María Mercedes Estigoy Arzadon

Associate Professor, College of Education, University of the Philippines

Presentation title: ‘Animating learning for all through multilingual storybooks’

Teaser: MLE-trained teachers were critically needed following the introduction of mother-tongue-based multilingual education (MTB-MLE) in the Philippines in 2009. This presentation explores examples of MLE teacher training, which include creating and using multilingual storybooks in teaching basic literacy. It will highlight local practices in developing and using multilingual learning resources to animate learning for all.

Bio: Dr. María Mercedes Estigoy Arzadon is an Associate Professor at the College of Education of the University of the Philippines and a founding member of the 170+Talaytayan MLE, a non-governmental organization promoting mother tongue-based multilingual education (MTB-MLE) in the Philippines through advocacy, policymaking, teacher training and materials development. Her research projects have focused on MLE policy implementation, particularly community-based development of multilingual literacy materials. Her recent engagements include the development of the MTB-MLE operations manual and the Grade 1 language curriculum guide.
KATHLEEN HEUGH

*Professor of Language Education and Multilingualism, University of South Australia*

**Presentation title:** ‘Translation, translanguaging and transknowledging pedagogies in multilingual classrooms’

**Teaser:** This presentation explores three key pedagogies – translation, translanguaging and transknowledging – that can be utilised by both multilingual and monolingual teachers in most classroom settings. It will delve into how teachers can use translation and interpreting, differentiate between types of translanguaging and ensure reciprocal exchanges and comparison of information (transknowledging) available in different languages. These pedagogies connect to linguistic and cognitive processes and increasingly link to generative AI translation technologies.

**Bio:** Dr. Kathleen Heugh is a Professor of Language Education and Multilingualism, in the Centre for Research in Educational and Social Inclusion at the University of South Australia, specialising in multilingual education policy and practice in Africa and the Asia-Pacific. Her work includes policy intervention, field research in remote, rural and urban areas, system-wide assessment and evaluation, sociolinguistic surveys, teacher education and longitudinal research on multilingual pedagogy in higher education. Dr. Heugh advises governments and transnational bodies on multilingual education for displaced, Indigenous and migrant peoples. She leads a research programme on Southern multilingualisms, knowledges and decolonising education. Her current fieldwork supports bilingual education with remote communities in central Australia.

DHIR JHINGRAN

*Founder and Executive Director, Language and Learning Foundation*

**Presentation title:** ‘One size does not fit all: Varied multilingual strategies for diverse language contexts in India’

**Teaser:** Language situations in Indian schools are diverse regarding children’s home languages, teachers’ understanding of these languages and the languages used as mediums of instruction. This presentation explores the need for a variety of multilingual approaches to support these diverse situations. It will cover classroom teaching and learning strategies for four distinct multilingual contexts in India.
Bio: Dr. Dhir Jhingran is the Founder and Executive Director of the Language and Learning Foundation, a non-profit focused on improving students’ foundational learning at scale. He has over 30 years of experience in the primary education sector, within and outside the Indian government. His prior roles include Senior Advisor to UNICEF India, Advisor to the Ministry of Education in Nepal and Chief Program Officer with Room to Read. Dr. Jhingran has contributed significantly to early grade reading programmes in Asia and Africa, as well as first language-based multilingual education programmes in several Indian states.

SANGSOK SON

Consultant for Literacy and Education, SIL International

Presentation title: ‘Translanguaging pedagogy for the transformation of teacher’s stance and performance’

Teaser: This presentation explores how translanguaging pedagogy empowered the dominant language (Thai) teachers to shift their stance from ignoring to amplifying home languages and bilingualism of their non-dominant language (Lahu, Pwo Karen and S’gaw Karen) students. It will showcase how these teachers used translanguaging pedagogy in their Grade 4 classrooms in government schools in Chiang Mai, Thailand.

Bio: Dr. Sangsok Son is a consultant for Literacy and Education at SIL International, specialising in translanguaging pedagogy. His research focuses on developing effective teaching-learning methods for classrooms where dominant language teachers instruct non-dominant language students from different minoritized language communities in South and Southeast Asia. His past research includes multilingualism in India and translanguaging pedagogy in Thailand. Dr. Son holds an MA in Applied Linguistics, an MPhil in Linguistics and a PhD in Educational Studies. He and his wife run a website on translanguaging pedagogy: https://www.translanguagingeducation.org/.