

## Translanguaging pedagogy model for multilingual EFL teacher development: Toward a sustainable approach from Northern Thailand

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**Abstract:** This study presents a translanguaging-based teacher development model designed to support English as a Foreign Language (EFL) teachers working in multilingual contexts in Northern Thailand. Based on a translanguaging pedagogical model, a 30-hour professional development program was implemented to promote classroom language use strategies, reflective practice, and professional empowerment among 120 primary and lower-secondary teachers across Chiang Rai, Chiang Mai, Phayao, and Nan provinces. Data were collected using a mixed-method design comprising: (1) a needs analysis questionnaire; (2) pre- and post-tests evaluating teachers' language proficiency and pedagogical understanding; and (3) a satisfaction questionnaire, complemented by open-ended qualitative responses. The quantitative analysis showed strong teacher needs across the three areas of translanguaging practice: stance, design, and shifts. The overall mean of 4.19 indicated teachers' readiness to apply translanguaging in classrooms. The teachers' post-test mean increased from 40.16 to 51.21, indicating progress of 11.05. Teachers also rated their high satisfaction level with the model (overall mean = 4.43). The qualitative results highlighted teachers' appreciation of Thai and local languages for emotional and pedagogical support. Many felt more confident using familiar languages to promote learning. Overall, the training appeared to strengthen confidence, foster flexible teaching, and encourage sustainable multilingual practices in EFL classes.

**Keywords:** *English teacher development model, Multilingual EFL classrooms, Teacher professional development, Translanguaging pedagogy.*

### 1. Introduction

Schools across Asia are gradually moving away from English-only policies as they try to accommodate mixed and diversified language backgrounds of their students. In Northern Thailand, for instance, English classes usually include Thai, local speech varieties, and different levels of English in the same classroom, so insisting on a purely monolingual classroom often feels unrealistic for teachers who perform classroom teaching daily.

Previous studies have pointed out the gap between official English-only rules and the day-to-day reality of classrooms where several languages are used together [1-3]. For teachers in Northern Thailand, this is not a theoretical concern but something they cope with in almost every lesson, as they try to follow policies that favor native-speaker norms while knowing that their learners often understand better when Thai or local dialects are brought in. The present study grew out of workshops with these teachers, who repeatedly asked for practical support in working within existing expectations while still responding to what their students actually need linguistically.

In workshops held at Chiang Rai Rajabhat University (CRRU), participants discussed integrating Thai or a local variety to re-explain difficult ideas, manage classroom routines, or calm nervous students. They recognized that such shifts were sometimes discouraged, yet believed lessons became

clearer, fairer, and more caring when all their languages were used. Many teachers sought concrete examples of lesson plans and activities that deliberately included more than one language without openly contradicting school rules.

Translanguaging offers one way of conceptualizing these classroom practices because it treats teachers' and learners' full linguistic repertoires as resources for language development, identity work, and participation in learning [4-7]. Studies in various contexts suggest that when teachers adopt translanguaging, students engage more actively and are better able to connect new English input to familiar linguistic and cultural knowledge. Much of the existing work still focuses mainly on what happens in individual classrooms and on learners' outcomes, while long-term, in-service professional learning has received far less attention, especially in Southeast Asian systems where multilingual school contexts are the norm [8-11].

To respond to this gap, the study developed and carried out a translanguaging-focused professional learning program with 120 primary and lower-secondary EFL teachers from four northern provinces. The 30-hour program, hosted at Chiang Rai Rajabhat University, integrated needs analysis, workshop activities, and classroom application tasks. It invited participants to examine their beliefs about language use, redesign lessons that made deliberate space for multiple languages, and observe how these changes influenced both students and their own sense of professional confidence.

In this paper, translanguaging refers to teachers' planned and flexible movement between Thai, local languages, and English to support understanding, participation, and progress in English. The study investigates how this professional development model affected teachers' English proficiency, their understanding of translanguaging pedagogy, and how they evaluated its relevance and feasibility for their multilingual classrooms.

### *1.1. Research Objectives*

To develop a translanguaging-based teacher development model grounded in teacher needs and suited to multilingual classroom contexts in Northern Thailand.

To examine the effects of the model on English language achievement and instructional confidence among participating EFL teachers.

To explore teachers' levels of satisfaction with the translanguaging-based pedagogy model for multilingual EFL teacher development.

## **2. Conceptual Framework: The New Translanguaging-Based Cycle**

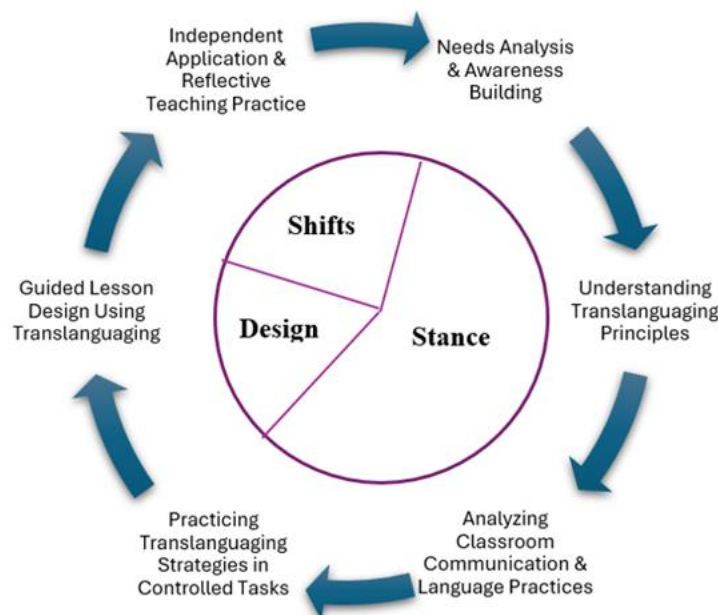
This study draws on four main conceptual pillars: multilingualism in EFL classrooms, translanguaging pedagogy, teacher identity, and pedagogical sustainability. In multilingual classrooms across Northern Thailand, local dialects are used alongside English and Thai; however, strict English-only policies can marginalize local languages and reduce students' opportunities to engage actively in classroom interaction [12, 13]. Translanguaging is therefore understood not only as a classroom technique but as a set of pedagogical strategies that value the full range of languages used by teachers and students, enabling more effective communication and supporting learners' and teachers' confidence in their linguistic identities [4, 6, 14].

Teacher identity is a key driver in shaping how, and to what extent, multilingual pedagogies become established in classroom practice. However, institutional pressures to conform to native-speaker norms can undermine teachers' professional confidence and obscure the pedagogical strengths of their multilingual expertise [15, 16]. Within this framework, translanguaging pedagogy creates space for teachers to critically reflect on instructional practices that are responsive to local classroom conditions, while also attending to the emotional well-being of both teachers and learners [6]. Pedagogical sustainability adds another essential layer, emphasizing that such approaches should not remain as short-term initiatives or pilot projects but instead be designed for integration into teachers' everyday classroom routines, allowing pedagogical innovation to be maintained over time [17, 18].

These four pillars are not treated as discrete components but are conceptually integrated through a three-dimensional cyclical model of professional development. Teachers' translanguaging stance guides how multilingual instruction is conceptualized and planned. This stance informs instructional design and shapes lesson planning, while enabling flexible, moment-to-moment pedagogical decisions during classroom interaction. As teachers apply these instructional decisions in classroom practice, they make ongoing shifts in response to learners' needs and classroom dynamics, which over time contribute to the development of teachers' professional identities by recognizing the value of their multilingual repertoires and pedagogical judgment and allowing translanguaging practices to move beyond isolated strategies toward more sustained and reflective pedagogical routines. This conceptual integration helps explain how translanguaging-oriented professional development can move beyond short-term methodological change toward sustained shifts in teachers' pedagogical practice and professional identity within multilingual EFL contexts. Through this recursive cycle, translanguaging functions simultaneously as an ideological stance, a guiding principle for instructional design, and a mechanism for sustained shifts in practice and professional growth.

Wen et al. [19] propose a translanguaging-informed six-stage genre-based pedagogical framework for business communication courses in the Greater Bay Area, integrating genre pedagogy with flexible multilingual practices. Their cycle moves from needs analysis and selection of professional genres and tasks, through familiarization with genre features and critical genre analysis, to simulated translation of professional genres, guided writing, and independent creative writing of genres, with translanguaging used across stages to scaffold students' understanding of disciplinary content and genre conventions in and across languages. Building on this cyclic and translanguaging-informed logic, the present study adapts Wen et al.'s framework from student-focused genre instruction to in-service EFL teacher development in multilingual school settings. The model retains the central constructs of stance, design, and shifts and reorganizes the six stages around needs analysis and awareness building, understanding translanguaging principles, analyzing classroom communication and language practices, practicing translanguaging strategies in controlled tasks, guided lesson design using translanguaging, and independent application with reflective teaching.

In Figure 1, the Translanguaging-Based Teacher Development Model is presented as an adapted six-stage cycle that follows the stance–design–shifts framework of Wen et al. [19] but is recontextualized to prioritize teachers' needs, agency, and sustainable classroom practice. These six stages operationalize the constructs of stance, design, and shifts. Stance refers to teachers' beliefs and attitudes toward multilingualism, and design involves the intentional planning of instruction that integrates multiple languages. As teachers implement these planned instructional approaches in classroom interaction, shifts occur through their real-time and strategic use of language, which allows the framework to function not only as a pedagogical model but also as an organizing structure for research design, instrument development, training activities, and data interpretation.



**Figure 1.**  
Translanguaging-Based Teacher Development Model.  
Source: Wen, et al. [19].

The following section provides a detailed explanation of each stage in the teacher development model shown in Figure 1.

#### Stage 1: Needs analysis and awareness exploration

At the first stage, teachers review their teaching histories and the multilingual character of their classrooms. This reflection is captured through a rating-scale questionnaire with open-ended questions focusing on beliefs, challenges, and routine language practices. These responses guide the design of training activities and provide the baseline for addressing Research Objective 1.

#### Stage 2: Understanding translanguaging principles

Stage 2 focuses on key ideas in translanguaging, especially stance, design, and shifts. Teachers use guided readings, case studies, and discussion tasks to connect these ideas with their own classroom experiences. This stage helps teachers see how multilingual resources can support learner identity and equity and provides the study with a shared starting point for understanding these concepts.

#### Stage 3: Analyzing classroom communication

Stage 3 shifts attention to classroom talk. Teachers work with short extracts from lessons, either their own or prepared recordings, and track when and how languages shift, including code-switching, code-mixing, code-meshing, and bilingual scaffolding, before discussing the reasons for these choices. This analysis makes underlying assumptions visible and points to possible areas for change in later stages.

#### Stage 4: Practicing translanguaging strategies

In Stage 4, teachers try out translanguaging strategies in controlled tasks such as role plays and microteaching. They discuss their teaching with peers and the facilitator and make changes based on the comments they receive. These practice activities build their confidence and help them sharpen their strategies before using them in real classes.

#### Stage 5: Designing lessons with translanguaging

Stage 5 focuses on lesson planning. Teachers design lessons that deliberately integrate translanguaging strategies and anticipate learner needs and classroom challenges. The lesson plans

connect their conceptual understanding with concrete instructional choices and provide a basis for later classroom implementation.

#### Stage 6: Classroom application and reflection

In Stage 6, teachers use their translanguaging-informed lessons in their own classrooms. Afterwards, they reflect on what happened through post-training discussions, questionnaire feedback, and exchanges with peers. These reflections support ongoing pedagogical change and provide data for examining teacher development and instructional impact for addressing Research Objectives 2 and 3.

In sum, this translanguaging-based teacher development cycle reflects how teachers work in multilingual EFL classrooms. Teachers move from reflection and understanding to practice through lesson design, then to classroom application. Through this process, they gradually develop ways of using multilingual practices in their teaching that are clearer and more sustainable.

### 3. Research Design

This research was conducted using a mixed methods approach based on Creswell and Clark's [20] concept, divided into three main phases: (1) model development, (2) learning outcome evaluation, and (3) participant satisfaction study. During development, the six steps of the Translanguaging-Based Teacher Development Model were applied, as shown in Figure 1 (adapted from Wen et al. [19]), to guide the research according to the plan and align with the conceptual framework.

#### 3.1. Phase 1: Model Development

This first phase integrated document analysis, a teacher needs survey, and a pilot with a small group of teachers to inform initial model construction. Phase 1 focuses on Research Objective 1, which is to develop a multilingual teacher development model that takes teachers' needs into account and is suited to multilingual classroom contexts in Northern Thailand. The results of this phase were used to design classroom practices that accommodate language diversity in Northern Thailand.

#### 3.2. Phase 2: Model Implementation and Outcome Assessment

A 30-hour professional development program based on a translanguaging framework was provided to 120 English as a Foreign Language (EFL) teachers from four provinces in northern Thailand: Chiang Rai, Chiang Mai, Phayao, and Nan. Phase 2 addresses Research Objective 2 by administering pre- and post-tests to assess changes in English proficiency and translanguaging-related instructional understanding. The six-stage translanguaging-based development cycle serves as the instructional core, guiding teacher engagement from needs identification to classroom implementation.

#### 3.3. Phase 3: Evaluation of Model Effectiveness

Phase 3 employed mixed-method evaluation through a satisfaction questionnaire and open-ended teacher reflections. These tools captured participants' views on the model's relevance, applicability, and perceived impact, thereby addressing Research Objective 3 and contributing to a comprehensive assessment of the model's influence on teaching practices.

Across the three phases, the study combined quantitative and qualitative instruments to provide a comprehensive evaluation of the model's impact on teaching practices.

### 4. Methodology

#### 4.1. Participants and Setting

A total of 120 EFL teachers from primary and lower-secondary schools in Chiang Rai, Chiang Mai, Phayao, and Nan provinces participated in this study. They were purposively selected and nominated by their affiliated educational service area offices. Chiang Rai Rajabhat University (CRRU) was chosen to host a translanguaging pedagogy workshop for its multilingual setting, as Thai, local dialects, and English are regularly used in daily communication, making it suitable for examining the model's

practicality for classroom implementation. Quantitative and qualitative instruments were used across three research phases to address three research objectives and support content relevance and methodological reliability.

#### *4.1.1. Needs Analysis Questionnaire*

The Phase 1 needs analysis questionnaire, based on this research's conceptual framework, consists of three parts: (1) demographic information, (2) a Likert scale list assessing self-perceived needs in three structures (stance, design, and shifts), and (3) open-ended questions about development challenges and goals.

The questionnaire was designed into three dimensions reflecting key approaches to translanguaging pedagogy. The translanguaging stance section measured teachers' beliefs and attitudes toward multilingualism, including support for using students' full linguistic repertoires and confidence in affirming multilingual identities. The translanguaging design section assessed teachers' ability to plan lessons and create materials that purposefully integrate multiple languages into instruction. The translanguaging shifts section evaluated teachers' real-time flexibility in switching languages to support comprehension, allow multilingual responses, and facilitate peer scaffolding. These questionnaire sections thus captured teachers' ideological orientations, instructional planning skills, and adaptive classroom practices related to translanguaging and guided the model's design.

The content validity of the questionnaire was evaluated by three experts in English language teaching with over 10 years of experience using the Index of Item-Objective Congruence (IOC). All 15 items showed an overall mean of 0.978, indicating a high level of objective congruence and confirming the instrument's suitability.

The interpretation of mean scores followed the criteria proposed by Best (1981). Mean scores were classified into five levels: 4.51–5.00 = highest, 3.51–4.50 = high, 2.51–3.50 = moderate, 1.51–2.50 = low, and 1.00–1.50 = lowest.

Before embarking on data collection, the needs analysis questionnaire was piloted with 30 teachers sharing similar characteristics with the target population. The pilot instrument comprised 15 Likert-scale items. Internal consistency analysis yielded a Cronbach's alpha coefficient of 0.939, which is typically interpreted as evidence of very high reliability. Methodological guidelines commonly regard alpha values above 0.70 as acceptable and values exceeding 0.90 as excellent. Accordingly, the pilot results support the conclusion that the needs analysis questionnaire was a reliable instrument for use in the main phase of the study.

#### *4.1.2. Implementing the Training Model*

The 30-hour professional development program served as the instructional intervention grounded in translanguaging pedagogy. The program was designed in response to teachers' identified needs and grounded in established theoretical frameworks, aiming to provide contextually relevant strategies for English instruction in multilingual classrooms while affirming teachers' linguistic identities and instructional agency. Table 1 presents the purposes and example activities associated with each stage of the translanguaging-based teacher development model.

**Table 1.**  
Purposes and Activities of Translanguaging-Based Teacher Development Model.

Stage	Purpose	Activities
1. Needs Analysis & Awareness	Investigate teachers' needs and raise awareness of multilingual practices	Survey or questionnaire; group reflection
2. Understanding Principles	Build a conceptual foundation on translanguaging	Mini-lectures, short videos, guided discussions
3. Analyzing Practice	Examine real classroom language use and identify monolingual assumptions	Observation checklist; code-switch analysis
4. Practicing Strategies	Experiment with translanguaging techniques	Role plays; bilingual scaffolding; micro-teaching
5. Guided Lesson Design	Plan lessons using translanguaging strategies	Collaborative planning; peer feedback
6. Independent Application & Reflection	Implement and reflect on the model application	Real-class teaching; peer discussion

Each training module (Stages 1–6) was developed using classroom-based examples from Northern Thailand and was organized in a way that allows schools to adjust activities and materials to fit their own contexts. The sequence combined content input with collaborative work, allowing teachers to reflect on their roles, use their existing linguistic strengths, and try out new strategies with greater confidence.

#### 4.1.3. Pre-Test and Post-Test

To evaluate participants' learning achievement (RO2), a two-part test was administered before and after the training. The English Proficiency component (40 points) comprised multiple-choice items adapted from TOEIC Bridge, a standardized test designed for basic to intermediate learners, assessing grammar, vocabulary, and reading comprehension, while the Pedagogical Understanding component (20 points) was evaluated through group presentations scored with a rubric by two evaluators (a native English-speaking teacher and a Thai expert with more than ten years of experience). Descriptive statistics (means and standard deviations) were used to summarize pre- and post-test results, and a paired samples t-test was conducted to examine whether the observed gains were statistically significant. The same two experts also reviewed the adapted test items and scoring rubric to ensure content relevance and appropriate difficulty.

#### 4.1.4. Satisfaction Questionnaire

In Phase 3, to address Research Objective 3, a satisfaction questionnaire was used to examine teachers' perceptions of the training in terms of quality, relevance, and effectiveness. The questionnaire was organized around six dimensions that reflected the training stages: needs analysis and awareness building, understanding translanguaging principles, analyzing classroom communication and practices, practicing translanguaging strategies, guided lesson design using translanguaging, and independent application with reflective practice.

The five-point Likert scale questionnaire comprised 20 questions grouped across the six dimensions of translanguaging pedagogy stages, with two additional items focusing on overall satisfaction. Responses were collected from 120 teachers, and mean scores and standard deviations were calculated for data analysis, while an open-ended section allowed teachers to provide additional comments on their training experience. Satisfaction levels were interpreted based on the classification criteria proposed by Best [21]. Means from 4.51 to 5.00 were recognized as the highest satisfaction level, 3.51 to 4.50 as high, and 2.51 to 3.50 as moderate. Scores from 1.51 to 2.50 and 1.00 to 1.50 were referred to as low and very low satisfaction, respectively.

The content validity of the questionnaire was examined by three experts in English language education using the Index of Item-Objective Congruence [22], and the overall IOC mean of 0.9835

indicated strong expert agreement, confirming that the questionnaire was appropriate for subsequent data collection.

To ensure the reliability of the instrument prior to the actual implementation, the satisfaction questionnaire was pilot-tested with a group of 30 respondents who shared similar characteristics with the target participants. The 20-item Likert-scale questionnaire demonstrated excellent internal consistency, with a Cronbach's alpha coefficient of 0.966. This result confirms that the satisfaction questionnaire was a reliable instrument and suitable for use in the main data collection phase of the study.

#### 4.1.5. Content Validity of Research Instruments (IOC)

The two questionnaires used in this study, namely the needs analysis questionnaire and the satisfaction questionnaire, were reviewed by three experts in English language education using the Index of Item-Objective Congruence [23]. All items met the acceptable IOC criterion of 0.50, and the average IOC values were 0.978 for the needs analysis questionnaire and 0.984 for the satisfaction questionnaire, indicating a high level of expert agreement and strong content validity.

## 5. Findings

### 5.1. Translanguaging-Based Teacher Development Model (RO1)

To address Research Objective 1, a translanguaging-based teacher development model was developed based on a needs analysis of 120 EFL teachers. Participants reported different educational backgrounds, teaching experience, and school contexts, with most being female (85%) and working in schools located in Chiang Rai (34.2%), Phayao (30.0%), Chiang Mai (25.0%), and Nan (10.8%). Most teachers held at least a bachelor's degree, and a substantial proportion had completed master's level studies.

The analysis of teachers' needs revealed strong priorities in language proficiency, particularly listening comprehension (mean rank = 2.31) and speaking fluency (mean rank = 2.51), which were identified as the highest professional development priorities. Table 2 summarizes teachers' self-prioritized rankings of English language skills (1 = highest priority, 5 = lowest priority).

**Table 2.**  
Ranked Priorities of English Language Skills (n = 120).

Skill Area	Mean Ranking	Interpretation
Listening comprehension	2.31	Highest priority
Speaking fluency	2.51	High priority
Reading	3.57	Moderate priority
Writing	3.90	Lower priority
Vocabulary	4.27	Low priority
Grammar	4.60	Lowest priority

In addition, the needs analysis questionnaire examined three dimensions of translanguaging pedagogy: teachers' stance, design, and shifts, providing an overview of teachers' attitudes, preparedness, and classroom practices relevant to model development.

**Table 3.**  
Results of Translanguaging Needs Analysis Questionnaire.

Translanguaging Needs Analysis and Awareness Questionnaire	Teachers' Opinions		Level of Needs
	Mean ( <i>M</i> )	SD	
<b>Translanguaging Stance</b>			
1. I believe students learn better when they can use all their languages.	4.05	0.92	High
2. I support the use of local and home languages in English class.	4.12	0.94	High
3. I feel confident affirming my students' multilingual identities.	4.18	0.89	High
4. I am willing to change my practice to be more inclusive of multilingual strategies.	4.08	0.95	High
5. I believe translanguaging encourages deeper engagement with language learning.	4.07	0.97	High
<b>Total</b>	4.10	0.93	High
<b>Translanguaging Design</b>			
6. I know how to create English lessons that allow students to use more than one language.	4.20	0.92	High
7. I can design materials that include Thai or local languages alongside English.	4.15	0.97	High
8. I include students' L1 in group activities or collaborative tasks.	4.18	0.95	High
9. I need more support to integrate multilingual strategies into lesson plans.	4.13	0.98	High
10. I feel confident developing tasks that promote multilingual thinking.	4.19	0.96	High
<b>Total</b>	4.17	0.96	High
<b>Translanguaging Shifts</b>			
11. I sometimes switch to Thai or local languages to explain difficult content.	4.13	0.89	High
12. I allow students to respond in Thai or other languages during English tasks when needed.	4.34	0.87	High
13. I can flexibly shift between English and other languages to support student understanding.	4.36	0.86	High
14. I encourage students to translate or explain concepts to peers using their strongest language.	4.32	0.88	High
15. I know when translanguaging is appropriate in my lessons.	4.33	0.89	High
<b>Total</b>	4.30	0.88	High

Table 3 summarizes teachers' responses to the translanguaging needs analysis questionnaire. In the translanguaging stance dimension, most teachers reported consistently positive perceptions ( $M = 4.10$ ,  $SD = 0.93$ ), with all five items attaining mean scores above 4.00. The highest mean score in the stance dimension was Item 3, presenting confidence in affirming students' multilingual identities ( $M = 4.18$ ,  $SD = 0.89$ ). It reflected strong confidence in recognizing and valuing students' multilingual identities. Item 10 indicated confidence in developing tasks that promote multilingual thinking ( $M = 4.19$ ,  $SD = 0.96$ ). The results indicated that teachers perceived themselves as able to design activities encouraging students to draw on their full linguistic repertoires. These findings suggest that although teachers already hold positive translanguaging beliefs and design-related confidence, structured training and guidance remain important for consolidating and extending these practices.

Among the three dimensions, translanguaging shifts displayed the highest overall mean score of 4.30 ( $SD = 0.88$ ), indicating a high level of needs and relatively well-established practices related to flexible language use during instruction. Item 13 obtained the highest mean score across the questionnaire ( $M = 4.36$ ,  $SD = 0.86$ ), demonstrating that flexibility in switching between languages to facilitate learners' understanding was considered an essential requirement. This pattern indicates that teachers felt highly confident in drawing on translanguaging strategies to scaffold students' comprehension. Additionally, the relatively low standard deviations in this dimension suggest a strong consensus among respondents concerning the pedagogical value and appropriateness of flexible language use in multilingual classrooms.

**Table 4.**  
Summary of Translanguaging Needs Analysis Scores.

Dimension	Mean ( <i>M</i> )	SD
Translanguaging Stance	4.10	0.93
Translanguaging Design	4.17	0.96
Translanguaging Shifts	4.30	0.88
<b>Total</b>	<b>4.19</b>	<b>0.92</b>

**Note:** Higher mean scores indicate higher perceived needs (1 = very low need, 5 = very high need).

From Table 4, which summarizes the mean scores and standard deviations for teachers' translanguaging needs across stance, design, and shifts, the results reveal that teachers expressed a high level of confidence in implementing translanguaging, with mean scores of 4.10 for stance, 4.17 for design, and 4.30 for shifts; all corresponding standard deviations were below 1.0, suggesting consistently strong support for multilingual strategies. This pattern aligns with and further validates the model's emphasis on learner engagement, communicative fluency, and context-responsive pedagogy, which informed both the design and implementation of the development program.

### 5.2. Teachers' Learning Achievement (RO2)

In addressing Research Objective 2, which concerned evaluating the effects of the translanguaging-based teacher development model, a pre- and post-test design was employed with all 120 participating teachers on English language achievement and instructional confidence. The assessment consisted of two domains: (1) English language proficiency and (2) understanding of translanguaging pedagogical strategies. The test carried a maximum score of 60 points, comprising 40 points for language proficiency and 20 points for pedagogical understanding. A summary of the pre- and post-training results is outlined in Table 5.

**Table 5.**  
Pre- and Post-Test Results Reflecting Teachers' Learning Achievement After Model Implementation

Test	N	Max score	Mean ( <i>M</i> )	SD	t (df)	p
Pre-test	120	60	40.16	3.85	–	–
Post-test	120	60	51.21	4.02	26.23 (119)	< .001

**Note:** A paired samples t-test indicated that post-test scores ( $M = 51.21$ ,  $SD = 4.02$ ) were significantly higher than pre-test scores ( $M = 40.16$ ,  $SD = 3.85$ ),  $t(119) = 26.23$ ,  $p < .001$ , demonstrating statistically significant gains in teachers' learning achievement.

As summarized in Table 5, mean scores increased from 40.16 ( $SD = 3.85$ ) on the pre-test to 51.21 ( $SD = 4.02$ ) on the post-test, an increase of 11.05 points on a 60-point scale across the two assessed domains. Interpreted alongside the paired-samples t-test results, this pattern provides strong evidence of practical gains in teachers' language proficiency and their confidence in implementing translanguaging-based instructional strategies following the professional development model.

### 5.3. Teacher Satisfaction with the Training Model (RO3)

To fulfill Research Objective 3, emphasizing the assessment of teachers' satisfaction with the translanguaging-based pedagogy model for multilingual EFL teacher development, all 120 participants completed a satisfaction questionnaire at the end of the training. The instrument comprised 20 items distributed across six key dimensions, as summarized in Table 6.

**Table 6.**  
Findings of Translanguaging Satisfaction Questionnaire.

Translanguaging Satisfaction	Teachers' Opinions		Level of Satisfaction
	Mean ( <i>M</i> )	SD	
<b>Stage 1: Needs Analysis and Awareness Building</b>			
1. The initial activities of the training helped me reflect on my own language use.	4.23	0.76	High
2. The needs analysis process accurately reflected my teaching context.	4.28	0.76	High
3. Discussing my language use increased my awareness that language shape identity.	4.11	0.92	High
<b>Total</b>	4.21	0.81	High
<b>Stage 2: Understanding Translanguaging Principles</b>			
4. The explanation of translanguaging concepts was clear and easy to understand.	4.40	0.53	High
5. The case studies on translanguaging in classrooms were relevant to my teaching context.	4.47	0.50	High
6. The training activities helped me better understand why translanguaging is important.	4.33	0.64	High
<b>Total</b>	4.40	0.56	High
<b>Stage 3: Analyzing Classroom Communication and Practices</b>			
7. Analyzing classroom audio recordings or videos was useful in identifying language patterns.	4.15	0.81	High
8. Discussions helped me critically analyze how language hierarchies affect learning patterns.	4.53	0.53	Very high
9. I feel more confident using translanguaging in classroom interactions.	4.18	0.78	High
<b>Total</b>	4.29	0.71	High
<b>Stage 4: Practicing Translanguaging Strategies in Simulated Tasks</b>	4.88	0.37	
10. Micro-teaching activities provided useful practical experience.			Very high
11. Practicing translanguaging strategies increased my confidence.	4.36	0.68	
12. Feedback from colleagues and facilitators helped me improve my teaching techniques.	4.90	0.35	Very high
<b>Total</b>	4.71	0.47	Very high
<b>Stage 5: Designing Lesson Plans Using Translanguaging</b>			
13. The lesson-planning workshops helped me learn how to integrate translanguaging into my teaching.	4.36	0.68	High
14. I feel confident having structured templates or guidelines for lesson planning.	4.39	0.55	High
15. Feedback from facilitators during lesson design was constructive.	4.65	0.50	Very high
<b>Total</b>	4.47	0.58	High
<b>Stage 6: Classroom Application and Reflective Teaching</b>			
16. Classroom teaching allowed me to apply what I had learned.	4.28	0.99	High
17. Keeping records and reflecting on my teaching is a valuable part of the process.	4.36	0.70	High
18. Sharing experiences with peers after teaching provided me with new insights.	4.33	0.77	High
<b>Total</b>	4.32	0.82	High
<b>Overall Satisfaction</b>	4.51	0.69	Very high
19. Overall, the training increased my confidence in using translanguaging strategies in my teaching.			
20. I would recommend this training to other teachers who are interested in teaching in linguistically diverse classrooms.	4.75	0.51	Very high
<b>Total</b>	4.63	0.60	Very high

**Note:** Items rated on a 5-point Likert scale (1 = very low satisfaction, 5 = very high satisfaction).  
Stage 1: Needs Analysis and Awareness Building

Teachers reported a high level of satisfaction with Stage 1 ( $M = 4.21$ ,  $SD = 0.81$ ). They perceived that the initial training activities effectively supported reflection on their own language use ( $M = 4.23$ )

and that the needs analysis process accurately reflected their teaching contexts ( $M = 4.28$ ), suggesting that Stage 1 successfully promoted awareness, contextual relevance, and provided a strong foundation for subsequent stages.

#### Stage 2: Understanding Translanguaging Principles

Stage 2 showed high satisfaction with an overall mean of 4.40 ( $SD = 0.56$ ). Teachers strongly endorsed the view that explanations of translanguaging concepts were clear and accessible ( $M = 4.40$ ), suggesting that the theoretical underpinnings were communicated effectively and meaningfully linked to their classroom practice.

#### Stage 3: Analyzing Classroom Communication and Practices

Stage 3 was also rated highly satisfying ( $M = 4.29$ ,  $SD = 0.71$ ). Discussions inviting critical reflection on language hierarchies and their effects on learning received very high satisfaction ratings ( $M = 4.53$ ), and teachers reported increased confidence in employing translanguaging during classroom interactions ( $M = 4.18$ ).

#### Stage 4: Practicing Translanguaging Strategies in Simulated Tasks

Stage 4 received the highest satisfaction of all stages, with an overall mean of 4.71 ( $SD = 0.47$ ). Micro-teaching activities provided useful practical experience ( $M = 4.88$ ). The findings revealed that feedback from colleagues and facilitators was rated very highly for its contribution to the refinement of teaching techniques ( $M = 4.90$ ). These findings underscore the importance of experiential learning and peer feedback in strengthening teachers' practical translanguaging skills.

#### Stage 5: Designing Lesson Plans Using Translanguaging

Teachers expressed high satisfaction with Stage 5 ( $M = 4.47$ ,  $SD = 0.58$ ), finding lesson-planning workshops helpful for integrating translanguaging strategies ( $M = 4.36$ ). The structured templates increased their confidence in designing lesson plans ( $M = 4.39$ ). Feedback on the planning process received high ratings ( $M = 4.65$ ). Overall, these results indicate that guided support was crucial in facilitating effective instructional planning.

#### Stage 6: Classroom Application and Reflective Teaching

Teachers likewise demonstrated a high level of satisfaction with Stage 6 ( $M = 4.32$ ,  $SD = 0.82$ ). Classroom implementation allowed them to apply what they had learned ( $M = 4.28$ ), and reflective practices such as keeping teaching records and sharing experiences with peers were perceived as valuable components of professional learning ( $M = 4.36$  and  $4.33$ , respectively), indicating that reflection and peer exchange contributed meaningfully to sustained development.

Overall satisfaction with the translanguaging-based training model was rated very highly ( $M = 4.63$ ,  $SD = 0.60$ ). Teachers strongly agreed that the program increased their confidence in using translanguaging strategies ( $M = 4.51$ ) and expressed a strong willingness to recommend the training to other teachers working in linguistically diverse classrooms ( $M = 4.75$ ), demonstrating that the model was well received and perceived as highly beneficial for professional practice.

**Table 7.**

Summary of Teacher Satisfaction Across the Translanguaging-Based Teacher Development Model.

Dimension	Mean ( $\bar{x}$ )	SD	Level of Satisfaction
1) Needs analysis and awareness building	4.20	0.81	High
2) Understanding translanguaging principles	4.40	0.56	High
3) Analyzing classroom communication and practices	4.29	0.71	High
4) Practicing translanguaging strategies	4.71	0.47	Very high
5) Guided lesson design using translanguaging	4.47	0.58	High
6) Independent application and reflective practice	4.32	0.82	High
7) Summary of overall satisfaction on six dimensions	4.63	0.60	Very high
<b>Overall Satisfaction</b>	<b>4.43</b>	<b>0.65</b>	<b>High</b>

**Note:** Dimensions 1–6 correspond to Stages 1–6 of the training. “Summary of overall satisfaction on six dimensions” represents the average of the 6-stage means; “Overall satisfaction” represents the mean of the seven-dimensional scores reported in Table 7. Items rated on a 5-point Likert scale (1 = very low, 5 = very high).

In summary, the findings in Table 7 reflect that teachers participating in the Translanguaging-Based Teacher Development Model expressed consistently high levels of satisfaction throughout all six stages, with an overall mean satisfaction score of 4.43 (SD = 0.65). The results indicate that the model was widely perceived as valuable and effective, particularly the practical activities and experiential learning aspects. The research also suggests that this teacher development model contributes to enhancing teachers' awareness, understanding, confidence, and practical skills in effectively organizing instruction in a multilingual context to promote the potential for sustainable teacher professional development in the context of teaching English as a Foreign Language in a linguistically diverse environment.

## 6. Discussion

This study aimed to develop, implement, and evaluate a translanguaging-based teacher development model for multilingual EFL contexts in Northern Thailand. This section discusses the main findings related to the three research objectives, explains how the results connect with relevant theoretical perspectives, and considers their implications for sustainable teacher professional development in multilingual EFL classrooms.

### 6.1. Translanguaging-Based Model Development (RO1)

Findings for Research Objective 1 show that teachers in Northern Thailand placed greater emphasis on improving students' listening and speaking skills, reflecting the communicative demands and assessment pressures commonly reported in Southeast Asian educational contexts [12, 13]. High mean scores for translanguaging stance (4.10), design (4.17), and shifts (4.30) indicate that teachers not only held positive views toward multilingual pedagogy but were also already drawing flexibly on multiple languages in their classrooms. This evidence aligns with García and Lin [8]'s claim that teachers often tap into their full linguistic repertoires intuitively, despite institutionally dominant English-only norms.

Teachers' strong focus on communicative skills, together with their readiness for translanguaging, highlights an important issue in multilingual EFL contexts. Although curricula and assessment systems emphasize oral proficiency and standardized English performance, teachers often receive limited professional support on how to integrate multilingual strategies into lesson planning and everyday classroom interaction systematically [2, 24]. In contrast to many translanguaging studies that focus mainly on learner outcomes or classroom interaction, this study places teacher professional development at the center of pedagogical change, responding to calls for more structured and PD-focused research on translanguaging.

Needs analysis findings directly informed the structure of the six-stage development model. High scores in translanguaging stance and design guided the initial stages, emphasizing reflective awareness and conceptual grounding (Stages 1–2). Strong scores for translanguaging shifts justified practice-oriented stages that focused on strategic language use, bilingual scaffolding, and classroom experimentation (Stages 3–4). Subsequent stages (5–6) supported guided lesson design and independent classroom application, helping translate teachers' reported readiness into sustained pedagogical practice. This sequencing reflects a purposeful progression from intuitive practices toward more intentional, reflective, and sustainable translanguaging implementation.

Grounded in Wei and García [6] and Cummins [14] discussions of equity-oriented multilingual pedagogy, the model advances translanguaging from an implicit classroom behavior to an explicit professional learning resource. By recognizing teachers' multilingual identities and responding to their instructional needs, the model shows how pedagogical sustainability can be built into teacher development in practical ways [25]. Although this study focuses on Northern Thailand, the model may also be relevant to other EFL contexts with multilingual classrooms, centralized curricula, and limited opportunities for sustained professional development. However, reliance on self-reported data is a limitation of this study. Without classroom observations, it is not possible to determine how closely teachers' reported translanguaging practices reflect what actually occurs in classroom teaching.

### 6.2. Teachers' Learning Achievement (RO2)

Findings for Research Objective 2, pre- and post-test scores, indicate that teachers improved in both English proficiency and pedagogical understanding after participating in the translanguaging-based development program. Mean scores increased from 40.16 (SD = 3.85) on the pre-test to 51.21 (SD = 4.02) on the post-test, representing an average gain of 11.05 points on a 60-point scale (approximately one-fifth of the maximum possible score). This gain was statistically significant,  $t(119) = 26.23$ ,  $p < .001$ , providing strong evidence that the intervention had a meaningful impact on teachers' learning.

From a teacher development perspective, this improvement is meaningful because it reflects growth not only in test performance but also in teachers' understanding of the relationship between language use and classroom practice. The findings suggest that the integrated training model supported teachers in connecting language development with concrete instructional strategies, particularly in areas such as language use in instruction, bilingual scaffolding, and lesson design. These results echo earlier work on context-responsive, translanguaging-oriented professional development and its benefits for teachers' instructional adaptability, confidence, and reflective practice [26, 27].

Even so, these results should be interpreted with caution. The study did not include a comparison group, and it relied on adapted proficiency items, so factors such as familiarity with the test format or participation in other professional activities may also have influenced the observed gains. Future research using quasi-experimental or longitudinal designs, including control groups or delayed post-tests, would help clarify the strength and durability of these gains. This approach would also support clearer differentiation between genuine language development and test-related effects.

### 6.3. Teacher Satisfaction and Professional Sustainability (RO3)

Findings for Research Objective 3, questionnaire results show that teachers reported consistently high levels of satisfaction with the translanguaging-based development model across all training stages. In particular, participants valued opportunities to practice translanguaging strategies ( $M = 4.71$ ), design lessons collaboratively ( $M = 4.47$ ), and apply these approaches in their own classrooms ( $M = 4.32$ ). These responses underscore the importance of experiential and practice-oriented components in the teacher's professional development model. Opportunities to practice strategies, design lessons, and apply them in real classroom settings were especially valued by participants. These findings support Wei and García [6]'s view of translanguaging as an empowering approach that affirms teachers' multilingual identities and professional legitimacy.

High satisfaction with hands-on activities and peer feedback also supports Kirsch and Hornberger's [25] view that professional development is most effective when grounded in authentic local classrooms and connected to practical application. Integration of multilingual pedagogy awareness with organized opportunities for practice and reflection supported teacher agency and instructional confidence. This process reframed teachers' views of multilingual classroom practices as legitimate forms of instruction rather than informal or discouraged strategies. Teachers' written reflections also expressed strong motivation to continue using translanguaging strategies beyond the training period, suggesting potential for longer-term professional impact, even though no follow-up data were collected.

Overall, the consistently high satisfaction levels across training stages suggest that the model supported professional growth rather than short-term methodological adoption. When EFL teacher development acknowledges teachers' linguistic repertoires and community contexts, professional learning becomes more meaningful and contextually appropriate. This recognition also increases the likelihood that pedagogical change can be sustained over time. At the same time, satisfaction data in this study were collected only immediately after the program and relied on self-reports. As a result, responses may have been influenced by immediate training experience or by a tendency to provide positive self-reports. Future studies could include delayed satisfaction measures, classroom observations, and student outcome data to examine whether positive perceptions translate into durable changes in teaching and learning.

In sum, findings from all three research objectives suggest that translanguaging-informed and context-sensitive professional development has strong potential to support equitable and sustainable multilingual pedagogy in EFL settings. This study contributes a theoretically grounded and empirically evaluated development model that connects stance, design, and shifts with structured professional learning processes and offers a framework that may be adapted to other multilingual regions with similar institutional and linguistic conditions.

## 7. Conclusion, Implications, and Recommendations

This study developed a translanguaging-based teacher development model for EFL classrooms in Northern Thailand. The model was designed to bridge the gap between theory and classroom practice. Pedagogical innovation begins with teachers, and the study therefore moves beyond the usual focus on learners. It highlighted professional development as a key site for instructional innovation. The model development underpinned a six-stage cycle for teachers to work with a translanguaging stance, design, and shifts systematically.

The findings showed that teachers generally valued multilingualism, but they also needed practical scaffolding to use it effectively in classroom instruction. The model responded to these specific needs, guiding teachers from intuitive language practices toward more intentional and reflective teaching strategies. Teachers' learning achievement improved, and high levels of teacher satisfaction were also reported. These results indicate that translanguaging-based professional development can strengthen pedagogical confidence and support instructional adaptability.

Importantly, this study contributes to the literature on translanguaging by operationalizing translanguaging not only as a classroom practice but also as a framework for teacher learning and identity development. By affirming teachers' multilingual repertoires and embedding reflective practice into the training cycle, the proposed model supports pedagogical sustainability grounded in local contexts rather than externally imposed methodologies. While situated in Northern Thailand, the model offers transferable insights for other multilingual EFL settings characterized by centralized curricula, linguistic diversity, and limited access to sustained professional development.

The findings carry several implications for EFL teacher education and professional development. First, they suggest that translanguaging should be recognized not merely as an instructional strategy but as a core pedagogical orientation that informs teacher training design, classroom practice, and professional identity formation. Teacher development programs that acknowledge and legitimize educators' multilingual repertoires may promote greater instructional confidence and agency, particularly in linguistically diverse classrooms. Second, the six-stage development cycle shows that structured and needs-responsive professional development can support pedagogical change. It helps teachers transform existing beliefs and informal classroom practices into more systematic and sustainable teaching actions. Educational institutions and policymakers may therefore consider integrating translanguaging-informed frameworks into in-service teacher training. Such integration can better align curriculum expectations with everyday classroom realities.

Several limitations of the study should be noted. First, the analysis relied primarily on descriptive statistics and focused only on short-term outcomes immediately following the program, without a comparison group or classroom observation data. Second, the absence of observational evidence and student learning measures limits claims about how teachers' reported development translated into actual classroom practice and learner achievement. Future research could address these gaps by incorporating inferential statistical analyses and longitudinal designs that track teachers' development over a longer period. Studies that include classroom observations and student outcome data would help assess the durability and broader instructional impact of translanguaging-based teacher development. Comparative studies across regions, school levels, or institutional contexts could further demonstrate the flexibility and scalability of the proposed model. Professional development initiatives might benefit from sustained mentoring or school-based support structures that continue after formal training ends.

Embedding such support could help teachers maintain and deepen their translanguaging practices in everyday instructional routines.

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### Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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