot projects.

To sustain what has been achieved and to establish and implement mother tongue-based multilingual education (MTB MLE) programs, SEAMEO member countries must be equipped with knowledge and skills on the components of strong MTB MLE program, particularly in curricula and materials development and utilization and advocacy. Thus, WB and SEAMEO are embarking on the Phase II Project, **Enhancing Awareness and Building Capacity of SEAMEO in Establishing Mother Tongue-based MLE Programs in Southeast Asia.**

Specifically, the objectives of the project are as follows:

1. To enhance knowledge and skills of officials and representatives from Ministries/Departments of Education in planning, advocating and setting up mother tongue-based MLE programs based on existing policies and context of their respective countries
2. To train trainers from SEAMEO Centers on principles and methods of developing and using curricula and teaching-learning materials for non-dominant languages
3. To develop a set of generic technical guidelines on the principles and methods of developing and using curricula and teaching learning materials for non-dominant languages

4. To provide exposure and hands-on activities on actual implementation of effective and sustainable mother tongue-based MLE programs to officials and representatives from Ministers/Department of Education and SEAMEO Centers
5. To provide advocacy materials on mother tongue-based MLE programs that highlight experiences and case studies in Southeast Asia
6. To advocate project activities and project gains at SEAMEO meetings, networking and inter-organization working group meetings.

II. The National Training-Workshop

To achieve the project objectives, seven major activities will be conducted: two regional training-workshops, a study tour, national training-workshops, development of technical guidelines, production of advocacy materials, reporting of project updates and gains during SEAMEO meetings.

SEAMEO member countries have at least two participants who were designated as SEAMEO MLE Fellows. They received trainings particularly in adapting curricula and in developing teaching-learning materials for non-dominant languages.

SEAMEO MLE Fellows will apply their trainings and experiences in the conduct of the country-based training workshops for SEAMEO countries. The focus of this national workshop is on teaching and learning strategies for multilingual education context. The training design is based on the needs identified during the regional training workshops.

III. Workshop Objectives

The National Workshop is expected to provide opportunity for MLE Fellows and practitioners to gain first-hand experiences on the implementation of MLE programs, particularly in teaching and learning strategies in multilingual education context.

Specifically, this national workshop aims to:

- 1) To demonstrate various teaching and learning strategies for multilingual education
- 2) To share experiences and case studies in implementing bilingual and multilingual education projects in Thailand
- 3) To illustrate the approach of using mother tongue as bridge language of instruction
- 4) To deepen appreciation on the importance of mother tongue-based multilingual education

IV. Participants of the Workshop

The workshop will be participated by teachers, learning facilitators and practitioners from the Ministry of Education, Thailand and some non-governmental organizations. International participants include MLE Fellows from other SEAMEO Countries, resource persons, and the SEAMEO Secretariat.

V. Proceedings of the Workshop

DAY 1

a) Opening Formalities

1. *Welcome Remarks by Director, SEAMEO Secretariat*

The SEAMEO Secretariat was represented by Dr MR Rujaya Abhakorn, Director, SEAMEO SPAFA. He thanked all the participants as well as the organizers of the national training workshop. He explained the overall aim of the activity in relation to the commitment of SEAMEO to Education For All. He also explained the activities of SEAMEO SPAFA and how the centre could assist in the project.

2. *Opening Remarks by Deputy Permanent Secretary, MOE Thailand*

Mr Sombat Suwanpituk, Deputy Permanent Secretary, MOE Thailand congratulated the MLE Fellows from Thailand who led the organization of the national training-workshop. He reiterated the commitment of the Ministry of Education to the initiative of providing education to all, particularly to those who are disadvantaged because of language barrier. He emphasized the importance of collaboration on the project and recognized the international participants and MLE Fellows for taking part and assisting in the organization of the training-workshop.

3. *Introduction of Participants*

The participants were introduced by ethnolinguistic group and province.

b) Overview on Multilingual Education (MLE)

Prof Dr Suwilai Premsrirat, Mahidol University and Dr Wanna Tianmee, Director, Foundation for Applied Linguistics presented several materials on what is a multilingual education (MLE) in the various contexts in Thailand.

They also enumerated the benefits of MLE to effective learning and the importance of using the first language or mother tongue of the child in the early years of learning.

c) Teaching Strategies for MLE 1

Ms Mirinda Burarungrot, Mahidol University presented the use of cultural scenes in teaching in a multilingual classroom.

Mr Uniansasmita Samoh, Mahidol University, presented the use of picture story in teaching in a multilingual education setting.

Dr Siripen Ungsitipoonporn, Mahidol University introduced the technique of listening to a story in the first language of the child.

All presentations included demonstrations where selected participants joined role playing activities to simulate classroom and learning situations. After each demonstration, participants were asked to practice on how to use each technique with their peers as students.



Day 2

d) MLE Programmes and Projects: Experiences and Case Studies from Different Regions of Thailand



details of project implementation.

Various implementers and practitioners of multilingual education projects in Thailand were invited to present their respective projects in Thailand. Each presentation highlighted the major components and activities, lessons learned, challenges, issues and future plans.

Participants were given opportunity to ask the panel presenters questions on the

The session was moderated by Ms Busaba Prapasapong, office of Nonformal Education, Ministry of Education, Thailand.

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e) School Visit

The participants visited a Khmer community in Surin to learn about the pilot multilingual education project.

The project implementers presented the context of the community, the process of revitalizing the language of the community through the local school and the expansion of mother tongue literacy to other areas and nearby provinces. The participants were invited to observe classes at the local school. They were also given the opportunity to mingle and interact with the community members and leaders.



f) Teaching Strategies for MLE 2

A team composed of Mahidol University and Foundation for Applied Linguistics introduced the technique, “MLE MT2 Total Physical Response”. The strategy is the use of memorization to master the language.

Various kinds were introduced including those that use the body as teaching tool. Some examples used objects and pictures. The more interesting but difficult to implement is the use of a story.

All presentations included demonstrations where selected participants joined role playing activities to simulate classroom and learning situations. After each demonstration, participants were asked to practice on how to use each technique with their peers as students.



Day 3

g) Bridging Process from Oral MT to Mother Tongue Literacy and from Mother Tongue (L1) to Official Language (L2)



The team from Mahidol University illustrated how the multilingual education should be designed according to grade and year levels. Various models were presented that showed the plans and progression scheme in using the first language or mother tongue of the child in teaching and learning.

It was also illustrated how the teaching and learning should progress from the use of mother tongue to the national or official language.

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h) Future Planning and Conclusion



Participants were asked to prepare action plans on how to apply the learning from the training-workshop.

i) Closing Ceremony/Presentation of Certificates

Certificates were distributed to participants while tokens were given to resource persons and guests.