

## 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 21<sup>st</sup> till 23<sup>rd</sup> 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

\*\*Spinning top: When more than one language is used together

These school visits are a follow-up event after TLE teacher training workshop held from 27<sup>th</sup> till 30<sup>th</sup> 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 2<sup>nd</sup> or 3<sup>rd</sup> 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 the week	Subtraction with numbers more than 100 thousand	Different kind of savings	Different food menus (non-TL class)
TL activities <b>along the continuum between static and spinning tops</b> (*Static Top ~~~)	*Static Top ~~~ -Teacher (T) asks “Are you ready?” Students (Ss) answer, “Yes, yes, yes, I am ready.”	*Static Top ~~~ -T uses Thai as a medium to explain in general.	*Static Top ~~~ -T basically uses Thai as a medium of instruction.	*Static Top ~~~ -T basically uses Thai as a medium of instruction.
<b>Various activities</b> ~~~	-TPR: “Touch your body parts” for review.  -They sing together with movement,	-T lets S write down Arabian numbers after reading number in words either in Thai or Ss’ HL written on a A4 size board, and read out loud the	-Game of saving: T divided Ss into two groups and handed out a fake Thai note to each student. Each student from each group played “Rock Paper Scissors” and those Ss who won,	-Dictation of key words in Thai on S’s notebook. Check the answers of a partner according to the

<p><b>**Spinning Top)</b></p>	<p>“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.</p> <p><b>-Matching activity: 1)</b> Each S receives a name card of the name of the week in either English or Thai.  <b>2)</b> Move around till they find their match between the two languages while asking using their HL.  <b>3)</b> Come up to the front, reading the name of their cards along with the name in their HL <b>4)</b> Write down these names in three languages in the <a href="#">3 different columns of a table</a> (See below picture #1) drawn by T beforehand.</p> <p>-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 <a href="#">here</a>.</p> <p>~~~ <b>**Spinning Top</b></p>	<p>same number in the other language (ex. Reading in HL =&gt; write it in Arabian number =&gt; reading it in Thai or the other way around)</p> <p>-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 <a href="#">here</a>.</p> <p>-When T thinks she cannot explain a 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 <a href="#">here</a>).</p> <p>~~~ <b>**Spinning Top</b></p>	<p>put their note into the box as an action of saving.</p> <p>-Group work presentation: While Ss presented their group work on different ways of saving, <a href="#">T wrote down their presentation</a> 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 <a href="#">here</a>.</p> <p>-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 <a href="#">here</a>.</p> <p>~~~ <b>**Spinning Top</b></p>	<p>right answers written by T on the white board.</p> <p>-T asks Ss to pre-write the names of cooking in HL first on their personal <a href="#">notebook</a> and write down <a href="#">on the paper in Thai to be submitted</a>.</p> <p>-Ss pair up to discuss different ways of cooking in their community <b>using their whole language resources.</b></p> <p>~~~ <b>**Spinning Top</b></p>
<p>What went well</p>	<p>-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.</p>	<p>-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.</p>	<p>-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</p>	<p>-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</p>

		<p>-T did ask Ss to answer in only Thai to the extent they could explain the answer in Thai but allowed other Ss to hear the explanation in HL from their friend who understood better.</p> <p>-Life experience question was good. Ex) approximation of distance from Ss' home to school and of the number of their school.</p>	<p>clear for Ss to review.</p> <p>-Ss reached out for help from other pair groups when they processed the discussion within their own pair group.</p> <p>-The forward-facing class arrangement during the Thai only instruction by T helped Ss to more focus on listening to T, while Ss were paired up for a group activity to use their whole language resources.</p>	workshop.
What could have gone better	The size of name card in English was too small for the Ss who sit back to read.	During the selection of number examples for approximation, T could have chosen the trickier ones by herself rather than repeating easy examples chosen by Ss. But finally, one S by chance chose one example which was within their BZPD.		
<b>TL Strategies used during the previous 2 weeks</b>	<p>- My body activity: Had students write body parts in HL.</p> <p>-T taught <b>Thai vocabulary and connected with the Ss' HL in a table using 3 languages, English, Thai, and HL.</b></p> <p>- Play the game Days: <b>connected the language by teaching Thai first then gradually connected with the student's HL, and finally taught English</b></p>	<p>- Had students say the main numbers in their HL.</p> <p>- Had students separate into groups and write a four-part in a <b>worksheet</b>.</p> <ol style="list-style-type: none"> <li>1.Hindu-arabic numbers</li> <li>2.Thai numbers</li> <li>3.Thai number in letters</li> <li>4.HL</li> </ol> <p>- T lead to the lesson by having students order numbers by alternating between Thai numbers and Arabic numbers</p> <p>- <b>Had students who understand, help explain (using all of their language resources) to friend who do not understand.</b></p>	<p>- Used HL and inserted some Thai words that students are familiar with.</p> <p>- Taught about Thai and inserted questions asking the vocabulary in Students' HL</p>	

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

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

	<p>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.</p>	<p>same problem was presented.</p> <p>-T could have elicited the term, “numbers more than 100,000” in HL so that Ss’ HL develop together with Thai.</p>	<p>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.</p>	<p>proper noun, classifier, etc.) In this way, Ss could develop CALP in their HL as well as Thai.</p> <p>-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.</p>
<p><b>TL Strategies used during the previous 2 weeks</b></p>	<ul style="list-style-type: none"> <li>- Had <b>open mind for students to use all their language resources</b></li> <li>- The teacher and students were able to use many languages.</li> <li>- Group work using Ss’ whole language resources.</li> <li>- <b>Worksheet to learn 3 languages</b></li> <li>- Students can discuss together using their whole language resources</li> </ul>	<ul style="list-style-type: none"> <li>- Had opportunity for teaching and learning by using HL for communication</li> <li>- Students worked in groups to consult, using HL</li> <li>- Ss used HL in communication among themselves.</li> <li>- Students work on <b>worksheets in both languages, Thai and HL.</b></li> </ul>	<ul style="list-style-type: none"> <li>-Gave students the opportunity to use HL for teaching and learning activities.</li> <li>-Used the grouping process, having students participate in activities using HL.</li> <li>- Teacher learned students’ language together with students.</li> <li>- Linked HL to Central Thai</li> <li>- Had students come out to present their work.</li> <li>- Had students use HL for learning</li> <li>- Students work on <b>worksheets in both languages</b></li> </ul>	<ul style="list-style-type: none"> <li>- Used group processes for working on worksheets by using TL both in Thai and HL.</li> <li>- Used both languages for activities (Thai and HL)</li> <li>- Had students present their group work in front of the class</li> <li>- Had students work in groups using their whole language resources.</li> <li>- Allowed students to use both Thai and HL</li> </ul>

<b>School</b>	<b>Ban Musoe</b>			
Subject	English	Math	Science	Thai
Grade	4	4	4	4
Teacher	Jip	Ming	Nuk	Nen

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

	scaffolding using Thai and their HL.			
<b>TL Strategies used during the previous 2 weeks</b>	Information hasn't been received yet.	Information hasn't been received yet.	Information hasn't been received yet.	Information hasn't been received yet.
Common issue of this school	<p>- Grade 4 of Ban Musoe school had a common issue of class management. This grade is the biggest group (about 40 Ss) in their school and they were using a big hall to keep social distancing due to COVID 19.</p> <p>- 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.</p> <p>- 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.</p>			