

TRAINING OF LANGUAGE TEACHERS
specializing in the
Languages of Myanmar

June 13-14-15, 2025

5:00-7:30 am (U.S. PT)
7:00-9:30 am (U.S. CT)
8:00-10:30 am (U.S. ET)
6:30-9:00 pm (Myanmar Time)
7:00-9:30 pm (Thailand Time)

DAY 1 | Friday, June 13

- Opening Remarks 10 minutes

Teaching the Languages of Myanmar in the U.S. and Southeast Asia
F. Tainturier / T. Fishel / B. Butler / M. Budke

- Session 1.1 30 minutes

Introduction to Heritage Language and Language Teaching

The presentation will quickly introduce the similarities and differences between native, foreign, and heritage language learning; types of language skills; types of assessment; and basics of language language teaching. Participants will be able to apply these concepts during Day 2 and Day 3 of the workshop and as they develop their own teaching materials.

Kanjana Thepboriruk, Ph.D., Northern Illinois University, SEALC, and COTSEAL

- Session 1.2 10 minutes

Language Teaching Resources and Training Pathways

The presentation will feature open access language teaching resources such as those produced by ACTFL-Language Connects and Michigan State University's National LCTL Resource Center.

Pyae Phyoe Myint, Inya Institute, and Kanjana Thepboriruk, Ph.D., Northern Illinois University, SEALC and COTSEAL

Break 10 minutes

- Session 1.3 20 minutes

The Critical Role of Collaborating on Language Teaching Pedagogy:

COTSEAL's and SEALC's Experience in Language Instructor Development Workshops

This presentation highlights the vital role of collaboration in shaping effective language teaching pedagogy. Drawing from COTSEAL's and SEALC's experiences in organizing language instructor

development workshops, it showcases successful strategies, challenges, and lessons learned in fostering professional growth for Southeast Asian language instructors.

Agustini, COTSEAL and University of Michigan

- Session 1.4 30 minutes

How Linguistics Informs the Development of Teaching Materials for Less Commonly Taught Languages

This presentation focuses on the value of linguistic awareness for language teaching. Languages of Myanmar are part of four different language families. Outside of Myanmar, even Burmese (ဗမာစကား) is classified as a “less commonly taught language” (LCTL), taught only in a relatively small number of universities. From a teaching perspective, LCTL is far preferable to terms like “minority language”, which refer to local political status. So, for example, while Sgaw Karen might be called a minority language in Myanmar, in St. Paul, Minnesota, there are more speakers and learners (and now teachers!) of Sgaw than of Burmese.

In the teaching and learning of LCTLs, there is typically a closer relationship between the work of academic linguists and classroom teachers than is the case with widely taught languages. I will discuss how linguists and classroom teachers look at script and grammar. Examples will be drawn from Sgaw, and we will also briefly discuss Pwo, as well as varieties of Chin, Jingpo, Shan, and other languages.

John Whitman, Department of Linguistics, Cornell University

- Session 1.5 20 minutes

Understanding Proficiency and Assessment in Language Pedagogy

This presentation explores how we assess language proficiency in productive and receptive skills using the ACTFL Proficiency Guidelines as a framework. Through the lens of backward design, we’ll examine how assessment can align with real-world communication goals and support meaningful, effective language teaching.

Erlin Barnard, SEALC and University of Wisconsin-Madison

- Q & A and Discussion 20 minutes

DAY 2 | Saturday, June 14

- Session 2.1 60 minutes

*Effective Unit Design for Teaching World and Heritage Languages:
Proficiency, Performance, and the Interpretive Mode*

This presentation focuses on understanding the difference between proficiency and performance and how to leverage it through unit design. Participants will learn how to select unit themes,

learning targets, and design assessments and activities in the interpretive mode (reading and listening). Accommodations and adaptations for working with heritage learners will be shared.
Megan Budke and Ehtalow Zar, St. Paul Public Schools

Break	10 minutes
• Session 2.1 (continued)	60 minutes
• Q&A and Discussion	20 minutes

DAY 3 | Sunday, June 15

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| • Session 3.1 | 60 minutes |
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*Effective Unit Design for Teaching World and Heritage Languages:
The Interpersonal and Presentational Modes*

This presentation is a continuation of session 2.1. Participants will design assessments and activities in the interpersonal (speaking) and presentational (speaking or writing) modes that match a unit's proficiency level, theme, and learning targets. Accommodations and adaptations for working with heritage learners will be shared.

Megan Budke and Ehtalow Zar, St. Paul Public Schools

Break	10 minutes
• Session 3.1 (continued)	60 minutes
• Q&A and Discussion	20 minutes