Follow-up School Visit Report #1

Participants: Sangsok Son and Jit (for TLE project) and Palo (for MLE project)

Schools visited: Ban Musoe, Ban Phui, and Ban Khuntae school

Dates of visits: from 21st till 23rd of July 2020

Abbreviation and Index

BICS: Basic Interpersonal Communicative Skill BZPD: Bilingual Zone of Proximal Development CALP: Cognitive and Academic Language Proficiency

HL: Home language

MLE: Multilingual Education

T: Teacher S(s): Student(s) TL: Translanguaging

TLE: Translanguaging Education TPR: Total Physical Response

*Static top: When one/each language is used separately

These school visits are a follow-up event after TLE teacher training workshop held from 27th till 30th of June 2020. During the workshop, the teachers were encouraged to apply TL strategies for their teaching. We visited each of the 3 schools to hear their experiences of TL application in their lessons for the previous 3 weeks and to observe their TL based lessons they prepared. After we observed the lessons of English, Math, Science, and Thai and had a meeting for them to share their experiences of the previous 3 weeks and to share feedback to their lesson based on the observation. We decided to have this "Collaborative Descriptive Inquiry" meeting in every 2nd or 3rd week to share experiences and learn from one another. One teacher from each school was elected to lead the meetings as a facilitator and to correspond with us. All the teachers joined in TL google classroom to share their TL ideas with photos, ask questions, and give feedback for one another. Naturally we hope to build a community of learning and practices of TLE.

The tables below show the brief summary of the lesson observation and TL strategies that teachers used during the past 2 weeks.

School		Ban Phui			
Subject	English	Math	Thai	Thai	
Grade	4	4	4	5	
Teacher	Nisa	If	Kung	Kung	
Topic	Name of the days of	Subtraction with	Different kind of savings	Different food	
	the week	numbers more than		menus	
		100 thousand		(non-TL class)	
TL activities	*Static Top~~~	*Static Top~~~	*Static Top~~~	*Static Top~~~	
along the	-Teacher (T) asks "Are	-T uses Thai as a	-T basically uses Thai as a	-T basically uses	
continuum	you ready?" Students	medium to explain in	medium of instruction.	Thai as a	
between	(Ss) answer, "Yes, yes,	general.		medium of	
static and	yes, I am ready."		-Game of saving: T	instruction.	
spinning		-T lets S write down	divided Ss into two	-Dictation of key	
tops	-TPR: "Touch your	Arabian numbers	groups and handed out a	words in Thai on	
(*Static Top	body parts" for	after reading number	fake Thai note to each	S's notebook.	
~~~	review.	in words either in Thai	student. Each student	Check the	
Various		or Ss' HL written on a	from each group played	answers of a	
activities	-They sing together	A4 size board, and	"Rock Paper Scissors"	partner	
~~~	with movement,	read out loud the	and those Ss who won,	according to the	

^{**}Spinning top: When more than one language is used together

**Spinning Top)

"Head and shoulders knees and toes." with instruction in Thai.
-When T asks what the names of the days of the week were in Ss' HL while using Thai, Ss tell the names in their HL.

-Matching activity: 1) Each S receives a name card of the name of the week in either English or Thai. 2) Move around till they find their match between the two languages while asking using their HL. 3) Come up to the front, reading the name of their cards along with the name in their HL 4) Write down these names in three languages in 3 <u>different</u> the columns of a table (See below picture #1) drawn by T beforehand.

-Ss made a multilingual picture glossary in English, Thai, and HL. T adapted an existing English monolingual dictionary template into a multilingual one as seen here.

~~~ \*\*Spinning Top

same number in the other language (ex. Reading in HL => write it in Arabian number => reading it in Thai or the other way around)

-T encourages each group to discuss how to put the different number boards in ascending order (during this time Ss in each group use all of their language resources) and each group comes up front and put the number boards in the right ascending order. After putting the number boards, Ss are asked to write the amount of each number board of number in words (either in Thai or HL) in Arabian number on the white board. See the picture here.

-When T thinks she cannot explain difficult point in Thai, she makes sure at least one student from a group to understand while explaining in Thai and let that S explain using her whole language resources including their HL (See the video here).

put their note into the box as an action of saving.

-Group work presentation: While Ss presented their group work on different ways of saving, T wrote down their presentation on the white board. She even asked why different groups had different expressions for the same corresponding Thai term and learned from them as seen here.

-Ss were grouped to work on a big paper about different ways of saving using their whole language resources. They attached Thai word cards according to the corresponding pictures and wrote down their HL terms next to Thai cards as seen here.

~~~ \*\*Spinning Top

right answers written by T on the white board.

-T asks Ss to prewrite the names of cooking in HL first on their personal notebook and write down on the paper in Thai to submitted. -Ss pair up to discuss different ways of cooking in their community

resources.
~~~ \*\*Spinning
Top

whole language

their

using

## op......

What went well

-Balancing between static top practice of English only and spinning top practices between Thai and HL, Thai and English, and among English, Thai, and HL. -T typed in the numbers in HL and printed out and utilized them in class. Ss may have been proud of their knowledge as their HL was printed and used in class.

~~~ \*\*Spinning Top

-T showed a learning attitude towards the knowledge expressed in writing and speaking by Ss.

-The way T summarized the presentations by each group by writing the main points on the white board was very -Even if T did not prepare TL class but instantly used some TL strategies (grouping and prewriting in HL and writing in Thai) as she attended TLE

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| examples chosen by Ss. But finally, one S by chance chose one example which was within their BZPD. TL Strategies used during the previous 2 weeks 2 weeks - My body activity: Had students write body parts in HLT taught Thai vocabulary and connected with the Ss' HL in a table using 3 languages, English, Thai, and HL Play the game Days: connected the language by teaching Thai first then gradually connected with the student's HL, and finally taught English - T lead to the lesson by having students order numbers by alternating between Thai numbers and Arabic numbers - Had students vite a four-part in a worksheet. 1. Hindu-arabic numbers 2. Thai numbers 3. Thai numbers 3. Thai number in letters 4. HL - T lead to the lesson by having students order numbers by alternating between Thai numbers and Arabic numbers - Had students who understand, help explain (using all of their language resources) to friend who do not | | | herself rather than | | |
| Ss. But finally, one 5 by chance chose one example which was within their BZPD. TL Strategies used during the previous 2 weeks The previous 3 languages, English, Thai, and HL. The previous 4 with the students are familiar with. The previous 4 worksheet. The previous 2 weeks The previous 2 weeks The previous 4 with the students are familiar with. The previous 4 worksheet. The previous 4 worksheet. The previous 4 worksheet. The previous 5 worksheet. The previous 4 worksheet. The previous 4 worksheet. The previous 5 worksheet. The previous 4 worksheet. The previous 4 worksheet. The previous 4 worksheet. The previous 5 worksheet. The previous 4 worksheet. The previous 5 worksheet. The previous 5 worksheet. The previous 4 worksheet. The previous 5 worksheet. The previous 5 worksheet. The previous 5 worksheet. The previous 4 worksheet. The previous 5 worksheet. The previous 6 worksheet. The previous 7 worksheet. The previous 1 worksheet. The previous 1 worksheet. The previous 1 worksheet. The previous 1 worksheet. The previous 2 wo | | | | | |
| by chance chose one example which was within their BZPD. TL Strategies used during the previous 2 weeks 2 weeks 2 weeks 1 Had students write body parts in HLT taught Thai vocabulary and connected with the Ss' HL in a table using 3 languages, English, Thai, and HLPlay the game Days: connected the language by teaching Thai first then gradually connected with the student's HL, and finally taught English Their BZPD. - Had students say the main numbers in their HL. - Had students separate into groups and write a four-part in a worksheet. 1. Hindu-arabic numbers 3. Thai numbers 3. Thai number in letters 4. HL - T lead to the lesson by having students order numbers by alternating between Thai numbers and Arabic numbers - Had students who understand, help explain (using all of their language resources) to friend who do not | | | I | | |
| TL Strategies used during the previous 2 weeks 2 weeks The previous 2 weeks The gradual y and connected with the ssy and write a four-part in a worksheet. English, Thai, and HL. I weeks and write a four-part in a worksheet. I wing 3 languages, English, Thai, and HL. I weeks and write a four-part in a worksheet. I will will will will will will will wi | | | I = | | |
| TL Strategies used during the previous 2 weeks Ttaught Thai vocabulary and connected with the Ss' HL in a table using 3 languages, English, Thai, and HL. Play the game Days: connected the language by teaching Thai first then gradually connected with the student's HL, and finally taught English Thai mumbers and Arabic numbers - Had students say the main numbers in their HL. - Had students separate into groups and write a four-part in a worksheet. 1.Hindu-arabic numbers 2.Thai numbers 3.Thai number in letters 4.HL - T lead to the lesson by having students order numbers by alternating between Thai numbers and Arabic numbers - Had students say the main numbers in students are familiar with. - Taught about Thai and inserted questions asking the vocabulary in Students' HL Students' HL - T lead to the lesson by having students order numbers by alternating between Thai numbers and Arabic numbers - Had students who understand, help explain (using all of their language resources) to friend who do not | | | l | | |
| TL Strategies used during the previous 2 weeks 3 languages, English, Thai, and HL. - Play the game Days: connected the language by teaching Thai first then gradually connected with the student's HL, and finally taught English - T lead to the lesson by having students order numbers order numbers by alternating between Thai numbers and Arabic numbers - Had students say the main numbers in their HL. - Had students say the main numbers in their HL. - Had students say the main numbers in their HL. - Had students say the main numbers in their HL. - Had students say the main numbers in their HL. - Had students say the main numbers in their HL. - Had students say the main numbers in their HL. - Had students say the main numbers in their HL. - Taught about Thai and inserted sudents order-part in a worksheet. 1. Hindu-arabic numbers 2. Thai numbers 3. Thai number in letters 4. HL - T lead to the lesson by having students order numbers by alternating between Thai numbers and Arabic numbers - Had students who understand, help explain (using all of their language resources) to friend who do not | | | • | | |
| used during the previous 2 weeks 2 weeks 1 the main numbers in their HL. 2 traught Thai vocabulary and connected with the Ss' HL in a table using 3 languages, English, Thai, and HL. 2 Play the game Days: connected the language by teaching Thai first then gradually connected with the student's HL, and finally taught English 2 the main numbers in their HL. 3 the main numbers in their HL. 4 Had students separate into groups and write a four-part in a worksheet. 3 Thai numbers 2 Thai numbers 3 Thai number in letters 4 HL 4 HL 5 T lead to the lesson by having students order numbers by alternating between Thai numbers and Arabic numbers 4 Had students who understand, help explain (using all of their language resources) to friend who do not | TI 6: : : | NAME OF THE PARTY | | 11 | |
| the previous 2 weeks body parts in HL. -T taught Thai vocabulary and connected with the Ss' HL in a table using 3 languages, English, Thai, and HL. - Play the game Days: connected the language by teaching Thai first then gradually connected with the student's HL, and finally taught English body parts in HL. - Taught Thai with. - Had students separate into groups and write a four-part in a worksheet. 1.Hindu-arabic numbers 2.Thai numbers 3.Thai number in letters 4.HL - Taught about Thai and inserted questions asking the vocabulary in Students' HL - Taught about Thai and inserted questions asking the vocabulary in Students' HL - Taught about Thai and inserted questions asking the vocabulary in Students' HL - Taught about Thai and inserted questions asking the vocabulary in Students' HL - Taught about Thai and inserted questions asking the vocabulary in Students' HL - Taught about Thai and inserted questions asking the vocabulary in Students' HL - Taught about Thai and inserted questions asking the vocabulary in Students' HL - Taught about Thai and inserted questions asking the vocabulary in Students' HL - Taught about Thai and inserted questions asking the vocabulary in Students' HL - Taught about Thai and inserted questions asking the vocabulary in Students' HL - Taught about Thai and inserted questions asking the vocabulary in Students' HL - Taught about Thai and inserted questions asking the vocabulary in Students' HL - Taught about Thai and inserted questions asking the vocabulary in Students' HL - Taught about Thai and inserted questions asking the vocabulary in Students' HL | _ | | <u> </u> | | |
| 2 weeks -T taught Thai vocabulary and connected with the Ss' HL in a table using 3 languages, English, Thai, and HL. - Play the game Days: connected the language by teaching Thai first then gradually connected with the student's HL, and finally taught English taught English - T taught Thai vocabulary and connected with the student's HL aught English - Had students separate into groups and write a four-part in a worksheet. 1. Hindu-arabic numbers 2. Thai numbers 3. Thai number in letters 4. HL - Taught about Thai and inserted questions asking the vocabulary in Students' HL - Taught about Thai and inserted questions asking the vocabulary in Students' HL - Taught about Thai and inserted questions asking the vocabulary in Students' HL - Taught about Thai and inserted questions asking the vocabulary in Students' HL - Taught about Thai and inserted questions asking the vocabulary in Students' HL - Taught about Thai and inserted questions asking the vocabulary in Students' HL - Taught about Thai and inserted questions asking the vocabulary in Students' HL - Taught about Thai and inserted questions asking the vocabulary in Students' HL - Taught about Thai and inserted questions asking the vocabulary in Students' HL - Taught about Thai and inserted questions asking the vocabulary in Students' HL - Taught about Thai and inserted questions asking the vocabulary in Students' HL - Taught about Thai and inserted questions and write a four-part in a worksheet. - Tlead to the lesson by having students order numbers and Arabic numbers order numbers by alternating between Thai numbers and Arabic numbers order numbers by alternating between Thai numbers and Arabic numbers order num | _ | | | | |
| vocabulary and connected with the Ss' HL in a table using 3 languages, English, Thai, and HL. - Play the game Days: connected the language by teaching Thai first then gradually connected with the student's HL, and finally taught English - Had students - Had students separate into groups and write a four-part in a worksheet. 1.Hindu-arabic numbers 2.Thai numbers 3.Thai number in letters 4.HL - Tlead to the lesson by having students order numbers by alternating between Thai numbers and Arabic numbers - Had students who understand, help explain (using all of their language resources) to friend who do not | - | | ulell IIL. | | |
| connected with the Ss' HL in a table using 3 languages, English, Thai, and HL. - Play the game Days: connected the language by teaching Thai first then gradually connected with the student's HL, and finally taught English - T lead to the lesson by having students order numbers by alternating between Thai numbers and Arabic numbers - Had students who understand, help explain (using all of their language resources) to friend who do not | _ weeks | _ | - Had students | | |
| Ss' HL in a table using 3 languages, English, Thai, and HL. - Play the game Days: connected the language by teaching Thai first then gradually connected with the student's HL, and finally taught English - T lead to the lesson by having students order numbers by alternating between Thai numbers and Arabic numbers - Had students who understand, help explain (using all of their language resources) to friend who do not | | • | | _ | |
| using 3 languages, English, Thai, and HL. - Play the game Days: connected the language by teaching Thai first then gradually connected with the student's HL, and finally taught English - T lead to the lesson by having students order numbers by alternating between Thai numbers and Arabic numbers - Had students who understand, help explain (using all of their language resources) to friend who do not | | | | <u>'</u> | |
| English, Thai, and HL. - Play the game Days: connected the language by teaching Thai first then gradually connected with the student's HL, and finally taught English - T lead to the lesson by having students order numbers by alternating between Thai numbers - Had students who understand, help explain (using all of their language resources) to friend who do not | | | | | |
| numbers - Play the game Days: connected the language by teaching Thai first then gradually connected with the student's HL, and finally taught English Thai numbers - T lead to the lesson by having students order numbers by alternating between Thai numbers and Arabic numbers - Had students who understand, help explain (using all of their language resources) to friend who do not | | | | | |
| connected the language by teaching Thai first then gradually connected with the student's HL, and finally taught English Thai first then gradually connected with the student's HL, and finally taught English T lead to the lesson by having students order numbers by alternating between Thai numbers and Arabic numbers Had students who understand, help explain (using all of their language resources) to friend who do not | | | numbers | | |
| language by teaching Thai first then gradually connected with the student's HL, and finally taught English order numbers by alternating between Thai numbers and Arabic numbers - Had students who understand, help explain (using all of their language resources) to friend who do not | | - Play the game Days: | 2.Thai numbers | | |
| Thai first then gradually connected with the student's HL, and finally taught English order numbers by alternating between Thai numbers and Arabic numbers - Had students who understand, help explain (using all of their language resources) to friend who do not | | connected the | 3.Thai number in | | |
| gradually connected with the student's HL, and finally taught English order numbers by alternating between Thai numbers and Arabic numbers - Had students who understand, help explain (using all of their language resources) to friend who do not | | | | | |
| with the student's HL, and finally taught English order numbers by alternating between Thai numbers and Arabic numbers - Had students who understand, help explain (using all of their language resources) to friend who do not | | | 4.HL | | |
| HL, and finally taught English order numbers by alternating between Thai numbers and Arabic numbers - Had students who understand, help explain (using all of their language resources) to friend who do not | | | | | |
| taught English order numbers by alternating between Thai numbers and Arabic numbers - Had students who understand, help explain (using all of their language resources) to friend who do not | | | | | |
| alternating between Thai numbers and Arabic numbers - Had students who understand, help explain (using all of their language resources) to friend who do not | | | _ | | |
| Thai numbers and Arabic numbers - Had students who understand, help explain (using all of their language resources) to friend who do not | | taugnt English | · · · · · · · · · · · · · · · · · · · | | |
| Arabic numbers - Had students who understand, help explain (using all of their language resources) to friend who do not | | | _ | | |
| - Had students who understand, help explain (using all of their language resources) to friend who do not | | | | | |
| understand, help explain (using all of their language resources) to friend who do not | | | | | |
| explain (using all of their language resources) to friend who do not | | | | | |
| their language resources) to friend who do not | | | | | |
| resources) to friend
who do not | | | | | |
| who do not | | | | | |
| understand. | | | I - | | |
| | | | understand. | | |

| | -T said, "Ss focused
on learning this year
more than last year
as I utilized TL
strategies in class." | |
|--|---|--|
| | | |

| School | | Ban Kh | nutae | |
|-----------------|------------------------|--|--|---------------------|
| Subject | English | Math | Science | Thai |
| Grade | 4 | 4 | 4 | 4 |
| Teacher | Moloko | Po | Fon | Rueng |
| | | (This teacher did | | |
| | | not attend the TLE | | |
| | | workshop but | | |
| | | learned about TLE | | |
| | | from the teachers | | |
| | | who attended.) | | |
| Topic | Prepositions: | Subtraction | Categorization of | Different kind of |
| - | Reading & writing | between numbers | plants, animals and | nouns |
| | of | more than 100,000 | non-plants & non- | |
| | above, below, | | animals | |
| | beside, & between | | | |
| TL activities | *Static Top ~~~ | *Static Top ~~~ | *Static Top ~~~ | *Static Top ~~~ |
| along the | -TPR for a set of | -T basically used | -T used Thai as a | -T used Thai as a |
| continuum | actions using hands | Thai as a medium of | medium of | medium of |
| between static | using only English | instruction. | instruction. | instruction. |
| and spinning | | | | |
| tops | -Thai was used as a | -T asked each S to | -S from each group | -T elicited the |
| (*Static Top | default language of | read out loud | presented the result | names of different |
| ~~~ | instruction. | different numbers | of their group work | kinds of nouns in |
| Various | | that are more than | before the class in | HL. |
| activities | -When reviewing, T | 100,000. She wrote | Thai. | |
| ~~~ | tried to use only | each number and | | -Each group was |
| **Spinning Top) | English with some | called name of each | -T reviewed the | assigned to draw a |
| | Thai used for | student to read it. | group work with | mind map with |
| | clarification. | | another set of living | examples of a kind |
| | | -T asked Ss to read | things while filling | of noun such as |
| | -T used English and | in HL together the | the table of | general noun, |
| | Thai before the | answers written in | categorization using | proper noun, etc. |
| | whole class but used | Arabian number. | Thai after Ss' | both in Thai and in |
| | Thai and HL at the | T | presentation of their | HL while using |
| | small groups or with | -T asked how Ss call
"subtraction" in | group works. | their whole |
| | an individual student. | | T oligited III of Co | language |
| | -When viewing the | their HL, wrote the term in HL on the | - <u>T elicited HL of Ss</u> for each example of | resources. |
| | content, T tried to | white board with | living things written | Тор |
| | use as much English | the help from Ss | in Thai in order to | iop |
| | as possible to the | (actually she wrote | make sure Ss | |
| | extent Ss understood | the term first, Ss | understand what | |
| | and used Thai when | corrected the | each living thing | |
| | explaining the | spelling, one S | written in Thai was | |
| | meaning of new | finished writing the | and check whether | |
| | preposition such as | confusing part of | Ss have the same | |
| | "between". | the word), and | level of vocabulary in | |
| | Detween. | The word, and | icver or vocabulary III | <u> </u> |

| | | further explained | their HL as well as | |
|---------------------|---|---|--|------------------------------------|
| | -T used a Thai | about subtraction in | Thai. | |
| | sentence (bon yu | Thai with examples. | | |
| | thinai?) to teach how | · | -Ss discussed how to | |
| | to make a question of | -Bingo game: Ss | <u>categorize</u> the | |
| | "Where is the ball?" | were able to use | <u>different</u> cards of | |
| | | their whole | living things and | |
| | -Ss worked on an | language resources | worked on filling the | |
| | individual worksheet | when solving subtraction | table within their | |
| | while they were encouraged to | problems together | group, using their whole language | |
| | discuss within their | within the group. | resources. | |
| | group using their | | <u></u> | |
| | language resources | -Subtraction | ~~~ **Spinning Top | |
| | freely but | problem solving | | |
| | discouraged to copy | within a group using | | |
| | one another. They | their whole | | |
| | were instructed to | language resources. | | |
| | write a sentence in | ~~~ **Cuinnin- T | | |
| | English, Thai, and HL for 8 pictures. (They | ~~~ **Spinning Top | | |
| | were supposed to use | | | |
| | a preposition to | | | |
| | describe each | | | |
| | picture.) | | | |
| | | | | |
| | ~~~ **Spinning Top | | -11.11.11 | |
| What went well | -T dynamically used 3 | -T remembered and | -Elicitation of names | -Using a song |
| | languages for scaffolding the | called the name of all the Ss. This may | in HL for living things. | about noun was interesting and |
| | learning. | have helped Ss to | tilligs. | helped Ss to more |
| | icariii.g. | feel that T cared for | -Group work for the | concentrate on |
| | -T had an advantage | them and to more | categorization of | the contents while |
| | of being able to use | concentrate on | living with the given | the contents were |
| | Ss' HL to explain | their learning. | table using their | a bit difficult and |
| | difficult concepts | | whole language | long. |
| | deeper and Ss could | -T elicited an | resources and | 51: ··· 6.7 ··· |
| | approach to him | academic term in HL | presentation in Thai before the class. | -Eliciting Ss' HL
names for |
| | asking questions using their more | not only examples of numbers more | before the class. | different examples |
| | confident language, | than 100,000 so | | of different kinds |
| | their HL. | that Ss could | | of noun was good |
| | | develop CALP as | | for the |
| | | well as BICS both | | development of |
| | | Thai and HL. | | BICS in HL. |
| What could | -Students may need | -T could have given | -T could also have | -T could also have |
| have gone
better | more practice for comprehension of | different problems to be solved for the | given Ss a chance to think about the | given Ss a chance to discuss about |
| Dettel | each new preposition | small groups. Then | expression/terms for | the |
| | before learning how | when each group | the key academic | expression/terms |
| | to read and write | presented their | terms such as | for the key |
| | them. | work before class, | "plants", "animals", | academic terms |
| | | students could have | "non-plants and | such as different |
| | -T may have to test | had chances to | non-animal" and | kind of nouns |
| | Ss' true ability on | solve various | different criteria to | (noun, general |
| | writing English | problems rather | categorize living | noun, material |
| | sentences for each | than observing the | things into these | noun, group noun, |

| | picture. Ss were just copying those sentences from the blackboard. If not a full sentence, Ss may have to learn how to spell each word that was used in the sentences. | same problem was presented. -T could have elicited the term, "numbers more than 100,000" in HL so that Ss' HL develop together with Thai. | categories such as "can make food themselves", "can move themselves", "can eat food", etc. In this way Ss could develop CALP in their HL as well as Thai. | proper noun, classifier, etc.) In this way, Ss could develop CALP in their HL as well as Thai. -T could have managed the balance between T-centered teaching and group work. Students did not have enough time to finish their group work so they would continue it in next class. |
|--|---|---|---|---|
| TL Strategies used during the previous 2 weeks | - Had open mind for students to use all their language resources - The teacher and students were able to use many languages. - Group work using Ss' whole language resources. - Worksheet to learn 3 languages - Students can discuss together using their whole language resources | - Had opportunity for teaching and learning by using HL for communication - Students worked in groups to consult, using HL - Ss used HL in communication among themselves Students work on worksheets in both languages, Thai and HL. | -Gave students the opportunity to use HL for teaching and learning activities. -Used the grouping process, having students participate in activities using HL. - Teacher learned students' language together with students. - Linked HL to Central Thai - Had students come out to present their work. - Had students use HL for learning - Students work on worksheets in both languages | - Used group processes for working on worksheets by using TL both in Thai and HL. - Used both languages for activities (Thai and HL) - Had students present their group work in front of the class - Had students work in groups using their whole language resources. - Allowed students to use both Thai and HL |

| School | Ban Musoe | | | |
|---------|-----------|------|---------|------|
| Subject | English | Math | Science | Thai |
| Grade | 4 | 4 | 4 | 4 |
| Teacher | Jip | Ming | Nuk | Nen |

| TI activities | *Static Tonoon | *Ctatic Top~~~ | *Ctatic Top~~~ | *Ctatic Top~~~ |
|-------------------------|---|------------------------------------|-----------------------------------|-----------------------------------|
| TL activities along the | *Static Top~~~ -T used Thai as a basic | *Static Top~~~ - T used Thai as a | *Static Top~~~ -T used Thai as a | *Static Top~~~ -T used Thai as a |
| continuum | medium of instruction. | medium of | medium of | medium of |
| between static | inediam of mstruction. | instruction. | instruction. | instruction. |
| and spinning | -Ss dictated T to write | mstruction. | mstruction. | mstruction. |
| tops | the names of | - Ss were able to | -T prepared a | -T had S explain the |
| (*Static Top | vegetables and fruits | use their whole | worksheet about | meaning of Thai |
| (Static Top | in Ss' HLs (Sgaw Karen | language resources | categorization of | word to their |
| Various | and Lahu) besides | to find the right | living things in Thai. | friends using HL. |
| activities | English and Thai as | answers within | inving things in that. | menus using m. |
| ~~~ | seen <u>here</u> . | their group. | | - Ss were able to |
| **Spinning Top) | seen <u>nere</u> . | their group. | - Ss were able to | use their whole |
| Spinning top) | -Ss dictated T to write | ~~~ **Spinning Top | use their whole | language resources |
| | sentences in three | Spinning top | language resources | to find the right |
| | languages, English, | | to find the right | answers within |
| | Thai, and Lahu or Sgaw | | answers within | their group. |
| | Karen as seen here. | | their group. | then group. |
| | Raieii as seeii <u>liele</u> . | | | ~~~ **Spinning Top |
| | -Each S did worksheet | | ~~~ **Spinning Top | Spirining top |
| | where they were asked | | | |
| | to write sentence in | | | |
| | three languages with | | | |
| | this template while | | | |
| | using their whole | | | |
| | language resources | | | |
| | with peers within their | | | |
| | group. | | | |
| | ~~~ **Spinning Top | | | |
| What went well | -Elicitation of names of | -Ss were engaged | | -T tried to group Ss |
| | vegetable in both HLs | deeply during the | | according to the |
| | | Bingo game with | | common HL. |
| | -Scaffolding of | multiplication. | | |
| | understanding English | | | |
| | sentences by | -Ss were serious | | |
| | leveraging Thai and | when working on | | |
| | HLs. | <u>individual</u> | | |
| | | worksheet. | | |
| | -Students had a | | | |
| | chance to hear the HL | | | |
| | of Ss who use a | | | |
| | different language | | | |
| | than theirs. | | | |
| What could | -The English font of the | -T could have | -T could have given | -T could have |
| have gone | name cards were too | disallowed Ss to | a chance Ss to | elicited names |
| better | small to read from the | refer their | process about the | from Ss' HLs and |
| | back of the classroom. | multiplication table | names of | utilized these to |
| | | when they were | categories such as | teach consonants, |
| | -T could have written | working on | "plants", "animals", | vowels, tones, and |
| | the English names on | individual | and "non-plants & | spelling |
| | the white board by | worksheet and | non-animals" and | |
| | showing a model of | group work so that | some examples of | |
| | writing. | she could check | these categories in | |
| | Co could bout be d | how much Ss truly | their HLs so that Ss | |
| | -Ss could have had a | remember the | could develop both | |
| | chance to practice how | multiplication. | BICS and CALP in | |
| | to say English sentence | | both Thai and HLs. | |
| | only once they got the | | | |

| | | I | | 1 | | |
|----------------------|--|-----------------------------|------------------------|-------------------------|--|--|
| | scaffolding using Thai | | | | | |
| | and their HL. | | | | | |
| TL Strategies | Information hasn't | Information hasn't | Information hasn't | Information hasn't | | |
| used during the | been received yet. | been received yet. | been received yet. | been received yet. | | |
| previous 2 | | | | | | |
| weeks | | | | | | |
| Common issue | - Grade 4 of Ban Musoe | school had a commo | n issue of class manag | gement. This grade is | | |
| of this school | the biggest group (about | t 40 Ss) in their school a | and they were using a | big hall to keep social | | |
| | distancing due to COVID | distancing due to COVID 19. | | | | |
| | - They used to have a separate section for each language group students till grade 3 and | | | | | |
| | this year in grade 4 is the first year when they are combined between the two groups. | | | | | |
| | There is a concern about how to help students to get along well between the two groups. | | | | | |
| | So for this school we shared an idea that two group of Ss can be grouped together but with | | | | | |
| | one side for one HL group and the other side for the other HL group. In this way, they could | | | | | |
| | converse across the different HLs while still freely using their whole language resources | | | | | |
| | within their common HL group. | | | | | |
| | - The size of each group could be around 6 rather than 10 or so. When the size of the group | | | | | |
| | was too big, half of the group members were not able to be engaged while some were | | | | | |
| | working on the task. | | | | | |